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**AID-492-E13-00003/AID-492-BC-13-00025**  
**“Literacy for Peace and Development”**  
**(LIPAD) Project Performance**  
**Evaluation**  
**FINAL PUBLISHABLE REPORT**



# **“Literacy for Peace and Development” (LIPAD) Project Performance Evaluation**

## **Final Report**

“The author’s views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development of the United States Government.”

Cover picture: Women learners in Maluso, Basilan share their experiences with one another on how they have used the literacy skills they gained from the program.

## **Glossary of Terms**

ARMM - Autonomous Region of Muslim Mindanao

BALS – Bureau of Alternative Learning System

CCT - Conditional Cash Transfer Program

CPRM – CPRM Consultants, Inc.

DepEd - Department of Education

DILG - Department of the Interior and Local Governments

DSWD - Department of Social Work and Development

FGD - Focus Group Discussion

FLEMMS - Functional Literacy, Education, and Mass Media Survey

GPH - Government of the Philippines

HDI - Human Development Index

HQ – Headquarters

LGU – Local Government Unit

LIPAD - Literacy for Peace and Development

LLFS - Livelihood Literacy and Food Sufficiency

M&E - Monitoring & Evaluation

MILF - Moro Islamic Liberation Front

MKFI - Magbassa Kita Foundation Inc.

MNLF - Moro National Liberation Front

MOA - Memoranda of Agreement

MOU – Memorandum of Understanding

MSU - Mindanao State University

NGO – Non-Government Organization

OEd – USAID Office of Education

OSY - Out-of-school youth

PHDR - Philippine Human Development Report

PRM – USAID Office of Program Resources Management

USAID - United States Agency for International Development

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# ARMM MAP



*SULU SEA*



*Basilan*

*Lanao del Sur*

*Maguindanao*

*MORO GULF*

*Sulu*

*CELEBES SEA*

*Tawi-tawi*

# Final Report "Literacy for Peace and Development" (LIPAD) Project Performance Evaluation

## EXECUTIVE SUMMARY

**Introduction.** The Executive Summary of this report contains the following sections: evaluation purpose; evaluation background; evaluation questions; methods used in the performance evaluation; a summary of major findings toward achieving the three general objectives and the nine indicators; and findings regarding the record keeping system of Magbassa Kita Foundation Inc. (MKFI) for tracking project progress, with recommendations incorporated where relevant.

**Evaluation Purpose.** The purpose of the performance evaluation conducted by CPRM Evaluation Team was to assess the results of the Literacy for Peace and Development (LIPAD) and to review the performance of MKFI in achieving LIPAD's objectives of:

1. Enhanced peace initiatives through literacy activities (with special attention to women non-literates who could be effective peace agents and agents of change);
2. Increased basic literacy and functional literacy of citizens in the Autonomous Region of Muslim Mindanao (ARMM); and
3. Developed sensitivity of youth to peace and development efforts in the ARMM by harnessing their services in the literacy delivery program.

The Evaluation Team examined the effectiveness of LIPAD's service delivery chain on four major activities: (1) adult literacy facilitator training; (2) adult literacy classes; (3) learning materials distribution; and (4) the integration of peace building concepts in the adult literacy curriculum. Also assessed were project results within five domains: (1) relevance; (2) effectiveness; (3) efficiency; (4) sustainability; and (5) other essentials such as monitoring and evaluation and outreach communications. Finally, the Evaluation Team also documented (1) what is working; (2) unintended project results; (3) impediments to the optimum implementation of the LIPAD Project; and (4) recommendations on what could be better.

It is anticipated that the findings from this performance evaluation will be used to inform the staff of the USAID/Philippines (Offices of Education and Program Resources Management) as well as the staff of MKFI and the relevant Government of the Philippines (GPH) stakeholders (Department of Education [Central and ARMM] and the Department of Social Work and Development), on what's working and what could be better in planning and implementing literacy projects targeting segments of Philippine society with similar socio-demographic characteristics.

**Project Background.** According to the latest Functional Literacy, Education, and Mass Media Survey (FLEMMS) study (2010), the Autonomous Region of Muslim Mindanao has a 71.6% literacy rate compared to the national rate of 86.4%. Its two provinces, Sulu and Maguindanao, are reported to have the highest number of illiterates in the Philippines: 198,371 and 196,502, respectively. Non-literacy is a critical contributing factor toward ARMM's persistent poverty, under-development, and long-term conflicts.<sup>1</sup>

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<sup>1</sup> Reported in the USAID Philippines Newsroom, March 2013.

Upon recommendation by the Philippines Department of Education (DepEd), an unsolicited proposal from the Magbassa Kita Foundation Inc (MKFI) was submitted to USAID/Philippines and the latter awarded a US\$1,241,341 Cooperative Agreement to MKFI to implement the LIPAD Project from November 2010 to November 2013 in five provinces of the ARMM: Basilan, Lanao del Sur, Maguindanao, Sulu, and Tawi-Tawi.

LIPAD targets non-literates from ages 15-60 – especially out-of-school youth and women – in selected barangays with high concentrations of illiteracy within the five assisted provinces. The focus of the Project is to increase their literacy and numeracy skills through a three-month, 140-hour classroom intervention. As part of the learning process, participants were to be introduced to conflict prevention and peacemaking skills to better enable them to participate meaningfully in the fashioning of peace, democracy and development in their own communities.<sup>2</sup>

**Evaluation Questions.** The following are the five domains and questions clustered within each domain used to guide the team's evaluation processes:

**A. Relevance**

1. Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project? If so, why or why not?

**B. Effectiveness**

2. To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)? Were there unintended results?
3. As individual components, how effective were adult literacy facilitators training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?
4. What are the factors (both external and internal to the LIPAD Project, specifically including training and materials used) that contributed to the achievement of targeted deliverables? If any stated targets were not achieved, what were the impediments and how could the project have responded?
5. To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?
6. To what extent has LIPAD implemented its Gender Action Plan? What are the lessons learned and good practices in educating adult men and women?

**C. Efficiency**

7. Describe and assess the approaches that LIPAD has adopted. How cost-effective are the strategies in achieving the results of LIPAD, as compared to the other adult literacy programs in the country?

**D. Sustainability**

8. How did local governments and other local stakeholders support and own LIPAD outcomes?
9. Were project activities adopted, replicated, or otherwise disseminated by LIPAD-assisted communities or stakeholders outside of project sites?

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<sup>2</sup> Page 11 of Attachment B Program Description of the Cooperative Agreement states: "In addition other peace education materials will be developed and translated to the various local dialects for the peace education component. As indicated in the initial proposal submitted, LIPAD will not only focus on adult literacy but will also provide peace education to the adult learners. Learners, therefore, will not only learn how to read, write, and count but will also be imbued with the values and skills necessary for peacemaking and peace advocacy."

**E. Other Essentials** (i.e. Monitoring & Evaluation, and Outreach/Communication)

10. To what extent are the project's M&E and reporting systems effective and efficient for tracking project progress? (How valid, reliable and adequate are the measures used by the LIPAD Project to assess and report on project results? Describe how M&E results were used, and how monitoring, reporting and dissemination of results could have been improved. What information needs are not being met?)
11. To what extent did the LIPAD Project communication strategy contribute to community and local level stakeholder support for the project interventions?

**Scope and Methodology.** The Evaluation Team reviewed relevant project documents and LIPAD's data collection chain; conducted focus group discussions (FGDs) with 105 female and 29 male learners, 20 facilitators representing 27 barangays in the five target provinces, four HQ program staff and 11 regional and provincial field staff from MKFI field offices in Basilan, Lanao del Sur, Sulu and Tawi-Tawi; 21 community leaders from 13 barangays; three senior DepEd officials of BALS ARMM and BALS Central Office; and made visits to MKFI HQs, its field offices and literacy training sites in four of the five target provinces.

**Summary of Major Findings.** In this section, selected findings will be clustered into three broad areas: five findings on what's working; 12 findings on the achievement of the three outcomes and nine outputs as outline in USAID's cooperative agreement with MKFI;<sup>3</sup> and three critical findings that focus on what could be better, including recommendations.

**What's Working:**

- A. The basic literacy levels of citizens in the ARMM are being raised.** The LIPAD Project has raised the basic literacy levels of selected citizens in the ARMM.
- B. LIPAD uses a very consultative and community-based approach in its service delivery in four different ways:** in the selection of barangays, facilitators, participants and the use of local vernacular. All four aspects converge to make LIPAD's consultative community-based approach to helping non-literates become more literate highly appropriate for the social/demographic/cultural milieu they have chosen to work in.
- C. LIPAD promotes positive changes in the empowerment of female and male learners.** When female learners were asked how they are using what they have learned through LIPAD, the majority reported that they: teach their children to read and write; register and vote in elections; go to the market and buy items; read signs and travel from one place to another. Similar comments were given by male learners: they now know how to read and write simple words; have learned simple arithmetic, and; can write but have difficulty in reading.
- D. LIPAD is relatively cost effective.** Using LIPAD's overall budget of US\$ 1,241,341 and its reported number of learners — 53,387 — who have become literate, the cost per beneficiary would be about PHP 1,003 or US \$23.25 per person for 140 hours of instruction, or about PHP 7 or 16 cents per hour.
- E. There are three positive unintended results incurred by LIPAD:**
  - a. Affiliation with the Conditional Cash Transfer Program (CCT/4Ps) of the Department of Social Welfare and Development (DSWD).** There are beginning efforts to link the LIPAD Project with the CCT Program of the DSWD in Lanao del Sur, Sulu, and Tawi-Tawi. Essentially, non-literate beneficiaries of the CCT program are "encouraged" to participate in the LIPAD Project in order for them to receive cash and commodity benefits. This is a pilot effort to make LIPAD participation a first-step bridge

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<sup>3</sup> For findings and recommendations associated with each of the 11 questions, please see the full report on page 7.

- to the Livelihood Literacy and Food Sufficiency (LLFS) initiative of the DSWD.<sup>4</sup>
- b. Partnership with the Philippine Military.** In Tawi-Tawi, at least seven literacy facilitators were soldiers (Marines). The provincial coordinator reported that their presence as literacy facilitators helped to create a more harmonious relationship between the soldiers and the community.<sup>5</sup>
  - c. Interaction with Para-Military Groups.** LIPAD's provision of literacy training with para-military groups is an excellent first foundational step to prepare them for reintegration within the wider Filipino society. In Basilan there are five literacy facilitators trained by the LIPAD Project who are affiliated with para-military groups.<sup>6</sup> In addition, there are an unknown number of learners in the LIPAD Project who are part of the Moro Islamic Liberation Front in Basilan.<sup>7</sup>

### **Findings on the Three Outcomes and Nine Outputs in USAID's Cooperative Agreement with MKFI:**

#### **1. Findings toward achieving the three outcomes:**

- a. Enhance the peace initiatives through literacy activities with special attention to women non-literates who could be effective peace agents and agents of change.<sup>8</sup> *Not accomplished.*** Out of 21 FGDs held in 13 barangays in four of the five targeted provinces involving 134 learners,<sup>9</sup> none of the 105 females and only two out of 29 males offered that they learned concepts related to peace building.
- b. Raise the basic literacy and functional literacy level of citizens in the ARMM. *Accomplished.*** Based on anecdotal evidence provided by the 29 male and 100 female learners<sup>10</sup> participating in FGDs, there is indication that LIPAD has raised the basic literacy levels of selected citizens in the ARMM, but not to a functional literacy level.<sup>11</sup>
- c. Develop in the youth sensitivity to peace and development efforts in the ARMM by harnessing their service in the literacy delivery programs. *Could be verified in selected field sites but not overall for the project due to incomplete source documents.*** When asked about the engagement of young people in literacy delivery programs as a part of peace and development efforts, LIPAD headquarters program staff were unable to provide a breakdown by age of the 842 literacy facilitators.<sup>12</sup>

#### **2. Findings toward Achieving the Nine Outputs as Outlined in USAID's Cooperative Agreement with MKFI:**

- a. 5 ARMM provinces: Basilan, Sulu, Tawi-Tawi, Maguindanao and Lanao del Sur, conducted literacy classes. *Accomplished.*** Results achieved were verified by site visits and interviews with field staff.
- b. 100 basic literacy classes conducted per target province during the first year. *Could be verified in selected field sites but not overall for the project due to incomplete source documents.*** There is evidence that LIPAD did conduct classes, but what could not be verified are the actual numbers of literacy classes conducted per target province.

<sup>4</sup> Interviews with provincial coordinators and facilitators in Lanao del Sur and Tawi-Tawi.

<sup>5</sup> Interview with the provincial coordinator on August 5.

<sup>6</sup> Interview with MKFI headquarters staff on August 21.

<sup>7</sup> Interview with the assistant provincial coordinator of Basilan on August 8.

<sup>8</sup> See footnote #2 above regarding requirements outlined in USAID's Cooperative Agreement for peace education.

<sup>9</sup> There were 5 barangays that did not have male learners.

<sup>10</sup> Five female learners from Barangay Sugod in Lanao del Sur refused to sign their names on the sign in sheet at the beginning of the focus group discussion or give a reason why they would not sign.

<sup>11</sup> The details of the basic literacy skill which the learners reported that they have gained are discussed in 5b, of the full report

<sup>12</sup> Interview with MKFI headquarters program staff on August 21, 2013.

- c. **200 basic literacy classes conducted per target province during the second and third years. *Could be verified in selected field sites but not overall for the project due to incomplete source documents.*** There is evidence in field sites that LIPAD did conduct classes but what could not be verified are the actual numbers of literacy classes conducted per target province.
- d. **62,500 beneficiaries from 5 provinces gain basic literacy as well as values promotive of peace and development. *Could be verified in selected field sites but not overall for the project due to incomplete source documents.*** MKFI has reported that 53,387 non-literates have become literate to date. The number could not be verified because of inconsistent record keeping by LIPAD and missing source documents (i.e., missing inception reports, learners profiles, Blue Recordkeeping Books, and completion reports).
- e. **250 literacy teachers and para-teachers trained and provided with continuing education during the implementation of the project. *Accomplished.*** About 842 individuals have served as literacy facilitators for batches 1 to 9 and verified through payroll records.
- f. **At least 90% of the target beneficiaries graduated from the literacy course. *Could not be verified at all field sites because of inconsistent record keeping by LIPAD and missing source documents.***
- g. **At least 125,000 literacy materials developed/ procured and distributed to the learners. *Could be verified in selected field sites but not overall for the project due to incomplete source documents.*** An inventory of materials procured was available but no such record of actual distribution was available during the evaluation period.
- h. **Partnership with at least one (1) university/college in each of the target provinces forged. *Partially accomplished.*** LIPAD developed a partnership with Mindanao State University in Marawi City in Lanao del Sur only.
- i. **At least five (5) LGUs committed to institutionalize LIPAD's literacy strategies, approaches, methodologies, and processes. *Not accomplished.*** MKFI has two MOUs with the Department of the Interior and Local Governments (DILG) and the Office of the Regional Governor of the ARMM.<sup>13</sup> These agreements are an essential first step towards institutionalizing LIPAD. Nevertheless there has been no governmental unit at the municipal or local level and/or local school boards identified as having committed to institutionalizing LIPAD's literacy strategies, as evidenced by government/municipal ordinances or local school board resolutions and corresponding budget allocations.

#### **Findings on What Could Be Better:**

1. **There needs to be a greater diffusion of peace building concepts within LIPAD's literacy curriculum.** There are an unknown number of LIPAD learners who are members or have family members who are affiliated with para-military groups in the 5 provinces. LIPAD's curriculum should go beyond the mere association of sounds with words dealing with peace-building as is the present case to take better advantage of this opportunity to integrate such individuals into the wider Filipino society.

**Recommendation.** *LIPAD should formally incorporate within its curriculum the identification of the various types of conflicts encountered by learners and share the means for resolving such conflict that are culturally relevant leading to a more peace-able society.*

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<sup>13</sup> Ibid.

2. **Although LIPAD has not yet attained its objective to raise the learners' literacy skills to functional literacy level, it serves as a bridge or gateway to higher levels of literacy.** The present 12-week basic literacy curriculum has made the learners more interested in learning. In the field dialogs with project beneficiaries, requests were made to provide them with sessions on livelihood, values education and citizenship. These are learning strands in the functional literacy program of the Department of Education (DepEd), managed by the Continuing Education Division of the Bureau of Alternative Learning System (BALS).

**Recommendation:** *A functional literacy training program, in addition to the existing LIPAD basic literacy training, be developed and implemented in future adult literacy initiatives of MKFI. In coordination with the Department of Education, the training program should include: generation of entry profiles baselines of learners that would serve as basis for crafting the instructional design, development review of the curriculum and use of functional literacy learning materials, regular review of learner performance, and exit profiling to determine their learnings they shall have gained. It is further recommended that learners take the DepEd functional literacy test aimed at gauging the basic literacy and/or functional literacy levels of the learners. It is also recommended that LIPAD interface with DepED on the conduct of this functional literacy test .*

3. **LIPAD's record keeping is inconsistent across all provincial, regional, and national offices for the following reasons:**

- a. **Dispersed Records.** LIPAD has no centralized system for the storage of hard copy records of learners and implementation (i.e., enrollee reports, learner profiles, attendance and class records, mastery tests, and completion records for example). The records that are supposed to be stored at the provincial office are dispersed among provincial, regional, and headquarters offices, making it difficult to keep track of progress in each province from start to finish and also running a high risk of losing records as these are shifted from one office to another.
- b. **Missing Records.** LIPAD has an unknown number of missing records that affects its ability to verify for the Project as a whole the indicators on enrollment, attendance, and completion rates, as well as dropout rates. Hard copy records are missing in Lanao del Sur (unknown number) and Maguindano (entirely for batch 1-3 and partially for batch 4). Also missing during the evaluation period were data fields (too numerous to quantify) in MKFI's Project Implementation Summary used to record and track the number of classes, facilitators, enrollees, and graduates by batch, by locality, and by memoranda of agreement with local government units.
- c. **Storage of Records.** Hard copy records are not stored in a standardized or systematic manner in all LIPAD offices except in the provincial office for Lanao del Sur. Hard copy records are found unsystematically stored on shelves or on chairs and are not labeled as to the type of record, location where it is from, or from what batch.

**Recommendation—***LIPAD should use its provincial offices as the main repository of records as these offices are the closest to the sites where facilitators and learners are located, in order to expedite the cross-checking/verification tasks that provincial coordinators need to perform with their facilitators to validate the integrity of their recordkeeping site by site and batch by batch in each of the five provinces. All hard-copy records (e.g., inception reports, learner profiles, tests, Blue Books, reports, and completion lists, etc.) should be labeled clearly, packaged securely, and stored systematically together. These records should be organized by class location, facilitator, and batch number, in separate storage bins or file cabinets in a standardized and consistent fashion across all provincial offices.*

## **FULL EVALUATION REPORT**

**Introduction.** The main body of CPRM's evaluation report contains more detailed descriptions of the following sections: evaluation purpose; project background; methods used in the performance evaluation; limitations of the study; and major findings for the 11 research questions, including recommendations where relevant for findings regarding what could be better.

**Evaluation Purpose:** The purpose of the performance evaluation conducted by CPRM Evaluation Team<sup>14</sup> was to assess the results of the Literacy for Peace and Development (LIPAD) Project and review the performance of Magbassa Kita Foundation Inc. (MKFI) in achieving LIPAD's objectives of:

1. Enhanced peace initiatives through literacy activities (with special attention to women non-literates who could be effective peace agents and agents of change);
2. Increased basic literacy and functional literacy of citizens in the Autonomous Region of Muslim Mindanao (ARMM); and
3. Developed sensitivity of youth to peace and development efforts in the ARMM by harnessing their services in the literacy delivery program.

The Team examined the effectiveness of LIPAD service delivery chain within four major activities—adult literacy facilitator training, adult literacy classes, learning materials distribution, and the integration of peace building concepts in the adult literacy curriculum. The Team also assessed project results guided by 11 evaluation questions clustered within the following five domains: for relevance, effectiveness, efficiency, sustainability, and other essentials (e.g., monitoring and evaluation, and outreach communications) and documented what is working/good practices. The evaluation assessed the degree to which these results or other unintended project outcomes are supported and owned by stakeholders at the local and municipal levels and made recommendations on what could be better where applicable.

It is anticipated the the findings from this performance evaluation will be used to inform the staff of the USAID/Philippines (Offices of Education and Program Resources Management) as well as the staff of MKFI and the Government of the Philippines stakeholders (Department of Education [Central and ARMM] and the Department of Social Work and Development) on what's working and what could be better in implementing similar types of literacy projects.

**Amount of Funding for the Evaluation.** The amount of funding for the evaluation is US\$142,299.35.

**Project Background:** In the latest Philippine Human Development Report (PHDR), all provinces in the Autonomous Region of Muslim Mindanao (ARMM) were ranked among the bottom standing in terms of the Human Development Index (HDI). The poverty incidence in the ARMM is over 55 percent -- the highest in the country.<sup>15</sup>

A recent study of the Government of the Philippines (GPH) (2008) showed that 12 percent of the Mindanao population, aged 10-64 years, is illiterate (compared to a 6.9 percent national average) and the rate rises to 22 percent in the ARMM. Among the illiterates, 47.2 percent are

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<sup>14</sup> Team members included Jack Boyson, Team Leader and FGD facilitator for MKFI staff; Dr. Zenida Domingo, Adult Literacy Specialist and FGD facilitator for MKFI literacy teachers; Dr. Noemi Silva, FGD facilitator for female learners; Art Cayoca, FGD facilitator for male learners and security officer; and Gutierrez Mangansakan, FGD facilitator for community leaders.

<sup>15</sup> USAID/Philippines Newsroom, March 2013.

women. The school dropout rate is estimated at 6 percent nationwide, but is 10 percent for Mindanao and reaches nearly 18 percent in the ARMM.<sup>16</sup>

Some Mindanao communities report that 50 to 70 percent of school age children and youth are out of school. Studies on education outcomes in the Philippines point to poverty as the leading cause for leaving school and low educational achievement, citing both direct costs (e.g., uniforms) and the opportunity cost of children working to support family livelihood.

Recognizing the important role of literacy in peace building, the Department of Education of Government of the Philippines forwarded a proposal from Magbassa Kita Foundation Inc (MKFI) to USAID/Philippines and the latter then awarded a US\$ US\$1,241,341 Cooperative Agreement to MKFI to implement the Literacy for Peace And Development Project from November 2010 to November 2013 in five provinces of the ARMM.

LIPAD aims to increase literacy through a series of basic and functional adult literacy classes, and contribute to the building of sustainable peace and development in ARMM. The Project targets participants who have the lowest literacy level in the Autonomous Region in Muslim Mindanao including out-of-school youth (OSY) and adult women. As part of the learning process, participants are to be introduced to conflict prevention and peacemaking skills. This provides them with the opportunity to participate meaningfully in the fashioning of peace, democracy and development in their own communities.

LIPAD's strategy also includes developing literacy facilitators from among recent college graduates, schoolteachers, barangay health workers, and retired teachers to conduct literacy classes for adults.

**Evaluation Questions.** The following are the five domains and questions clustered within each domain used to guide the team's evaluation processes:

**A. Relevance**

1. Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project? If so, why or why not?

**B. Effectiveness**

2. To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)? Were there unintended results?
3. As individual components, how effective were adult literacy facilitators training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?
4. What are the factors (both external and internal to the LIPAD Project, specifically including training and materials used) that contributed to the achievement of targeted deliverables? If any stated targets were not achieved, what were the impediments and how could the project have responded?
5. To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?
6. To what extent has LIPAD implemented its Gender Action Plan? What are the lessons learned and good practices in educating adult men and women?

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<sup>16</sup> Ibid.

**C. Efficiency**

7. Describe and assess the approaches that LIPAD has adopted. How cost-effective are the strategies in achieving the results of LIPAD, as compared to the other adult literacy programs in the country?

**D. Sustainability**

8. How did local governments and other local stakeholders support and own LIPAD outcomes?  
 9. Were project activities adopted, replicated, or otherwise disseminated by LIPAD-assisted communities or stakeholders outside of project sites?

**E. Other Essentials** (i.e. Monitoring & Evaluation, and Outreach/Communication)

10. To what extent are the project's M&E and reporting systems effective and efficient for tracking project progress? (How valid, reliable and adequate are the measures used by the LIPAD Project to assess and report on project results? Describe how M&E results were used, and how monitoring, reporting and dissemination of results could have been improved. What information needs are not being met?)  
 11. To what extent did the LIPAD Project communication strategy contribute to community and local level stakeholder support for the project interventions?

**Evaluation Period (In-country).** July 29 – September 2, 2013

**Period of Performance.** July 22 – September 27, 2013

**Scope and Methodology.** The Team used the following methods to gather data to answer the USAID's 11 evaluation questions that follow:

- Review of relevant project documents, including the LIPAD grant agreement with USAID, M&E plan, annual work plans, and quarterly status reports;
- Review of LIPAD's data collection chain, including its case management system from implementation sites in the field to those maintained at provincial and regional offices and at headquarters;
- Focus group discussions and/or interviews with the LIPAD's key constituencies, including:
  - (1) 105 female and 29 male learners from the following provinces, municipalities, and their barangays:

Province	Municipality/City	Barangay
Basilan	Maluso	Samal Village
	Lantawan	Bulanza
Lanao del Sur	Buadiposo Buntong	Ragondingan
	Ditsaan Ramain	Barimbingan
	Marawi City	Sugod ( in lieu of Wawaylan Calocan, per request of MKFI)
	Saguwaran	Raya Sungod
Maguindanao	Sultan Kudarat	Calsada
	Sultan Mastura	Macabiso
	Datu Odin Sinsuat	Margues
	Buluan	Poblacion
Tawi Tawi	Bongao City	Pahut
		Sanga Sanga
		Ragondingan Island
<b>Totals: 4 provinces</b>	<b>2 cities, and 9 municipalities</b>	<b>13 barangays</b>

- (2) Twenty (20) facilitators in 27 barangays in 16 municipalities of the 5 provinces covered by LIPAD. Although the evaluation team was not able to go to Sulu, 3 facilitators, together with their provincial coordinator went to the MKFI Zamboanga City for FGDs.

- (3) Four LIPAD Headquarters Program and Financial Staff in Quezon City and 11 regional and provincial coordinators and administrative staff from the LIPAD field offices in Basilan, Lanao, Maguindanao, Sulu, and Tawi Tawi.
  - (4) 21 community leaders from the 13 barangays, including 14 barangay officials, one religious leader.
  - (5) Three DepEd officials: Mr. Nur Pulong, Director of the Bureau of Alternative Learning System of the ARMM;<sup>17</sup> Dr. Carolina Guerrero, Director of the Bureau of Alternative Learning Systems Central Office; and Dr. Edel Carag, the Literacy Division Chief of Bureau of Alternative Learning System Central Office.
- Direct observation through visits to LIPAD headquarters office and its field offices and literacy training sites in four of the five provinces in Basilan, Lanao del Sur, Maguindanao, and Tawi-Tawi.<sup>18</sup>

**Limitations:** There are three major limitations to this study: a time-specific, not longitudinal parameter; the selection of sites to visit by the Evaluation Team; and the selection of male and female learners to participate in FGDs.

- **Time-Specific, Not Longitudinal Parameter.** This study was conducted during the month of August 2013 and its findings were solely based on information made available and accessible to the Evaluation Team during this specific time period.
- **Selection of Sites.** The Evaluation Team used the following criteria to determine the number of and location of sites to visit: level of security, weather conditions, travel distance, mode of transportation, and time availability. The outlined criteria excluded visits to sites in 43 municipalities out of 54: (1) deemed by Philippine National Police and USAID to be insecure, especially in certain areas of Basilan, Lanao del Sur, and Maguindanao, or the island of Sulu; (2) that required travel by "pump boats" due to unsettled weather and sea conditions; (3) with unpaved roads requiring travel by motorcycles and/or tricycles; and (4) that required ground travel time of more than 90 minutes from MKFI's regional and/or provincial offices.
- **Selection of Learners.** For the integrity of this study, the Evaluation Team requested that LIPAD HQ staff provide it with lists of learners from batches 1-9 from the 13 barangays in order create lists of randomly selected learners to participate in FGDs. At the time of the request, only lists for 11 barangays were available at MKFI's headquarters to create a sampling list for each site. Lists for barangays Macabiso and Margues of the province of Maguindanao were not available as the records were missing. At the Maguindanao office of LIPAD, the Evaluation Team was provided two handwritten lists of female and male learners the night before making visits to these two sites.

The Team Leader did a random selection of learners from the learners' lists provided by LIPAD for each of the 13 sites. Nevertheless, out of a total of 105 female learners present at FGDs, 72 did not appear on any of the lists based on inception, attendance, or completion reports provided by LIPAD for sampling purposes *prior* to the actual conduct of FGDs and interviews. Out of 29 male learners, 16 did not appear on any lists provided by LIPAD for sampling purposes.

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<sup>17</sup> No other senior level ARMM Department of Education officials were available during fieldwork as they were on leave after Ramadan.

<sup>18</sup> No site visit to Sulu occurred because of security concerns and the lack of same day round trip flights to this location.

Overall, 88 of the 134 learners interviewed did not appear on any list supplied by LIPAD for sampling purposes to the Evaluation Team. On August 30, the total not appearing on sampling lists was reduced to 12 after verification of inception and completion reports (but not attendance reports) provided by LIPAD.

A significant limitation of this study therefore is that the random sampling of male and female learners could not be implemented by the Evaluation Team under the above circumstances. Except for Pahut and Karundong Tawi-Tawi, random sampling could not be done in other areas because none of the learners selected by the team were present in any of the FGDs. Since replacements were not from the team's lists, purposive sampling was utilized in the following areas: (1) Sanga Sanga, Tawi-Tawi, (2) Samal Village, Basilan, (3) Sugod, Marawi City, (4) Barimbingan, Lanao Del Sur, (5) Ragundingan, Lanao Del Sur, (6) Calsada, Maguindanao, (7) Pahut, Tawi-Tawi (for male learners), (8) Karungdong, Tawi-Tawi (for male learners). About 122 of the 134 learners in the FGDs were eventually verified through the inception and completion reports.

**Major Findings from the Field Work Conducted by the CPRM Evaluation Team.** The following section describes the findings for each of the five domains and the 11 research questions.

#### **A. Relevance**

**1. Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project? If so, why or why not?**

**a. Similarity of Learners Identified in the Project Design Phase with Those Interviewed.**

About 117 out of the total 134 learners (105 females and 29 males) present at the FGDs fit within the criteria outlined<sup>19</sup> in USAID's grant agreement with MKFI. Seventeen FGD participants were outside the characteristics of priority target learners because they were beyond the age range (11); had a fifth grade education or higher (5); or was a dropout listed as a learner in the sampling list (1).<sup>20</sup>

Half of the 20 facilitators interviewed reported that they could recall that at least 14 learners in various batches were outside the selection criteria. Provincial coordinators for Sulu reported that they targeted zero literates but about 10% of their learners have completed up to grade 2. The provincial coordinator and assistant provincial coordinator for Tawi-Tawi reported that an unknown number of children under 15 are attending LIPAD classes for "reinforcement" and/or for helping relatives with limited or no literacy.<sup>21</sup>

**Conclusion.** Because the majority (87%) of the 134 learners interviewed appear to be similar to the selection criteria identified in the design phase, this outcome is considered to be achieved.

<sup>19</sup> Not less than 15 years old nor more than 60 years old; of good moral character; priority to those with zero literacy levels; and non-discriminatory based on political and other considerations.

<sup>20</sup> Summary of Female Learners Interviewed in Focus Groups.

<sup>21</sup> Interviews with MKFI provincial coordinators from Basilan, Lanao Del Sur, Maguindanao, Sulu, and Tawi-Tawi and with MKFI staff from Sulu and Tawi-Tawi.

**Recommendation**—*To ensure closer compliance with the selection criteria articulated in the Cooperative Agreement (page 10) with USAID that LIPAD conduct a baseline assessment of literacy and numeracy levels of potential attendees along with the learner profiles during the intake period of classes as screening tool and a means to help facilitators to identify the level of competency of learners, fine-tune the delivery of content in terms of scope and depth, and to better measure the degree of change in learners.*

## B. Effectiveness

### 2. To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)? Were there unintended results?

#### Outputs

*a. 5 ARMM provinces: Basilan, Sulu, Tawi-Tawi, Maguindanao and Lanao del Sur, conducted literacy classes.*

**Accomplished.** Verified through site visits by the Team and their interviews with learners, literacy facilitators, and regional and provincial coordinators from all five provinces.

*b. 100 basic and functional literacy classes conducted per target province during the first year.*

**Could be verified in selected field sites but not overall for the project due to incomplete source documents.**

During the first year of project implementation, batches 1 and 2 were completed by LIPAD. It was reported<sup>22</sup> that the total number of literacy classes per province for the first year were: 100 classes for Basilan; 103 classes for Lanao del Sur; 96 classes for Maguindanao; 48 classes for Sulu; and 100 classes for Tawi-Tawi.

The cumulative totals for the number of literacy classes conducted by province could not be verified because of inconsistent record keeping by MKFI, including missing hard copy source documents such as inception reports, learners profiles, Blue Record-keeping Books, and completion reports in the provinces of Lanao del Sur, Maguindanao and Tawi-Tawi.<sup>23</sup>

*c. 200 Basic and functional literacy classes conducted per target province during the second year. Another 200 classes per target province during the third year.*

**Could be verified in selected field sites but not overall for the project due to incomplete source documents.**

LIPAD as a matter of practice assigned the dates of the signing of Memoranda of Agreement (MOAs) with LGUs with specific batches, by location, and by the number of classes, usually but not always two classes per site. The Evaluation Team was unable to verify the overall number of target classes per year based on LIPAD's records<sup>24</sup> because of the assignment of posterior MOA dates with specific batches and class locations associated with batches and locations occurring earlier.

To illustrate, for Sulu there are 21 sites that have a MOA signing date assigned for batches four or five in 2013. The same batches were reported to have occurred in

<sup>22</sup> Project Implementation Summary by Province.

<sup>23</sup> See Question 10 below for more findings regarding MKFI's record keeping procedures.

<sup>24</sup> Project Implementation Summary by Province.

2012 in LIPAD's Quarterly Progress Reports. Furthermore, three sites in Sulu within the 21 mentioned above have a MOA signing date of 3/17/2013 for batch 4, followed by a signing date of 5/23/2012 for batch 5 for the same locations. In addition, 41 MOA signature dates are missing for batches and locations in Basilan, 19 MOA signature dates are missing for Lanao del Sur, 21 MOA signature dates are missing for Maguindanao, and 18 MOA signature dates are missing for Tawi-Tawi.<sup>25</sup>

- d. 62,500 beneficiaries from 5 provinces gained basic and functional literacy as well as values promotive of peace and development.*

**Could be verified in selected field sites but not overall for the project due to incomplete source documents.**

LIPAD reported<sup>26</sup> that 53,387 completers to date (batch 8)<sup>27</sup> have finished the LIPAD literacy training course. This number could not be verified because of inconsistent record keeping by MKFI including missing hard copy source records and storage challenges at headquarters and the regional and/or provincial offices of LIPAD.<sup>28</sup>

- e. 250 literacy teachers and para-teachers trained and provided with continuing education during the implementation of the project.*

**Accomplished.**

The number of individuals trained and having served as literacy facilitators according to LIPAD records<sup>29</sup> for batches 1 through 9 is 842 (645 females and 197 males).

- f. At least 90% of the target beneficiaries graduated from the literacy course.*

**Could be verified in selected field sites but not overall for the project due to incomplete source documents.**

The percentage of learners graduated from LIPAD's literacy course is not verifiable because of missing source documents and storage challenges.

**Recommendation**—see the recommendation for question 10 below for points 2.b, c, d, and f.

- g. At least 125,000 literacy materials developed/procured and distributed to the learners.*

**Could be verified in selected field sites but not overall for the project due to incomplete source documents.**

MKFI calculates the number of learner materials (two items: *Magbassa Kita* primer and *Katutubong Kwento* reader) multiplied by the number of learners that would total 106,396 items distributed to learners. As the total number of learners is not verifiable, likewise the number of literacy materials distributed to learners is also not verifiable.

<sup>25</sup> Project Implementation Summary Reports for Basilan, Lanao del Sur, Maguindanao, Sulu, and Tawi-Tawi.

<sup>26</sup> Annex E Interview with MKFI Headquarters Program Staff on July 30, page 3

<sup>27</sup> On August 1, MKFI program staff told the Evaluation Team that the total number of learners who graduated was 53,428. However in reviewing the number of learners on August 21, three other numbers were given as the total: 53,119 (mentioned twice by the staff at the time as the final total); later the staff changed total to 53,136 as noted on their spread sheet; at the end of the discussion, 53,198 was given by the staff as the final tally of the total number of completers batches 1 through 8. On September 2, a total of 53,387 was given in an email from MKFI.

<sup>28</sup> See question 10 for more details on the challenges of LIPAD's data collection chain including dispersed records, missing records—both hard copy and electronic, the storage of records, and problems with hardware.

<sup>29</sup> The number of facilitators was calculated from MKFI's payroll records.

In terms of the distribution of learning materials to literacy facilitators, each facilitator receives four materials: one primer, one reader, one teachers' guide, and a Blue Book for record keeping and reporting. Multiplying the number of literacy facilitators — 842 — by four gives a total of 3,368 materials distributed. No other inventory records were available that could be used to verify the total number of materials distributed.<sup>30</sup>

**Recommendation**—*That MKFI maintain records — either hard copy and/or electronic — at the provincial level and duplicated at headquarters that specifies the name of the facilitator and/or learner, the number of materials and type of materials received, by language, by class location, and by batch.*

**h. Partnership with at least one (1) university/college in each of the target provinces forged.**

**Partially accomplished.**

Only Mindanao State University, College of Public Affairs, Department of Community Development of Marawi City in Lanao del Sur provided livelihood training to learners of the LIPAD Project in the five barangays of Bansayan, Odalo, Pantaon, Pindolonan, and Kalungunan.

**Recommendations**—*That MKFI develop a formal partnership with MSU system and other similar institutions to expand and formalize the livelihood-training component for learners. In addition, beyond higher education institutions, MKFI should develop partnerships with other national, regional, provincial community-based organizations that provide life and employability skills training services and start up capital to populations that have similar characteristics as those serviced by the LIPAD Project.*<sup>31</sup>

**i. At least five (5) LGUs committed to institutionalize LIPAD's literacy strategies, approaches, methodologies, and processes.**

MKFI has two MOUs with the Department of the Interior and Local Governments (DILG) and the Office of the Regional Governor of the ARMM.<sup>32</sup> While these agreements are an essential first step in the ARMM context towards institutionalization, at the time of the evaluation, there were no governmental units at the municipal or local level and/or local school boards identified as having committed to institutionalizing LIPAD's literacy strategies, etc. as evidenced by government/municipal ordinances or local school board resolutions and corresponding budget allocations.<sup>33</sup>

**Conclusions.** Overall in terms of the accomplishments of outputs, LIPAD was able to accomplish **Output a** (literacy sites in the five target provinces) and **Output e** (number of literacy facilitators trained); partially accomplish **Output h** (only 1 partnership with a university out of five targeted); and not accomplish **Output i** (5

<sup>30</sup> Interview with MKFI headquarters staff on August 21.

<sup>31</sup> The linking of learners to livelihood skills training was an issue flagged in the Third Quarterly Status Report on page 13 on its report on batch 1. It is not clear what MKFI's next steps were to formalize such linkages outside the partnership with MSU Marawi City.

<sup>32</sup> Ibid.

<sup>33</sup> All 109 memoranda of agreements (MOAs) between LIPAD and barangays reviewed by the Evaluation Team are limited to the use of venues during the period of instruction only.

LGUs committed to institutionalizing literacy strategies).

The accomplishments for *Outputs b and c* (number of literacy classes conducted per target province for years 1 to 3), *d* (number of target beneficiaries), *f* (graduation rate), and *g* (number of literacy materials distributed) could not be verified overall for the project because of missing source documents.

**Recommendation**—*That the MKFI continue to work with the entities listed above to institutionalize its literacy strategies through formal resolutions with both bodies leading to financial assistance.*

## **Outcomes**

### **1. Enhance the peace initiatives through literacy activities with special attention to women non-literates who could be effective peace agents and agents of change.**

#### **Not accomplished.**

Out of 21 focus group discussions with 134 learners, none of the 105 females offered that they learned concepts related to peace building. Out of 29 male learners, only two males in barangay Samal Village in Basilan mentioned that they had learned peace-building concepts but were not able to share specific learnings with the focus group discussion facilitator.<sup>34</sup>

From the point of view of the facilitators interviewed, three from Sulu, two from Lanao del Sur, and one from Tawi-Tawi<sup>35</sup> out of 20 reported that they infused peace concepts in their literacy training through the association of sounds with words dealing with peace. No provincial coordinators mentioned peace building as part of the changes occurring in learners.

**Recommendation**—*That the LIPAD Project go beyond the association of sounds with words dealing with peace-building by formally introducing and incorporating concepts within its curriculum that identify the various types of conflicts and means for resolving them for a more peace-able society using strategies to resolve conflicts that are culturally relevant.*

### **2. Raise the basic literacy and functional literacy level of citizens in the ARMM.**

**Accomplished**—raised the basic literacy level of citizens at the project sites.

Based on anecdotal evidence provided by the 29 male and 100 female learners<sup>36</sup> participating in FGDs, which included the learners writing their names on a sign-in sheet, there is indication that LIPAD has raised the basic literacy levels of selected citizens in the ARMM.<sup>37</sup>

The foregoing finding confirms the MKFI report that the learners are “under the general category of *neo-literates*.”<sup>38</sup> This categorization of LIPAD learners is attuned to the DepED Memo No. 78 s. 2009 endorsement and dissemination of

<sup>34</sup> Interview with two male learners at barangay Samal Village in Basilan on August 7.

<sup>35</sup> Interviews with facilitators in Sulu, Basilan, and Lanao del Sur and Tawi-Tawi Item 4.1, Interview Notes with 3 Sulu Facilitators, Item 3.1, Interview Notes with 2 Buadiposo Bundong Lanao del Sur Facilitators and Item 4.1, Interview Notes with Sanga-Sanga Facilitator.

<sup>36</sup> Five female learners from Barangay Sugod in Lanao del Sur refused to sign their names on the sign in sheet at the beginning of the focus group discussion or give a reason why they would not sign.

<sup>37</sup> The details of the basic literacy skill which the learners reported that they have gained are discussed in 5b, Pages 21-22

<sup>38</sup> LIPAD, Year 2: 1<sup>st</sup> Quarter Progress Report (November 2011-November 2012)

Resolution No. 1, s. 2008 of the Literacy Coordinating Council (LCC), adopting the "classification of literacy levels for statistical and scoring purposes":<sup>39</sup>

1. Illiterate
2. Basic Literacy (with basic reading and writing skills)
3. Basic Literacy (with basic reading, writing and numeracy skills)
4. Basic Literacy (with basic reading, writing and numeracy skills and comprehension skills)
5. Functional Literacy<sup>40</sup> (with basic literacy and critical thinking skills and problem solving, sustainable use of resources and productivity, development of self and a sense of community and expanding one's world vision – *initially acquired*)
6. Functional Literacy (with basic literacy and critical thinking skills and problem solving, sustainable use of resources and productivity, development of self and a sense of community and expanding one's world vision – *moderately acquired*)
7. Functional Literacy (with basic literacy and critical thinking skills and problem solving, sustainable use of resources and productivity, development of self and a sense of community and expanding one's world vision – *fully acquired*)

In compliance with DepED Memo No. 78 s. 2009 and LCC Resolution No. 1, s. 2008, DepEd has a functional literacy test aimed at gauging the basic literacy and/or functional literacy levels of the learners.<sup>41</sup> The test is given free by the DepED Bureau of Alternative Learning System (BALS)

The foregoing categories would indicate that the LIPAD learners, based on their anecdotal responses in the FGDs, and as reported by MKFI,<sup>42</sup> now aptly belong to Categories 2 and 3. This finding resonates with the observation of the USAID Mission Director that individuals who know how to affix a signature does not necessarily mean they are literate, much less that they are functionally literate.

As noted by the evaluation, LIPAD has only 140 hours training time while it takes more time for a learner to achieve functional literacy (Categories 5, 6 and 7). Although LIPAD places learners at the beginning level or basic literacy, MKFI has done a commendable initiative in opening the eyes of the learners to the value of education.

### **Findings on LIPAD and Functional Literacy**

Although LIPAD has not yet attained its objective to raise the learners' literacy skills to functional literacy level, it serves as a bridge or gateway to higher levels of literacy, particularly post-literacy which is the beginning stage of functional literacy. This is a commendable initiative of LIPAD in improving the literacy levels of non-

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<sup>39</sup> DepED Memo No. 78 s. 2009, Dissemination of Literacy Coordinating Council Resolution No. 01 s. 2008

<sup>40</sup> That is: "a range of skills and competencies—cognitive (intellectual), affective (emotional), and behavioral—which enable individuals to: live and work as human beings; develop their potential; make critical and informed decisions; function effectively in society with the context of their environment and that of the wider community (local, regional, national, global) in order to improve the quality of their life and that of society."

<sup>41</sup> DepED Memo No. 78 s. 2009, Dissemination of Literacy Coordinating Council Resolution No. 01 s. 2008

<sup>42</sup> LIPAD, Year 2: 1<sup>st</sup> Quarter Progress Report (November 2011-November 2012)

literate in Mindanao.

### **Recommendation**

*Learners' interest in education has been honed by LIPAD, based on their request to undergo further literacy training programs in their community. Future initiatives in adult literacy may include the following components, in order to further help enrich the learning strategies for adult learners: generation of entry profiles of learners (baselines) that would serve as basis for crafting the instructional design of the program, regular review of the curriculum and learning materials, filing of learners, continuation of the conduct of regular review of learner performance, and exit profiling to determine their learnings they shall have gained. It is further recommended that learners take the DepEd functional literacy test aimed at gauging the basic literacy and/or functional literacy levels of the learners. A corollary recommendation is for future adult education initiatives to interface with DepEd on the conduct of this functional literacy test.*

### **3. Develop in the youth sensitivity to peace and development efforts in the ARMM by harnessing their service in the literacy delivery programs.**

**Could be verified in selected field sites but not overall for the project due to incomplete source documents.**

In terms of engaging young people in literacy delivery programs as a part of peace and development efforts, when asked, MKFI headquarters program staff were unable to provide a breakdown by age of the 842 literacy facilitators.<sup>43</sup>

Nevertheless, of the 20 facilitators interviewed, 85% or 17 were 39 years or younger. All reported they were motivated to join the LIPAD Project because of their awareness and concern for the plight of impoverished non-literate populations in their communities and welcomed the opportunity to help them have hope through the LIPAD Project.<sup>44</sup>

### **Findings on Unintended Results**

- **LIPAD ID.** Learners were given identification cards with their names and pictures in selected barangays in Basilan, Sulu, and Maguindanao.<sup>45</sup> Beyond using them as IDs for learners, many now use them as personal identification documents for buying tickets, getting discounts, conducting transactions, and passing through check points.
- **Conditional Cash Transfer Program (CCT/4Ps) of the Department of Social Welfare and Development (DSWD).** There are beginning efforts to link LIPAD with the CCT Program of the DSWD in Lanao del Sur, Sulu, and Tawi-Tawi. Essentially, non-literate beneficiaries of the CCT program are "encouraged" to participate in the LIPAD Project in order for them to receive cash and commodity benefits. Furthermore if they do not complete the literacy training cycle they may lose benefits. This is a pilot effort to make LIPAD participation a first-step bridge to the Livelihood Literacy and Food Sufficiency (LLFS) initiative of the DSWD. It is not known how many learners are participating in LIPAD because of the CCT

<sup>43</sup> Interview with MKFI headquarters program staff on August 21.

<sup>44</sup> Summary of Findings of Focus Group Discussions with LIPAD Facilitators, Item 2, p. F-10.

<sup>45</sup> Reported in interviews with provincial coordinators in Basilan, Maguindanao, and Sulu. IDs were shown to Evaluation Team members by learners in barangay Margues in Maguindanao.

Program, as no record is kept by LIPAD.<sup>46</sup>

**Recommendation**—*that LIPAD move beyond the pilot phase in Lanao del Sur, Sulu, and Tawi-Tawi and negotiate with the DWSD a Mindanao-wide formal resolution designating MKFI as an official implementing partner of its CCT Program--including the obligation of financial support--with direct curricular linkages to DSWD's Livelihood Literacy and Food Sufficiency Initiative.*

- **Philippine Military.** In Tawi-Tawi, at least seven literacy facilitators were soldiers (Marines). The provincial coordinator reported that it created a very positive impression among the learners to see them as educators instead of carrying guns. Their presence in the role as literacy facilitators helped to create a more harmonious relationship between the soldiers and the community.<sup>47</sup>

**Recommendation**—*that LIPAD formally establish a partnership with the Philippine Marine Corp based in Mindanao to expand the number of Marine literacy facilitators as well as develop a cadre of Marine master literacy trainers as means to expand availability of literacy training in remote areas while creating a more harmonious relationship between the soldiers and the communities where they serve.*

- **Para-Military Groups.** In Basilan, LIPAD's provincial coordinator met with the MILF Commander Haji Dan Asnawie last year who requested the LIPAD Project to train his commanders on how to write their names and learn how to read as most of them are illiterate. As a result, there are five literacy facilitators trained by the LIPAD Project who are affiliated with para-military groups: one affiliated with the MNLF in barangay Bohelebang, three affiliated with the MILF at barangay Danapa, and one MILF in an unidentified barangay in Lanao del Sur.<sup>48</sup>

In addition, there are an unknown number of learners in the LIPAD Project who are part of the Moro Islamic Liberation Front in Basilan, specifically in the Municipality of Tipo Tipo. About 50 soldiers and their wives have also received literacy training in barangay Cambug in the Municipality of Al-Barka in Basilan Province.<sup>49</sup>

**Conclusions.** In regards to outcomes, the first outcome on enhanced peace initiatives was not accomplished because of a general lack of knowledge expressed by learners regarding peace building concepts. On the second outcome, there are anecdotal indications that basic literacy levels of citizens have been achieved, but not to the level of functional literacy. For the third outcome on the engagement of youth as facilitators in the literacy project, it could not be verified overall for the project because MKFI could not provide a breakdown by age of the 842 literacy facilitators at the time of the Team's request.

**Recommendation**—*see the recommendation for Outcome 1 (page 16).*

<sup>46</sup> Interviews with provincial coordinators and facilitators in Lanao del Sur and Tawi-Tawi.

<sup>47</sup> Interview with the provincial coordinator (Bongao, Tawi-Tawi) on August 5, Annex E, Item 8-1.

<sup>48</sup> Interview with MKFI headquarters staff on August 21.

<sup>49</sup> Interview with the assistant provincial coordinator of Basilan on August 8, Item 1.2.

### **Effectiveness:**

### **3. As individual components, how effective were literacy facilitator training, adult literacy classes, and learning materials distribution in achieving LIPAD's objectives?**

#### **a. Findings regarding the Review of the LIPAD Training Design for Facilitators.**

The LIPAD training for facilitators is a three-day program designed to prepare the facilitators in their task of planning and delivering literacy classes for adults with zero level of literacy. Its main focus is on the phono-syllabic and numeracy methods of teaching adult learners along with session topics on the principles of andragogy and the conditions of adult learning.<sup>50</sup>

At the end of the training program, the training participants are expected to: (a) relate the significance of the literacy classes in the overall context of improving the literacy rate and the peace and development situation in the ARMM; (b) familiarize themselves on the method in teaching combining of sounds to form syllables and combining of syllables to form words; (c) familiarize themselves on the nine steps in teaching the sounds of basic letters; (d) familiarize themselves on the method in teaching numeracy from single to multiple digits; (e) observe the principles of adult teaching in the teaching demonstration sessions; (f) apply techniques in classroom management in the teaching demonstration sessions; (g) properly execute the phono-syllabic and numeracy methods during the teaching demonstration sessions, and; (h) demonstrate the proper use of the LIPAD facilitators' kit.<sup>51</sup>

The major sessions of the training program are: orientation on LIPAD, including an overview of the facilitators' training program, and leveling off training expectations; principles of adult learning, nature and principles of andragogy, phono-syllabic method of teaching literacy, particularly the nine-step process of the phono-syllabic method; strategies of teaching numeracy, and demo teaching.

The learning strands in the training program provide basic competencies and foundational grounding on teaching literacy to adult learners. Further, the training program provides sample lesson plans on the phono-syllabic method and on numeracy. These sample lesson plans serve as models for the actual lesson planning work of the facilitators.

#### **b. Findings regarding LIPAD's Training Design for the Adult Literacy Classes.**

The LIPAD adult literacy training design consists of twelve training sessions with a total of 140 hours implemented in three months on basic literacy and numeracy for non-literate adults to help them obtain competencies and skills to become neo-literates.<sup>52</sup> The program is mainly focused on the first to third levels of basic literacy, in compliance with DepED Memo No. 78 s. 2009, as follows:

- Non-literacy level—zero literacy, cannot read or write even simple words
- Neo-literacy level –can read and write simple words, with little comprehension
- Post-literacy level—can read and write simple words with comprehension<sup>53</sup>

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<sup>50</sup> LIPAD New Training Module

<sup>51</sup> *Ibid*

<sup>52</sup> *Ibid.*

<sup>53</sup> Interview with Dr. Edel Carag, Chief of the Literacy Division of BALs, DepEd, August 2, 2013

For its part, LIPAD developed a tool of indicators to classify the learners based on acquired literacy competencies in order to be able to extend specific learning activities for each of the basic literacy level:<sup>54</sup>

- **Level 1 (without guidance):** can write name with correct spelling without guidance; can write all letters (with good penmanship and proper strokes); can spell words with ease; can read short stories in the book with ease; can identify and write numbers from 1-100; can perform the 4 basic mathematical operations.<sup>55</sup>
- **Level 2 (with minimum guidance):** can write name with correct spelling without guidance; can write most of the letters (penmanship and strokes need improvement); can spell basic words with minimum guidance; can read with minimum guidance; can generally identify & write numbers; can perform addition and subtraction.
- **Level 3 (with guidance):** can write name but with guidance; can write some letters; can spell some words; can give sound of the letters, some syllables and some words.
- **Level 4 (with guidance):** cannot write name even with guidance; can write only a few letters; can give only sounds of some letters.

In general, the above LIPAD tool is based on the DepEd three levels of basic literacy. The only difference is the level of guidance to the adult learners, wherein LIPAD has two indicators on guidance to the learner – minimum guidance (Level 2) and guidance (Level 3). The LIPAD field officers made an effort to adhere to the BALS processes and procedures and at the same time put in place context-based ones that responds to the conditions and situations of the LIPAD learners

The terminal objectives of the project are for the learners to be able to: (1) recognize, produce read and write the letters of the alphabet; (2) recognize, read and write syllables; (3) fluently read words and sentences in *Tayo'y Bumasa* (Let's Read) of Santanina Rasul; (4) write words correctly as dictated using the formed syllables; recognize syllables in certain words; read and write words; (5) understand the following numeracy concepts: addition, subtraction, and multiplication.<sup>56</sup>

The foregoing terminal objectives of LIPAD are likewise based on those of the BALS's terminal objectives in basic literacy, specifically for neo-literates. The MKFI's reports show that to date, LIPAD's training program is mainly focused on the non-literates to become neo-literates.<sup>57</sup> This initiative is generally considered by DepEd BALS as the beginning phase wherein the learners are prepared to become post literates and eventually, functionally literate.

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<sup>54</sup> LIPAD Second Quarterly Report.

<sup>55</sup> The terminal objectives of the module states 100. However in the actual session guide, the number is 1000. There is need to reconcile these two figures.

<sup>56</sup> LIPAD New Training Module

<sup>57</sup> LIPAD November 2011-November 2012 Report

- c. **Findings regarding the Review of LIPAD Learning Materials.** LIPAD's learning materials consist of two packages: the *Magbassa Kita* Teachers Guide; and the Learners Primer in six languages (Filipino, Tausug, Maguindanao, Maranao, Sama and Yakan).

The LIPAD blue book has the section *Minimum Requirements for Basic Literacy Level* which states that "At the end of the 12-week literacy program consisting of 140 hours, the learners should have mastered the following skills for each week." This indicates that the terminal objective of LIPAD is primarily the provision of basic literacy and as the evaluation report underscores, it serves as a bridge to higher levels of literacy.

The use of the mother tongue in the LIPAD sites is an indication of project's commendable effort to reach its learners via the language they are most familiar with. The main focus of LIPAD of this primer is for the learners to gain competencies in recognizing and producing the sounds of the letters of the alphabet and the *Mga Katutubong Kuwento* (FolkTales), the project's post-literacy material.

In contrast, the BALS instructional materials for its basic literacy program consist of 68 modules: 53 for basic literacy (21 modules for basic readers and 32 for neo-literates); and 15 for post-literates. Except for two modules that have only 2 lessons, the 66 modules each contain an average of three lessons, making a total of 200 basic literacy lessons.

The BALS modules/lessons on beginning reading, writing and basic numeracy are contextualized within topics/issues relevant to the setting of the adult learners, such as livelihood, health, nutrition, sanitation, peace education, interfaith dialogs, caring for the environment, disaster risk reduction, common ailments, family planning, rights of women and values education. These are topics that the LIPAD facilitators, learners as well as the community leaders identified in the August 2013 FGDs as having considerable relevance in their daily living and livelihood.

As noted in the FGDs with the 20 facilitators, they reported unanimously that LIPAD learners need more sessions to practice the sounds of the alphabet and to read simple words/sentences. Given the absorptive capacity of the learners, the BALS modules may be "heavier" than what they can comprehend. However, the BALS modules/lessons may be accessed by LIPAD and may be included in the post-literacy materials in order to sustain their interest in the project.

For instance, in Week 2 of the LIPAD's revised facilitator's module, there is a part of the lesson that states: Discuss some medicinal plants available in the community and their uses. BALS has modules/lessons on medicinal plants that can be used in this session. This measure would also help ensure that the learners would not revert back to illiteracy, a situation which is evidence-based and is proven by research the world over.

Post-literates tend to revert back to illiteracy if their reading/writing activities are not sustained and/or if they do not find the learning resources relevant and meaningful to their lives. From the andragogy point of view, there is more motivation for the adult

learner to learn about subject matter that s/he finds important or those s/he may be able to use in her/his work and daily activities.

**Recommendation**—*That there be a greater interface between the LIPAD Project and ARMM DepEd Central Office and Bureau of Alternative Learning Systems. In conversations with senior educational officials,<sup>58</sup> as well as with MKFI leadership, there was an awareness of a greater need for a closer working relationship between LIPAD and DepEd Central and DepEd ARMM.*

*Given that LIPAD serves as a bridge or gateway to higher levels of literacy, it is imperative that both DepEd Central, DepEd ARMM, and LIPAD all come together and pool their institutional resources in the areas of programming, technical assistance, and monitoring and evaluation in order to achieve economies of scale and make limited resources go further to jointly improve the literacy levels of non-literates in Mindanao.*

**d. Findings regarding the Content Analysis of LIPAD Learning Materials.** A content analysis of the *Magbassa Kita* Teachers Guide and the *Mga Katutubong Kuwento* shows the following:

- (1) The learning points and the illustrations/drawings/photos are more suited to young learners. In comparison, the learning strands of the BALS basic literacy materials deal with subject matter which are of interest to adult learners (e.g. medicinal plants, how to take care of our environment, etc.). Further, the BALS illustrations/drawings/photos are those that adult learners can highly relate with.
- (2) There are sections referred to in the New Teacher's Module which are not found in the Learners Primer.<sup>59</sup> Errata were noted in the content analysis.
- (3) The Teacher's Guide has one (1) lesson (Activity 38) on peace values.
- (4) The Teacher's Guide has one (1) lesson (Activity 33) on math – counting 1 to 9 while there are three (3) sample lesson plans on numeracy in the blue book.

The above confirmatory observations point to the need to reconcile and do further improvements on the LIPAD materials.<sup>60</sup> LIPAD reported that plans are underway to undertake the revisions of the materials.

**Conclusions.** LIPAD's training design for facilitators provides them with the basic competencies they need to teach literacy to adult learners. LIPAD's training design for adult literacy classes prepares learners to become neo-literates and serves as a gateway to eventually become functionally literate with further training. Nevertheless, although the use of the Mother Tongue to teach literacy is commendable, there is a need to revise LIPAD's materials because of errata, the use

<sup>58</sup> Interviews with Dr. Carolina Guerero, Director of the Bureau of Alternative Learning System of DepEd and with Dr. Edel Carag, Chief of the Literacy Division of of BALS, DepEd, and with Mr. Nur Pulong, Director of ARMM BALS on August 1, 2, and 14 respectively.

<sup>59</sup> For instance: (a) Item 5 in Week 4 of the facilitator's module states: "Read fluently words, sentences, and story on pages 28-34 of *Tayo'y Bumasa*," however, there is no story in these pages; (b) after Week 4, the module states "Lesson No. 10: Mid-Term Examination. Refer to Teacher's Guide, pp.17-18. However, there are no test items in these pages in the New Teachers Module; (c) in Week 5, the learners are expected to "read fluently pages 39-41 of "Tayo'y Bumasa" and "Recognize letter L, I", "Write words with the sound of al, il, ol and ul". The Primer, however, contains the letter K and not L, or I. (d) The session also states "Read the story using words formed," and "Write a dictation of words used in the story." Again, there is no instruction for the facilitators where they can access these materials and (e) Likewise, in Weeks 6, 7 and 8, there are instructions "Read a given story and answer questions about the story". Again, the Teacher's Module does not provide the story nor tell the facilitators where to source these materials.

<sup>60</sup> LIPAD February-May 2011 Report

of content more suited for young learners, and lack of the incorporation of formal peace building concepts in the curriculum and materials.

**4. What are the factors (both external and internal to LIPAD, specifically including training and materials used) that contributed to the achievement of targeted deliverables? If any stated targets were not achieved, what were the impediments and how could the project have responded?**

The following are the key factors that contributed toward the achievement of targeted deliverables:

- a. Use of the Mother Tongue.** Helping learners to identify sounds and associate them with words they are already familiar with in their mother tongue through the phono-syllabic approach helps reduce their learning curve considerably. Reading materials with illustrations, stories, folklore, and songs that are culturally familiar to learners and in their vernacular allow them to grasp learning concepts with more ease and are also more motivational.<sup>61</sup>
- b. Recruitment of Community-Based Facilitators.** Recruiting qualified facilitators who are from the community is a key factor that contributed toward the success of the LIPAD Project. The facilitators know the community well, understand the challenges facing the non-literates living in their neighborhoods, and are often personally acquainted with barangay officials, making the negotiations with LGUs smoother and more efficient.<sup>62</sup>
- c. The Engagement of Local Government Officials.** Officials on the barangay and municipal levels have a key role in literacy mapping to identify areas with high densities of non-literates, to identify qualified individuals within the community who could serve as facilitators, and help in encouraging non-literates to join the program. They also are able to contribute cash and in-kind resources such as venues for holding classes, transportation, furniture, refreshments, security and medallions and incentives given out at graduations.

On the other hand, the following are impediments to the achievement of targets. They are clustered into two categories: impediments for learners and impediments for facilitators.

- a. Impediments for Learners.** Females and males reported the following major impediments to attending class:
  - No major obstacles (F: 28; M: 0);
  - Sickness or death in the family (F: 19; M: 3);
  - Conflict of class schedule with family/community events (F: 18; M: 0);
  - Need to work (F: 11; M: 20); and
  - Financial problems (F: 8; M: 3).
- b. Impediments to Facilitators.** The following is a summary list of impediments to facilitators that hindered the achievement of their targets:
  - **Training.** All 20 facilitators report that the training period allotted to prepare them to become facilitators is too limited — generally about one and half to two days. This amount of time is not enough for them to absorb the phono-syllabic

<sup>61</sup> Summaries of Focus Group Discussions with Facilitators and with Field Staff, Item 4.1 page F-12.

<sup>62</sup> Ibid.

methodology, understand the numerous administrative and record keeping tasks they are required to do, practice preparing sample lessons plans as well as class facilitation in how best to deliver content and handle learner dynamics. They request that the training period be extended to five days.

**Recommendation**—*That the LIPAD training program for facilitators expand the length of time of training from two days to five for greater internalization of concepts and experience in applying new skills and knowledge in how to teach non-literates.*

- **Report Preparation.** A big impediment for all 20 facilitators is the large amount of time required to prepare reports, one set for each class taught which are generally two classes. They are required to prepare for each class of each batch the following: an inception report (1); a weekly report (12); lesson plans (12); monthly report (3); completion report (1); and learners profiles which average about 25 per class.

**Conclusions.** The use of the Mother Tongue, recruitment of community-based facilitators, and their engagement of local government officials are key factors whose combined effect has enhanced LIPAD's ability to achieve its targeted deliverables.

In terms of impediments, LIPAD should increase their literacy facilitator training period in order to help them better internalize the literacy model, and also study ways to reduce reporting requirements for facilitators.

**Recommendation**—*that MKFI consolidate its reporting requirements in terms of frequency of submission as well as developing a more streamlined, systematic hard copy record keeping system and an online tracking system that is password protected that would enable facilitators to enter their data online and submit reports in a more timely and efficient way.*

**5. To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators, and local leaders?**

**a. Findings regarding Changes in Communities.** The following are some examples of changes occurring in various communities:

- **Adult Learner Organizations.** In Lanao del Sur in barangays Pindolonan, Pantaon, Bansaya, and Odalo, for example, the learners have created adult learners organizations that they themselves organized. The groups are now conducting cleanliness drives, promoting backyard gardening, and organizing/supporting day care centers.<sup>63</sup>
- **Linkage with the DSWD's Conditional Cash Transfer (CCT) Program.** As mentioned above, there are beginning efforts to link LIPAD with the CCT Program of DSWD in Lanao del Sur, Sulu, and Tawi Tawi. In particular, there is an effort to make LIPAD participation as a first-step/foundation program to bridge literacy to the Livelihood Literacy and Food Sufficiency (LLFS) program.<sup>64</sup>

<sup>63</sup> Interview with the assistant provincial coordinator of Basilan on August 8.

<sup>64</sup> Interviews with facilitators from Tawi-Tawi August 6 (Annex E, Field Notes on Interview with Karundong, Item 1.2) ; from Sulu (Annex E, Field Notes on Interview with Sulu Facilitators, Item 9.1) August 7, and Lanao del Sur (Annex E, Field Notes on Interview with Ditsaan Ragain facilitators, Item 9.1) August 12.

- **Voter Education.** The barangay leaders are now starting to realize that literacy education is very important consideration for them in terms of attracting voter support. Other literates now cannot fool the learners on who to vote for. Nor are the learners inclined to sell their rights of suffrage because they can now think for themselves, write their names, read the names of candidates, and vote the person they want to be elected.<sup>65</sup>

**b. Findings regarding Changes in the Empowerment of Women.**<sup>66</sup> The 105 female learners participating in FGDs reported the following changes:

- write letters of the alphabet, read using the phono-syllabic method and write my name and numbers (53);
- learned how to count and do simple addition and subtraction (14);
- learned child and proper health care (3);
- learned more self-confidence (2);
- learned to sing, exercise, and draw (6);
- cannot read and write because they came in late in the program (2);
- no response (28).

It is to be noted that while 53 learners responded that they can now write letters of the alphabet, read using the phono-syllabic method and write their name and numbers, 28 learners had no response. This data would tend to indicate that 26% of the learners included in the FGDs do not yet possess self-empowering characteristics.

When asked how they are using what they have learned, the five major responses of the female learners were:<sup>67</sup>

- teaching our children to read and write (23);
- registering and voting in elections (22);
- going to the market and buying items (12);
- reading signs (10);
- travelling from one place to another (3)
- no response (16)

The above anecdotal responses of the learners would tend to indicate that they have acquired basic literacy skills and they are now considered neo-literates. For its part, MKFI has provided them with a post-literacy material, the *Katutubong Kuwento* (Folktales).

**c. Findings regarding Changes in the Empowerment of Facilitators.** The 20 facilitators reported the following changes as a result of participating in LIPAD:

- Working on LIPAD has enriched their professional development. They have been able to learn new skills and practice them in teaching non-literate adults which they never learned in teacher training classes at the university. In their pre-service education courses they were only taught how to handle children. But now

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<sup>65</sup> Interviews with MKFI field staff from Tawi Tawi on August 5 (Annex E, Field Notes for MKFI provincial Coordinator, Item 2.2) Sulu on August 7 (Annex E, Field Notes for MKFI provincial Coordinator, Item 2.2) and Lanao del Sur on August 11 (Annex E, Field Notes for MKFI provincial Coordinator (Buadipuso Buntong and Marawi), Item 5.1).

<sup>66</sup> Annex F, Extracts from Key Informants Interviewed, pp F5-F7

<sup>67</sup> Ibid.

that they are literacy facilitators for adults, they have learned the basic principles of andragogy (7).

- "Although we are not education graduates, LIPAD has opened our eyes to the importance of educating non-literate populations living in our community (13)."
- "As a non-education informatics graduate, I have decided to take education courses to enhance my teaching skills and become qualified to be a teacher (1)."
- "We are now more confident members of our community, as people now recognize our ability to help our disadvantaged brothers and sisters in our barangays who need to become literate (18)."
- Two facilitators (Soriada Londina and Rahib Talib) have been able to get permanent jobs as teachers with the ARMM Department of Education. The certification they received from LIPAD and its recommendations helped them get the jobs.<sup>68</sup>

**d. Findings regarding Changes in the Empowerment of Local Leaders.**

- In Sulu, barangay officials such as captains and councilors in barangays Jatih Tunggal, Lagpas, and Kan Ague have become literate through LIPAD Project. Also, some religious leaders have learned to read and write in barangays Pag-Asin, Mampallan, and Tanduh Baguah.<sup>69</sup>

**Conclusions.** Numerous positive changes have occurred in the communities where LIPAD has conducted classes, including the establishment of adult learners organizations to improve their communities; expanding services for learners beyond literacy with linkages to the DSWD's CCT program; enhancing voter education; empowering women to take better take control of their lives and think for themselves; empowering facilitators with new knowledge and skills; and helping non-literate barangay officials become literate so they can do a better job serving their communities.

**6. To what extent has LIPAD implemented its Gender Action Plan? What are the lessons learned and good practices in educating adult men and women?**

- a. Findings regarding LIPAD's Gender Action Plan. Findings regarding LIPAD's Gender Action Plan.** LIPAD reports<sup>70</sup> that 81% of its learners are female and 19% are learners are males. In the field visits conducted by the Evaluation Team throughout the four provinces a similar ratio of females to males – 78% or 105 females and 22% or 29 males — was encountered. This spread of Project's reach shows that LIPAD has been successful in increasing access to literacy services, especially for women.

As discussed in the "**Findings regarding Changes in the Empowerment of Women**" (5.b, p.26), the majority of the female LIPAD beneficiaries are now able to write letters of the alphabet, read using the phono-syllabic method and write their name and numbers. This finding indicates that women beneficiaries have gained a sense of empowerment, because when asked how they are using what they have

<sup>68</sup> Interview with the provincial coordinator of Maguindanao on August 14 (Annex E, Item 2.2, Field Notes for MKFI provincial Coordinator of Sultan Masura, Maguindanao)

<sup>69</sup> Interview with provincial and assistant provincial coordinators of Sulu on August 7

<sup>70</sup> Unverifiable because of missing data from the Project Implementation Summaries by province as well as missing inception reports, attendance records, and completion records.

learned, they reported that they: teach their children to read and write; register and vote in elections; go to the market and buy items; read signs and travel from one place to another.

Similar comments were given by the 29 male learners: they now know how to read and write simple words; have learned simple arithmetic, and; can write but have difficulty in reading.

When asked how they are using what they have learned, their five major responses were: Can now sign name in documents (e.g. Voting in the election, cedula); can now operate a cellphone; is now qualified to apply for barangay tanod, because one of the qualifications is knowing how to read and write; now know how to use a tape measure and other measuring devices for carpentry; go to the market and buy without asking for any assistance; know the value of avoiding conflict and core values such as respect to others.

**Conclusions.** In terms of access, LIPAD has accomplished its gender action plan by increasing access to literacy services for both non-literate women and men. Now equipped with basic literacy skills, women most especially are better able to help their children in simple reading and writing tasks, make financial decisions, have higher self esteem, and make informed choices about the future of their families and their barangays.

**b. Lessons Learned and Best Practices in Educating Adult Men and Women.**

Following are some lessons learned/best practices in educating adult men and women intended to inform the staff of USAID/Philippines, the staff of MKFI, as well as the staff of the Bureau of Alternative Learning Systems of the GPH Department of Education:

- **Peer Learning Exchanges.** Facilitators in Sulu have formed the “Wednesday Club” where as many as possible get together once a week to share experiences, discuss challenges, develop strategies to address them, and plan for future activities together. Often they will also prepare visual aids and share them with one another.<sup>71</sup>

During their free time from teaching literacy classes, facilitators from various barangays that are near one another are invited to go with the provincial coordinator to visit classes being held by other facilitators. During the visits, the facilitators have an opportunity to observe how the other facilitators conduct their classes. Afterwards they debrief and are able to share experiences and exchange ideas about how they could improve the delivery of content in their classes.<sup>72</sup>

Facilitators who demonstrate a higher level of competency in delivering class content are invited to teach new facilitators during the new facilitators workshop and to share insights and strategies for helping learners to master phono-syllabic approach.<sup>73</sup>

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<sup>71</sup> Interview with facilitators from Sulu on August 7 (Annex E, Item 6.2, Field Notes for Facilitators of Sulu)

<sup>72</sup> Ibid

<sup>73</sup> Ibid.

- **Mobile blackboards** are an innovation in response to the hesitation of learners to go to the blackboard in front of the classroom to present their ideas. The facilitators go to where the learners are seated and ask them to write their outputs and/or present their ideas.<sup>74</sup>
- **Incentives.** In Sulu, the provincial coordinator provides incentives (e.g., cell phone load, star next to their names in the provincial office, umbrellas, or housewares) to the first five facilitators who submit their blue book reports on time. Facilitators are highly motivated to be punctual and to keep their records up to date.<sup>75</sup>
- **Home Visits.** In the FGDs conducted by the CPRM evaluation team, nine facilitators (1 from Pahut, 3 from Sulu, 3 from Lanao del sur and 2 from Maguindanao) reported that they conduct house calls before and after classes in order to provide additional assistance to slower learners and to encourage those at risk of dropping out.
- **Peer Coaching.** The pairing of fast learners with slower learners — peer coaching — adopted in Batch 2 is an effective approach to sustaining the interest of slower learners and keep them progressing. Delegating coaching responsibility to fast learners is an excellent way to engage them also while improving their own literacy levels.<sup>76</sup>

**Conclusions.** Peer learning exchanges among facilitators and the use of incentives to motivate them to be timely in their reporting enhances their proficiency in the delivery of literacy training.

The use of mobile blackboards to over come the hesitancy of learners to appear up front before the class, conducting home visits by facilitators, and pairing of fast learners with slow learners, are good strategies to keep learners motivated and on track to becoming neoliterates.

### C. Efficiency

7. **Describe and assess the approaches that LIPAD has adopted. How cost-effective are the strategies in achieving the results of LIPAD, as compared to the other adult literacy programs in the country?**

#### Assessment of Approaches

The LIPAD uses a very consultative community-based approach: (a) in the selection of barangays with the highest density of non-literates; (b) in the selection of local individuals to become literacy facilitators; (c) in the selection of non-literates to participate in the literacy training program; (d) through the association of letters and their sounds with words used in the local vernacular.

- a. **Selection of Barangays.** The provincial coordinator consults with LGU, DSWD, DepEd and barangay officials to pre-identify potential implementation sites. Field

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<sup>74</sup> Interview with MKFI program staff on August 21.

<sup>75</sup> Interview with the provincial coordinator and Facilitators of Sulu on August 7 (Annex E, Item 6.2, Field Notes for Facilitators of Sulu).

<sup>76</sup> Ibid.

visits to the potential sites by the provincial coordinator validate the viability of potential sites. A MOA is then prepared and negotiated with barangay officials agreeing on locations, venue, and class infrastructure they will provide as a counterpart to the LIPAD Project.

- b. Selection of Facilitators.** In close coordination with barangay officials and local DepEd officials and taking into consideration their recommendations, LIPAD's provincial coordinators interview and select potential facilitators living in target barangays using the 10 criteria outlined on page 10 and 11 of USAID's Grant Agreement with MKFI. Typically the top candidate is chosen out of the three most qualified candidates.<sup>77</sup>
- c. Selection of Participants.** The provincial coordinator, in close coordination with barangay officials and the DSWD, gets the word out about upcoming literacy classes through announcements on the radio, at public venues such as mosques, posters, and going house to house with barangay officials in target barangays to recruit non-literates. They use the criteria for adult learners described on page 10 of USAID's Grant Agreement with MKFI.<sup>78</sup>
- d. Use of Local Vernacular.** See the observation on the importance of using the mother tongue described in Question 4. a.
- e. Cost Effectiveness.** Using LIPAD's overall budget of US\$ 1,241,341 and its reported number of learners — 53,387 — who have become literate, the cost per beneficiary would be about PHP 1,003 or US \$23.25 per person for 140 hours of instruction, or about PHP 7 or 16 cents per hour. The only other adult literacy program known to the Evaluation Team ongoing in the Philippines is the Livelihood Literacy and Food Sufficiency (LLFS) of the DSWD, but data from the LLFS was not available to conduct a comparative analysis of cost effectiveness.

**Conclusion.** All four approaches — the selection of sites, facilitators, and participants and the use of the local vernacular — all converge to make LIPAD's consultative community-based approach (to helping non-literates become more literate) highly appropriate for the social/demographic/cultural milieu they have chosen to work in.

## D. Sustainability

### 8. How did local governments and other local stakeholders support and own LIPAD outcomes?

- a. Findings regarding LGU and Other Stakeholders Support.** As a matter of practice, the MKFI signs memoranda of agreements with local government units (LGU) in each barangay it holds literacy classes. Typically, LGUs promise to help identify potential facilitators from within the target barangays, and provide venues in which to hold classes, furniture and blackboards, learning materials, and security.

Often they will also underwrite the costs of graduation ceremonies, including the

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<sup>77</sup> Interviews with MKFI headquarters program staff on August 1.

<sup>78</sup> Ibid.

venue, transportation, refreshments, as well as certificates and medallions.<sup>79</sup> The city government of Marawi (Lanao del Sur province) has gone further by providing free office space to the LIPAD Project, as well as furniture and venues to teach literacy classes at city hall.<sup>80</sup>

**Cash and In-Kind Support.** Overall, LGUs have contributed in cash and in kind a total of PHP10,926,554 (US\$ 258,877) to support the LIPAD Project during the first two years.<sup>81</sup> SMART Communications, Inc. recently gave MKFI PHP 898,000 (US\$ 20,880) to the LIPAD Project<sup>82</sup> for the conduct of a trainers training in September 2013. There will be 50 participants – 10 from each province – chosen from among the present core of community-based facilitators who have demonstrated superior levels of competency in delivering LIPAD content.

The MBTLT5 Marines military unit in Tawi-Tawi has been a big supporter of the LIPAD Project providing both teachers (6) and materials for use by the learners.<sup>83</sup>

**Recommendation**—*That MKFI develop an aggressive campaign to develop strategic long term partnerships with Filipino corporate and family foundations to support the LIPAD Project not only with financial and in kind resources but also with personnel who could become literacy facilitators as part of their corporate social responsibility programs.*

- b. Findings regarding Difficulties with Some Officials.** Some difficulty occurred in getting certain barangay officials to fulfill their promises to provide venues, blackboards, and furniture. Some examples are in barangays Ranao Milba, Langeban, and Matuber in Maguindanao<sup>84</sup> and barangays Pagasinan, Sanga-Sanga, and Buan in Tawi-Tawi. Some will agree on a site then say it is not available a week later<sup>85</sup> and they likewise do not participate or provide assistance for graduations such as sound systems or venues. They do not like to spend from their respective barangay budgets to support literacy projects.

Another difficulty with working with some mayors of municipalities such as South Upi (Basilan Province) is that LIPAD has standards for selecting facilitators and/or sites to hold classes, and what the mayors recommend do not meet these standards. There is pressure on facilitators to change facilitator/site selection standards to accommodate them.

Another problem cited in Maguindanao was that mayors also want to be involved in the disbursement of money to the facilitators.<sup>86</sup> Similarly, in some barangays such as

<sup>79</sup> Interviews with all MKFI field staff in Basilan (Annex E, Item 8.1, Field Notes for Field Staff of Maluso, Basilan); Lanao del Sur (Annex E, Item 8.1 Field Notes for Field Staff of Ditsaan Ramin and Tamparan, Lanao del Sur); Maguindanao (Annex E, Item 8.1, Field Notes for Field Staff of Datu Odin Sinsuat, Maguindanao), and Sulu (Annex E, Item 5.2, Field Notes for Field Staff of Sulu).

<sup>80</sup> Interview with provincial and assistant coordinators of Lanao del Sur on August 11 (Annex E, Item 8.1 Field Notes for Field Staff of Marawi City, Lanao del Sur); .

<sup>81</sup> Total is for the first two years only of the LIPAD's project cycle and was verified by an audited report prepared by Diaz, Murillo, Dalapan, and Company.

<sup>82</sup> Interview with MKFI headquarters staff on August 20.

<sup>83</sup> Interview with the provincial coordinator for Tawi-Tawi on August 5 (Annex E, Item 8.1, Field Notes for Field Staff of Bongao, TawiTawi);

<sup>84</sup> Interview with the provincial coordinator of Maguindano on August 14 (Annex E, Item 2.1 and 8.1, Field Notes for Field Staff of Sultan Masura, Maguindanao).

<sup>85</sup> Ibid.

<sup>86</sup> Ibid.

Kainimi, Poblacion, and Talisay in Maguindanao, the officials would ask LIPAD field staff how they could personally benefit from the LIPAD Project—"what do we get from it?"<sup>87</sup>

**Conclusions.** The in-kind and cash support provided by LGUs and other stakeholders such as the Philippine Marines and SMART Communications, Inc. has expanded LIPAD's coverage and capacity to provide literacy trainings in its targeted geographical areas.

However, there are no easy ways to deal with some officials who make promises of support but do not keep them, who want to changes standards for site and facilitator selection, be involved in the remuneration of facilitators or personally benefit from the Project.

**j. Were project activities adopted, replicated, or otherwise disseminated by LIPAD assisted communities or stakeholders outside of project sites?**

In Basilan province, the mayor of the municipality of Tipo Tipo is helping to bring literacy training to other barangays within the municipality. He has funded 11 facilitators who have been trained by the field staff of the LIPAD Project.<sup>88</sup> And the Yakan Integrated Resources Development Foundation of Lantawan in Basilan has agreed to match the costs on a one class to one class basis in six barangays: Tong-Umosk, Balu-Baluk, Babag, Lubukan, and two other barangays.<sup>89</sup>

Facilitators in Tawi-Tawi who are Marines have trained six additional Marines to serve as literacy facilitators on Turtle Island and in the municipalities of Mapo and Sitangkay which are outside of LIPAD's present geographical area. They have also been supplied with LIPAD materials to conduct their literacy classes.<sup>90</sup>

**Conclusion.** Replication of the LIPAD model by an LGU, a foundation, and the Marines is promising and it would be interesting to see what it would take MKFI to engage similar entities to provide comparable support.

**E. Other Essentials: Monitoring & Evaluation, and Outreach/Communications**

**10. To what extent are the project's M&E and reporting systems effective and efficient for tracking project progress? (How valid, reliable and adequate are the measures used by the LIPAD Project to assess and report on project results? Describe how M&E results were used, and how monitoring, reporting and dissemination of results could have been improved. What information needs are not being met?).**

**a. Findings by the CPRM Evaluation Team Show that Record Keeping Is Inconsistent Across All Provincial, Regional, and National Offices of LIPAD.**

The problem of the standardization, collection, and collation of data was flagged as a "critical issue" for batch 3 in Year 2, First Quarter Progress Report (page 4). It is unclear why there was no follow up by LIPAD staff to remedy the problem at that

<sup>87</sup> Ibid.

<sup>88</sup> Interview with Basilan assistant provincial coordinator on August 8 (Annex E, Item 9, Field Notes for Field Staff of Maluso, Basilan)

<sup>89</sup> Ibid.

<sup>90</sup> Interview with the provincial coordinator for Tawi-Tawi on August 5 (Annex E, Items 6.3, 8.1 and 9.1, Field Notes for Field Staff of Bongao, TawiTawi).

time and why the following difficulties were allowed to persist until now:

- 1. Dispersed Records.** LIPAD has no centralized system for the storage of hard copy records. For example, the regional office in Zamboanga covers Basilan, Sulu, and Tawi-Tawi. This office contains records for Basilan for batches 1 to 3. However, learner profiles forms for the same batches are located at MKFI's headquarters office in Quezon City. The remaining records for Basilan for batches 4-8 are located at its Lamitan provincial office.

Also in the Zamboanga regional office are records for Sulu for batches 1-3 only. The remaining records for batches 4-8 are reported to be located in Sulu. This office also contains records of batches 4-6 for Tawi Tawi batches only. The records for batches 7 and 8 for Tawi Tawi are reported to be located in the home of the assistant provincial coordinator because there is no LIPAD office for the province of Tawi Tawi.<sup>91</sup>

LIPAD's Cotobato regional office covers Lanao del Sur and Maguindanao. This office contains no records of batches for Lanao del Sur. Records for batches 1-3 are located at the headquarters office in Quezon City but records for batches 4-8 are located in the Marawi City office of the province of Lanao del Sur. For the province of Maguindano, records for batches 1-3 and part of batch 4 are entirely missing. However records for batches 5-9 are present in the Cotobato City office.

The dispersion of records of batches between provincial, regional, and headquarter offices makes it extremely difficult to keep track of progress of each province from start to finish and also runs a high risk of losing records as they are shifted from one office to another.<sup>92</sup>

- 2. Missing Records.** LIPAD has an unknown number of missing records including missing source documents, such as inception reports, learners profiles, Blue Recordkeeping Books, and completion reports, which affects its ability to verify the indicators it tracks, such as enrollment, attendance, and completion rates, as well as dropout rates.

For example, the provincial office staff of Lanao del Sur informed the Evaluation Team that an unknown number of records of batches (e.g., Blue Books and Learner Profiles) have been lost during the two moves of the office to its present location.<sup>93</sup> In addition, both LIPAD provincial staff and program staff acknowledge<sup>94</sup> that all records (e.g., Blue Books, Learners Profiles) are missing for batches 1-3 for the entire province of Maguindanao. The provincial office staff also confirmed<sup>95</sup> the number of missing batches but also added that one half of batch 4 is also missing.

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<sup>91</sup> The lack of a formal office space for Tawi-Tawi was first flagged as issue in the First Quarterly Progress Report, page 11.

<sup>92</sup> Interviews with 11 field staff and two headquarters program staff and site visits to all provincial and regional offices except for Sulu.

<sup>93</sup> Interview with LIPAD Provincial Coordinator and Assistant Coordinator for Lanao del Sur on August 11 (Annex E, Item 10.2, Field Notes for Field Staff of Marawi City, Lanao del Sur).

<sup>94</sup> Interview with MKFI Headquarters Program Staff on July 31.

<sup>95</sup> Interview with LIPAD Provincial Coordinator for Maguindanao and the Regional Assistant for Maguindanao (Annex E, Item 10.2, Field Notes for Field Staff of Sultan Masura, Maguindanao), and Lanao del Sur (Annex E, Item 10.2, Field Notes for Field Staff of Marawi, Lanao del Sur), and site visit to the regional/provincial office.

Beyond the problem of missing records for batches 1-4 for Maguindanao, is the problem of missing information and the partial filling out of Blue Books for batches 1-4 which provided data for LIPAD's Quarterly Progress Reports. Apparently only inception reports and the learners' profiles were filled out. No other forms within the Blue Book such as attendance records and weekly assessment forms were filled out nor were completion records.<sup>96</sup>

The office staff of LIPAD's regional office in Zamboanga City for Basilan, Sulu, and Tawi-Tawi noted that some of the records received by that office are not well organized nor complete — especially records from Tawi-Tawi.<sup>97</sup>

Finally, LIPAD headquarter's Project Implementation Summary which records and tracks the number of classes, facilitators, enrollees, and graduates by batch, by locality, and by MOA with LGUs, had missing data at the time of the evaluation period in fields such as the number of enrollees and graduates for example (122 such fields for Maguindanao) that are too numerous to quantify here.<sup>98</sup>

- 3. Storage of Records.**<sup>99</sup> Besides missing records, another significant challenge to verifying LIPAD's hard copy records is the manner in which they are stored at the provincial, regional, and headquarters offices. All offices visited – except the Marawi City office for Lanao del Sur – exhibited the same characteristics in the storage of records. Blue Books, Learners Profiles, and/or learners tests appeared to be stacked randomly with no labeling as to the type of record, location and/or batch — sometimes piled on chairs in a room as was the case for the Basilan office (see left photo below):



The exception was the provincial office in Marawi City for the province of Lanao del Sur. This office set the benchmark for keeping hard copy records of batches 4-8 in a systematic way (see right hand photo above). Each batch was labeled sequentially in columns with the Learner Profiles bundled and labeled for each location on top in a separate labeled box and the Blue Books associated with the Learner Profiles were stored in lined on a shelf directly underneath.

- 4. Hardware and Electronic Record Keeping Challenges.** The provincial office of Maguindano seems to be experiencing challenges with its hardware. The

<sup>96</sup> Ibid.

<sup>97</sup> Interview with the regional office assistant in Zamboanga City on August 7.

<sup>98</sup> The Monitoring and Evaluation Plan for the LIPAD Project mentions that a central electronic database of core information was to be designed to allow it "to track individual learners and teachers and also monitor the progress of the literacy classes as a whole." Financial considerations was the reason given by MKFI headquarters program staff for not implementing this M&E system.

<sup>99</sup> No mention is made in LIPAD's Monitoring and Evaluation Plan regarding guidelines on how the "project shall maintain paper records."

desktop computers are not working any more nor are their printers. A laptop computer is not working well also. A separate portable hard drive used to store files does not read them making the saving of records difficult.<sup>100</sup>

**Conclusion.** Because of the four challenges outlined above, an overall picture of MKFI's reported achievements as outlined in its grant agreement, as well as those reported in its Quarter Progress Reports, cannot be verified completely due to the said incomplete source documents.

**Recommendations**—*For MKFI to achieve a higher level of professionalization and accountability required of Filipino NGOs today and to demonstrate its track record to a wider circle of potential donors, it is essential that it standardize and make uniform its record keeping and storage systems.*

*In order to achieve this higher level of professionalization, it is recommended that LIPAD use its provincial offices as the main repository of records as these offices are the closest to the sites where facilitators and learners are located. Doing so would expedite the cross-checking/verification tasks that provincial coordinators need to perform with their facilitators to authenticate the continuity of record keeping site by site and batch by batch in each of the five provinces. Records for various batches should not be dispersed between provincial, regional, and headquarters' offices because it makes the verification of data and records for particular provinces extremely difficult to do.*

*All hard-copy records (e.g., inception reports, learner profiles, tests, Blue Books, reports, and completion lists, etc.) should be labeled clearly, packaged securely, and stored systematically together by class location and facilitator, and by batch number in separate storage bins or file cabinets in a standardized and consistent fashion across all provincial offices. No records should be freestanding and/or stacked unlabeled on chairs, floors, or shelves.*

**b. Findings regarding how M&E Results Are Being Used.**

- **For Tracking.** Typically, headquarters program staff and regional and provincial field staff use reports from literacy facilitators to track the number of literacy enrollees by site and by gender, the number of dropouts and the reasons why, weekly attendance rates, the results of exams given each week, mid-term and final exams, as well as the number of completers to track progress.<sup>101</sup>
- **For Reporting.** The above data is compiled into provincial reports that are then sent to headquarters staff which in turn use this data to measure progress and as the basis for preparing Quarterly Progress Reports to USAID. Cross checking of data is supposed to occur on several levels: (1) headquarters staff reviewing the records of classes kept by both provincial staff as well as by individual facilitators; and (2) provincial staff reviewing records compiled by facilitators on classes and individual learners in order to validate the data gathered.
- **For Planning.** M&E results are used for planning purposes by the program staff and regional and provincial coordinators for the next batch.

<sup>100</sup> Interview with the provincial coordinator of Maguindanao on August 14 (Annex E, Item 10.2, Field Notes for Field Staff of Sultan Masura, Maguindanao).

<sup>101</sup> Facilitators need to prepare an inception report, weekly report, lesson plans, monthly reports, completion reports and learners' profiles -- 89 documents per class.

- **For Appraising Facilitators.** Results are also used to identify problems encountered by facilitators and coupled with interviews with participants to evaluate the effectiveness of facilitators in delivery of LIPAD content in the classroom.<sup>102</sup>

**Conclusion.** Using M&E results for tracking, reporting, planning, and for appraising facilitators are within generally accepted practices for nonprofit organizations.

## **11. To what extent did the LIPAD Project communication strategy contribute to community and local level stakeholder support for the project interventions?**

- a. Findings regarding Radio and Television.** LIPAD's Quarterly Progress Reports have documented the numerous radio and television stations that have publicized LIPAD.<sup>103</sup> Field staff in four of the provinces except Basilan reported their participation in radio interviews prior to the beginning of classes and often during and after graduations because radio is the only media available in many remote barangays. LIPAD has also received coverage by television stations such as ABS CBN TV in Maguindanao and by GMA7 and an Indonesian TV station (unknown) in Tawi-Tawi. Channel News Asia is expected to conduct an interview shortly also in Tawi-Tawi.<sup>104</sup>
- b. Findings regarding the Use of Print Media.** Likewise, documentation of newspaper articles are in MKFI's Quarterly Progress Reports. Unique are the articles that have appeared in the Philippine Marines Magazine on efforts of the Marines in Tawi-Tawi to help non-literates to become literate. Finally, the provincial governor of Sulu receives the quarterly newsletter prepared by the provincial coordinator and includes it in the distribution of his newsletter throughout the province. Further, LIPAD is also regularly featured in the Sulu Gazette, the official publication of the province.<sup>105</sup>
- c. Findings regarding Public Venues.** Also exceptional is use of mosques in every barangay as a public venue to get the word out about upcoming classes. This is a major means being used to publicize the LIPAD Project in the province of Lanao del Sur.<sup>106</sup> In Basilan, MKFI field staff with the captains of target barangays hold public meetings and go house to house to inform the residents of barangays about the LIPAD Project. Word of mouth is the main means used to inform residents about the LIPAD Project in the area.<sup>107</sup>
- d. Signage.** All class sites and field offices of MKFI have uniform signs prominently displaying the USAID logo in the upper left hand corner of the banner.

**Conclusion.** LIPAD successfully utilized a variety of media to publicize the literacy project throughout its service area as described in its community strategy.

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<sup>102</sup> Interviews with the two LIPAD headquarters program staff and the 11 regional and provincial coordinators.

<sup>103</sup> For example, 14 radio programs from February to April 2011.

<sup>104</sup> Interview with Tawi-Tawi provincial coordinator on August 5 (Annex E, Item 11.1, Field Notes for Field Staff of Bongao, Tawi-Tawi)

<sup>105</sup> Annex E, Item 8.1, Field Notes for Facilitators of Sulu.

<sup>106</sup> Interview with the provincial coordinator of Lanao del Sur on August 11 (Annex E, Item 11.1 and 11.2, Field Notes for Field Staff of Marawi City, Lanao del Sur).

<sup>107</sup> Interview with the assistant provincial coordinator of Basilan on August 8. (Annex E, Item 11.1, Field Notes for Field Staff of Lamitan, Lantawan and Maluso, Basilan).

# ANNEXES

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## ANNEX A

### STATEMENT OF WORK

#### I. INTRODUCTION

The United States Agency for International Development/Philippines (USAID/P) has contracted with CPRM Consultants to conduct a final performance evaluation of the results (i.e., outputs, outcomes, and contribution to impact) and Implementation mechanism of the Literacy for Peace and Development (LIPAD) Project.

Award Number: AID-492-A-11-00001

Award Date: November 9, 2010

Funding: \$1,241,341

Implementing Partner: Magbassa Kita Foundation Inc (MKFI)

AOR: Robert Burch (Activity Manager – Maria Josefina Cabaguio)

Previous Evaluation(s): None

The evaluation will examine the extent the objectives of the LIPAD project have been achieved in targeted municipalities in Autonomous Regions for Muslim Mindanao (ARMM): (1) to train adult literacy facilitators, and (2) to increase the literacy rate of adults in the five project areas. The evaluation will likewise identify and describe the factors that affected the project outputs and outcomes. It will also identify best practices and lessons learned in adult literacy programming to guide the design and development of future education programs.

CPRM external evaluation team will conduct its work from July 22 – September 27.

#### II. BACKGROUND

The ARMM has long suffered from underdevelopment. In the latest Philippine Human Development Report (PHDR), all ARMM provinces were ranked among the bottom standing in terms of the Human Development Index (HDI)<sup>1</sup>. The poverty incidence in the ARMM is over 55 percent; the highest in the country. This is principally due to the persistent conflict in the region.

In addition to ARMM, USAID education programming in Mindanao has also focused on Regions IX and XII, which include Muslim and non-Muslim areas. These regions face similar challenges, but education indicators relating to both access and quality are much higher than in the ARMM.

A recent GOP study showed that 12 percent of the Mindanao population aged 10-64 years is illiterate (compared to a 6.9 percent national average) and the rate rises to 22 percent in the ARMM. Among the illiterates, 47.2 percent are women. The school drop-out rate is estimated at 6 percent nationwide, but is 10 percent for Mindanao and reaches nearly 18 percent in the ARMM. Some Mindanao communities report that 50 to 70 percent of school age children and youth are out of school. Studies on education outcomes in the Philippines point to poverty as the leading cause for leaving school and low educational achievement, citing both direct costs (e.g., uniforms) and the opportunity cost of children working to support family livelihood.

Recognizing the importance of education in peace building, the Department of Education endorsed the unsolicited LIPAD Project proposal of Magbassa Kita Foundation Inc (MKFI) to

USAID/P, and the latter then awarded a US\$1.24 million Cooperative Agreement to MKFI to implement the LIPAD Project from November 2010 to November 2013 in five provinces of ARMM.

The LIPAD Project aims to increase literacy through a series of basic and functional adult literacy classes, and contribute to the building of sustainable peace and development in ARMM. The Project targets participants who have the lowest literacy level in the Autonomous Region in Muslim Mindanao including out-of-school youth (OSY) and adult women. As part of the learning process, participants are introduced to conflict prevention and peacemaking skills. This provides them with the opportunity to participate meaningfully in the fashioning of peace, democracy and development in their own communities.

The LIPAD Project's strategy also includes developing para-teachers from among college students, high school graduates, as well as school teachers, barangay health workers, and retired teachers, to be trained to conduct adult literacy classes. A baseline survey was also done to determine the literacy level of the beneficiaries in order to develop and/or enhance existing literacy modules in accordance with the current level of their literacy.

To date, the LIPAD Project reports that it has trained 1,175 adult literacy facilitators and graduated 53,428 adults neo-literates, ages 15 and above.

### **III. PURPOSE OF THE EVALUATION**

The purpose of the performance evaluation is to assess the results (i.e., outputs, outcomes and contribution to impact) of the LIPAD Project and review the performance of MKFI in achieving LIPAD's objectives of:

- (a) Enhanced peace initiatives through literacy activities (with special attention to women non-literates who could be effective peace agents and agents of change);
- (b) Increased basic literacy and functional literacy of citizens in the ARMM; and
- (c) Developed sensitivity of youth to peace and development efforts in the ARMM by harnessing their services in the literacy delivery program.

Specifically, the evaluation will examine the effectiveness of the LIPAD Project's service delivery chain primarily within four major activities—adult literacy facilitator training, adult literacy classes, learning materials distribution, and the integration of peace building concepts in the adult literacy curriculum. Furthermore, the performance evaluation will assess project results in five domains: for relevance, effectiveness, efficiency, sustainability, and other essentials (e.g., monitoring and evaluation, and outreach communications).

If any stated results have not been achieved, the evaluation team will identify specific impediments. Where achievement of indicators indicated in the Project's M&E Plan remained low in project areas despite LIPAD Project activities, the evaluation will provide a thorough assessment of key constraints to success and provide recommendations, as appropriate as to what could be better. Where achievement met or exceeded the targets, the evaluation team will document what's working/good practices.

The evaluation will also assess the degree to which these results or other unintended project outcomes are supported and owned by stakeholders at the local and municipal levels. Finally, the evaluation team will review the sustainability of project outcomes, and state how the evaluation results can be applied to improve the design and implementation of similar adult education projects in conflict-affected areas.

The main audience for the evaluation is USAID/P because the findings (e.g., good practices, lessons learned, documented success stories, and proposed recommendations) will inform USAID's future education program directions and strategy, as well as the Agency's broader efforts to provide assistance in other similar, conflict-affected countries or regions. Secondary but similarly important audiences will be the GoPh, specifically the Department of Education (DepEd) national and/or sub-national levels, DepEd-ARMM, selected school community stakeholders, and USAID/Washington.

In summary, the LIPAD evaluation will cover:

- All activities undertaken by the project;
- All project sites in the five provinces of ARMM;
- All results (outputs, outcomes and contribution to impact) achieved by LIPAD Project, whether intended or unintended;
- All issues identified as relevant;
- Any significant differences in the results achieved in target communities;
- Implementation approach and arrangement/mechanism of the project; and
- Cost effectiveness of interventions undertaken.

#### **IV. EVALUATION DOMAINS AND THEIR ASSOCIATED QUESTIONS**

The following list of evaluation domains and their associated questions serves as the framework to guide the CPRM evaluation team's technical approach in conducting its evaluation work:

##### **A. Relevance**

1. Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project? If so, why or why not?

##### **B. Effectiveness**

2. To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)? Were there unintended results?
3. As individual components, how effective were adult literacy facilitators training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?
4. What are the factors (both external and internal to the LIPAD Project, specifically including training and materials used) that contributed to the achievement of targeted

deliverables? If any stated targets were not achieved, what were the impediments and how could the project have responded?

5. To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?
6. To what extent has LIPAD implemented its Gender Action Plan? What are the lessons learned and good practices in educating adult men and women?

### **C. Efficiency**

7. Describe and assess the approaches that LIPAD has adopted. How cost-effective are the strategies in achieving the results of LIPAD, as compared to the other adult literacy programs in the country?

### **D. Sustainability**

8. How did local governments and other local stakeholders support and own LIPAD outcomes?
9. Were project activities adopted, replicated, or otherwise disseminated by LIPAD assisted communities or stakeholders outside of project sites?

### **E. Other Essentials (I.e. Monitoring & Evaluation, and Outreach/Communication)**

10. To what extent is the project's M&E and reporting systems effective and efficient for tracking project progress? (How valid, reliable and adequate are the measures used by the LIPAD Project to assess and report on project results? Describe how M&E results were used, and how monitoring, reporting and dissemination of results could have been improved. What information needs are not being met?)
11. To what extent did the LIPAD Project communication strategy contribute to community and local level stakeholder support for the project interventions?

## **IV. METHODOLOGY**

The CPRM Evaluation Team's data collection design will be consistent with USAID's Evaluation and Gender Policies and include a mix of the following tools:

- Review of relevant project documents, including LIPAD grant agreement with USAID, M&E plan, annual work plans compared to findings in quarterly status and annual reports;
- Review of the integrity of the LIPAD Project's data collection chain, including its case management system from implementation sites in the field to those maintained at regional offices and at headquarters;

- Focus group discussions and/or interviews as appropriate with the LIPAD Project's key constituencies, including (1) community leaders such as local DepED officials, barangay and municipal officials, local religious leaders; (2) MKFI field staff, adult literacy facilitators; and (3) project participants;<sup>1</sup>
- Direct observation through site visits to at least four of the five provinces assisted by LIPAD including Lanao del Sur, Maguindanao, Basilan, and Tawi-Tawi.<sup>23</sup>

The following chart illustrates the means for answering the LIPAD evaluation questions and frames the CPRM evaluation team's technical approach in conducting its evaluation work:

<b>LIPAD Evaluation Questions/Means for Answering Chart</b>	
<b>Evaluation Questions</b>	<b>Means for Answering</b>
<b>A. Relevance</b>	
<b>1.</b> Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project? If so, why or why not?	<ul style="list-style-type: none"> <li>• Review of MKFI's data collection, tracking and case management system on three levels: HQ; field office; and sites;</li> <li>• Matching of records of randomly selected participants at all three levels;</li> <li>• Focus group discussions/interviews crosschecked with key constituencies.</li> </ul>
<b>B. Effectiveness</b>	
<b>2.</b> To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)? Were there unintended results?	<ul style="list-style-type: none"> <li>• Comparison of the MKFI's grant agreement with USAID and its M&amp;E plan with the quarterly status and annual reports;</li> <li>• Interviews with program and M&amp;E staff of MKFI.</li> </ul>
<b>3.</b> As individual components, how effective were adult literacy facilitator training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?	<ul style="list-style-type: none"> <li>• Review of training methods;</li> <li>• Review of peace concepts and the degree of integration into the literacy curriculum;</li> <li>• Class observation;</li> <li>• Interviews with MKFI master trainers;</li> <li>• Focus group discussions with adult learning facilitators.</li> </ul>
<b>4.</b> What are the factors (both external and internal to the LIPAD Project, specifically including training and materials used) that contributed to the achievement of targeted deliverables? If any stated targets were not achieved, what were the impediments and how	<ul style="list-style-type: none"> <li>• Comparison/analysis of MKFI's grant agreement and its M&amp;E plan with QSRs and annual reports;</li> <li>• Interviews with MKFI staff at all three levels.</li> </ul>

<sup>1</sup> See attachment at the end of this plan for focus group/interview protocols.

<sup>2</sup> Travel to specific sites within the five service delivery regions is contingent upon no disruptions due to: (1) civil strife and/or unrest; (2) travel advisories by the US State Department or the Government of the Philippines; (3) severe weather (e.g., tropical storms, monsoons, typhoons); (4) logistical challenges related to transportation; and (5) any health or family emergencies affecting members of the CPRM Evaluation Team.

<sup>3</sup> No site visit to Sulu will be undertaken because of security concerns and the lack of same day round trip flights to this location.

could the project have responded?	
5. To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?	<ul style="list-style-type: none"> <li>Focus group discussions/interviews with LIPAD key constituencies.</li> </ul>
6. To what extent has LIPAD implemented its Gender Action Plan? What are the lesson learned and good practices in educating adult men and women?	<ul style="list-style-type: none"> <li>Comparison/analysis of Gender Action Plan with QSRs and annual reports;</li> <li>Focus group discussions with the key constituencies;</li> <li>Direct classroom observation.</li> </ul>
<b>C. Efficiency</b>	
7. Describe and assess the approaches that LIPAD has adopted. How cost-effective are the strategies in achieving the results of LIPAD, as compared to the other adult literacy programs in the country?	<ul style="list-style-type: none"> <li>Cost analysis of leverage and counterpart contributions.</li> <li>Cost effective comparison with other adult literacy programs that are currently active.<sup>4</sup></li> </ul>
<b>D. Sustainability</b>	
8. How did local governments and other local stakeholders support and own LIPAD outcomes?	<ul style="list-style-type: none"> <li>Review of QSRs and annual reports;</li> <li>Focus group discussions with members of the key constituencies.</li> </ul>
9. Were project activities adopted, replicated, or otherwise disseminated by LIPAD assisted communities or stakeholders outside of project sites?	<ul style="list-style-type: none"> <li>Focus group discussions/interviews with key constituencies.</li> </ul>
<b>E. Other Essentials: Monitoring &amp; Evaluation and Outreach/Communication</b>	
10. To what extent are the project's M&E and reporting systems effective and efficient for tracking project progress? How valid, reliable and adequate are the measures used by the LIPAD Project to assess and report on project results? Describe how M&E results were used, and how monitoring, reporting and dissemination of results could have been improved. What information needs are not being met?	<ul style="list-style-type: none"> <li>Review of MKFI's M&amp;E/reporting/tracking system, both electronic and hard copy records;</li> <li>Review/validation of MKFI's data collection chain from site to regional offices to HQ;</li> <li>Review of the M&amp;E data collection, tracking and case management system;</li> <li>Interviews with MKFI program and M&amp;E staff.</li> </ul>
11. To what extent did the LIPAD Project communication strategy contribute to community and local level stakeholder support for the project interventions?	<ul style="list-style-type: none"> <li>Review of LIPAD Program Communication Strategy;</li> <li>Focus group discussions with key constituencies.</li> </ul>

## VI. EVALUATION REPORT OUTLINE

The CPRM evaluation team will prepare its report based on USAID protocols as outlined in the publication: *Annex A. Preparing Evaluation Reports*:

<sup>4</sup> Contingent on availability of data.

**Executive Summary**--3 to 5 pages with a brief overview of the evaluation purposes, project background, evaluation questions, methods, findings, and conclusions.

**Methods Used to Conduct the Evaluation**—including a list of any evaluation limitations, especially those associated with the evaluation methodology (e.g. selection bias).

**Evaluation Questions and Their Associated Findings**—assessing impacts on the community and participants in the LIPAD Project based on analyzed facts, evidence and data supported by strong qualitative evidence.

**Recommendations**—linked to specific findings that will be action-oriented, practical, and specific.

**Annexes**—including:

- Statement of Work;
- All evaluation tools (e.g., the focus group/interview protocols/questions)
- A list of sources of information (i.e., key informants, documents reviewed);
- Only if applicable, any Statement(s) of Differences regarding any significant unresolved differences of opinion on the part of USAID, MKFI, and/or members of the CPRM evaluation team.

## VII. TEAM COMPOSITION.

**A. Team Leader/Evaluation Expert.** Jack K. Boyson is the designated team leader of the CPRM evaluation team. In addition to leading the evaluation team, he will also facilitate focus group/interviews with selected community leaders at each site. He is also the lead writer of the evaluation report.

Mr. Boyson has some 35 years experience in international development programs in 55 countries. He has 15 experience in designing, creating, overseeing and evaluating performance measurement systems for education and employment programs for youth for the following USAID funded programs: *Alliance for Youth* [Malawi and South Africa]; *Strengthening the Youth Sector in the Balkans Program* [Albania, Bosnia & Hercegovina, Bulgaria, Croatia, Kosovo, Macedonia, Montenegro, Romania, & Serbia]; *Education and Employment Alliance* [Egypt, India, Indonesia, Morocco, Pakistan, & Philippines]; *Education and Livelihood Skills Alliance* [the Philippines]; *IT for Youth* [West Bank]; *Youth Work: Jordan* [Jordan]; *Work for Youth* [West Bank and Gaza].

**B. Alternative Learning System (ALS) and Adult Education Expert.** Dr. Zenaida T. Domingo will serve as ALS and adult learning specialist as well as a facilitator of focus groups and/or interviews with LIPAD adult learning facilitators. She will also serve as a contributing writer to the final report.

Her experience includes serving as the Interim Director of the SouthEast Asia Centre for Lifelong Learning for Sustainable Development (SEA CLLSD), a Category 2 Centre of UNESCO. She was the Philippine Project Director of the Education and Livelihood Skills Alliance (ELSA), a multi-agency alliance led by the International Youth Foundation from 2007-2011. ELSA was an implementing partner of the USAID EQuALLS 2 Project from 2007 to 2011.

Dr. Domingo has more than 30 years of experience in planning, management, training and monitoring/evaluation of education projects. Her previous work engagements were:

- **Director, Business Development Office** and **Senior Training Specialist** of SEAMEO-INNOTECH where she managed projects for USAID, UNESCO, World Bank and Philippine Senate;
- **Manager**, Media Communications and Training Programs of the Technology and Livelihood Resource Center and managed print/radio-TV production, training, distance study, techno-info dissemination services;
- **Supervising Producer** of two television programs on agribusiness and technology-based livelihood enterprises;
- **Director** of a World Bank distance education project, responsible for planning, production of multi-media packages;
- **Classroom teacher**. Zen has travelled to 26 countries as consultant to various agencies including World Bank, ADB, UNESCO, ILO, Aus-Aid.

With a masters degree in educational communication and a Ph.D. in education, Dr. Domingo was also recipient of scholarships and professional grants from UNESCO, East-West Center, Nippon Hoso Kyokai, Hoso Bunka Foundation, and Friedrich-Ebert-Stiftung.

**C. Focus Group/Interview Facilitators.** Three individuals will serve as focus group/interview facilitators. All three will be contributing writers to the final report.

1. Arthur Cayoca is designated as one of the FG/I facilitators with a task to focus on the youth and community leaders, especially religious leaders as needed. Further he will assign as security coordinator for the site visits.

Mr. Cayoca has been working in the ARRM as a community organizer and facilitator with the World Food Program in Lanao Del Sur and as Provincial Coordinator for USAID EQuALLs program for Cotabato City and Sultan Kudarat Tawi Tawi and Basilan. Finally his last engagement was as Provincial Coordinator for Agusan Del Norte for HealthGov, a governance support for the Department of Health, Philippines.

2. Gutierrez A. Mangansakan will serve as a co-facilitator/translator to Mr. Boyson in meetings with community leaders. He has more than 35 years of government service as: Senior Policy Adviser of the Autonomous Region in Muslim Mindanao (ARMM) Undersecretary, Department of Education (DepED) in-charge of Regional Operations and Finance Sourcing; Chairman, Literacy Coordinating Council; Member, Board of Trustees/Regents in several state colleges and universities; Monitoring and Evaluation Specialist of the Education and Livelihood Skill Alliance (ELSA), a multi-agency alliance led by the International Youth Foundation. ELSA was one of the field implementing partners of the EQuALLS2 project of USAID. Mr. Mangansakan was designated by the Philippine President as a member, Government of the Republic of the Philippines (GRP)

– Moro National Liberation Front (MNLF) Peace Panel that negotiated and formulated the Final Peace Agreement in Indonesia (1996); Member, GRP-Moro Islamic Liberation Front (MILF) Peace Panel; Assistant Cabinet Officer for Regional Development (ACORD), 1996-1998 and managed socioeconomic activities of Region 12; Regional Director, National Economic and Development Authority (NEDA) Region XII, the policy/planning body of the government; Faculty Member of the University of Southern Mindanao for 10 years. He earned his Bachelor of Science Degree as a government scholar and a Master of Science Degree as Colombo Plan Scholar.

3. Dr. Noemi Silva will serve as facilitator of focus group discussions and interviews with female participants of the LIPAD Project as well as a contributing writer. Dr. Silva has 37 years of teaching experience on the undergraduate and graduate levels in the ARRM; 4 years as a practicum supervisor teacher for student teachers; 18 years experience as a university administrator; and has managed various special programs mostly on teacher training in Southern Mindanao for more than 12 years and project director of various adult teaching programs and special projects funded by CHET, DOST, and international funding agencies such as AUSAID, EQuALLs2-USAID.

**D. Focus Group/Interview Recorders.** Four recorders--two males and two females--will be hired to take notes of all focus group discussions and interviews in the field. If at all possible, graduate students in social work and or education from higher education institutions in Mindanao will be recruited.

**E. Administrative/Logistics Coordinator.** S/He will be hired to provide support to the Team while in-country and until such time that his/her services are necessary but not to exceed the official period of engagement. S/He shall provide administrative, logistical and documentation support to the team, i.e. developing the schedule, arranging meetings/appointments, providing logistical support in arranging travel requirements (lodging and transport) for the team, etc.

All CPRM evaluation team members have not been involved in any way in the implementation of the LIPAD Project.

## VIII. PERIOD OF PERFORMANCE

Baring any unexpected delays due factors outlined above the LIPAD Project evaluation will be conducted from July 22 – September 27, 2013 over a 46-day period. The chart on the next page estimates the level of effort in terms of person days.

## Level of Effort Chart in Person/Days

TASKS	LOE
<ul style="list-style-type: none"> <li>• Desk review of relevant materials;</li> <li>• Team planning meetings;</li> <li>• Develop and finalize: (1) Inception Plan, (2) LIPAD Evaluation Questions and Means for Answering Chart; (3) Focus Group Protocols Guide (4) Gant Chart/Work Plan; and (5) itineraries for conducting field work;</li> <li>• Initial briefing with Mission;</li> <li>• Initial briefing from MKFI;</li> <li>• Review of MKFI's data collection and case management systems.</li> </ul>	7 days
<ul style="list-style-type: none"> <li>• Field visits to MKFI regional offices and LIPAD project implementation sites.</li> </ul>	16 days
<ul style="list-style-type: none"> <li>• Data collation and synthesis;</li> </ul>	5 days
<ul style="list-style-type: none"> <li>• Submission to USAID of summary findings (in bullets) and debriefing of draft findings with Mission staff;</li> </ul>	1 day
<ul style="list-style-type: none"> <li>• Writing of first draft report</li> </ul>	5 days
<ul style="list-style-type: none"> <li>• USAID review/comments on first draft</li> </ul>	2 days
<ul style="list-style-type: none"> <li>• Editing of final draft report</li> </ul>	4 days
<ul style="list-style-type: none"> <li>• USAID review and comments on Final Draft Report</li> </ul>	2 days
<ul style="list-style-type: none"> <li>• Writing of Final Report (as needed)</li> </ul>	3 days
<ul style="list-style-type: none"> <li>• Submission of publishable report to USAID</li> </ul>	1 day
Total:	46

## XI. DELIVERABLES

- a. **Inception Report.** The CPRM evaluation team will provide within the first five days of the engagement a detailed evaluation design and work plan, including the focus group protocols analysis; evaluation report outline, and draft itinerary. During the Entry Briefing presentation, the Team shall present the analytical instruments and/or tools, methodology, analysis plan, and work plan.
- b. **Accomplished interview guides** containing information from key informant interviews and focus group discussions.

- c. **Summary of draft findings** to USAID two days prior to the debriefings.
- d. **Powerpoint presentation containing findings, conclusions and recommendations**, for the internal debriefing to USAID (Front Office, OEd and PRM) as well as the external debriefing for the DepEd Central Office, DepEd-ARMM and other relevant stakeholders.
- e. **Detailed first draft of the evaluation report**, to be provided to USAID/Philippines no later than 12 days (utilizing 5 LOE days) after the last debriefing. The report will not exceed 30 pages with an executive summary of 3 to 5 pages, excluding annexes. The report will (a) follow the USAID general guidance on Preparing Evaluation Reports (Annex A), (b) satisfy the detailed Checklist for Assessing USAID Evaluation Reports (see Annex B), and (c) contain all sections listed in the approved report outline.
- f. **Final draft of the evaluation report**, to be provided to USAID/Philippines within 5 days (utilizing 3 LOE days) from receipt of USAID comments on the first draft report.
- g. **Final publishable evaluation report**, to be provided to USAID/Philippines for subsequent uploading to the USAID Development Experience Clearinghouse (DEC). Submission is inclusive of the following:
  - Five (5) hard copies;
  - Five (5) electronic copies of the report (in PDF and MS Word formats); supporting documentation inclusive of complete data collected (in Word, Excel or other relevant software); pictures and other visual materials; and the PowerPoint presentation on the highlights of the Evaluation Report. Each set of the listed information should be contained in a USB flash drive.

## **ANNEX B**

### **ALL EVALUATION TOOLS**

#### **(Focus Group/Interview Protocols/Questions)**

The conduction of focus groups and individual interviews (FG/Is) will be a major mechanism of the approach of the CPRM Evaluation Team to provide insights on the LIPAD Program's effect on participating individuals and their communities. And focus group discussions and interviews with various constituencies will also provide additional insights in terms of what strategies are working in the LIPAD Project, help identify best practices, as well as surface any service delivery aspects of the Project which could be better.

#### Primary Groups

CPRM Evaluation Team will carry out FG discussions/and or interviews involving the following primary groups:

1. Neo-literate graduates and/or current participants of the LIPAD Program grouped by age and by gender (focus groups);
2. Field staff of the LIPAD Project, especially adult literacy training facilitators (focus groups and/or individual interviews using the same list of questions as may be warranted);
3. Community leaders, including local Dep Ed officials, municipal and barangay officials, and/or religious leaders, as available (focus groups and/or individual interviews according to local protocols).

#### Some General Guidelines

1. **Selection of FG/I Sites.** Selection of sites to hold FG/Is in the five provinces of Lanao del Sur, Maguindanao, Basilan, Sulu, and Tawi-Tawi will be on the basis of security, weather, distance, mode of transportation, and travel time.

Most FG/I discussions for participants and staff will be held at LIPAD training locations. However, depending on circumstances, some FG/I participants may be transported to or asked to meet at a central location. Selection of a particular site may subject to last minute modifications due to a change in any of the above factors.

Preliminarily, the CPRM Evaluation Team anticipates visiting the following locations, by province:

**Lanaodel Sur:** Buidapuso Buntong, Marawi City, Ragain, Saguiaran

**Maguindanao:** Buluan, Datu Odin, Sultan Kudarat, Sultan Mastura

**Basilan:** Lantawan, Maluso

**Tawi-Tawi:** Bangao, Karumgdong

2. **Estimated Number of FG/Is To Be Conducted.** The CPRM Evaluation Team anticipates conducting at least four to five separate FG discussions at each site. Interviews with community leaders may vary at each site depending on the availability of respondents. The team anticipates that it will be conducting approximately 50 to 75 discussions over a 16-day period at a minimum of 10 to 12 sites out of a total of 42 potential sites, factoring in the considerations identified above.

Approximately 75 percent of the total number of participants will be graduates and/or current participants and the remainder will be community leaders, LIPAD field staff and adult literacy facilitators. Focus group discussions scheduled for a particular site may be all held simultaneously or sequentially depending on scheduling and participant availability, especially with community leaders.

### 3. Selection of Discussion Participants.

- a. **LIPAD Program Participants.** At each of MKFI's regional offices, a review of the records of participants at each of the target LIPAD sites will be conducted. A random selection of potential participants -- ensuring representation by age and gender -- will be made, assisted by MKFI field staff. In case a particular individual selected is not available for participation, the next individual(s) on the list will be selected until there are sufficient numbers of participants to constitute a focus group. In keeping with local more, the composition of participants of each focus group will be by age and/or by gender unless circumstances suggest otherwise.
  - b. **MKFI LIPAD Field Staff and LIPAD Adult Literacy Facilitators.** MKFI field staff, including program coordination staff and/or master trainers, as well as local adult literacy facilitators will be selected to participate in discussions on a geographical basis. Individual interviews may also be conducted using the same set of questions for more in-depth probing of what is working and what could be better.
  - c. **Community Leaders.** Community leaders such as municipal and barangay officials, as well as local religious leaders at each LIPAD site will be interviewed either on an individual basis according to local protocols or in some cases in small groups. Local MKFI staff will assist in identifying relevant officials.
4. **Size of Groups.** Each focus group will typically have between 5 to 7 participants. In groups larger than 7, there is a risk that some participants may 'hide' and be reticent to contribute their perspectives. In smaller groups, there might not be a sufficient range of opinion.
  5. **Length of Time.** Group discussions and interviews should last an average of about 90+ minutes -- long enough to have a full discussion and give all participants a chance to give their responses to specific questions.
  6. **Discussion Leadership.** Two members of the CPRM evaluation team will facilitate each FG/I discussion. Typically, one facilitator will lead the discussion and the other will translate. However both facilitators may ask questions if seem appropriate, to avoid inadvertently overlooking any question, or to probe tactfully to clarify any responses from participants.
  7. **Means for Capturing Responses.** A recorder will be assigned to each FG/I facilitation team to take notes. The translator will also note any relevant non-verbal responses such as looks or responses in local languages that the other facilitator may not understand. Included in the notes will be the (1) time, (2) location, (3) names of the facilitators, (4) names of the participants, as well as (5) their responses to specific lists of questions.

Given cultural/religious sensitivities and for the protection of participants, no audio/visual devices will be used to record the FG/I discussions.

**8. Format for Conducting Focus Group Discussions.** Each focus group discussion held will follow the following protocols:

**Step 1:** MKFI field staff and/or the Adult Literacy Training Facilitator will:

- Welcome the group;
- Introduce the evaluation team members and participants to one another;
- And then step away and leave the venue.

To ensure transparency and encourage candor among participants, no staff member of MKFI or other individuals will be permitted to remain in the room -- only CPRM evaluation team members and participants will be in the room.

**Step 2:** The discussion facilitators will let the participants:

- Know how much they appreciate their participation in the FG discussions;
- Know what the Team's purpose is;
- Know why the participants are being interviewed;
- Know how they were selected;
- Know what the format of the discussion will be -- questions and responses;
- Know that the discussion is not a test;
- Know how their responses will be used;
- Know how their responses will be treated confidentially;
- Know how long the interview will take;
- Ask any questions if they have any.

**Step 3:** The FG Facilitators will then begin the discussion using the questions relevant to the composition of their focus group (see below). The facilitators will work to:

- Create rapport with participants by inviting them first to share a bit about their background before moving on to why they decided to be a participant in the LIPAD Program;
- Ensure that no one individual or individuals dominate the discussion;
- Reassure participants that there are no right or wrong responses;
- Provide opportunities for everyone to share their thoughts and responses;
- Expand participants' responses through cross-checking by repeating/rephrasing the questions;
- Carefully notice the participants' nonverbal communication to get a better understanding of what they are saying;
- Facilitate but not dominate the discussion.

**Step 4:** After the discussion, the facilitators will:

- Explain what will be done with the participants' responses;
- Thank each participant for being a part of the discussion;
- Meet briefly together to compare notes on any key findings, unusual responses, or discrepancies between participants for further triangulation and cross-checking of responses.

9. **Discussion Content for Specific Constituencies.** Discussion questions respond to 10 of the 11 key questions clustered with four of five of USAID's domains<sup>1</sup> -- relevance, effectiveness, sustainability, and other essentials -- and are framed for each constituency for triangulation/crosschecking purposes:

**Focus Group Questions for LIPAD Participants/Graduates:**

Evaluation Domain	Specific Questions
<p><b>Relevance</b></p> <p>1. Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project? If so, why or why not?</p>	<p>1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.</p>
<p><b>Effectiveness</b></p> <p>2. To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)?</p>	<p>2.1 What have you learned from the LIPAD Project? 2.2 And how are you using what you have learned?</p>
<p>3. As individual components, how effective were adult literacy facilitator training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?</p>	<p>3.1 Can you tell us what parts of the program you like best? Like least? 3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>
<p>5. To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?</p>	<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project? 5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program? 5.3 What changes have occurred in the community as a result of the LIPAD Project?</p>
<p>6. To what extent has LIPAD implemented its Gender Action Plan?</p>	<p>6.1 Were there any barriers/obstacles that hindered your participation in the project?</p>
<p><b>Sustainability</b></p> <p>8. How have local governments and other local stakeholders support and own LIPAD outcomes?</p>	<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>
<p>8. Were project activities adopted, replicated, or otherwise disseminated by LIPAD assisted communities or stakeholders outside of project sites?</p>	<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>

<sup>1</sup>The domain of efficiency with its research question #7 related to the cost-effectiveness of the LIPAD's approach in comparison to other adult literacy programs conducted in the Philippines was judged to not be pertinent to focus group discussions with the key constituencies.

<p><b>Outreach</b></p> <p><b>11.</b> To what extent did the LIPAD Project communication strategy contribute to community and local level stakeholder support for the project interventions?</p>	<p><b>12.1</b> How did you find out about the program?</p> <p><b>12.2</b> What made you want to join? How did you think it would help you?</p> <p><b>12.3</b> What do you think are the best ways to get people like yourself to join the Program?</p>
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**Discussion Questions for LIPAD Field Staff and Adult Literacy Facilitators:**

Evaluation Domain	Specific Questions
<p><b>Relevance<sup>2</sup></b></p> <p><b>1.</b> Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project?</p> <p>If so, why or why not?</p>	<p><b>1.1</b> It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.</p> <p><b>1.2</b> Were there any participants in the Program that were different than those targeted? If so, please describe them.</p>
<p><b>Effectiveness</b></p> <p><b>2.</b> To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)?</p> <p>Were there any unintended results?</p>	<p><b>2.1</b> What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p> <p><b>2.2</b> Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?</p> <p><b>2.3</b> Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</p>
<p><b>3.</b> As individual components, how effective were adult literacy facilitator training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?</p>	<p><b>3.1</b> Describe the training you received to become an adult literacy facilitator.</p> <p><b>3.2</b> How effective was the adult literacy facilitator training offered?</p> <p><b>3.3</b> If you were to make any changes to the training, what suggestions would you make?</p>
<p><b>4.</b> What are the factors (both external and internal to the LIPAD Project, specifically including training and materials used) that contributed to the achievement of targeted deliverables?</p>	<p><b>4.1</b> How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?</p> <p><b>4.2</b> Are there parts of the Project that are difficult to implement/teach?</p> <p><b>4.3</b> Are aspects of the LIPAD Project that participants seem to not like?</p>

<sup>2</sup>Adult Literacy Training Facilitators will also be asked about their background, what factors motivated them to join the Program, and whether or not they volunteered or were asked.

<p>If any stated targets were not achieved, what were the impediments and how could the project have responded.</p>	<p><b>4.4</b> Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?</p>
<p><b>5.</b> To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?</p>	<p><b>5.1</b> What changes have you observed in the participants as a result of having participated in the LIPAD Project?  <b>5.2</b> What changes have occurred in the community as result of the LIPAD Project?</p>
<p><b>6.</b> To what extent has LIPAD implemented its Gender Action Plan?</p> <p>What are the lessons learned and good practices in educating adult men and women?</p>	<p><b>6.1</b> How well has the LIPAD Project done in ensuring the participation of women?  <b>6.2</b> What has worked and what could be better?  <b>6.3</b> As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?</p>
<p><b>Sustainability</b></p> <p><b>8.</b> How have local governments and other local stakeholders support and own LIPAD outcomes?</p>	<p><b>8.1</b> Describe how local governments or other organizations in the community have supported the LIPAD Program.</p>
<p><b>9.</b> Were project activities adopted, replicated, or otherwise disseminated by LIPAD assisted communities or stakeholders outside of project sites</p>	<p><b>9.1</b> Have you heard whether programs like LIPAD has been established in other places outside of project sites? If so, where and by whom?</p>
<p><b>Monitoring and Evaluation and Outreach/Communications</b></p> <p><b>10.</b> To what extent are the Project's M&amp;E and reporting systems effective and efficient for tracking project progress?<sup>3</sup></p> <p>How valid, reliable and adequate are the measures used by the LIPAD Project to assess and report on Project results?</p> <p>Describe how M&amp;E results were used and how monitoring, reporting, and dissemination of results could have been improved.</p> <p>What information needs are not being met?</p>	<p><b>10.1</b> How effective have you found the LIPAD Program's tracking and reporting system to be?  <b>10.2</b> What challenges have you encountered?  <b>10.3</b> What suggestions would you have to make the system better?  <b>10.4</b> Please describe the measures used by the LIPAD Project to assess and report on Project results?  <b>10.5</b> How reliable and adequate do you think are measures that are being used to assess and report on Project results?  <b>10.6</b> In what ways field staff use M&amp;E results?  <b>10.7</b> How can the dissemination of results be improved?  <b>10.8</b> What information needs if any do you think are not being met?</p>

<sup>3</sup>Note: Questions 10.1 to 10.3 will be administered to both field staff and adult literacy facilitators. Questions 10.4 through 10.8 will be administered to field staff only.

<p><b>11.</b> To what extent did the LIPAD Project Communication strategy contribute to community and local level stakeholder support for the project intervention?</p>	<p><b>11.1</b> How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?  <b>11.2</b> Under what conditions has the strategy worked best?</p>
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**Discussion Questions for Community Leaders:**

Evaluation Domain	Specific Questions
<p><b>Relevance</b></p> <p><b>1.</b> Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project?</p> <p>If so, why or why not?</p>	<p><b>1.1</b> Would you describe briefly what you know about the LIPAD Project?  <b>1.2</b> What was your first impression when you heard about LIPAD Program? Did you feel that it could make a difference in the community/barangay? Has that impression changed as you have gotten to know the program better?  <b>1.3</b> It would be interesting to hear about the people participating in the Project — their background, kinds of challenges they face in their daily lives, their expectations when they finish their training.</p>
<p><b>Effectiveness</b></p> <p><b>3.</b> As individual components, how effective were adult literacy facilitator training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?</p>	<p><b>3.1</b> What feedback have you heard from participants or other community members about the LIPAD Project regarding the training being offered there — either positive or negative?</p>
<p><b>5.</b> To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?</p>	<p><b>5.1</b> What changes have you observed in the participants as well as in the community as result of the LIPAD Project?  <b>5.2</b> Overall, how would you rate the effects of the LIPAD Project on your community?</p>
<p><b>6.</b> To what extent has LIPAD implemented its Gender Action Plan?</p>	<p><b>6.1</b> Have you heard of anyone who may have encountered problems participating in the LIPAD Project?  <b>6.2</b> If so, what kinds of problems did they face?  <b>6.3</b> How did they overcome them?</p>
<p><b>Sustainability</b></p> <p><b>8.</b> How have local governments and other local stakeholders support and own LIPAD outcomes?</p>	<p><b>8.1</b> In what ways have you supported the LIPAD Program?  <b>8.2</b> What are your thoughts about the continuation of an adult literacy project in your community to reach more participants?  <b>8.3</b> In what ways would you support such a project?</p>

<p><b>9.</b> Were project activities adopted, replicated, or otherwise disseminated by LIPAD assisted communities or stakeholders outside of project sites</p>	<p><b>9.1</b> Have you heard of the LIPAD Project being adopted/replicated in areas other than its current sites?  <b>9.2</b> If so, where and by whom?</p>
<p><b>Outreach</b></p> <p><b>10.</b> To what extent did the LIPAD Project communications strategy contribute to community and local level stakeholder support for the project interventions?</p>	<p><b>10.1</b> How well known is the LIPAD Program in your community/barangay? What is said about it?  <b>10.2</b> What would the program need to do to become better known in the community?</p>

## ANNEX C

### LIST OF PEOPLE INTERVIEWED

#### **BASILAN**

##### Female Learners

1. Satra Judja
2. Masura Totoni
3. Maimuna Crosita
4. Mirana Edris
5. Diana Hamsalin
6. Hanipa Judja
7. Hamsira Judja
8. Nuraina Aslimin
9. Maimona Mammah
10. Richima Albani
11. Kimmang Kirah
12. Armida Arabasa
13. Juhaira Ladjahasan
14. Telma Lucman
15. Sahaya Jumadil
16. Wheng Dammang
17. Piyandaw Ganasi,
18. Noama Salapuddin

##### Male Learners

1. Fabian Bunani
2. Imran Hamsalani
3. Halon B. Tinggalong
4. Alibasa Abdurauf Ismail
5. Sahibad A. Kadih

##### Facilitator

1. Perusa S. Abdulajid
2. Basrin K. Nasirin
3. Dawa I. Sarmiento

##### MKFI Staff

4. Rico R. Tura, Assistant Provincial Coordinator

##### Community Leaders

1. Minong Alian, Barangay Chairman
2. Abdurahman Jojo S. Camlian, Municipal Administrator

## LANAO DEL SUR

### Female Learners

1. Mohaira Ponding
2. Rocaya Sultan
3. Maimona Imam
4. Waada Sultan
5. Norain Mamantar
6. Farhana Racman
7. Rakila sultan
8. Milanea Bama
9. Zaalika Rigaro
10. Andang Zipur
11. Andang Taralbi
12. Dolay Macari
13. Monasigay Edris
14. Radia Rakisa
3. Monaida Anganak
4. Lawanbae Muslim
5. Baida Abdulazis
6. Omilkair Bongkawaran
15. Monara Mabanig
16. Hidiyara Baulog
17. Intah Abubacar
18. Bilal Mumpong
19. Maoli Salaiman
20. Maguila Mamolawan
21. Aminah Macabanding
22. Najirah Monib
23. Munera Dizo
24. Rasmia Ampao
25. Rashida Camora
26. Aslimah Macarantog
27. Aquino S. Macarampat
28. Jamael Sarip

### Male Learners

1. KalilAnanggo
2. Imam Macabago
3. Omair H. Acmad
4. Carisa S. Mamantar
5. Yosuph Regaro
6. Amrodin Gafor
7. Osman Mala
8. Ali Manaros
9. Abdanie Ongco
10. Jamarah Basman
11. Ismael Gaga

### Facilitators/ MKFI Staff

1. Hosnia Calauto
2. Samira Umpa
3. Naima Mahadali
4. Nafisa Dialim
5. Anasheham Abdulazis

### Community Leaders

1. Abdul Manan Alawi Alonto, Brgy. Chairman of BuadiPuso Buntong
2. Mohamman Naif M. Aloz Lambas, Brgy. Chairman's Representative of Barimbingan Proper
3. Yusoph Amboloto, Brgy. Chairman in Wawalayan Caloocan Marawi City
4. Ustadz Abdul Gani Alangadin, Religious Leader

## **MAGUINDANAO**

### Female Learners

1. Salama Esmael
2. Maulay Samad
3. Tabay Galangan
4. Fatima Solano
5. Banon Sulano Kiram
6. Bainon Usman
7. Baby Salasal
8. Suma Salinek
9. Samsia Mansur
10. Sobia Magunto
11. Monina Abdul
12. Monera Salid
13. Sabay Musa
14. Nora Abdullah
15. Nida Edtig
16. Rasmia Musa
17. Salima Amil
18. Parida Hasan
19. Baikan Guiapal
20. Baingkong Contuwa
21. Saida Sanso
22. Giosol Baguinda
23. Norhana Sanday
24. Saria Hassan
25. Normiya Mongang
26. Zahera Kasim
27. Esmael Dasumalong

### Facilitators/ MKFI Staff

1. Amalia Guiaplos
2. Johanna Sanso Kanebpal
3. Bai Saima Panalunsong Dicolano
4. Monawara Abdulsamad
5. Gamassy Mustapha
6. Dayana Mama Alimpang
7. Khairia Angas Malusay

### Community Leaders

1. Elias Usop Alimpang, Brgy. Councilor
2. Abdulasit K. Pananrasan, Brgy. Captain
3. Mustapha Aamada, Brgy. Councilor
4. Robert M. Dabi, Brgy. Info Officer
5. Hadji Suweb A. Kamensa, Brgy. Councilor
6. Apaw M. Piang, Brgy. Captain
7. Mohalikin Diocolano, Brgy. Captain
8. Ebrahim P. Diocolano, Brgy. Councilor
9. Hadji Sidik Agkir, Brgy. Councilor

## **SULU**

### Facilitator/ MKFI Staff

1. Hashim Ayusah
2. Darwisa Maring
3. Hja Mylene Rasul

## **TAWI-TAWI**

### Female Participants

1. Jumaatiya Tanasi
2. Jarma Alawi
3. Lolina Majid
4. Sitti Naida Dundain
5. Delmalyn Arad
6. Polmilasa Heni
7. Nulaida Biljara
8. Nur In Musrikal
9. Nurdiya Sayari
10. Jocelyn Angkaya
11. Annura Nassih
12. Hannang Jamdah
13. Pondong Radzma
14. Ummi Hasim
15. Jahara Mohammad
16. Tanang Sali
17. Bahsan Hassan
18. Ladja Abdurakman

19. Langka Barri
20. Ramha Alih
21. Salmarinda Salbayan
22. Halariya Timpa
23. Isniraya Yusop
24. Dimang Aluddin
25. Galsariya Lansarati
26. Janaiya Masarani
27. Elmaripa Label
28. Nursiya Seso
29. Habiba Kalawan
30. Delmalisa Karel
31. Amida Bolpera
32. Evelyn Panyong
33. Luisa Tahil
34. Jubaira Berto
35. Naim A. Aral
36. Amina Mastail - attended but was asked to leave because she is not LIPAD learner. However, she is listed as a LIPAD learner (batch 9)
37. Saali, Nurmishra - attended but was asked to leave because she is not actually a LIPAD learner. She is already a 2<sup>nd</sup> year college student. However, she is listed as a LIPAD learner (batch 9)

#### Male Participants

1. Alawi M. Ganih
2. Harison T. Lakibul
3. Denwar S. Porsiban
4. Kaidal A. Mating
5. Felix Fortuito
6. Masarani M. Jiliani

#### Facilitators/ MKFI Staff

1. Aisa Salapuddin
2. Hadji Sabli Salapuddin
3. Fatima Pir Allian, Provincial Coordinator
4. Virgilio Mori, Assistant Provincial Coordinator
5. Denisa Akmad
6. Abirin A. Akmad
7. Hasan J. Angkaya
8. Rufina Ukad
9. Sitti Rabia Amilhamja
10. Gemma S. Montero

## ANNEX D LIST OF DOCUMENTS REVIEWED

1. Statement of Work
2. USAID Evaluation Policy
3. Checklist for Assessing USAID Evaluation Reports
4. How to Note: Preparing Evaluation Reports
5. Technical Note: Conducting Mixed-Method Evaluations
6. LIPAD Project 5<sup>th</sup> Batch Progress Report
7. LIPAD Project 6<sup>th</sup> Batch Progress Report
8. LIPAD Project: First Quarter Progress Report
9. LIPAD Project: Second Quarter Progress Report
10. LIPAD Project: Third Quarter Progress Report
11. LIPAD Project: Fourth Quarter Progress Report
12. LIPAD Project Monthly Report: June 2011
13. LIPAD Project Monthly Report: July 2011
14. LIPAD Project Weekly Highlights (May 31, 2012)
15. LIPAD Project Weekly Highlights (June 5, 2012)
16. LIPAD Project Year 2: 1st Quarter Progress Report
17. LIPAD Project Year 3: 2<sup>nd</sup> Quarter Progress Report
18. Annual Work Plan: LIPAD
19. Mid-Project Evaluation
20. Cooperative Agreement No. AID-492-A-11-00001
21. Modification of Assistance
22. Modification of Assistance No. 2
23. Success Stories
24. LIPAD Project Communications Plan
25. Monitoring and Evaluation Plan
26. SO11 Performance Indicator Reference Sheet
27. Training Module
28. Final Workplan
29. Workplan: Evaluation of Private Sector Mobilization for Family Health Phase II (PRISM 2)

# **ANNEX E**

## **ACCOMPLISHED INTERVIEW GUIDES CONTAINING HIGHLIGHTS OF KIIS AND FOCUS GROUP DISCUSSIONS**

# MKFI HEADQUARTERS

<p><b>8/01/2013 Thursday</b>  <b>Location: MKFI Office</b>  <b>Facilitators: Jack Boyson and Zeny Domingo</b>  <b>Participants:</b>  <b>Paul Adolfo, Program Manager LIPAD</b>  <b>Pilar Bautista, Program Director</b>  <b>Amina Rasul Bernardo, Trustee</b></p>	
<p><b>Evaluation Questions</b></p>	
<p><b>A. Relevance</b></p>	
<p><b>1.</b> Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project?</p> <p>If so, why or why not?</p>	<p>Identify barangays for focus groups</p> <p><b>Lanao del Sur:</b></p> <p>Buadipuso Buntong (Ragondingan; facilitator Husnia Caluto, 47 graduates, batch 1),</p> <p>Marawi City (Caloocan, facilitator: Samsia Campong, 46 graduates batch 3),</p> <p>Datsain Ragain (Barimbingan; Ana-Sheham Abdulasis, 41 graduates batch 3),</p> <p>Saguran (Raya Sungod; Rasmia Paclundo, 50 graduates batch 2).</p> <p><b>Maguindanao:</b> Buluan (Poblacion, facilitators: Amalia Guiapio, Johanna Kanebpal, Marciana Dingcong, graduates batch 7), Datu Odin Sinsuat (Marques; facilitator Bai Sama Dicolano graduates? batch 1)<sup>1</sup>, Sultan Kudarat (Calsada, facilitator Khiria Malusay graduates? batch 2), Sultan Masura (Macabiso, Dayana Alimpang enrollees 50 batch1-2),</p> <p><b>Basilan:</b> Lantawan (Bulanza: facilitator Basrin Hasirin, 59 graduates batch 8), Maluso (Samal Village facilitator Perusa Abdulaji, 117 graduates Batch 8).</p> <p><b>Tawi-Tawi:</b> Bangao (Pahut, facilitator: PFC Domingo Obbamen, 21 graduates, Batch 7) (Sanga-Sanga, facilitator: Sitti Rabia Amilharija, 18 graduates, batch 9) (Karungdong facilitator: Farida Jauhari, 50 graduates Batch 9)</p> <p>Record keeping protocols:                  (1) Facilitator prepares hard copies of the Adult</p>

<sup>1</sup> NOTE Project implementation summary data base at HQ for Maguindanao Batch 1-5, the number of graduates is incomplete. QPR report from provincial is the report relied upon to report number of graduates.

	<p>Learners (ALs) profiles in the blue book; (2) Provincial coordinators review and keep copies of the ALs profiles; (3) Some but not all forms are archived at the HQ</p> <p>Selection Criteria for Sites: See grant agreement. Provincial coordinator consults with LGU, DSWD, Dep Ed and Barangay Chairman to pre-identify implementation. Ocular validation to potential sites. MOA with Barangay Chairman on identifying the provision of class infrastructure. Review of Memorandum of Agreement.</p> <p>Recruitment of facilitators: Provincial coordinator contacts barangay captain for recommendations of potential candidates, in close coordination with the mayor, DSWD, Dep Ed Association of Barangay Captains. At least 3 candidates are screened per barangay through interviews and paperwork, one supervisor from BALS,</p> <p>HIGH RATE OF TURN OVER AMONG FACILITATORS. EXACT NUMBER? 125 FACILITATORS PER 3 MONTH PERIOD (BATCH)</p> <p>GOOD TRAINING PLATFORM FOR FACILITATORS BECOME TEACHERS WHO ARE WAITING FOR THEIR LICENSURE RESULTS</p> <p>Selection Criteria for Participants: see grant agreement page 10 Recruitment of Participants: door to door. Provincial Coordinators does their own validation in close coordination with Barangay Chairman.</p> <p>Review of demographic data collected my MKFI on three levels: HQ; field office; and sites; Have been audited by USAID in year one and year two Matching of records of randomly selected individuals at all three sites; Focus group discussions cross-checked with the three constituencies.</p>
<p><b>8/02/2013 Friday</b> <b>Interview continued</b> <b>Paul Adolfo, Program Manager LIPAD</b> <b>Pilar Bautista, Program Director</b> Tasks: Identify Barangay Chairpersons; Missing data for example Barangay Chairpersons at Maguindinao, Buluan, Poblacion; Basilan Lantawan Bulansa</p>	

Identify focus group participants at each site. Missing records for participants in 3 of 13 sites: Margues, Macabiso, Calsada in Maguidanao;  
Participants are not considered to be enrollees until they have attended for 2 weeks straight.  
NOTE Site Chart Enrollees discrepancies with enrollment forms Maguidanao  
Incomplete records of both enrollees (missing 22 out of 50—28 say 50 enrollees) and especially graduates (NO Numbers) batches 1 to 3  
Records of enrollment are calculated at the end of the 3-month training period.  
Do not disaggregate reporting of enrollees and graduates to USAID by site only by province.

**B. Effectiveness**

2. To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)?

Were there unintended results?

Unintended positive results:

Increased socialization and bonding among participants / cross generational;

Complementarity with Conditional Cash Transfer program which does not have a literacy program through it Family Development Sessions.

Able to read instructions, fill out forms, sign documents instead of using thumbprints.

Empowerment of the facilitators to become community change agents or catalysts.

Recommendation: to conduct an expost study of both graduates and facilitators.

Negative results:

Expectation of monetary/commodities such as rice among participants;

Expectations from LGUs that they would benefit tangible from the program—almost all LGUs ask what was in it for them.

Couldn't read before so wasn't a problem that they could not see. Complaining about not being able to see to read now because they need glasses.

	<p>Because of the popularity of the facilitators in the community, some barangay captains are trying politicize the facilitators and get them to campaign on their behalf, for example in Maguing, Lanao del Sur</p> <p>In Basilan, barangay captain asked the facilitator to stop teaching because she was becoming too popular and the captain was threatened.</p>
<p>3. As individual components, how effective were adult literacy facilitator training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?</p>	<ul style="list-style-type: none"><li>• Review of training methods;</li><li>• Review of peace concepts and their integration into the literacy curriculum; NO SPECIFIC CURRICULUM ON PEACE BUILDING. PEACE AS A VALUE IS INCORPORATED THROUGH OUT THE PROJECT. HOWEVER IS USED IN EXERCISES RELATED TO WORDS AND SYLLABLES TAUGHT</li></ul> <p><b>SULU HAS ITS OWN PEACE BUILDING CURRICULUM DEVELOPED BY THEIR FACILITATORS LAST YEAR. INTEGRATED INTO THEIR BLUE BOOK CURRICULUM</b> SHARED WITH ALL FACILITATORS ON THE 6<sup>TH</sup> BATCH TRAINING. NOT KNOWN OR MONITORED WHETHER OR NOT OTHER FACILITATORS ARE USING IT.</p> <p>See interview with Sulu Coordinator who says that they <i>do not</i> have a formal peace building curriculum—they are proactive in incorporating peace related words in helping learners to associate and spell out sounds in local languages.</p> <p>WERE SUPPOSED USED ISLAMIC PEACE BUILDING MODULE BUT NOT APPROVED BY USAID BECAUSE OF ITS RELIGIOUS AND NOT USED</p> <ul style="list-style-type: none"><li>• Class observation;</li><li>• Interviews with MKFI master trainers;</li><li>• Focus group discussions with adult learning facilitators.</li></ul>
<p>8/21 Wednesday Meeting at MKFI Office with Paul Alonzo, Program Director and Pilar Bautista, Project Director; Amina Rasul, Trustee</p>	

<p><b>4.</b> What are the factors (both external and internal to the LIPAD Project, specifically including training and materials used) that contributed to the achievement of targeted deliverables?</p> <p>If any stated targets were not achieved, what were the impediments and how could the project have responded?</p>	<ul style="list-style-type: none"> <li>• Comparison/analysis of MKFI's grant agreement and its M&amp;E plan with QSRs and annual reports;</li> <li>• Interviews with MKFI staff.</li> </ul>
<p><b>5.</b> To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?</p>	<p>Women Empowerment Practicum for Facilitators and bridge with the department work as teachers</p> <ul style="list-style-type: none"> <li>• Focus group discussions with LIPAD participants, community leaders, and adult literacy facilitators.</li> </ul>
<p><b>6.</b> <u>Gender</u> To what extent has LIPAD implemented its Gender Action Plan? What are the lesson learned and good practices in educating adult men and women?</p>	<p>Through Batch 8 Learners 81% Women 43,045 and 19 % 9,853</p> <p>Sensitivity to the challenges of the learners and their situation, poverty, conflicts, health related. Important that the facilitators provide a personal touch by doing house visits.</p> <p>Importance of understanding of culture mores and age of learners—not treating like kids but as adults,</p> <p>Giving out prizes as incentives to reward learners for good work in Lanao, Basilan</p> <p>Sulu and Tawi Tawi the grocery bags, housewares given by the Governor</p> <ul style="list-style-type: none"> <li>• Comparison/analysis of Gender Action Plan with QSRs and annual reports;</li> <li>• Focus group discussions with the three constituencies;</li> <li>• Direct classroom observation.</li> </ul>
<p><b>C. Efficiency</b></p>	
<p><b>7.</b> Describe and assess the approaches that LIPAD has adopted.</p> <p>How cost-effective are the strategies in achieving the results of LIPAD, as compared to the other adult literacy programs in the country?</p>	<p>Phono syllabic method and the use vernacular/ mother tongue.</p> <p>Learner centered, activity driven cooperative learning approach.</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• To be determined in consultation with USAID.</li> </ul>

<b>D. Sustainability</b>	
<p><b>8.</b> How did local governments and other local stakeholders support and own LIPAD outcomes?</p>	<p>Cost share from LGU for year 1 and 2 total 10,926,554 \$258,877                      Smart money Php898,000 (\$20,883) to be used for training of trainers and remote electronic data base.</p> <ul style="list-style-type: none"> <li>• Review of QSRs and annual reports;</li> <li>• Focus group discussions with the three constituencies.</li> </ul>
<p><b>9.</b> Were project activities adopted, replicated, or otherwise disseminated by LIPAD assisted communities or stakeholders outside of project sites?</p>	<p>See Tawi Tawi 7 Marines barangay Nalil, Pahut, Sanga-Sanga, Buan (2), Magsawsaw, one site near turtle island in Municipality Mapun.</p> <p>Sulu,                      Basilan 11 facilitators paid by the local municipal</p> <ul style="list-style-type: none"> <li>• Focus group discussions with the three constituencies.</li> </ul>
<b>E. Other Essentials: Monitoring &amp; Evaluation and Outreach/Communication</b>	
<p><b>10.</b> To what extent are the project's M&amp;E and reporting systems effective and efficient for tracking project progress?</p> <p>How valid, reliable and adequate are the measures used by the LIPAD Project to assess and report on project results?</p> <p>Describe how M&amp;E results were used, and how monitoring, reporting and dissemination of results could have been improved.</p> <p>What information needs are not being met?</p>	<p>Record keeping protocols:</p> <p>Facilitator prepares hard copies of the ALs profiles in the blue book;                      Provincial coordinators review and keep copies of the Adult Learners profiles;                      Some but not all forms are archived at the HQ (profile forms, blue books, for Tawi-tawi (batches 1-3); Lanao, 1-3; Basilan (batches 1-3)</p> <p>Regional offices in Zamboanga covering Basilan (batches 1-3 but profiles forms are at HQ), Sulu (1-3) and Tawi Tawi (4-6);</p> <p>Cotobato office covering Lanao (none of Lanao) and Maguindano (batches 1-4 are missing and (5-9).</p> <p>Provincial offices, Tawi Tawi no office but records are in the home of the assistant provincial coordinators home (7 and 8)                      Basilan office (batches 4-8); Lanao (Marawi city) 4-9; Sulu (batches 4-8);</p> <p>Selection Criteria for Sites: See grant agreement. Provincial coordinator consults with LGU, DSWD, Dep Ed and Barangay Chairman to pre-identify implementation. Ocular validation to potential</p>

	<p>sites. MOA with Barangay Chairman on identifying the provision of class infrastructure. Review of Memorandum of Agreement. Selection Criteria for Participants: see grant agreement page 10                  Recruitment of Participants: door to door. Provincial Coordinator does their own validation in close coordination with Barangay Chairman. NOT POSSIBLE AT THE HEAD QUARTERS AND PROVINCIAL LEVEL TO DISAGREGATE THE LEVEL OF COMPETENCY OF LITERACY (1-4)                  Batches 1-3 for Basilan, Sulu, and Tawi Tawi are at the regional office Zamboanga; Some forms for batch 1-3 (Basilan) are in HQ. Cross checking by HQ goes on between the provincial coordinator with each facilitator as well as with individual participants to validate tracking.                  Records of facilitators are kept at provincial level by surname, given name, barangay, municipality, number of enrollees and venue.                  Batch 1-4 Records (hard copies are missing but have scanned copies ) of facilitators by Provincial coordinators is late in Basilan, Sulu, Tawi-Tawi (Basilan is late for batches 1-8) (verification is by contracts and payroll)                  Review of 2 sample contracts.</p> <p>Review of 4 Facilitator training workshops for South UPI Dati Blah, Sinsuat, Tawi Tawi, Lanao del Sheet</p> <p>Review of MKFI's M&amp;E/reporting/tracking system, both electronic and hard copy records;</p> <ul style="list-style-type: none"> <li>• Review/validation of MKFI's data collection chain from site to HQ;</li> </ul> <p>See picture</p> <ul style="list-style-type: none"> <li>• Review of the M&amp;E system;</li> <li>• Interviews with MKFI program and M&amp;E staff.</li> </ul>
<p><b>11.</b> To what extent did the LIPAD Project communication strategy contribute to community and local level stakeholder support for the project interventions?</p>	<ul style="list-style-type: none"> <li>• Review of LIPAD Program Communication Strategy;</li> <li>• Focus group discussions with the three constituencies.</li> </ul>

# BASILAN

**FOCUS GROUP QUESTIONS RECORDING FORM FOR FEMALE PARTICIPANTS**

<b>DATE AND TIME:</b>	August 8, 2013 11:45 A.M – 12:50 PM
<b>PROVINCE:</b>	Basilan
<b>MUNICIPALITY:</b>	Lantawan
<b>BARANGAY:</b>	Bulanza
<b>VENUE OF CLASSES</b>	Bulanza Primary School
<b>BATCH</b>	(not indicated in the list
<b>INTERVIEWER/ADULT LEARNING SPECIALIST</b>	Dr. Noemi B. Silva
<b>FACILITATOR:</b>	Basrin K. Nasirin
<b>TRANSLATER:</b>	John Francisco, Nagdilaab Foundation, Basilan, 09269444994
<b>RECORDER:</b>	John Francisco, Nagdilaab Foundation, Basilan, 09269444994
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	<p>Target respondents (by sampling)</p> <ol style="list-style-type: none"> <li>1. Addalal, Sorayda T. 35 yrs,, housewife</li> <li>2. *Aslimin , Nuraiya O. 52, housewife</li> <li>3. Hawari, Satra J. 24, housewife</li> <li>4. *Judja, Hamsira B., 43, housewife</li> <li>5. Sahibul, Milma, housewife</li> <li>6. *Totoni, Masura J. – housewife</li> </ol> <p>*Present</p> <p>=====</p> <p>Learners who were interviewed:</p> <ol style="list-style-type: none"> <li>1. **Satra Judja 52</li> <li>2. Masura Totoni 64</li> <li>3. **Maimuna Crosita 38</li> <li>4. **Mirana Edris 54</li> <li>5. **Diana Hamsalin 32</li> <li>6. **Hanipa Judja 40</li> </ol>

	<p>7. Hamsira Judja 43                  8. Nuraina Aslimin 52                  **Facilitator claimed that the sampled respondents were replaced because they were not available during the scheduled interview. However, upon examining the list, the replacements <u>were not</u> in the list of Learners for Barangay Bulanza</p>
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FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:	RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)
<p><b>1.1.</b> It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.</p>	<p>1. sari-sari store owner, level of schooling: no school, husband: CAFGU, 5 children. all in-school                  2. cloth weaver, no school, widow, 2 children, all married                  3. housewife, no schooling, widow, 5 children, 3 in-school                  4. housewife, no schooling, husband: jeepney driver, 7 children 3 in-school                  5. farmer, no schooling, widow, 6 children 2 in-school                  6 . housewife, no schooling, husband: CAFGU, 5 children, 2 in-school                  7. housewife, no schooling, husband: farmer, 3 children, 2 in-school                  8. housewife, no schooling, husband: farmer, 2 children, no schooling</p>
<p><b>2.1</b>What have you learned from the LIPAD Project?</p> <p><b>2.2</b> And how are you using what you have learned?</p>	<p>7. knows how to read and compute                  1. knows how to read slowly                  3. also study and listen/attentive in class                  Note: classes are held Saturday/Sunday 8-11:30AM , 2-3:30 PM in Bulanza Primary School</p> <p>1. record "utang"(debt of customers in her store), can vote without assistance                  3. can teach children doing their assignments                  5. knows how to text slowly                  6. manage simple/ small business                  6. cannot be cheated by other people                  3. recognition of numbers and letters</p>
<p><b>3.1</b> Can you tell us what parts of the program you like best? Like least?</p>	<p>1. they were taught the syllables(e.g., <i>ma, ga</i>) which were easy to follow and remember                  2. everyone likes the project, free reading and writing materials                  4. complete reading and writing materials</p>

FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:	RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)
	All (8) respondents do not have any complaints about the project. They are very thankful for the LIPAD project
3.2 If you were to make adjustments to the program to make it better, what would you suggest?	6. improvement of learning towards future development thru effective reading, counting and writing 3, 4, 7. extension of the project to learn more modules
5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?	7. improve skills and values, exposure to Maluso 1. no longer ignorant, can mingle with other people, can decide things 4. with confidence to go on shopping, marketing – knows how to read and count
5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?	7. acquired clear understanding what is tama (right) at mali (wrong) 2. can apply to go abroad 4. cannot be fooled by other people
5.3 What changes have occurred in the community as a result of the LIPAD Project?	4. lesser number of illiterate persons 2. we can now socialize because we are not shy any more 1. we can vote without assistance
6.1 Were there any barriers/obstacles that hindered your participation in the project?	3. taking care of the child 7. bad weather 3. sickness 6. <i>hanapbuhay</i> (need to work)
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	1. approval from the barangay officials of the LIPAD Project but no help extended by the barangay to learners. All (8) respondents agree that they are not aware of support given by LGU or other organizations to the LIPAD project
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	6, 7. Yes. Bulan-Bulan, Upper Manggas, Matikang, Atong-Atong

<b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
11.1 How did you find out about the program?	7-house to house information by facilitator and we enrolled in the baranagy hall
11.2 What made you want to join? How did you think it would help you?	2. many grandchildren- I want to help them. 4, 3, 1, 6 - to learn to read, compute, and write, not to be fooled by others
11.3 What do you think are the best ways to get people like yourself to join the Program?	3. through barangay meetings 7. house to house information campaign

**OBSERVATIONS:**

Learner -respondents were participative in the interview except for two (5, 8) who have remained quite shy and have to be encouraged to talk. Learners 2, 7, and 8 had to be assisted in writing their names.

Only three learners (2, 7, 8) identified to be interviewed were present. The rest were replacements (according to the facilitator, Basrin Nasirin). However, their names do not match with those in the list of learners provided by MKFI.

All respondents are happy and appreciative of the LIPAD Project and they suggest that there should be more time given so they can further improve their numeracy and literacy skills. They also liked the teaching approach used (using sounds) because they learned easily.

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**FOCUS GROUP QUESTIONS RECORDING FORM FOR FEMALE PARTICIPANTS**

<b>DATE AND TIME:</b>	August 8, 2013 9:30 -11:30 AM
<b>PROVINCE:</b>	Basilan
<b>MUNICIPALITY:</b>	Maluso
<b>BARANGAY:</b>	Samal Village
<b>VENUE OF CLASSES</b>	Samal Village Multipurpose Center
<b>BATCH</b>	not indicated in the list
<b>INTERVIEWER/ADULT LEARNING SPECIALIST</b>	D. Noemi B. Silva
<b>FACILITATOR:</b>	Perusa, Abdullajid S.
<b>TRANSLATER:</b>	John Francisco, Nagdilaab Foundation, Basilan, 09269444994
<b>RECORDER:</b>	John Francisco, Nagdilaab Foundation, Basilan, 09269444994
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	<p>1. Pantay, Masara M. 29 yrs,, housewife                  2. Jamil, Dalma M. 55, housewife                  3. Gampal, Dayan T. 55, housewife                  4. Gasi, Nulma H., housewife                  Note: all were absent in the FGD.</p> <p>-----</p> <p>1.** Maimona Mammah, 53                  2. **Richima Albani, 35                  3. Kimmang Kirah, 44                  4. **Armida Arabasa, 41                  5. **Juhaira Ladjahasan, 41                  6. Telma Lucman, 58                  7. **Sahaya Jumadil, 47                  8. **Wheng Dammang, 36                  9. **Piyandaw Ganasi, 60                  10. Noama Salapuddin, 56                  Note: Two (3, 6) respondents are in the list but the rest of the respondents (8 in all) are <u>not</u> in the list given by MKFI. All the respondents were not among the sampled respondents.</p>

FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:	RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)
<p>1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.</p>	<ol style="list-style-type: none"> <li>1. Housewife, grade 1 level, farmer – husband, 5 children all in-school</li> <li>2. housewife, no schooling, husband-van conductor, 4 children 3 in-school 1 not school aged</li> <li>3. housewife, no schooling, widow, 3 children 2 in-school (elem) 1 OSY</li> <li>4. housewife, garde 1, widow, 3 children all in-school</li> <li>5. housewife, grade 1, husband-tricykad driver, 9 children 4 in-school, 5 OSY</li> <li>6. housewife, grade 1. Widow, 5 children, all OSY</li> <li>7. housewife, grade3 1, sari-sari store owner, 9 children, 2 married 7 in-school</li> <li>8 housewife, grade 1, husband-tricykad (pedicab) driver, 6 children 3 in school 2 married</li> <li>9. housewife, no school, husband-unemployed, 9 children 7 married 2 OSY</li> <li>10. housewife (OFW), grade 1, separated, 5 children 3 married 2 in-school</li> </ol>
<p>2.1 What have you learned from the LIPAD Project?</p> <p>2.2 And how are you using what you have learned?</p>	<ol style="list-style-type: none"> <li>1 read, write and count, knows how to write name</li> <li>2. unschooled from Malaysia, took the opportunity to be part of the LIPAD project to know how to read and write</li> <li>5. read and write</li> <li>3. familiarization of numbers, read the time</li> <li>2. even adults they were taught to exercise</li> <li>9. even old, I am interested to learn how to write letters, in bold letters</li> <li>6. I overcome my ignorance</li> <li>8. knows how to read, count, and write</li> <li>4. can teach my children, advice others</li> <li>1. knows how to fill up forms or information</li> <li>8. complete personal identification</li> </ol>
<p>3.1 Can you tell us what parts of the program you like best? Like least?</p>	<ol style="list-style-type: none"> <li>1. step by step teaching of the alphabets and sounds (e.g. <i>Pa, Ma</i>)</li> <li>6. similar to Arabic in teaching process</li> <li>2. one by one we are asked if we understood the subject matter</li> <li>6. similar to Arabic, the method of teaching</li> <li>5. we are taught sounds</li> <li>4. complete learning materials, pencil, paper, envelop, conducive venue for learning</li> </ol>

	<p>1. Classes are conducted Saturday and Sunday from 8 to 11, 1pm to 5pm, Samal Village Multipurpose Hall</p> <p>2, 3. Follow-up and diligence of Ma'am Perusa, our facilitator.</p> <p>note: all 10 learners were thankful</p>
3.2 If you were to make adjustments to the program to make it better, what would you suggest?	<p>1. given extra time for remedial session for weak learners – more time is given</p> <p>5. we have extra time even during night time, they are willing to attend sessions</p> <p>Note: all 10 learners agree that they need more time to learn reading, writing and numbers.</p>
5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?	<p>1. able to communicate</p> <p>3. know how to read notices and other</p> <p>7. know how to use cellphone to update the whereabouts of their children in school</p> <p>1, 3. knows how to vote without assisting them</p> <p>4. overcome shyness, able to mingle other people such as visitors or, knows how to use cellphone</p> <p>2. knows how to speak simple tagalong – grew up in Malaysia</p>
5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?	<p>1. increase awareness in terms of geographical location – news</p> <p>2. income generation – aware of the price</p> <p>3. engage in business since they already know how to count</p> <p>7. skills in budgeting with limited money available for house expenses</p> <p>11. thankful to the teacher, time and resource management</p> <p>4. they can be of help to their children in terms of education the right values</p>
5.3 What changes have occurred in the community as a result of the LIPAD Project?	<p>1. less ignorance, more freedom</p> <p>7. no longer shy, more interaction with others</p>
6.1 Were there any barriers/obstacles that hindered your participation in the project?	<p>4 and 3. absences due to child is sick – child hospitalization</p> <p>10. even not feeling well, no absent</p> <p>5. family problems – sickness and death</p>
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	<p>1. use of the learning center as venue for literacy classes</p> <p>5. additional school supplies</p> <p>5. snacks were given at times</p>
9.1 Have you heard whether the LIPAD	<p>4, 6. Yes. Brgy Gaunan, Fuente Maluso, Taberlongan Lower Port Holland, Bulanza Lantawan</p>

program has been established in other places outside of your barangay? If so, where?	
11.1 How did you find out about the program?	2. information thru house to house All respondents agreed that they were informed through house to house campaign
11.2 What made you want to join? How did you think it would help you?	1. attended previous literacy programs – no good results/output, decided to join LIPAD project 2. complete reading and writing materials 2, 3, 5, 6. committed and very accommodating teacher; persistent
11.3 What do you think are the best ways to get people like yourself to join the Program?	3. we will convince neighbors and friends to join LIPAD project ; even help in the house to house information All respondents agree that house to house campaign was very effective.

OBSERVATIONS:

The FGD went smoothly and participants were participative although they were not the sampled respondents.

Eight (8) respondents were not in the list of learners provided by MKFI (see above note).

All respondents are appreciative of the literacy classes, especially the diligence of their facilitator. They suggest a longer time to acquire literacy and numeracy skills.

Noteworthy Quote:

*I grew up in Malaysia and I have not gone to school. With my participation in the LIPAD Project, I can now read and write, and speak simple Tagalog. I can now earn some income because I know how to count.*

- Richima Albani, 35  
Samal Village, Maluso, Basilan

**FOCUS GROUP QUESTIONS RECORDING FORM FOR MALE PARTICIPANTS  
 SAMAL VILLAGE, MALUSO PARTICIPANTS**

<b>DATE AND TIME:</b>	August 8, 2013 10:00 am
<b>PROVINCE:</b>	Basilan
<b>MUNICIPALITY:</b>	Maluso
<b>BARANGAY:</b>	Samal Village
<b>FACILITATOR:</b>	Arthur Cayoca
<b>TRANSLATER:</b>	Arvin S. Debide
<b>RECORDER:</b>	Arvin S. Debide
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	1.AlibasaAbdurauh Ismail- 61- Male 2.Sahibad A. Kadih- 52- Male

<b>FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	1. Fisherman With 9 children, with two wife the first wife is dead He stayed here in Basilan for so long and he was born here finished grade 1  2. Fisherman, married to one wife and has 9 children (5 were deceased) His wife is a plain housewife; they started attending the classes in LIPAD since feb. Study to learn, to write and read, finished grade 1
2.1 What have you learned from the LIPAD Project?	1. They were happy, they learned to list what they want to buy and reading things around them (1)(2) 2. In reading the materials they want to buy for their boat machines (1)(2) 3. They can read Tagalog/Filipino words but having difficulty reading English words.(1)(2)
2.2 And how are you using what you have learned?	

FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:	RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)
3.1 Can you tell us what parts of the program you like best? Like least?	The teaching process is good but they need more time in studying (1)(2)
3.2 If you were to make adjustments to the program to make it better, what would you suggest?	They want more time in the learning process because during their time only 4 hours were allocated for them because they were 115 students they will be divided into two session (AM and PM session) (1)(2)
5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?	They really focused on the aspect of voting- if before when they vote somebody will assist them now they vote on their own, and if before they can't say and answer anything to the question of their children regarding school/subject assignment now they can help their children(1)(2)
5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?	Their main point is that they because they really want to make decision of their own as a specific example of this is that they can vote and choose the right person that they want during election, It gives them the point of view of doing good not just for themselves but also for others (1)(2)
5.3 What changes have occurred in the community as a result of the LIPAD Project?	There are many people in the community who wanted to study in LIPAD project and they stated that there are changes occurred
6.1 Were there any barriers/obstacles that hindered your participation in the project?	When they really need to go out fishing for food and at the same time sustain the needs of their family (1)(2)
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	The barangay captain visits them often, encourage them to study hard and they give words of inspiration (1)(2)
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	They know that there are other barangays who were implementing LIPAD <ul style="list-style-type: none"> <li>• Gaunan</li> <li>• Shipyard</li> <li>• Lower Portholland</li> </ul> (1)(2)
11.1 How did you find out about the	The barangay announces that there is a LIPAD program and they enrolled (1)(2)

<b>FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
program?	
11.2 What made you want to join? How did you think it would help you?	They joined and enrolled in this program because it may help them to read and write and at the same time in terms of decision making- To vote on their own (1)(2)
11.3 What do you think are the best ways to get people like yourself to join the Program?	Even if they will not encourage the people, the people around us saw the changes in us and they themselves feel that they will do the same thing to join and enroll in this LIPAD Project (1)(2)

**FOCUS GROUP QUESTIONS RECORDING FORM FOR MALE PARTICIPANTS  
 BULANZA, LANTAWAN PARTICIPANTS**

<b>DATE AND TIME:</b>	August 8, 2013 11:00 am
<b>PROVINCE:</b>	Basilan
<b>MUNICIPALITY:</b>	Lantawan
<b>BARANGAY:</b>	Bulanza
<b>FACILITATOR:</b>	Arthur Cayoca
<b>TRANSLATER:</b>	Arvin S. Debide
<b>RECORDER:</b>	Arvin S. Debide
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	1. Fabian Bunani- Male-44 2. Imran Hamsalani-33- Male 3. Halon B. Tinggalong- 53- Male

<b>FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
2.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	1. <i>Magtatabas</i> , farming and copra worker, married and have 3 kids. 2. <i>Magtatabas</i> , farming and copra worker, married and have 3 kids. 3. <i>Magtatabas</i> , farming and copra worker, married and have 2 kids. 4. Never attended school/never been enrolled in formal school(1)(2)(3)
2.1 What have you learned from the LIPAD Project? 2.2 And how are you using what you have learned?	They were happy; they learned to list what they wanted to buy and reading things around them. (1)(2)(3) Learned to read A,B,C (1) The participants stated that they attended the LIPAD learning session for one (1) month but the Facilitator said three (3) months(1)(2)(3) They can read Tagalog/Filipino words but having difficulty reading English words(1)(2)(3)
3.1 Can you tell us what parts of the program you like best? Like least?	The teaching process is good but they need more time in studying (1)(2)(3)
3.2 If you were to make adjustments to the program to make it better, what would you suggest?	They want more time in the learning process and the LIPAD Project should be continue and sustained(1)(2)(3)
5.1 What changes have occurred in your life	They really focused on the aspect of voting, if before when they vote somebody will assist them

FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:	RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)
as a result of participating in the LIPAD Project?	now they vote on their own, and if before they can't say and answer anything to the question of their children regarding school/subject assignment now they can help their children (1)(2)(3)
5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?	Their main point is that they really want to make decision of their own as an specific example of this is that they can vote and choose the right person that they want during election (1)(2)(3)
5.3 What changes have occurred in the community as a result of the LIPAD Project?	There are many people in the community who wanted to study in LIPAD project and they stated that there are changes occurred like in decision making of choosing who they wanted to vote(1)(2)(3)
6.1 Were there any barriers/obstacles that hindered your participation in the project?	When they really need to work for food and at the same time sustain the needs of their family (1)(2)(3)
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	As stated by the participants only one barangay kagawad who visited them during the learning session(1)(2)(3)
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	They know that there are other barangays who were implementing LIPAD <ul style="list-style-type: none"> <li>• Municipality of Maluso</li> </ul> (1)(2)(3)
11.1 How did you find out about the program?	The barangay announces that there is a LIPAD project and they enrolled, they did not take any exam as part of the screening process and they really (1)(2)(3)
11.2 What made you want to join? How did you think it would help you?	They joined and enrolled in this project because it may help them to read and write and at the same time in terms of decision making- To vote on their own (1)(2)(3)
11.3 What do you think are the best ways to get people like yourself to join the Program?	Even if they will not encourage the people, the people around us saw the changes in us and they themselves feel that they will do the same thing to join and enroll in this LIPAD Project (1)(2)(3)

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FIELD STAFF/FACILITATORS**

<b>DATE AND TIME:</b>	August 08, 2013- 10:30 a.m.
<b>PROVINCE:</b>	Basilan
<b>MUNICIPALITY:</b>	Lamitan, Lantawan and Maluso
<b>BARANGAY:</b>	Brgy. Kulay Bato, Brgy. Bulanza, Brgy. Samal Village
<b>FACILITATOR:</b>	Zenaida Domingo
<b>TRANSLATOR:</b>	Cecille M. Sequio
<b>RECORDER:</b>	Cecille M. Sequio
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1. Perusa S. Abdulajid, Facilitator Samal Village (Batch 6-67, Batch 7-57, Batch 8-113), Female, 32 years old, BEED- 2006 CCI, 2. Dawa I. Sarmiento, Facilitator Lamitan (Batch 2&5), Female, 39 years old, BS Ag-Ed – 1999 Basilan State College (Sta. Clara Campus) 3. Basrin K. Nasirin, Facilitator Lantawan (Batch 8&9), Male, 20 years old, BS in Computer Science-2013 Basilan State College

<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
<b>FACILITATOR ONLY QUESTIONS:</b>	
a. Tell me about your background.	1. Volunteer teacher in Tabuan Lasa, LLFS teacher for 3 months, community volunteer in medical missions. Batch 8: 115 learners, 113 completers 2. Community Volunteer in Health center, parent leader, Pag-asa youth association, President, Volunteer, trainer to Batch 2-9 facilitator. Batch 2&5: 106 learners, all completed 3. Active youth leader and volunteer of Nagdilaab Foundation, Batch 8: 68 enrollees, 65 completers
b. What motivated you to want to join the LIPAD Project as a facilitator?	1. She felt for the illiterates of Samal Village (Batches 6-8 in Samal Village) 2. Batch 2 as facilitator. She trained facilitators of batches 3-7.

	3. Batch 9 as facilitator
c. Did you volunteer or were you asked?	Volunteered to the Barangay Chairman (1,2 and 3)
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>	
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.	<ol style="list-style-type: none"> <li>1. Majority are housewives. Interested in literacy. Learners are Bajaos and Tausug (majority). Word of mouth and encouragement from others to be educated.</li> <li>2. Mostly are poor. They now learned how to handle themselves in voting (1,2and 3)</li> </ol>
1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.	<ol style="list-style-type: none"> <li>1. Sharing of experiences. Husband used to be jealous &amp; doesn't want wife to get out of the house. She wanted her child to teach her assignments, but one time the child got sick and so the husband was the one who help her do the assignment. From then on, the husband became fully supportive of her studies.</li> <li>2. There was a friendly competition between the husband and wife who are both learners. Because of LIPAD program woman taught her grandchildren in their school work.</li> </ol>
2.1. What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?	1, 2 and 3. Successful
2.2. Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?	<ol style="list-style-type: none"> <li>1. From Batch 6 of Tabuan Lasa, only daughter with 3 brothers who went back to Luzon and left her in Tabuan Lasa doing only farming and became illiterate, she lacks self-confidence because of the LIPAD program she was able to use her literacy during election.</li> <li>2. Being literate helped her a lot.</li> </ol>
2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?	<ol style="list-style-type: none"> <li>1. Left because the father died, the other was pregnant and her mother decided to take her to other barangay</li> <li>2 and 3. No drop-outs</li> </ol>
3.1 Describe the training you received to	1. 3 days training in batch 6 and no more follow up training onwards.

	become a literacy facilitator.	2 And 3. How to deliver the module, no report no salary, blue book- weekly and monthly report is stated.
3.2	How effective was the literacy facilitator training offered?	Effective (1,2,3), need to improve the facilitators strategies and develop skills of innovations on how to deliver effective the lessons
3.3	If you were to make any changes to the training, what suggestions would you make?	
4.1	How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?	The mother tongue books have been accepted by the learners. They are also interested to learn English. (1,2,3)
4.2	Are there parts of the Project that are difficult to implement/teach?	The sound approach is easy to learn. Some sounds are difficult to pronounce like <u>ng, h, st, ch</u>
4.3	Are aspects of the LIPAD Project that participants seem to not like?	1. Learner improved her self-confidence, illiterate but with high IQ and self-conscious of her wrong answer 2. The facilitator focuses her attention to slow learner, but sometimes the learner feels conscious and tense 3. They get bored if the lessons keep on repeating
4.4	Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?	All targets were reached, they follow the 9 steps in the blue book religiously (1,2,3)
5.1	What changes have you observed in the participants as a result of having participated in the LIPAD Project?	1. More self confidence 2. Physical appearance has improved including sanitation and hygiene. Now they can go to health centers by themselves. (1,2) 3. Improved knowledge of learners in social livelihood, improved self-confidence
5.2	What changes have occurred in the community as a result of the LIPAD Project?	The community members have become more engaged in productive community activity/projects. (1,2,3)

6.1	How well has the LIPAD Project done in ensuring the participation of women?	<ol style="list-style-type: none"> <li>1. Out of 113, only 7 are men</li> <li>2. Out of 100, 4 are men</li> <li>3. Out of 68, 5 are men</li> </ol>
6.2	What has worked and what could be better?	Insurance of the facilitators and other field staff
6.3	As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?	<p>1, 2 and 3</p> <ul style="list-style-type: none"> <li>• The facilitator feels that in order to encourage learners to actively participate in the training program she should have a variety of techniques to draw their attention and interest.</li> <li>• Group work and cooperative project</li> <li>• Individualized approach and step by step process</li> </ul>
8.1	How have local governments or other organizations in the community supported the LIPAD Program?	<p>1 -Very supportive, provide and suggest the venue which is conducive for learning. They are still looking for another place because the present venue is noisy</p> <p>1-3. Yes the LGUs are very supportive</p>
9.1	Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	<ol style="list-style-type: none"> <li>1. Christian Child Fund (CCF), LLFS-DSWD, BALS-DepEd</li> </ol>
10.1	How effective have you found the LIPAD Program's tracking and reporting system to be?	<p>1, 2 And 3:</p> <ul style="list-style-type: none"> <li>• The facilitator accomplishes the forms in the blue book and submits them to the LIPAD monitor.</li> <li>• No weekly and monthly report given to Mr. Rico Tura (Provincial Coordinator), no salary</li> <li>• Advisories are given through text messages or cellphone calls</li> </ul>
10.2	What challenges have you encountered?	N/A
10.3	What suggestions would you have to make the system better?	N/A
10.4	Please describe the measures used by the LIPAD Project to assess and report on Project results?	N/A
10.5	How reliable and adequate do you think are	N/A

measures that are being used to assess and report on Project results?	
10.6 In what ways have you use M&E results?	N/A
10.7 How can the dissemination of results be improved?	N/A
10.8 What information needs if any do you think are not being met?	N/A
11.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?	1. House to house visit is done, coordination to Barangay Captain to develop the MOA 2. Barangay Captain helps in the literacy mapping, validation of the literacy mapping results
11.2 Under what conditions has the strategy worked best?	The orientation sessions have provided sufficient program information to the community, thus resulting in higher community interest and commitment to LIPAD

**Note: The facilitators hope that there is new funding assistance for the LIPAD program**

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**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FIELD STAFF**

<b>DATE AND TIME:</b>	8/08 10:21
<b>PROVINCE:</b>	Basilan
<b>MUNICIPALITY:</b>	Maluso
<b>BARANGAY:</b>	
<b>FACILITATOR:</b>	Jack Boyson
<b>TRANSLATOR:</b>	
<b>RECORDER:</b>	Jack Boyson
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1. Rico R. Tura Assistant Provincial Coordinator (Coordinator is on leave for health reasons — suffered a stroke)

<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>	
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.	Our participants are natives of Basilan including Sama, Tausug, and Christians. They are low income, poor people—the “ignored” people by the government. Most participants are housewives but there are fisher folks and farmers and some own small businesses. There are out-of-school youths 15 years and older who are also participants.
1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.	There are also participants from LIPAD who are in the Bangsamoro Liberation Front in Municipality Tipo Tipo and the Moro Islamic Liberation Front in Barangay Cambug in the Municipality of Al-barka.  LIPAD’s provincial coordinator Nathan B Insung met with MILF Commander Haji Dan Asnawie last year who asked that the LIPAD project train his commanders on how to write their names and reading. Most cannot read and write.  About 50 soldiers and their wives are being trained on how to read and write in Barangay Cambug.

<b>FOCUS GROUP/INTERVIEW QUESTIONS                      FOR FIELD STAFF                      AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT                      (Identify response by specific participants by number)</b>
2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?	<p>The impact is very great because when they graduate they know how to write names, they know how to do numeracy, they can read signs, and they are not afraid to get lost when they go out of the barangay.</p> <p>During national registration of voters they could use the electronic signature in the computer to spell their names. Before they used thumb prints — could not write their name.</p> <p>Self confidence was increased and open up to new educational opportunities — they see the importance of getting an education.</p>
2.2 Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?	<p>The unintended result was that the barangay where we held classes become more supportive. They helped the facilitators to do recruitment, they also helped with security, they contributed food.</p> <p>Some of our facilitators incorporated topics such as hygiene into the literacy class for example in barangay Banbah, and Buan. They would dress more neatly and be more concerned about their appearance — big changes in some learners.</p> <p>Negative results: we can not please everybody. Some non literates and people in the community were uninterested because we did not have incentives like food or money to participate.</p> <p>In barangay Buton, our facilitator Haji Adul Uni Hasan, was accused by the barangay captain in the election of siding with the candidate but the facilitator was neutral. The barangay captain wanted Mr. Hasan to end the LIPAD Project. However the learners in his class wanted him to run for captain. So in this coming election the facilitator will run.</p>
2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete	<p>We cannot expect 100 percent participation because of priorities—they need livelihood and there were problems with rido between participants and members of the community.</p> <p>Natural death was another reason for drop outs as well as moving away such as abroad or to</p>

<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
the Program?	<p>another barangay.</p> <p>It would be better to keep people in the project if we had livelihood trainings and resources to start businesses. For example, with mat weaving they need materials and a place to do their weaving.</p> <p>Sometimes it is a challenge for the facilitators to maintain the attendance of the learners. The learners become uninterested, they have family problems so the facilitator will talk directly with the learners to encourage them and emphasize the important of learning.</p>
3.1 Describe the training you received to become a coordinator.	I learned on the job but I did receive orientation briefings/workshops for two days every 3 months.
3.2 How effective was the coordinator training offered?	The training was very effective and I was able to apply right away.
3.3 If you were to make any changes to the training, what suggestions would you make?	No need to make any changes
4.1 How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?	The methodology of the LIPAD project is very effective. And also the facilitators' courage to help the learners—the sacrifices they make to work with individual learners who are slower.
4.2 Are there parts of the Project that are difficult to implement/teach?	<p>We don't have any problem with the implementation of the project.</p> <p>Monitoring of the project is difficult because of weather problems, bad road, and security.</p>
4.3 Are aspects of the LIPAD Project that participants seem to not like?	I don't know—the learners all want to continue after they graduate. They want us to provide another class.
4.4 Were there any targets assigned to you	We achieved all our targets.

<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
<p>that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?</p>	
<p>5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?</p>	<p>Self esteem really improved.</p>
<p>5.2 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>There were big changes in community and in officials—in the community they were more participative in such programs 4 Peace and participating in elections. Some counselors of barangay Bohe-lebung learned to read and write. Before they only worked in an oral way but now they can read and write.</p>
<p>6.1 How well has the LIPAD Project done in ensuring the participation of women?</p>	<p>The majority of the learners are women because the men are out working o sustain their families.</p>
<p>6.2 What has worked and what could be better?</p>	
<p>6.3 As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?</p>	<p>A good lesson I have learned is that we need to have more phases to really help the learners gain an education.  Maybe we can help them in gaining better livelihood.</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<p>Every local government in the municipality and the barangay have helped by providing a classroom setting, identify potential facilitators, blackboards, paint, furniture, security during class.</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so,</p>	<p>The mayor of the municipality of Tipo Tipo is helping to establish the literacy in other places within the municipality. He paid for 11 facilitators.</p>

<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
where?	Also we received assistance from Yakan Integrated Resources Development Foundation Inc they would provide facilitators for every two classes with two classes they would support. They have matched 1 class to our class in 6 barangays—Tong-umosk, Balu-baluk, Babag, Lubukan, and two others.
10.1 How effective have you found the LIPAD Project's tracking and reporting system to be?	We check attendance lists in blue books and lessons plans taught every week in every 25 barangays. In this last batch, we have 35 barangays in 7 municipalities.
10.2 What challenges have you encountered?	Instead of writing in English which is a challenge, the facilitators ask us if we can write in Tagalog — all of them. It is harder for them to write their reports in Tagalog. Facilitators tend to be more expressive in Tagalog rather than English.
10.3 What suggestions would you have to make the system better?	Facilitators are suggesting that each week the questions asked for each week's report change instead of being the same questions every week during the three month period.
10.4 Please describe the measures used by the LIPAD Project to assess and report on Project results.	We are tracking the progress of the learners by giving exams every week, mid term and final exams, recitation, workbook assignments. We determine the profile of the learners at the beginning, track their attendance, keep track of the numbers of enrollees and their graduations, also make observations about their progress.
10.5 How reliable and adequate do you think are measures that are being used to assess and report on Project results?	There is no problem with our results.
10.6 In what ways have you use M&E results?	We study the facilitators' records to see if correct.
10.7 How can the dissemination of results be improved?	We conduct meetings every 15 facilitators and I ask them what their problems are in the field we think we are getting the information out.
10.8 What information needs if any do you	

<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
think are not being met?	
11.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?	Before we gave some brochures when we started but now we do not. We do an orientation with the barangay captains before we start a new batch. We do use texting to the facilitators who disseminate information to learners and others in the barangay.
11.2 Under what conditions has the strategy worked best?	Before we enter a community we send a letter to the barangay officials and then we hold a meeting to tell them about the project and what targets are for that barangay. The barangay captain informs the rest of the residents of the barangay about the LIPAD program. We use word of mouth as the main way of informing others about LIPAD.

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR COMMUNITY LEADERS**

<b>DATE AND TIME:</b>	August 8, 2013, 10:00am
<b>PROVINCE:</b>	Basilan
<b>MUNICIPALITY:</b>	Maluso
<b>BARANGAY:</b>	Samal Village
<b>FACILITATOR:</b>	Gutierrez Mañgansakan
<b>TRANSLATOR:</b>	
<b>RECORDER:</b>	Runelyn D. Mustakim
<b>NAME, TITLE, ORGANIZATION THEY ARE HEAD:</b>	1. Minong Alian Abdurahman, Barangay Chairman – Samal Village 2. Jojo S. Camlian, Municipal Administrator

<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR COMMUNITY LEADERS:</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
1.1 Would you describe briefly what you know about the LIPAD Project?	1. LIPAD brings economic livelihood and education for non-formal 2. Familiarity related from other program
1.2 What was your first impression when you heard about LIPAD Program? Did you feel that it could make a difference in the community/barangay? Has that impression changed as you have gotten to know the program better?	1. Appreciate the project because it helps the community 2. Big help – education will help learners to learn simple things, like reading, writing and budgeting.
1.3 It would be interesting to hear about the people participating in the Project – their background, kinds of challenges they face in their daily lives, their expectations when they finish their training.	1. Learners showed eagerness to learned how to read, write and budgeting 2. -Women sector -religious group -samal badjao - know how to make mat, weaving -they learn usual things ordinary people do.

FOCUS GROUP/INTERVIEW QUESTIONS FOR COMMUNITY LEADERS:	RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)
3.1 What feedback have you heard from participants or other community members about the LIPAD Project regarding the training being offered there — either positive or negative?	1. Yes, but small problem like family time 2. Positive feedback (learned, know how to read , write and budgeting)
5.1 What changes have you observed in the participants as well as in the community as result of the LIPAD Project?	1. Many changes. They are inspired because they think that they can benefit from it 2. Developed, boost in terms of economic and social status
5.2 Overall, how would you rate the effects of the LIPAD Project on your community?	1. 75% 2. 80-90%
6.1 Have you heard of anyone who may have encountered problems participating in the LIPAD Project?	1. None 2. No problem encountered
6.2 If so, what kinds of problems did they face?	1. Family time 2. Coordination between Municipal government and the LIPAD Project
6.3 How did they overcome them?	1. Talk to the husband 2. -Coordinate with the Mayor -Visit to the Municipal
8.1 In what ways have you supported the LIPAD Program?	1.-Venue -Time -Materials  2. Used 20% IRA to support the project, like transport, security

FOCUS GROUP/INTERVIEW QUESTIONS FOR COMMUNITY LEADERS:	RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)
8.2 What are your thoughts about the continuation of an adult literacy project in your community to reach more participants?	1. Want to continue the LIPAD project 2. Need to continue the LIPAD Project
8.3 In what ways would you support such a project?	
9.1 Have you heard of the LIPAD Project being adopted/replicated in areas other than its current sites?  9.2 If so, where and by whom?	1. Plenty who adopted but don't know what place 2. -Yes -Some other barangays (50%), Lower Portholland, Upper Portholland, Samal Village, South Gaunan, Shipyard Tabuk, Taberlongan
11.1 How well known is the LIPAD Program in your community/barangay? What is said about it?	1. 75% know the LIPAD Project 2. known
11.2 What would the program need to do to become better known in the community?	1. -Make sure the learners have developed -Benefits, books, small help 2. -Conduct of survey -Meetings -Trained and informed well the facilitator

# LANAO DEL SUR

**FOCUS GROUP QUESTIONS RECORDING FORM FOR FEMALE PARTICIPANTS**

DATE AND TIME:	August 12, 2013 Start: 9:10 A.M. End 10:00 A.M.
PROVINCE:	Lanao del Sur
MUNICIPALITY:	Buadipuso Buntong
BARANGAY:	Ragundingan
VENUE OF CLASSES	Barangay Hall, Friday – Saturday 7 – 12 PM
BATCH	Batch 2
INTERVIEWER/ADULT LEARNING SPECIALIST	Dr. Noemi B. Silva
FACILITATOR:	Husnia A. Calaoto
TRANSLATER:	Norhanie S. Deocampong, MSU Marawi, BS Entrepreneurial Marketing Year 4 mobile # 09107498249
RECORDER:	Norhanie S. Deocampong, MSU Marawi, BS Entrepreneurial Marketing Year 4 mobile # 09107498249
NAMES, GENDER, AGES OF PARTICIPANTS:	<p>Target respondents (by sampling)</p> <p>Note: No way to check the names of the sample because the photocopy list is not readable and it was the Bach 3 list.</p> <p>=====</p> <p>Learners who were interviewed from Batch 2:</p> <ol style="list-style-type: none"> <li>1. Mohaira Ponging – 62 years</li> <li>2. Rocaya Sultan – 45</li> <li>3. Maimona Imam – 77</li> <li>4. Waada Sultan – 42</li> <li>5. Norain Mamantar – 44</li> <li>6. Farhana Racman – 38</li> <li>7. Rakila sultan – 34</li> <li>8. Milanea Bama – 38</li> <li>9. Zaalika Rigaro -44</li> <li>10. Andang Zipur – 43</li> </ol>



	10. we are confident because we can sell vegetables and kakanin (native delicacies) because we know we can give the correct change.
3.1 Can you tell us what parts of the program you like best? Like least? Ask Graduation Program	1.8. we are able to read, we can recognize the numbers 9. we realize how important is education to our children 1, 5, 2, we were given books, paper, pencil, plastic bag, etc. by the facilitators 1 4. We like the indigenous stories and writing letters 2,8, 4,9 We expected to have some monetary benefits from the project or we can have livelihood projects  Note: All learners claim they are not beneficiaries of 4 Peace program.
3.2 If you were to make adjustments to the program to make it better, what would you suggest?	5, 8. 9. We should have next level so we can be better in literacy skills 5, 7, 9. we should be helped in our situation so we can use our literacy skills 5, 7, 8, 10 we can be trained in dressmaking or other skills and be given a small capital 10, 8, 9. For us farmers, we are asking for fertilizers, tractor, and pesticides for the farm
5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?	5, 1. we recognized the importance of education 2. we encourage our grandchildren to go to school 3. I learned to have my own numeracy, read what I have written 8, 9, 11. We see the value of education and required our children to go to school so they will not be ignorant
5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?	10. we are very thankful for the LIPAD assistance and we expect more learning through LIPAD 1, 2. we would like to be able to understand the book that we read 10, 11 . Now we can teach our children and grandchildren
5.3 What changes have occurred in the community as a result of the LIPAD Project?	8. There are no other program in the barangay 11, 9, 10 we are happier, we can now text each other through our cellphones 2, 5, 6, 7. We are happy that we can participate in the barangay activities and meetings.

<p>6.1 Were there any barriers/obstacles that hindered your participation in the project?</p>	<p>1, 9. we got sick (high blood, arthritis)                  3. financial problems                  2. my eyes are sore and have difficulty in seeing                  1. I got sick and my husband got sick                  8, 12. child got sick, need to take care of children                  10, 11. we attend important family events or concerns                  13. help my husband in the rice field</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<p>9. we are provided with the venue for classes                  1,2,3,4, 12 we are not aware of other assistance by the barangay or our officials</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>5, 8. Yes. Barangays Buadipuso, Manakab, Tarik</p>
<p>11.1 How did you find out about the program?</p>	<p>8, 9, 1, 2, 11. The facilitator, Husnia, and the Provincial coordinator went on a house to house campaign.</p>
<p>11.2 What made you want to join? How did you think it would help you?</p>	<p>1, 2, 3, 8, 9, 10, 12. We like to learn how to read, write and to count</p>
<p>11.3 What do you think are the best ways to get people like yourself to join the Program?</p>	<p>4, 5, 9, 10, 11. We can help in inviting others to attend the project                  All agree that house to house campaign is the most effective means to get people to join the project.</p>

#### OBSERVATIONS:

There were 13 learners who showed up for the interview (even more but they came in late and they were no longer included).

No way to check the names of the sample because the photocopy list is not readable and it was the Bach 3 list. In addition the learners interviewed were in Batch 2. The assistant provincial coordinator provided the list for Batch 2.

The provincial and assistant provincial coordinators were very cooperative to help organize the FGD.

Assistant Provincial Coordinator, Jamael M. Sarip, (09107890576)

Provincial Coordinator, Jojo Macarampat (09399388642)

Learners were expecting monetary assistance, farm machineries and supplies from the LIPAD Project.

Submitted by: Dr.Noemi B. Silva  
12 August 2013

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### FOCUS GROUP QUESTIONS RECORDING FORM FOR FEMALE PARTICIPANTS

DATE AND TIME:	August 12, 2013 Start: 10:05	End: 10:40 A.M.
PROVINCE:	Lanao del Sur	
MUNICIPALITY:	Ragain	
BARANGAY:	Barimbingan	
VENUE OF CLASSES	Multipurpose Hall, 7AM – 4 PM , Friday – Saturday, 26 learners, 3 months	
BATCH	Batch 1	
INTERVIEWER/ADULT LEARNING SPECIALIST	Dr. Noemi B. Silva	
FACILITATOR:	Ana Shehani Abdulazis	
TRANSLATER:	Norhanie S. Deocampong, MSU Marawi, BS Entrepreneurial Marketing Year 4 mobile # 09107498249	
RECORDER:	Norhanie S. Deocampong, MSU Marawi, BS Entrepreneurial Marketing Year 4 mobile # 09107498249	
NAMES, GENDER, AGES OF PARTICIPANTS:	Target respondents (by sampling) Note: None of those who were in the sample were interviewed because they were in Batch 2 and those who were interviewed were in Batch 1 ===== Learners who were interviewed: 1. Radia Rakisa – 37 years 2. Monaida Anganak – 32 3. Lawanbae Muslim – 26 4. Baida Abdulazis - 35 5. Omilkair Bongkawaran – 64 6. Monara Mabanig - 50	
<b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>	
1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	1. attended madrasah (Grade 4), housekeeper, husband-farmer, 2 children 2. Grade 6 level, housekeeper, husband – farmer, 2 children 3. Grade 2 level, housekeeper, husband – driver, 4 children	

	<p>4. Grade 2 level, housekeeper, husband – driver, 4 children                      5. attended madrasah (Grade 4), housekeeper, husband – farmer, 9 children                      6. attended madrasah (Grade 2), housekeeper, husband - farmer, 6 children</p>
<p>2.1 What have you learned from the LIPAD Project?</p>	<p>2, 4. we learned to read and write                      4, 6 we learned to teach our children                      2, 4. we learned to read names                      4, 6 we learned to read signages.                      1, 3, 4. we were asked to read and write individually, read numbers, plus and minus</p>
<p>2.2 And how are you using what you have learned?</p>	<p>2, 4. We can vote. We were no longer assisted.                      4, 6 We know how to ride in a public transport, we can give the correct change, we are able to teach our children</p>
<p>3.1 Can you tell us what parts of the program you like best? Like least? Ask Graduation Program</p>	<p>4, 6. we are able to write our names and we can read                      5. we are no longer lost when we travel outside our town                      4. if our children ask us, we can answer them</p> <p>All (6) participants claim that they like all aspects of the program and they are very thankful for the literacy project of LIPAD.</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>3. We should be taught how to do small business                      1, 4. We need to learn livelihood skills, be given capital, learn to do budgeting                      3, 2, 6. Include skills training like dressmaking so we can earn a living; continue this project so we will learn more about literacy and numeracy.</p>
<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>2, 4. We are able to read and write and they were given this opportunity</p>
<p>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</p>	<p>3, 4. We see ourselves with a better future because we can have a small business                      1,2. We are happy about the project because we are more confident</p>

5.3 What changes have occurred in the community as a result of the LIPAD Project?	1. before we were ignorant, now we are happy to interact 3, 6. We were labeled "no read, no write," now we are more confident 4. People no longer look down on us.
6.1 Were there any barriers/obstacles that hindered your participation in the project?	1. We did not encounter big obstacles 5, 6, 3. Even if we get sick, we still attend the classes because it is only 2 days in a week.
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	1, 2, 3, 4. We are not aware of any support from the barangay or other organizations; except that the barangay allowed us the use of the multi-purpose hall
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	1, 6, Yes, Barangay Gadungan, Timber, Gandamato
11.1 How did you find out about the program?	1, 3, 4. The facilitator went house to house to inform us.
11.2 What made you want to join? How did you think it would help you?	1, 3, 6. We like to learn to read, write and count.  Note: None of the learners are not beneficiaries of 4Ps
11.3 What do you think are the best ways to get people like yourself to join the Program?	4, 6, 3. We can invite our friends and families to join so that like us, they will also learn All (6) agree that the house to house campaign is most effective.

**OBSERVATIONS:**

None of those who were in the sample were interviewed because they were in Batch 2 and those who were interviewed (FGD) were in Batch 1. The list of learners were provided by the assistant provincial coordinators

All the learners were thankful to the LIPAD Project. They are expecting monetary returns for attending LIPAD and they are hoping that after LIPAD they will be given livelihood skills training.



<b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	1. no schooling, housekeeper, husband -farmer , 8 children (3 in school) 2. level of schooling - Grade 3, husband- odd jobs , 3 children (all in school) 3. no schooling, housewife/gardener, widow, 5 children (3 in school) 4. Grade 1, housewife, widow, 9 children (2 in school) 5. Grade 3, housewife, husband – fisherman, 5 children ( 3 in school)
2.1 What have you learned from the LIPAD Project?  2.2 And how are you using what you have learned?	5. write my name, how to count, how to dress properly 4. how to read letters of the alphabet 2. can do plus and minus, spelling, oral recitation 1. letters of the alphabet, 3. asked to stand up and participate in competitions  2. I teach what we learned to our children 3. when we buy things in the market; when we ride public transport 5, 1. We teach our neighbors
3.1 Can you tell us what parts of the program you like best? Like least? Ask Graduation Program	2. We were able to read and write 3. LIPAD project taught me literacy so we are able to read letters, statements of account, contributions from school 4. we can buy medicines 2, 3 . We used this during election, we were no longer assisted 3. We can go to the mall and read the prices; can read the signboards of places where we want to go.  All (5) agree that they like all aspects of the literacy project. All materials were also provided.
3.2 If you were to make adjustments to the program to make it better, what would you suggest?	2. We need to be taught livelihood skills since we are poor. 3. Add more learners to the project (batches) All (5) agree that they should have more time to participate in the literacy program, particularly if they are taught livelihood projects

<b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?	1, 2. We are happy because we know how to read and write. 3. We are no longer ignorant and illiterate but we need livelihood. 4, 5. happy that we are able to read and write a little.
5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?	3, 1. See a better future because we can read and write. 4. We have wider and better view of the future
5.3 What changes have occurred in the community as a result of the LIPAD Project?	2. Barangay become better because it is cleaner and greener 3. Cooperation among the leaders in the barangay 1. We learned to communicate with each other.
6.1 Were there any barriers/obstacles that hindered your participation in the project?	2. We had no money 4. Due family problems 1. I got sick or my child got sick  All (5) the respondents tried to attend all sessions even if it was difficult.
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	4. transport was provided by the barangay during graduation  Note: some learners are members of 4Ps, others are not
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	3, 5. Yes. Barangays Kilala and Patani,
11.1 How did you find out about the program?	1, 2, 3. Was informed by the facilitator through house to house campaign

<b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
11.2 What made you want to join? How did you think it would help you?	3, 4. We want to learn how to read and write 1, 3. We know that we will benefit from the literacy project.
11.3 What do you think are the best ways to get people like yourself to join the Program?	2. We can help in the information campaign 2, 3, 4. House to house campaign is the best way

**OBSERVATIONS:**

The barangay sampled for the FGD was Wawaylan Calocan but the learners who arrived for the interview were from Sugod, Marawi. The learner-respondents claimed that they were the ones asked to come for the interview.

All (5) learners refused to write their names on the notebook provided by the interviewer so the documenter had to write their names for them.

Noticed that one of the learners had a piece of yellow paper where she copied her name on an attendance notebook that was earlier provided. Then all of them simply did not write on the attendance notebook. This indicates their lack of confidence in writing.

All the learners claimed that they cannot understand Tagalog but they to go to Iligan City.

All the learners are neat, well-dressed and very participative.

The five adult learners want to learn livelihood skills that will help support their families.

Submitted by: Dr.Noemi B. Silva  
12 August 2013

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### FOCUS GROUP QUESTIONS RECORDING FORM FOR COMMUNITY LEADERS

DATE AND TIME:	August 11, 2013 Start: 10:25 AM	End 11:05 AM
PROVINCE:	Lanao del Sur	
MUNICIPALITY:	Buadipuso Buntong and Ditsaan Ramin	
BARANGAY:	East Ragondingan and Barimbingan Proper	
VENUE OF CLASSES		
BATCH		
INTERVIEWER/ADULT LEARNING SPECIALIST		
FACILITATOR:	Gutierrez A. Mañgansakan	
TRANSLATER:	Mosnia B. Abduljalil	
RECORDER:	John Francisco, Nagdilaab Foundation, Basilan, 09269444994	
NAMES, GENDER, AGES OF PARTICIPANTS:	Target respondents (by sampling) Present <ol style="list-style-type: none"> <li>1. Abdul Manan Alawi Alonto- Brgy. Chairman of Buadipuso Buntong- Male- 52 yrs.old</li> <li>2. Mohamman Naif M. Aloz Lambas- Brgy. Chairman's Representative of Barimbingan Proper- Male- 65</li> </ol>	

FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:	RESPONSES OF EACH PARTICIPANT
1.1. Would you describe briefly what you know about the LIPAD Project?	<ol style="list-style-type: none"> <li>1. It's a big help. Especially to those illiterate adults who cannot even write and read. This Program taught learners to count numbers which they can now use for business purposes.</li> <li>2. Actually, I am a radial beneficiary of this program. My niece was actually teaching the learners and she introduced to me the program and I liked it.</li> </ol>
1.2. What was your first impression when you heard about LIPAD Program? Did you feel that it could make a difference	<ol style="list-style-type: none"> <li>1. For me as a barangay Chairman, I am really thankful this program is in our community. It really brought big changes to adults.</li> <li>2. I just observed that it helps the community a lot. I was really glad when I heard that this program would be implemented in our community. Non-literate adults can now read</li> </ol>

<p>in the community/barangay? Has that impression change as you have gotten to know the program better?</p>	<p>and write.</p>
<p>1.3 It would be interesting to hear about the people participating in the Project-their background, kinds of challenges they face in their daily lives, their expectation when they finish their training.</p>	<p>1. They have small problems. For instance, when visitors who speak English or Tagalog, they find it difficult to communicate with these visitors. I hope this program will equip them with the communication skills in their daily living and in interacting with other people.</p> <p>2. The learners hope that the reading and writing skills they will gain from LIPAD will help them reach and communicate with their children. Mothers are hopeful that they can deal with their children and guide them properly.</p>
<p>3.1. What feedback have you heard from participants or other community members about the LIPAD Project the training being offered there – either positive or negative?</p>	<p>1. It is good. Actually, they are happy about the program. It is a big opportunity for them to level their knowledge up. I see no problem at all.</p> <p>2. There is a problem but just a small one: the women learners who used to do full time work at home now have to spend some time for LIPAD.</p>
<p>5.1. What changes have you observed in the participants as well as in the community as result of LIPAD Project?</p>	<p>1. Their lives have changed substantially: they can now understand Christian dialects like Tagalog and Visayan languages. They are now more interested to watch television and listen to radio programs because they now understand the language used in these media.</p> <p>2. First, they can now properly guide their children on what is right and what is wrong. Second, during the election, they no longer need assistance from others. Third, it has helped them in terms of budgeting their financial resources. In dealing with their children, they will not be deceived as to funds that their children need for their projects and other school requirements. The parents are now more interested to discuss the school work of their children</p>
<p>5.2. Overall, how would you rate the effects of the LIPAD Project?</p>	<p>1. If I am to rate. They executed good performance. All things are positive.</p> <p>2. I can rate them 75% of the community people find LIPAD as effective.</p>
<p>6.1 Have you heard of anyone who may have encountered problems participating in the LIPAD Project?</p>	<p>2. Nobody has complained so far.</p>
<p>6.2 If so, what kinds of problems did they face?</p>	<p>1. Tardiness and absences because they have to attend to their livelihood and jobs first, before they can attend LIPAD classes</p>
<p>6.3 How did they overcome them?</p>	<p>2. I told them to budget their time.</p>

8.1 In what ways should you support such as project?	1. Yes. Such as small things like chalks, erasers and ball pens. I encourage them to continue participating.
8.2. . What are your thoughts about the continuation of an adult literacy project in your community to reach more participants?	1. Continuation is really necessary. 2. Yes because as time goes by, there is the risk of reverting to illiteracy.
9.1. Have you heard of the LIPAD Project being adopted/replicated in areas other than its current sites?	1. I just don't know to other barangays. Brgy. Minanga, Buadipuso. And Publacion. 2. Brgy. Pugaan.
11.1 How well known is the LIPAD Program in your community/barangay? What is said about it?	1. Yes, very well known of course to the overall population of our community. 2. Very popular.
11.2 What would the Program need to do to become known in the community?	1. Provide additional materials and information dissemination for promotion. 2. Info Drive. Pamphlets for promotion and because they still have to review the lessons at home for application and for them to remember it all. Plus, allowance.

**FOCUS GROUP QUESTIONS RECORDING FORM FOR MALE PARTICIPANTS  
 SUGOD, SAGUIARAN PARTICIPANTS**

<b>DATE AND TIME:</b>	August 11, 2013 --- 09:40am
<b>PROVINCE:</b>	Lanao del Sur
<b>MUNICIPALITY:</b>	Saguiaran
<b>BARANGAY:</b>	Sugod
<b>FACILITATOR:</b>	Arthur Cayoca
<b>TRANSLATER:</b>	Abdillah D. Mulay, Jr.
<b>RECORDER:</b>	Abdillah D. Mulay, Jr.
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	<ol style="list-style-type: none"> <li>1. Osman Mala, Male, 50, Wife – Samisa Mala, 8 Children</li> <li>2. Ali Manaros, Male, 35, Wife – Asliya Manaros, 4 Children</li> <li>3. Abdanie Ongco, Male, 15, Wife – N/A, 0</li> <li>4. Jamarah Basman, Male, 15, Wife – N/A, 0</li> <li>5. Ismael Gaga, Male, 15, Wife – N/A, 0</li> </ol>
<b>FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	<p>(1) Farmer                      With 8 children, married to one wife.                      He stayed at Brgy. Sungod, Saguiaran.</p> <p>(2) Farmer                      With 4 children, married to one wife.</p> <p>(3, 4 and 5) Age: 15, 15 and 19. No work. Have not gone to elementary education/schooling.</p> <p>(2) Have attended 3 months training at LIPAD Project.</p>

	<p>(All) They attended only one graduation.</p> <p>Note: All of them are Batch 2 Graduates.</p>
<p>2.1 What have you learned from the LIPAD Project?</p> <p>2.2 And how are you using what you have learned?</p>	<p>(2) They learned how to identify alphabets/characters like letter "R".</p> <p>(5) Read numbers and add two numbers.</p> <p>(1) Can only identify letters but not able to read either English or Filipino.</p> <p>(4) Can read Filipino/Tagalog only.</p> <p>(5) Trying to apply what they have learned.</p> <p>(2) They know immediately what they are reading. He is proud that he can read.</p> <p>Note: (2) They don't know about LIPAD Project. They came along after they were invited by the facilitator to attend the program.</p>
<p>3.1 Can you tell us what parts of the program you like best? Like least?</p>	<p>(2) All of it. They want to re-enroll and practice all the learning that the project/program is offering.</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>(Agreed by All) None.</p> <p>(Agreed by All) To re-enroll in the said program.</p>
<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>(5) Back to their daily routine after the 3 Months Training.</p> <p>(1 and 2) They know how to read.</p> <p>(2) Since we know how to read, we know already what to do like how to make fertilizer.</p> <p>(5) My mother informed me about LIPAD Project.</p>

	<p>(2) Different topics like peace and development.</p> <p>(All) Have gain confidence after the training.</p>
<p>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</p>	<p>(1) Have improved their reading skills                  (5) They now know what is good and bad.                  (2) The importance of "RESPECT". Core Values.</p> <p>(Agreed by all) They now have an idea on what to do. They learned a lot.</p> <p>(2)They now have the confidence to read signage (Filipino/Tagalog) except English.</p>
<p>5.3 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>(Agreed by All) There are many people in the community who wanted to study in LIPAD project and they stated that there are changes occurred</p>
<p>6.1 Were there any barriers/obstacles that hindered your participation in the project?</p>	<p>(1 and 2) They have to make their living to sustain the needs of their family.</p> <p>(3, 4, 5) Same, no problem.</p> <p>Note: 3, 4 and 5 are teenagers. Therefore, they are not obliged to engage livelihood activities.</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<p>(All) No support from the Local Government Unit.</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>(2) Yes, they heard about it before the project/program takes place in their area.</p> <p>Note: They weren't able to mention or identify specific barangay/municipality where LIPAD Project has been implemented. They are having hard time recalling the activities they underwent during LIPAD Training.</p>

11.1 How did you find out about the program?	(2 and 1) They were informed by Mimi. (5) He was informed by his Mother who was informed by Mimi, the facilitator.
11.2 What made you want to join? How did you think it would help you?	(Agreed by All) They joined and enrolled in this program because it may help them to read and write.
11.3 What do you think are the best ways to get people like yourself to join the Program?	<p>(Agreed by All) They invite their co-villager to enroll in the program for them to improve their knowledge.</p> <p>Note:</p> <p>(2) He was asking after this interview: are they going to receive some incentives like cash/money? What will be the next program/project that this organization/agency will offer?</p> <p>The learners all thought that they will have cash incentives at 1000 per month. Also 4 learners were in the list one was replaced, the learners seem to not know the project and its purpose they all agreed that they were there just learn how to read and write. They didn't even know the name of the project</p>

**FOCUS GROUP QUESTIONS RECORDING FORM FOR MALE PARTICIPANTS  
 SUNGOD, MARAWI CITY PARTICIPANTS**

<b>DATE AND TIME:</b>	August 11, 2013 10:30 am
<b>PROVINCE:</b>	Lanao del Sur
<b>MUNICIPALITY:</b>	Marawi City
<b>BARANGAY:</b>	Sungod
<b>FACILITATOR:</b>	Arthur Cayoca
<b>TRANSLATER:</b>	Abdillah D. Mulay, Jr.
<b>RECORDER:</b>	Abdillah D. Mulay, Jr.
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	1. Mosa H. Daud, Male, Wife – Salam Umba (Deceased), 8 Children 2. Usama Pandi, Male, 48, Wife – Asmin Maomin, 7 Children 3. Salem Solaiman, Male, 40, 4 Children 4. H. Maher B. Umpa, Male, June 10, 1973 5. Cocoy Macabago, Male

<b>FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
a. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	(2) Graduate of LIPAD Dec 2012. Batch 3. (After Tropical Typhoon Sendong) (3) Have attended one graduation only.  (1and 2) Farmer (3)Driver, married to one wife with 4 children (4)Farmer and carpenter, married to one wife with 5 children (5)Driver and Carpenter  (2)Married to one wife with 7 children
	(1) They are happy because they now know how to write and read.

<p>2.1 What have you learned from the LIPAD Project?</p> <p>2.2 And how are you using what you have learned?</p>	<p>(3) Have attended elementary schooling up to Grade 3 only.</p> <p>(2, 4 and 5) No Proper schooling.</p> <p>(2 and 4) Knows how to read.</p> <p>(3) Has confidence to read all signage in the market as well that public vehicle's signage.</p> <p>(4) At work (farming), he knows how to measure and make fertilizer.</p> <p>(2) Know how to measure. Before, his co-farmer always accompanies him whenever he goes to market.</p> <p>(3) He knows how to add two or more numbers. They have been taught about the importance of CORE Values like respect to the elders and other people they meet.</p> <p>(1)To be a law abiding citizen</p> <p>(3) To avoid conflict.</p>
<p>3.1 Can you tell us what parts of the program you like best? Like least?</p>	<p>(3) The importance of Core Values like respect to the elders.</p> <p>(4) They teach us how to mingle in the society and even informed us about government movement.</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>(3)To enroll again.</p> <p>(Agreed by All) They want more time in the learning process and the LIPAD Project should be continue and sustained</p>
<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>(Agreed by All) They now have the confident to read; can make decisions.</p>

5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?	(Agreed by All) They cannot easily fool because they now know how to read.
5.3 What changes have occurred in the community as a result of the LIPAD Project?	(Agreed by All) Normal as usual.
6.1 Were there any barriers/obstacles that hindered your participation in the project?	(Agreed by All) No. They have perfect attendance.
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	(2) No support from the LGU. (4) Solitario (Former Mayor of Marawi City) gave snacks and travel expenses.
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	(2, 3 and 4) They know that there are other municipalities who were implementing LIPAD <ul style="list-style-type: none"> <li>• Municipality of Taraka</li> <li>• Municipality of Ditsaan Raman</li> <li>• Municipality of Bubong Raman</li> </ul>
11.1 How did you find out about the program?	(Agreed by All) They were informed by their facilitator. The facilitator went house to house visit.
11.2 What made you want to join? How did you think it would help you?	(Agreed by All) To learn how to read and write.
11.3 What do you think are the best ways to get people like yourself to join the Program?	(2) Aside from gaining new knowledge, they inform their co-neighbors that incentives, either by means of cash or livelihood support, will be given to them after the implementation of the project or their graduation.  (4) To learn.  Note: (2) He opened the incentives that the previous batch has received. He was informed by the previous batch that livelihood support in the form of cash was given to them. He

	<p>asked: why is it their batch has been differed from other batch?</p> <p>(Documenter) (No reply from our end as to (2) queries.) (Documenter) (Follow Up) How much they received, the previous batch?</p> <p>(4) 300. (He wasn't sure of his answer.)</p> <p>(2) 3, 000.00 (Three Thousand). (His gesture and facial expression connotes no affirmation of his answer.)</p> <p>(Documenter)(I immediately ask the batch 2 Graduates about the incentives and they said "NONE". They don't know about it.)</p>
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**FOCUS GROUP QUESTIONS RECORDING FORM FOR MALE PARTICIPANTS  
 RAGINDINGAN, BUASI PUSO BUNTONG PARTICIPANTS**

<b>DATE AND TIME:</b>	August 12, 2013 --- 09:19am
<b>PROVINCE:</b>	Lanao del Sur
<b>MUNICIPALITY:</b>	Buadiposo Buntong
<b>BARANGAY:</b>	Ragindingan
<b>FACILITATOR:</b>	Arthur Cayoca
<b>TRANSLATER:</b>	Abdillah D. Mulay, Jr.
<b>RECORDER:</b>	Abdillah D. Mulay, Jr.
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	<ol style="list-style-type: none"> <li>1. KalilAnanggo, Male, 40, Wife-KamaliyaAnanggo, 3 Children</li> <li>2. Imam Macabago, Male, 67, Wife—Binulawan Imam, 5 Children</li> <li>3. Omair H. Acmad, Male, 50, Wife-SipurAcmad, 5 Children</li> <li>4. Carisa S. Mamantar, Male, 70, Wife-Noraidi</li> <li>5. YosuphRegaro, Male, 50, 8 Children</li> <li>6. AmrodinGafor, Male, 27, 3 Children</li> </ol>
<b>FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	<p><b>Note: September 2012. First Batch Graduate.</b></p> <p>(1) Have attended one graduation only.</p> <p>(4) Farmer, married to one wife with 11 children                  (2 and 3) Farmer, married to one wife with 5 children                  (5) Farmer, married to one wife with 8 children                  (1) Farmer, married to one wife with 3 children                  (6) Farmer, married to one wife with 3 Children</p>
2.1What have you learned from the LIPAD Project?	<p>(3) Have attended 3 months training at LIPAD Project and now, he can read and write.                  (1, 2 and 3) Able to add numbers up to 100 only.</p>

<p>2.2 And how are you using what you have learned?</p>	<p>(1, 2 and 4) Able to read and write either in Filipino or M'ranao Dialect only. They used the knowledge that they have gained whenever they go to the market or anything that concerns reading and writing plus decision making.</p> <p>(3) Election. They can vote on their own without assistance.                  (2) Able to read but hard to comprehend.                  (5) His children go to school.</p>
<p>3.1 Can you tell us what parts of the program you like best? Like least?</p>	<p>(4, 2 and 1) All of it.</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>(2) None                  Seconded by All.</p>
<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>(Agreed by All) Have gain confidence after the training. Because of LIPAD Project they can visit Padian (wet market), make their own list of goods or materials they need and buy all of it.</p>
<p>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</p>	<p>(2) They are happy because of what they have learned at the learning sessions.</p> <p>(2, 1, 3 and 6) They see brighter days coming ahead towards them. Having able to read and write gave them confidence to go to the market alone without assistant, make their own list of goods or materials or equipment, and buy it makes them happy. Also, they'll notice if the seller is going to fool them.</p>
<p>5.3 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>(6) There are many people in the community who wanted to study in LIPAD project and they stated that there are changes occurred.</p>
<p>6.1 Were there any barriers/obstacles that hindered your participation in the project?</p>	<p>(6) When the rain pours hard.                  (Agreed by All) They have to make their living.</p>
<p>8.1 How have local governments or other organizations in the community</p>	<p>(6, 3, 2) Yes. The Barangay Chairman and the Municipality Mayor are very supportive of this program. The Barangay Chairman is allowing the learners and facilitator to use the barangay hall</p>

supported the LIPAD Program?	as venue for learning sessions while the Mayor gave snacks and transportation.
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	(3, 2 and 6) No. It is their first time to hear about LIPAD Project.
11.1 How did you find out about the program?	<p>(2 and 1) They were informed by Mosnia</p> <p>(6) Even if the rain pours harder; Mosnia (LIPAD Project Area Facilitator) is doing her best to fulfill her duty. She does house to house visit just to inform them about the LIPAD Project.</p> <p>(6) She is great.</p>
11.2 What made you want to join? How did you think it would help you?	(Agreed by All) To be able to read and write
11.3 What do you think are the best ways to get people like yourself to join the Program?	<p>(3, 2, and 6) They invite their co-villager to enroll in the program for them to improve their knowledge.</p> <p>Note:</p> <p>(6) He opened during their batch graduation Santanina Rasul made a promise to them that she will give livelihood support or projects to the Barangay Chairman. This was seconded by (3) and (4).</p> <p>(3) They use their own savings/money just to make it through the batch graduation at Capitol. They rent cars and also their graduation outfit like Landap (M'ranao Outfit).</p> <p>(4) Is also the Barangay Chairman as well as one of the learners of the project at their barangay.</p>

### FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FIELD STAFF/FACILITATORS

DATE AND TIME:	August 11, 2012 from 10:15 to 12 noon
PROVINCE:	Lanao del Sur
MUNICIPALITY:	Buadipuso Buntong and Marawi
BARANGAY:	East Ragondingan, Sugod and Dayawan
FACILITATOR:	Zenaida T. Domingo
TRANSLATOR:	Sittie Janine M. Gamao
RECORDER:	Sittie Janine M. Gamao
NAME, TITLE, GENDER, AGE OF PARTICIPANTS:	1. Hosnia Calauto 25yo Female 2. Samira Umpa 24yo Female 3. Naima Mahadali 33 yo Female
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT</b>
<b>FACILITATOR ONLY QUESTIONS:</b>	
a. Tell me about your background.	1 Pre-school volunteer teacher at their community. Single parent with three children with her. 2 Grade 1 volunteer teacher at their community. Student leader during her college days 3 Teaches at MSU-Integrated Laboratory School, teaches Madrasah in public and private schools, Local Radio Broadcaster and a Preacher at Islamic Seminars.
b. What motivated you to want to join the LIPAD Project as a facilitator?	1 She got encouraged when she learned the objectives of LIPAD. 2 She taught basic education and high school so she wanted to get experience on how to teach adults. 3. She got encouraged when she knew that this would help her enrich her community service activities.
c. Did you volunteer or were you asked?	1 and 2 were asked by their Barangay Chairman to apply as a Facilitator. 3 was offered by the Provincial Coordinator to apply on the Project.

FIELD STAFF AND FACILITATOR QUESTIONS:	
<p>1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.</p>	<p>1-In her Batch 2 class, 58 enrolled, all graduated. Most of her learners are housewives and farmers who belong to poor families who are totally illiterate.                      2 – In her Batch 2 class 64 enrolled, 62 graduated consisting of fishermen, farmers, housewives and carpenters                      3 – In her batch 3 class, 56 enrolled, 54 graduates, fishermen, farmers, traditional hilot and carpenters.</p>
<p>1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them</p>	<p>1 There was a young boy (15 yo) who had a harelip so he never attended school because he was always embarrassed.                      2 One of my learners is mentally ill.                      3 Most of them are really the target beneficiaries of LIPAD</p>
<p>2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p>	<p>1, 2 and 3 said yes, that LIPAD achieved their objectives.</p>
<p>2.2 Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?</p>	<p>1 My learner, 65 yo, babu Hji Mayuma Imam, a widow has a store who has a different arithmetical formula -- usually drawn in circles. During the last election, she didn't need assistance anymore. She became our class valedictorian.                      2 My learner, 70 yo, a widow, a traditional hilot. Who was not sent to school because she is afraid to be with "kasilas" (term for foreigners like Spaniards and other Caucasians). After only one month, she learned how to write her name. She became the valedictorian of our class.                      3 My learner has three wives. One of the three wives enrolled in the class and when the two learned, they enrolled too. They learned to co-exist with one another.</p>
<p>2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</p>	<p>1 and 3 have no drop-outs.                      2 Dropped-out due to illness.</p>
<p>3.1 Describe the training you received to become a literacy facilitator.</p>	<p>1, 2 and 3 were trained for 2 days. They were trained on phono-syllabic method of teaching integrated with peace and development inputs.</p>

	<p>Example, the word K, we incorporate it with words like <i>Kalilintad</i> which means Peace.                  1 and 2 said that 2 days were not enough.</p>
3.2 How effective was the literacy facilitator training offered?	<p>They all said that the training was effective.</p>
3.3 If you were to make any changes to the training, what suggestions would you make?	<p>1 and 2 said that training days should increase, maybe 4-5 days , with more demo and practice.</p>
4.1 How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?	<p>They have two reference materials, the <i>Katutubong Kwento</i> and the <i>Matiya Tanu</i> – a basic learners guide that were very helpful.                  Even the grandchildren use the materials and books used by the LIPAD learners.</p>
4.2 Are there parts of the Project that are difficult to implement/teach?	<p>1 Unlike children who can pick up things fast, it takes them longer time to associate words and its meanings. Learners find difficult to grip their pencils.                  2 During our numeracy topics, they find hard to catch up especially multiplication.                  3 In Maranao tribe, there are two letters, the “u” and “e” that are difficult to introduce because they have the same function. Lokes and Lokus are pronounced the same.</p>
4.3 Are aspects of the LIPAD Project that participants seem to not like?	<p>1, 2 and 3 said Numeracy is what their learners do not like.</p>
4.4 Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?	<p>1,2 and 3 -- none</p>
5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?	<p>1-- They already know the how to read signboards and know what vehicle to take. They recognize the labels of medicines. They know how to go to money transfer establishments to get fund remittance from their children abroad.                  There was a barangay chairman as one of her learner who was non-literate and when other members of the community learned, they enrolled too.</p> <p>2 --My 70yo learner now feels confident to go to town.</p>

	<p>A LIPAD learner used to be assisted by her wife in reading or writing because she enrolled in LIPAD ahead of him. When graduated, they no longer assist each other anymore.</p> <p>Our barangay chairman and his two wives joined LIPAD class together and so they learned how to deal with each other amicably.</p> <p><i>3 Mother learner read the notebook of her child and realized that her child cheated because she read that the name written was not her child's name.</i></p>
5.2	<p>What changes have occurred in the community as a result of the LIPAD Project?</p> <p>1, 2 and 3 said that the community now works hand in hand like cleaning the community drainage.</p>
6.1	<p>How well has the LIPAD Project done in ensuring the participation of women?</p> <p>1-- There were only 12 men out of 58                  2-- There were 10 men out of 64                  3-- There were only 7 men out of 52</p>
6.2	<p>What has worked and what could be better?</p> <p>1, 2 and 3 – The duration of training is not enough. Facilitator's training must be 5 days, LIPAD classes must be 5 months and facilitator's allowance must be increased.</p>
6.3	<p>As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?</p> <p>1-- Graduation ceremonies are also cultural where songs and dances of the tribal groups in the community are presented.                  2 --Listens to the stories of her learners so that she can do her best to help them.                  3 Teaches Koranic verses on her learners. She imparts that learning must be practiced from cradle to grave.                  She gives small rewards to good performers of the class like kitchen utensils</p>
8.1	<p>How have local governments or other organizations in the community supported the LIPAD Program?</p> <p>1, 2 and 3 said that their leaders are very supportive.</p>
9.1	<p>Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p> <p>1 and 2 said None.                  3 said she did it herself in her community engagement work before she became a LIPAD facilitator.</p>

10.1 How effective have you found the LIPAD Program's tracking and reporting system to be?	1, 2 and 3 said that their weekly reports are submitted to Provincial Coordinator. They said if their allowance should be augmented for transportation since they have NO REPORT – NO PAY policy
10.2 What challenges have you encountered?	
10.3 What suggestions would you have to make the system better?	They wish to be invited in future programs of LIPAD. They asked if there are any benefits aside from this literacy project.

### FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FACILITATORS

DATE AND TIME:	August 12, 2013 9:33-12:00 noon
PROVINCE:	Lanao del Sur
MUNICIPALITY:	Ditsaan Ramin and Tamparan
BARANGAY:	Barimbingan and Balt Madiar
FACILITATOR:	Zenaida T. Domingo
TRANSLATOR:	Sittie Janine M. Gamao
RECORDER:	Sittie Janine M. Gamao
NAME, TITLE, GENDER, AGE OF PARTICIPANTS:	1. Anasheham Abdulazis 26yo Female 2. Nafisa Dialim 33yo Female
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
<b>FACILITATOR ONLY QUESTIONS:</b>	
a. Tell me about your background.	1 -- Graduated Bachelor of Science in International Relations at Mindanao State University. Volunteer Community Organizer at <i>Community Family Services International</i> (CFSI) before she applied in LIPAD. Her beneficiaries are from the uplands, really rural areas like Tangcal, Magsaysay, Munai and Sapad, all rebel infested. 2-- Married with two kids, graduated the degree of Education at Jamiatul Philippine Al-Islamiya at Marawi City.
b. What motivated you to want to join the LIPAD Project as a facilitator?	1-- She wants to help the adults in their community learn how to read and write. She said that if she were to help, she would do it on her own community. 2-- She wants to learn how teach adults to gain experience in adult education. She has taught in elementary schools and the LIPAD gave her a chance to work with adult learners.
c. Did you volunteer or were you asked?	1 and 2 said they volunteered, applied for the job.
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>	
1.1 It would be interesting to hear about the participants you work with—their	1-- Most of them are upland areas and belong to hand-to-mouth existence 2----Most of them are farmers, housewives who belong to poor families.

<p>background, the kinds of issues they face in their daily lives.</p>	<p>People there were observably "left-out" of civilization and progress. On the contrary, they feel lucky because they have variety of fruits to consume that are available on their surroundings.</p>
<p>1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.</p>	<p>1 and 2 said None.</p>
<p>2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p>	<p>1 and 2 said that the Project is successful.</p>
<p>2.2 Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?</p>	<p>1and 2-- They enjoyed and amused by the phono-syllabic method.</p>
<p>2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</p>	<p>1-- No drop-out.                  2-- 3 drop-outs for the reason that they have to prioritize their livelihood activities.</p>
<p>3.1 Describe the training you received to become a literacy facilitator.</p>	<p>1 Three days                  2 Two days</p>
<p>3.2 How effective was the literacy facilitator training offered?</p>	<p>1 The phono-syllabic strategies were taught very well to the facilitators. The time given to the session on phono-syllabic method was sufficient.                  2 It was OK. The trainors who trained the facilitators were able to cover the items as well as contextualize, responding to the needs and concerns of the participants.</p>
<p>3.3 If you were to make any changes to the training, what suggestions would you make?</p>	<p>1 and 2 said they want to add more topics regarding Livelihood and how to write reports clearly and comprehensively..</p>
<p>4.1 How have you found implementing the LIPAD curriculum — what aspects of</p>	<p>1 and 2 said the curriculum was successful, particularly the teaching of the phono-syllabic technique and numeracy</p>

	the Project have been most successful?	
4.2	Are there parts of the Project that are difficult to implement/teach?	1 and 2--Sometimes they confuse the multiplication method with the addition.
4.3	Are aspects of the LIPAD Project that participants seem to not like?	1 --Multiplication 2-- Division
4.4	Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?	1 -- First day orientation was more difficult but they were able to meet their targets as the training progressed. 2 --All targets were met.
5.1	What changes have you observed in the participants as a result of having participated in the LIPAD Project?	1-- The learners did not need any assistance anymore during the election. They can now discuss their children's homework and they are now more interested to attend school activities of their children. 2-- The are now able to discuss with their children/grandchildren the latter's school work and activities, particularly the phonosyllabic technique.
5.2	What changes have occurred in the community as a result of the LIPAD Project?	1 -- The neighbors are able to bond get together to attend LIPAD classes together. 2-- Community is happy that many of their non-literates are now able to bond together.
6.1	How well has the LIPAD Project done in ensuring the participation of women?	1-- Only one of her learners is male. 2 --18 out of the 70 were males.
6.2	What has worked and what could be better?	1 The practice of giving certificates/diploma increases the confidence of learners because they are very proud to show their diplomas to their children and grandchildren. 1 and 2 suggested additional number of days of the class,to tackle not just literacy but also aspects regarding their daily living—livelihood, hygiene, sanitation, environment, disaster risk reduction. 2 -- Learners who have families in Manila were very happy that their Manila-based relatives came just to watch the graduation to take some video shots of the graduation and uploaded in Facebook.

<p>6.3 As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?</p>	<p>1-- You should be patient in teaching adults because some of them are "<i>makulit</i>" (annoyingly persistent), green-minded. You should not be prescriptive, do not force the learners to always obey you. Be sensitive to their feelings.                  2 You should always speak loudly so that the adults won't lose their attention because some do not listen.</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<p>1 and 2 said that during sessions, the barangay chairmen send some snacks for the learners. Community cooking is usually done so that they can have snacks on their graduation.</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>1 None.                  2 Yes, after teaching LIPAD, there was LLFS of DSWD.</p>
<p>10.1 How effective have you found the LIPAD Program's tracking and reporting system to be?</p>	<p>1 and 2 suggested that their weekly reports must be consolidated into monthly because their weekly reports tend to be repetitive.</p>
<p>10.2 What challenges have you encountered?</p>	<p>None</p>
<p>10.3 What suggestions would you have to make the system better?</p>	<p>1 and 2 Review the reporting system because many tend to be repetitive</p>
<p>10.4 Please describe the measures used by the LIPAD Project to assess and report on Project results?</p>	<p>NA</p>
<p>10.5 How reliable and adequate do you think are measures that are being used to assess and report on Project results?</p>	<p>NA</p>
<p>10.6 In what ways have you use M&amp;E results?</p>	<p>NA</p>
<p>10.7 How can the dissemination of results be</p>	<p>1 and 2 said that their time for program activities is reduced because they have to attend into</p>

improved?	report writing.
11.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?	1 and 2 said they helped in communicating the project and giving orientations to the community.

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FIELD STAFF**

<b>DATE AND TIME:</b>	8/11 2013 9:30
<b>PROVINCE:</b>	Lanao Del Sur
<b>MUNICIPALITY:</b>	Marawi City
<b>BARANGAY:</b>	
<b>FACILITATOR:</b>	Jack Boyson
<b>TRANSLATOR:</b>	
<b>RECORDER:</b>	Jack Boyson
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1. Aquino S. Macarampat, Jr. Provincial Coordinator, Lanao del Sur 2. Jamael Sarip, Assistant Coordinator, Lanao Del Sur

<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>	
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.	95% of the people we work with are Maranao, a local tribe. They are Muslim living municipalities. The men are mostly farmers but some fish. The women are mostly housekeepers but some of them make handicrafts such as weavings, home decorations, dress making, and backyard gardening. Some women are also sari sari store owners. (1,2)  Because they are literates they cannot read signboards, price tags, need assistance to vote because they can't read or write. The farmers need assistance in buying and applying fertilizer and pesticides. The women who are sari sari store operators do not know how to keep accounts and are not able to keep track of creditors. (1,2)
1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.	None noted
2.1 What are your thoughts about how well the LIPAD Project has achieved its overall	So we have reached our targets—235 barangays and 10,958 graduates so far from batch 1-8 (1). We are both happy we teach our learners well, educate them, and minimize illiteracy in the

FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS	RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)
objectives and impact?	barangays and that is an achievement. (1) This is the first time that they learn to read and write! (1)
2.2 Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?	Positive We have been able to establish a unity among learners at each barangay. Most barangays—for example Pindolonan, Pantaon, Bansayan, and Odalo—have created an adult learners organizations that they have organized by themselves. They themselves organize cleanliness drives, promote backyard gardening, support day care centers. (1,2) Based on reports from our facilitators, our batch 8 graduates were able to travel to and vote without any assistance.(1)
2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?	Yes there were. This was due to ridos; some were not interested because they had the expectation that they would receive something like incentives such as cash, livelihood training; some had eyesight problems and needed glasses; and move to other places.(2) Some facilitators would go to the homes of disinterested learners to convince to participant. For glasses they were on their own. We just advised the facilitators to ask the learners with poor eyesight to write big letters (1,2)
3.1 Describe the training you received to become a literacy project coordinator.	We received training on the phono-syllabic method—the training covered the nine steps of the teaching methods and also trainers training for training facilitators for 2 days (1).
3.2 How effective was the literacy project coordinator training offered?	The training was very effective. It helped me when I visited in the field how to check to see if the learners have learned (1).
3.3 If you were to make any changes to the training, what suggestions would you make?	The two-day training is not enough (1, 2). We need more training on peace making because this project is about peace and development (1). We also need training on livelihood skills development for our adult learners (1).
4.1 How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?	First we are using our vernacular so it is very easy for learners to understand (1) We do not use English or Tagalog words—only Maranao words which are common to them. We will give some examples of words that are common to them to teach them to read. We don't use black boards instead we use visual aids to teach reading (1)
4.2 Are there parts of the Project that are	First is the recruitment of facilitators is difficult—the requirements for a facilitator are different

FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS	RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)
difficult to implement/teach?	than for formal education. The facilitator must be from the community no matter what their qualifications are and they have to be approved by the community. We ask for college graduates in education or something related. You must live in the barangay where you teach. Sometimes it is hard to find to find people to serve as facilitators in some barangays (1).
4.3 Are aspects of the LIPAD Project that participants seem to not like?	So far we have not received any comments (1).
4.4 Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?	No, we have reached all our targets so far (1).
5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?	It has helped the learners to read so they can vote; they can visit in town because they can read signage; they can read price tags; they can buy their needs for the farm; they can also help their children with their school work; the sari sari store owners can manage their accounts (1,2).
5.2 What changes have occurred in the community as a result of the LIPAD Project?	Our learners are making their children are going to class because the recognize the importance of getting an education (1)
6.1 How well has the LIPAD Project done in ensuring the participation of women?	Most of our learners are women—about 70% are women and 30% are men (1).
6.2 What has worked and what could be better?	Nothing (1)
6.3 As field staff, what are some examples of lessons learned and best practices in educating adults?	Lessons learned: Use of vernacular that is familiar to learners to teach them words (1). Need for constant supervision of new facilitators—on a weekly basis—for example in pilot barangays where we have discussions regarding the project and share ideas and comments from other facilitators. We also ask for comments from our learners on how well our facilitators

FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS	RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)
	<p>also. (1)</p> <p>We invite facilitators from other barangays when they have no classes to visit classes with us to learn from other facilitators (1). We also give the best facilitators a chance to teach new facilitators and share their experiences. (1)</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Project?</p>	<p>On the Municipal level all the officials are very supportive. They provide transportation for our graduates in the barangays to attend mass graduations in Marawi City. They also provide medallions for our awardees.</p> <p>On the barangay level, the officials provide the venue to hold the classes, blackboards and furniture, and provide security.</p> <p>In the Mindanao State University, College of Public Affairs, Community Development Department, have provide livelihood training to our learners in 5 barangays (Bansayan, Odalo, Pantaon, Pindolonan, and Kalungunan) in soap making, how to create organic fertilizer, promote mushroom production, and rug making.</p> <p>A representative of the provincial government—a board member—Mr. Ansary Maongco, provides underwrites to cost of venue of the graduations (rental). Batches 1-2. Other graduations were conducted in the facilities of the municipalities (1).</p> <p>The city government of Marawi provides us with an office space and furniture and venue for all 9 batches (1)</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangays? If so, where?</p>	<p>No (1)</p>

FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS	RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)
10.1 How effective have you found the LIPAD Project's tracking and reporting system to be?	We collect weekly reports from the all facilitators twice a month. Then we consolidate the reports. Then we submit the soft copy of a monthly report by email to the HQ. It has been very effective. For instance when there are additional comments or clarification needed by the national office they contact us (1)
10.2 What challenges have you encountered?	No. But we have had a problem with the adult learners profile. We need a data base program in which to enter all the information about learners.  This is the third time we have transferred our office and we may have lost some blue books in the move. More or less 10 blue books (1). In our computer we have lists of participants but not the books (1)
10.3 What suggestions would you have to make the system better?	It would be easier to encode the information on our learners—profile and grades—in a database and it would be easier to access and prepare reports.
10.4 Please describe the measures used by the LIPAD Project to assess and report on Project results?	We are tracking the number of enrollees and graduates,"not continues"—we don't use the word drop outs, and the exams of each learner as reported in the blue books to report on results (1, 2).
10.5 How reliable and adequate do you think are measures that are being used to assess and report on Project results?	Very reliable because we check the class reports prepared by the facilitators with their blue books and also the profiles and class lists that are separate and match them with the learners. We review the tests and after each batch they are stored here in our office (1, 2)
10.6 In what ways have you use M&E results?	We use the M&E results to plan for the next batch by reviewing the problems that facilitators have encountered and we give recommendations to the facilitators to overcome their problems in the next class.(2)
10.7 How can the dissemination of results be improved?	No suggestion (1,2)
10.8 What information needs if any do you think are not being met?	Not sure (1). We would like information on what will follow after this program (2). The learners are asking also (1,2)
11.1 How has or in what ways has the	I have done radio interviews on Radio Ng Bayan twice and one time on the local cable Marawi

<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
LIPAD's communication strategy contributed to community support for the Project?	cable television channel (1). We have had articles—twice in the local newspaper. In the barangay, we use the mosques at the beginning of every batch in every barangay as the primary way to get the word out about LIPAD (1) MSU's Department of Community Development given us a Certificate of Appreciation for our practicum classes in 2012.  The learners of LIPAD received a 2 <sup>nd</sup> place award in the from the Marawi City Cultural Competition sponsored by the city's tourism office in 2013!
11.2 Under what conditions has the strategy worked best?	The mosque is the best place to let the community know and share information about the LIPAD project. (1)



better?	
1.3 It would be interesting to hear about the people participating in the Project-their background, kinds of challenges they face in their daily lives, their expectation when they finish their training.	1. After the four months training, they applied the knowledge they gained in the aspect of business for they already know how to count. Big impact, all in all.
3.1. What feedback have you heard from participants or other community members about the LIPAD Project the training being offered there – either positive or negative?	1. Positively, it has brought adults to get rid of ignorance. Example, they can be confident in the direction they will take because they can read. <u>Negatively, they thought at first that they might lead them to some negative Westernized way of living because it is founded by Americans the fundamentals, itself.</u> 2.No complaints and negative feedback.
5.1. What changes have you observed in the participants as well as in the community as result of LIPAD Project?	1. Big changes of course. For instance, their knowledge in business became so easy to apply. Their strata in the society somehow raised up.
5.2. Overall, how would you rate the effects of the LIPAD Project?	1. I can say that all of them really did well.
6.1 Have you heard of anyone who may have encountered problems participating in the LIPAD Project?	2. Yes there is: LLFS
6.2 If so, what kinds of problems did they face?	2. They appreciated it much. In a way, they expected that they will get incentives.
6.3 How did they overcome them?	2. I told them that there is no such incentives but the learning itself is a benefit.
8.1 In what ways should you support such as project?	1. Yes. Such as small things like chalks, erasers and ball pens. I encourage them to continue participating. It will become their asset.
8.2. . What are your thoughts about	1. Continuation is really necessary. If given a chance, it should be continuously implemented. In my

the continuation of an adult literacy project in your community to reach more participants?	case, our Barangay has more than 1,000 population and to think, more than 50 persons were trained. Look forward to continue the program.
9.1. Have you heard of the LIPAD Project being adopted/replicated in areas other than its currents sites?	1. I just don't know to other barangays. However, when I was informed of it. I was so glad because actually, I used to be a teacher when I was high school. I took up my secondary degree in Dansalan College and finished my degree BS-business administration in University of Manila 2. Yes, it is really widely known.
11.1 How well known is the LIPAD Program in your community/barangay? What is said about it?	1. Yes, very well known to the overall population of our community.
11.2 What would the Program need to do to become known in the community?	2. Provide additional motivators to make them push through such allowance which will serve as appetizer.

**FOCUS GROUP QUESTIONS RECORDING FORM FOR COMMUNITY LEADERS**

DATE AND TIME:	August 11, 2013 Start: 10:25 AM	End 11:05 AM
PROVINCE:	Lanao del Sur	
MUNICIPALITY:	Saguiran	
BARANGAY:	Rayasungod	
VENUE OF CLASSES		
BATCH		
INTERVIEWER/ADULT LEARNING SPECIALIST		
FACILITATOR:	Gutierrez A. Mañgansakan	

TRANSLATER:	Mosnia B. Abduljalil
RECORDER:	John Francisco, Nagdilaab Foundation, Basilan, 09269444994
NAMES, GENDER, AGES OF PARTICIPANTS:	Target respondents (by sampling) Present 1.Nadja Pangarungan Nasrudin - Representative of Brgy. Chairman in Rayasungod Saguiran  2. Cadidia Samporna – Secretary of Rayasungod Saguiran
<b>FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT</b>
1.1. Would you describe briefly what you know about the LIPAD Project?	
1.2. What was your first impression when you heard about LIPAD Program? Did you feel that it could make a difference in the community/barangay? Has that impression change as you have gotten to know the program better?	1. Happy. It will make big difference in our community. 2. I foresee this as blessing for us.
1.3 It would be interesting to hear about the people participating in the Project-their background, kinds of challenges they face in their daily lives, their expectation when they finish their training.	2. They learned how to write, read and even count numbers. They can read the signboards in the jeepneys and they now know which jeepney to take to reach their destination. They can operate and manage business.
3.1. What feedback have you heard from participants or other community members about the LIPAD Project the training being offered there – either positive or negative?	1. They have high interest in the said program. They liked it very much. They are sometimes afraid that if they will not attend LIPAD classes, they will be excluded in some benefits if ever there are.

5.1. What changes have you observed in the participants as well as in the community as result of LIPAD Project?	
5.2. Overall, how would you rate the effects of the LIPAD Project?	1. If I am to rate: of ten participants, 7% learned well and 3% might had failed.
6.1 Have you heard of anyone who may have encountered problems participating in the LIPAD Project?	1. Yes there is, LLFS.
6.2 If so, what kinds of problems did they face?	2. First is looking for classrooms that can be used by LIPAD; second is the financial problem of the participants.
6.3 How did they overcome them?	1. We looked for vacant house to be the venue of LIPAD classes.
8.1 In what ways should you support such as project?	2. The barangay officials actually did not help anything.
8.2. What are your thoughts about the continuation of an adult literacy project in your community to reach more participants?	2. I see this matter which deserved to be continued others are still needy in this kind of program.
8.3. In that ways would you support such a project?	1. Encouraging other illiterate adults to realize that learning is important.
9.1. Have you heard of the LIPAD Project being adopted/replicated in areas other than its currents sites?	
11.1 How well known is the LIPAD Program in your community/barangay? What is said about it?	1. 100% popular in our community. 2. It is really well known and the good word has been spread to neighboring communities.
11.2 What would the Program need to do to become known in the community?	1. Additional teachings like teaching of livelihood programs. 2. Have the opportunity to have the investment in livelihood.

# MAGUINDANAO

### FOCUS GROUP QUESTIONS RECORDING FORM FOR FEMALE PARTICIPANTS

DATE AND TIME:	August 15 2013 Start: 11:15 A.M	End: 12:20 PM
PROVINCE:	Maguindanao	
MUNICIPALITY:	Datu Odin Sinsuat	
BARANGAY:	Margues	
VENUE OF CLASSES	Margues Madrasah	
BATCH	Batch 1, 7 – 11:00 -1-3PM, Sunday to Thursday, 3 months	
INTERVIEWER/ADULT LEARNING SPECIALIST	Dr. Noemi B. Silva	
FACILITATOR:	Bai Sama Diocolano	
TRANSLATER:	Sittie Meriam A. Esmael mobile #: 09058181113	
RECORDER:	Sittie Meriam A. Esmael	
NAMES, GENDER, AGES OF PARTICIPANTS:	<p>Target respondents from the sampling list:</p> <ol style="list-style-type: none"> <li>1. Guaili , Tabai</li> <li>2. Danding, Bailan</li> <li>3. Solano, Fatima</li> <li>4. Pasandalan, Pahima</li> <li>5. Pasandalan, Robaika</li> <li>6. Solano, Norhata</li> <li>7. Galangan, Sorabai</li> <li>8. Salat, Guianisa</li> <li>9. Salasal, Kabiba</li> <li>10. *Salasal, Baby</li> </ol> <p style="text-align: center;">=====</p> <p>Learners who were interviewed:</p> <ol style="list-style-type: none"> <li>1. Esmael, Salama - 51 yrs. old</li> <li>2. Samad, Maulay – 78 yrs old</li> <li>3. Galangan, Tabay – 51 yrs old</li> <li>4. *Solano, Fatima – 60 yrs. old</li> <li>5. *Kiram, Banon Sulano – 80 yrs old</li> </ol>	

	<p>6. *Usman, Bainon – 76 yrs old                  7. * *Salasal, Baby – 20 yrs old                  8. Salinek, Suma – 60 yrs old                  * Included in the sampling list. Learners 1, 2, 3, and 8 are <u>not</u> included in the sampling list.                  **Kabutan , Baby (as stated in her ID), 20 years, had very poor eyesight and then went blind after LIPAD graduation (June 2011). She was accompanied by her mother , Kabiba Salasal, who was also in the sampling list</p>
<p><b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b></p>	<p><b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b></p>
<p>1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.</p>	<p>1. no schooling, farmer, husband- farmer, 4 children                  2. no schooling, farmer, widow, 4 children                  3. no schooling, farmer, widow, 1 child                  4. no schooling, housekeeper, husband- unemployed, 7 children                  5. no schooling, farmer, husband- unemployed, 7 children                  6. no schooling, housekeeper, widow, 7 children                  7. no schooling, unemployed, single, blind                  8. no schooling, farmer, husband-farmer, 5 children</p>
<p>2.1 What have you learned from the LIPAD Project?</p> <p>2.2 And how are you using what you have learned?</p>	<p>2. We learned to write our name, read the price of rice                  3, 6. We learned to write, count, read signs in public vehicles                  8. When I have not gone to literacy classes and I want to buy rice, the vendor will say read the price and I do not know so I pay what she says. Now I know how to read the price which is very important.                  7. We read and write in our classes.</p> <p>5, 7. When I go to places, we know to read signs.                  8. I use it when I sell vegetables                  6. I use it when I buy things in the market, the prices of items, if it is P20.00 for example.                  3, 4, 6. Yes. We use our literacy skills to register and to vote during the election.</p>

<p>3.1 Can you tell us what parts of the program you like best? Like least? Ask Graduation Program</p>	<p>5,6, 4. We can now write our names.                  4. 8. We can count, give the correct change or money for the items we buy.                  All the learners confirmed that they were given books and school supplies.                  All learners agree that they like all components of the project. They tried to attend the classes regularly even if it was raining.</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>6,7,4. We would like the project to continue to further improve our literacy skills                  6, 2, 5. Provide support for our livelihood, we need skills to earn the living                  All the learners recommend longer schooling so that that their literacy skills is really improved.                  They recommend that their classes be closer to the barangay (Margues is located in the interior) so that they will not walk far.</p>
<p>5.1What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>6. Big change... before we are ignorant, now we can write and read.                  5, 7, 8 2. We can count, give change when we sell something to people</p>
<p>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</p>	<p>7, 6. What we have learned, we want to learn more in the future.                  2. We look forward to a better future because we are no longer ignorant.</p>
<p>5.3 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>2. 6. Our relationship became better, we have a means to earn a little to support our families.                  5. 8. Before the LIPAD project, nothing was happening in the barangay. Now the barangay built a day care center and we are more aware of what is happening in the barangay</p>
<p>6.1 Were there any barriers/obstacles that hindered your participation in the project?</p>	<p>2, 8, 3. We have no money to buy food during classes.                  All participants agree that they have neglected their livelihood when they were attending classes. So sometimes they missed classes to earn a living.</p>

8.1 How have local governments or other organizations in the community supported the LIPAD Program?	2,3,7. We are not aware of the assistance of the barangay to us during the LIPAD Program. Note. Learners were expecting to receive rice or monetary support when attending the program.
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	8, 6. Yes. Upi, Kabuntalan, Labungan
11.1 How did you find out about the program?	All agree that their facilitator went house to house to inform them. 1,2, 4. We were then called by the barangay officials to attend the LIPAD classes.
11.2 What made you want to join? How did you think it would help you?	8. Our parents did not send us to school. Now we want to learn how to read and write Main reason of all learners : to learn to read and write
11.3 What do you think are the best ways to get people like yourself to join the Program?	7, 6, 5. We will convince our families and friends to attend the LIPAD Program. All agree that house to house campaign is very effective in reaching the people in the barangay.

**OBSERVATIONS:**

This is the only barangay that showed the IDs of their learners.

Kabutan , Baby (as stated in her ID), 20 years old, had very poor eyesight and then went blind after LIPAD graduation (June 2011). She was accompanied by her mother, Kabiba Salasal, who was also in the sampling list and answered in behalf of Baby.

At first, there were 8 learners to be interviewed and five observers who were also learners but not in the sampling list. The observers were seated at the back. During the interview, more women came until there were 26 women observers with their young children. Most of the women observers understood Tagalog so they joined the learners giving their own answers because they claim that they are also learners. The noise level and the heat in the room added to everyone’s discomfort. The interpreter tried to stop the other women from responding but they will start again when a new question is asked. The interviewer focused on the learners’ responses only.

Questions have to be repeated twice and clarifications have to be made to ensure that the responses were properly captured. It was very tiring

Notable Quote:

*"When I have not gone to literacy classes and I want to buy rice, the vendor will say read the price and I do not know so I pay what she says. Now I know how to read the price which is very important."*

- Salina, Suma- 60 yrs old, Margues, Datu Odin Sinsuat, Maguidanao

Submitted by: Dr.Noemi B. Silva  
15 August 2013

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<b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
<p>1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.</p>	<p>1. no schooling, housekeeper, husband – carpenter, 5 children (all in school)                      2. no schooling, housekeeper, widow, 8 children (married)                      3. no schooling, housekeeper, husband- tricykad driver, 5 children(all in school)                      4. no schooling, housekeeper, widow, 8 (4 married, 4 stopped schooling)                      5. no schooling, housekeeper, widow, 3 (married)                      6. no schooling, housekeeper, husband –photographer, 4 children (1 married, two stopped schooling, 1 in school)</p>
<p>2.1 What have you learned from the LIPAD Project?</p> <p>2.2 And how are you using what you have learned?</p>	<p>1,3. learned how to read and to add numbers                      2. I was not able to go to school because before, if you have a boyfriend, parents will not send you to school because you will get married anyway. Now I know how to write my name and how to count.                      4. I took care of my siblings so I was not able to school, now I know how to read and write.                      5. I learned to read signages, I do not get lost when I go to other places.                      6. I learned how sign my name, read signs. I do not get lost when I go to town.</p> <p>1. I know to add what I bought from the market, I do not get lost because I can read signs.                      2. I can sign my name when asked. We voted without assistance.                      3. I can teach my children to read.                      4. I can sign my name.                      5, I teach my grandchildren, can use it when there are meetings and my signature is needed                      6. I teach my children and I can sign my name</p>
<p>3.1 Can you tell us what parts of the program you like best? Like least? Ask Graduation Program</p>	<p>1. 3. I can now sign my name. That is very important for me.                      2. I do not get lost                      4, 6, 1. We were given complete school supplies                      2,3 LIPAD training is free.                      5,1. We know how to use the cell phones and send text messages.</p>

<b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
	All learners agree that they are very thankful for the literacy training by LIPAD. They like all components of the LIPAD project
3.2 If you were to make adjustments to the program to make it better, what would you suggest?	1, 2. 4. We need livelihood skills trainings like dressmaking, food processing, provide support for micro scale business 1,5 . Our area is always flooded, we need support for our livelihood.
5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?	1. A big change happened because I do not need to ask others to read for me. 2. I am no longer completely ignorant. I am not lost when I go out 4. My child told me not to speak Tagalog because I do not speak well. But now, I am more confident to speak because I know how to read and write. 1,2. People cannot fool us. We can demand the right change from the public vehicles.
5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?	2, 5. My views became wider. I am more confident. 4 I am able to write my name when I go to the hospital or other places.
5.3 What changes have occurred in the community as a result of the LIPAD Project?	1,2, 4 . The community is better because there are less people who are ignorant.
6.1 Were there any barriers/obstacles that hindered your participation in the project?	1. We did not think about the obstacles, even if there is flooding. 2. Some (7 learners) got bored so they stopped schooling. 4,5. We hope that we have more time in schooling so we can proceed to the next level. 3,2. We have to help in earning a living.
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	1, 4. Barangay officials provided the blackboard and chairs. That's all.
9.1 Have you heard whether the LIPAD	4, 5.6. Yes. Barangays Katuli, Simway, Banubo, Matilak (Pigcawayan), Benti Uno

<b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
program has been established in other places outside of your barangay? If so, where?	
11.1 How did you find out about the program?	All agree that their facilitator, Khairia Malusay, went house to house to inform them.
11.2 What made you want to join? How did you think it would help you?	1. 5, 3. We want to read and write 6. We grabbed the opportunity to learn how to read and write for free.
11.3 What do you think are the best ways to get people like yourself to join the Program?	3. If there is a facilitator to teach us, more will join. We can help in the information campaign.  All agree that house to house campaign is very effective and should be followed up by a barangay meeting.

**OBSERVATIONS:**

None of the sampled learners came due to transfer of residence and they are no longer accessible. They were replaced

According to the respondents there were 15 learners (8 completed, 7 stopped schooling), classes were conducted for 3 months. They graduated June 2011 in ORG Complex. Even those who stopped schooling (dropped out) attended the graduation according to the respondents (1 and 4).

Submitted by: Dr.Noemi B. Silva  
14 August 2013

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<b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
<p>1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.</p>	<p>1. no schooling, farmer, husband – farmer, 2 children, all in school                      2. no schooling, farmer, husband – farmer, 3 children, all in school                      3. no schooling, housekeeper, husband – farmer, 4 children, all in school                      4. no schooling, housekeeper, husband – laborer, 4 children, all in school                      5. no schooling, housekeeper, husband – farmer, 5 children, 2 in school                      6. no schooling, farmer, husband – farmer, 7 children, all in school</p>
<p>2.1 What have you learned from the LIPAD Project?</p> <p>2.2 And how are you using what you have learned?</p>	<p>1. learned to write my name, read a little: a big help to me.                      2. learned to write, read, and count using numbers                      3,4. write, read and count                      4,5. learned to sing.                      3. learned to draw                      6. learned to count</p> <p>4. Sometimes when our children ask, we can teach our children a little                      2, 6. I can write and sign my name                      1,5. I can read signages, we do not get lost                      2,6. We used during election; were able to sign our names and vote for our candidates</p>
<p>3.1 Can you tell us what parts of the program you like best? Like least? Ask Graduation Program</p>	<p>4,5. learned to write our names                      3. learned to count and give correct money change                      2. we learned to tell the time                      3. we are very grateful because we are no longer ignorant                      All confirmed that they were given school supplies and books in Maguindanaon dialect. They liked all components of the project and are very thankful that they were given this training.</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>3, 5, 6. We need to learn livelihood skills ,like doing micro scale business                      4. We hope to have longer training so that we can further improve our literacy skills.                      2. 5. We need to learn more to earn a living for our families (livelihood skills)</p>

<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>1. We are now happy because we are able to use our literacy skills                  2. We can help our children to read and write in Grade 1                  3, 4. Our children are also happy that we also know how to read and write                  5, 6. We learned to add and subtract and we can now do a little business                  2. Before we were ignorant, now we know how to read and write and I am happy about this.</p>
<p>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</p>	<p>2,4, 5. We see a better future because we can read and write. We hope that our literacy skills can be further improved                  3,1,6. We are more confident, we are able to sign our names . This is a big blessing to us</p>
<p>5.3 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>3,4. We are able to participate in the barangay activities, we are able to register.                  2,5, Mothers who were not in school were able to go to school                  All agree that this project helped in improving their chances of earning a living.</p>
<p>6.1 Were there any barriers/obstacles that hindered your participation in the project?</p>	<p>5,2. When we get sick or our children get sick                  1,5. When we have to work in the farm                  3,6. When our children require our attention(activities in school, projects in school )</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<p>2, 4, 5, 6. Not aware of any support from the local organization, or from barangay officials aside from the use of the madrasah as venue for our classes.</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>5,6,1, Yes. Baragays Tapayan, Tarikan, Balot, Sulon                  6. We heard that in other barangays with LIPAD Project, the learners receive rice and food supplies (e.g. Barangays Tapayan and Balot).                  Note: We had our graduation in ORG complex together with other LIPAD learners.</p>
<p>11.1 How did you find out about the program?</p>	<p>4, 3, 6. Ma'am Diana, our facilitator, went on a house to house information campaign                  4, 6, 2. The barangay captain helped in identifying those learners who cannot read and write</p>
<p>11.2 What made you want to join? How did you think it would help you?</p>	<p>All learners said that they want to learn to read and write our names.                  We want to be literate and not ignorant.</p>
<p>11.3 What do you think are the best ways to</p>	<p>3, 5, 4. House to house campaign is the best way to get people to join the project.</p>

get people like yourself to join the Program?	5,6. Meeting in the barangay can help to get people to join the Program
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**OBSERVATIONS:**

The list of learners was not available and the sample respondents were provided based on a handwritten piece of paper. The interviewer was not able to verify the names of the learners interviewed from the Inception Report. From the Adult Learners' Profile Forms, only Nida Edtig has a profile form and the rest listed above have none.

Submitted by: Dr.Noemi B. Silva  
14 August 2013

### FOCUS GROUP QUESTIONS RECORDING FORM FOR FEMALE PARTICIPANTS

<b>DATE AND TIME:</b>	August 11, 2013 Start: 10:25 AM	End 11:05 AM
<b>PROVINCE:</b>	Lanao del Sur	
<b>MUNICIPALITY:</b>	Saguiaran	
<b>BARANGAY:</b>	Raya Sungod	
<b>VENUE OF CLASSES</b>	Raya Sungod Barangay Hall, 7AM – 1 PM, Mon to Thurs, 3 months	
<b>BATCH</b>	Batch 2	
<b>INTERVIEWER/ADULT LEARNING SPECIALIST</b>	Dr. Noemi B. Silva	
<b>FACILITATOR:</b>	Rasmia Pacalundo	
<b>TRANSLATER:</b>	Norhanie S. Deocampong, MSU Marawi, BS Entrepreneurial Marketing Year 4 mobile # 09107498249 Assisted by PO2 Mohammad Ali G. Kamid, Mobile 09398855497	
<b>RECORDER:</b>	Norhanie S. Deocampong, MSU Marawi, BS Entrepreneurial Marketing Year 4 mobile # 09107498249	
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	Target respondents (by sampling) 1. * Aminah Macabanding 2. *Aslimah Macarantog 3. *Munera Dizo 4. *Rasmia Ampao 5. Cauzon Macabanding - absent *Present ===== Present during the FGD (Learners who were interviewed): 1. Aminah Macabanding - 39 2. ** Najirah Monib – 13 3. Munera Dizo - 52 4. Rasmia Ampao - 40 5. **Rashida Camora - 38 6. Aslimah Macarantog – 20 (not sure of age)	

	<p>**Interviewed but not in the list of learners in Batch 2. Monib (2) is only 13 years old and is not considered an adult learner.</p>
<b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
<p>1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.</p>	<p>1. Level of schooling: Grade 1, housewife, husband – farmer, 5 children                  2. Kinder, no occupation                  3. no schooling, housewife, husband- farmer, 10 children                  4. no schooling, housewife, husband- farmer, 8 children                  5. no schooling, housewife, husband- farmer, 6 children                  6. no schooling, housewife, husband- farmer, 4 children</p>
<p>2.1 What have you learned from the LIPAD Project?</p> <p>2.2 And how are you using what you have learned?</p>	<p>1,2. learned how to write and read, count, the alphabets, a little of spelling,                  3. learned how to read signboards                  5. learned how to teach children to write and read</p> <p>1,5 can register and vote                  6, 2. learned how to text; have text mates                  5. learned how to communicate to others                  1, 6. we are no longer ashamed because we are ignorant and we are not afraid</p>
<p>3.1 Can you tell us what parts of the program you like best? Like least?</p>	<p>1, 5 .6 helped us how to read and write                  1, 5. Was able to help our children in school                  4, 5. Facilitator provided us with complete school supplies                  All learners like the all aspects of the program.</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>4, 5,6 We need livelihood projects (e.g. dressmaking, embroidery)                  6. teach us how to run a small business                  1, 5, 4. We need more time to further improve our literacy skills</p>

5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?	1,2,5. We learned to go with what is the trend; catch up and be modern 6. If we go to Iligan, we know where to go. We can go to the mall.
5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?	6. No longer afraid to travel, has gone to Manila 5. I no longer get lost when I go to other places 3. Confident about the future, thankful to the facilitator who taught me to read and write
5.3 What changes have occurred in the community as a result of the LIPAD Project?	1. The community became more progressive 3, 5. People became more confident, more peaceful
6.1 Were there any barriers/obstacles that hindered your participation in the project?	1. We have encountered obstacles but we were able to overcome them. 4, 5, 6. No money but still persisted to attend the literacy classes.
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	1,4,5,6. They are <u>not</u> aware of assistance from the barangay or its officials; only the facilitator helped them.
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	1. 5 Yes. Barangays Basak Maito, Batangan, Pawak, Bagoa Ingod
11.1 How did you find out about the program?	1, 5, 4, 6. Through house to house campaign by the facilitator
11.2 What made you want to join? How did you think it would help you?	1, 5, 4, 6 We like to learn how to read and write, to learn how to count,
11.3 What do you think are the best ways to get people like yourself to join the Program?	5. We will help in the information campaign 1, 4, 5, 6. House to house campaign is the best way to get people to join. All (6) agree that they are thankful to the project and it should be continued.

#### OBSERVATIONS:

All (6) learners refused to write their names on the notebook so the documenter had to write their names for them. This indicates their lack of confidence in writing.

One learner (Monib, 13 years) interviewed was an out- of -school youth rather than an adult.

All (6) the learners claimed that they cannot understand Tagalog but they go to Iligan and one (6) has even gone to Manila.

All the learners are neat and well-dressed and very participative.

The five learners want to learn livelihood skills that will help support their families.

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**FOCUS GROUP QUESTIONS RECORDING FORM FOR FEMALE PARTICIPANTS**

<b>DATE AND TIME:</b>	August 16, 2013 Start: 9:12 A.M. End:10:15 A.M.
<b>PROVINCE:</b>	Maguindanao
<b>MUNICIPALITY:</b>	Buluan
<b>BARANGAY:</b>	Buluan Proper
<b>VENUE OF CLASSES</b>	Mahad DSWD Day Care Center, 1:30 – 4:00 PM, Saturday to Thursday, 3 months, 55 learners
<b>BATCH</b>	Batch 1
<b>INTERVIEWER</b>	Dr. Noemi B. Silva
<b>FACILITATOR:</b>	Johanna Kanebpal
<b>TRANSLATER:</b>	Sittie Meriam A. Esmael mobile: 09058181113
<b>RECORDER:</b>	Sittie Meriam A. Esmael
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	<p>Target respondents from the sampling list:</p> <ol style="list-style-type: none"> <li>1. Baguinda, Guiosol</li> <li>2. Kasim, Zahera -</li> <li>3. Agi, Normiya</li> <li>4. Haron, Sabanon - absent</li> <li>5. Sanday, Norhana -absent</li> </ol> <p>=====</p> <p>Learners who were interviewed:</p> <ol style="list-style-type: none"> <li>1. Sanso, Saida – 53 yrs old</li> <li>2. *Baguinda, Giosol – 42 yrs. old</li> <li>3. *Sanday, Norhana -28 yrs. old</li> <li>4. Hassan, Saria – 40 yrs old</li> <li>5. Mongang, Normiya – 40 yrs old</li> <li>6. *Kasim, Zahera – 30 yrs old</li> </ol> <p>Note *2,3, and 6 are in the sampling list. The rest are not in the sampling list                      Learners in the sampling list claim that there were replacements because the identified learners come from flooded areas cannot come.</p>

FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:	RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)
<p>1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.</p>	<p>1. no schooling (Grade 2), vendor of foodstuff, widow, 1 child (married)                      2. no schooling, housekeeper (vendor of foodstuff), husband – laborer, 6 children                      3. no schooling, housekeeper, husband – driver, 4 children                      4. no schooling, housekeeper, husband – unemployed, 7 children                      5. no schooling, housekeeper, husband – farmer, 7 children                      6. no schooling (Grade 1), husband – Farmer (Arabic teacher), 4 children</p>
<p>2.1 What have you learned from the LIPAD Project?</p> <p>2.2 And how are you using what you have learned?</p>	<p>1. We learned to write, read a little and the sounds of the alphabets                      2, 3,4. We learned to count, write, recognize the numbers                      1. Our teacher tells us to study our lesson so we know what to do during class.                      2. I learned how to add and subtract.                      1, 3. We learned to list those who borrow money from us, we use the cell phones.                      2. We can write our names so we can vote.</p> <p>1, 3. We can teach our children to read and write.                      2, 4,5. No need to assist us during the election. Now we can write our names, register and vote.                      1, 3. When we go the market, we can identify the price and give the right amount.                      2. When I go to the bank, I used to have somebody to assist me to withdraw money. Now I know the amount to withdraw and whether it is the correct amount                      1. Before, I do not go out because I do not know where to go. Now I can go out because of the LIPAD training. We are happy about this.</p>
<p>3.1 Can you tell us what parts of the program you like best? Like least?</p>	<p>3, 5. We learned to read and write our names. that is very important                      2. The program is good because we learned to read and write.                      1. I can now teach my grandchildren</p> <p>All the respondents confirmed that they were provided with school supplies and books.                      2. We are very thankful to the program because we learned to read and write                      Note: Graduation was Feb. 21, 2013 in Mahad</p>

	<p>All respondents agree that they liked all aspects of the LIPAD program .</p> <p>2. Many are asking if their facilitator will continue to teach because some of them dropped out, especially the old ones. We hope there is a next batch.</p> <p>1,2. 3 Others dropped out because they have to earn a living but we all joined the graduation. Those who dropped out did not get their certificates.</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>1,2. The old ones have to sit near the black board because they cannot see and some of them dropped out.</p> <p>1,3, 4. We need more support like livelihood skills or project , not just dole-outs such a rice.</p> <p>1,2, 5. We can be taught how to do micro scale business (e.g. selling native delicacies and vegetables) so we can earn a living.</p>
<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>3,1 What changed was we know how to read, write and count</p> <p>3,4,2. We are able to teach our children in their schoolwork</p> <p>1. I feel free to go out.</p> <p>6. I am excited to learn so I work fast at home to go to my classes with my young children.</p> <p>1,2 We even have a learner who delivered a baby and went back to school with her baby after one month.</p> <p>1. We are happy because we receive a certificate and books.</p> <p>2. I keep on reading the books so I do not forget what I learned</p>
<p>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</p>	<p>4,2. What is good is we can now understand others. We are happy about it.</p> <p>3. We are no longer assisted during the elections.</p>
<p>5.3 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>1.2 . In our area, the effect was good because more people became literate</p> <p>5. We can better understand each other</p> <p>3. We can use the books given to us to our children who are in school</p> <p>2. Before we are shy because people may think that we are only pretending. Now we are proud because we can really read and write</p>

6.1 Were there any barriers/obstacles that hindered your participation in the project?	3,5, 6. None so far, we like to have more time to study. Many old people were not able to join the projects. 2. We try to be in school, rain or shine we are there with our young children
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	1, 4. W were informed of the LIPAD Project by the barangay official, Hadji Suwaib Kamensa. They encouraged us to attend the literacy classes.
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	1, 6. Yes. Sitio Kiyapo,Purok Sais, Barangay Digal
11.1 How did you find out about the program?	1,2, 3. The Barangay Poblacion called a meeting informing us of the LIPAD Program. Barangay officials also came to our house to inform us of the literacy classes
11.2 What made you want to join? How did you think it would help you?	1,2,5. We really want to learn how to read and write. Our barangay officials encouraged us to attend.
11.3 What do you think are the best ways to get people like yourself to join the Program?	1,2, 5, 6. If there is a second batch, many from our barangay want to join the literacy classes. They also like to graduate. 1,4. Our facilitator can inform us in the barangay so other can also attend the literacy classes.

**OBSERVATIONS:**

A municipal councilor (Satar Lucman) of Buluan came in to observe and then tried to act as an interpreter. He added some remarks in behalf of the learners. He also wanted the name of another Buluan Proper barangay official, Rasul Lucman, to be added as one of those who helped the learners during the information campaign. He left before the end of the interview to pray in the mosque. Otherwise, the interview went on smoothly with the active participation of the learners.

Submitted by: Dr.Noemi B. Silva  
 16 August 2013

**FOCUS GROUP QUESTIONS RECORDING FORM FOR MALE PARTICIPANTS**

<b>DATE AND TIME:</b>	August 14, 2013 8:30am-9:10am	
<b>PROVINCE:</b>	Maguindanao	
<b>MUNICIPALITY:</b>	Sultan Mastura	
<b>BARANGAY:</b>	Macabiso	
<b>FACILITATOR:</b>	Arthur Cayoca	
<b>TRANSLATER:</b>	Abubakar S. Balabagan	
<b>RECORDER:</b>	Abubakar S. Balabagan	
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	1.Esmael Dasumalong. Age. 43 years old	
<b>FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>	
1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	Before he joined in LIPAD Project, he was just a worker in the farm that he employed, things were simple with him - spent time with his family and earned a living. The family is composed of 7 children and his wife.	
2.1 What have you learned from the LIPAD Project?	They Learned how to write their names, and read simple words.(1) I can read Tagalog only (2) I know on how to get the money from abroad at Pawnshop He can already write his name but Can hardly read specially English.	
2.2 And how are you using what you have learned?	According to him, one of the qualifications of becoming a member of Barangay Tanod is to at least can write and read. Now, as one of the members he can understand and can sign in his name whatever related documents.(1) Because he learned how to write and read he was able to operate a cellphone. He could now communicate via call and text to his love one (2) They plan to enroll at formal school and hope to finish college and land at job preferably in the office.(2)(3)	
3.1 Can you tell us what parts of the	For them, learning to read and write are the best part of the program (1) he understands Tagalog and can talk few unlike before. They were very thankful to LIPAD.	

<p>program you like best? Like least?</p>	<p>There is nothing in the part of the program that they don't like. (1) All things that imparted to us especially on how knowledge will give importance to an individual, like the importance of learning how to read and write.</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>The need to go fishing and with the current type of living allowed them to missed classes, they suggested that the project will offer a flexi-time to fit their fishing schedule so that they could attend and learn every lesson. (1) He said that every meeting was very interesting (2) The LIPAD also teach on how to read and how to perform prayer.</p>
<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>Became a member of the Barangay Tanod.(1)                  Able to share his learning to his wife and other relatives and tutored his children in their lesson at formal school.(1) He shares and teaches their children the importance of education.(2) How to use it at the right time and place.                  There were no direct impact on his life except of learning to write and read.(3)</p>
<p>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</p>	<p>He sees himself working in the construction as a carpenter who is able to write and read correct measurement and knows the proper usage of tools and equipment.(1)                  To finish formal schooling and worked at the office(2) Before the LIPAD intervention to our community most of them do not read and write but now very thankful to LIPAD for helping us be educated (3) They also teach us on how to sign and fill up the basic information about us.</p>
<p>5.3 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>As a whole, the community was happy knowing that they have learned to read and write. Now, their free time are used to study their lesson and tutor their children in their lesson at school instead of being "Tambay". Their time are now used wisely.(1) He knows the importance of education daily(2) The difference between educated and uneducated people.</p>
<p>6.1 Were there any barriers/obstacles that hindered your participation in the project?</p>	<p>They understand the importance/need to attend their classes but they still prioritize their work over their schooling/learning due to the fact that they needed income to sustain/support the daily needs of their families.(1) According to him the educated people are powerful than the uneducated(2) Knowledge is power he said.                  There were times, hunger or an empty stomach lessen their interest in learning.(1) He said even if his stomach is empty, he always come to LIPAD class for lesson but affects his interest in learning.</p>

8.1	How have local governments or other organizations in the community supported the LIPAD Program?	The Barangay Chairman is supportive, sometimes he visited them in their class and gives them snacks once a week.(1) The barangay chairman support to LIPAD class is snacks.
9.1	Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	Yes, they heard another LIPAD Program somewhere in the LIPAD area.
11.1	How did you find out about the program?	The teacher went house to house campaign
11.2	What made you want to join? How did you think it would help you?	A chance to learn to read and write for free. (Free enrollment fees, instructional materials, and students materials)
11.3	What do you think are the best ways to get people like yourself to join the Program?	Relaying personal experiences from the project such as able to learn to read and write and the impact that the project brought to their lives.(1) according to him this personal experience is very fruitful because experience is the best teacher.
		Note: based on the interview done the facilitator did not see anything new from the experiences of the previous learners, but what's interesting though is that they seem to have uniform answers for all questions

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FIELD STAFF MAGUINDINAO**

<b>DATE AND TIME:</b>	8/14 Wednesday, 8:45 AM
<b>PROVINCE:</b>	Maguindanao
<b>MUNICIPALITY:</b>	Sultan Masura
<b>BARANGAY:</b>	
<b>FACILITATOR:</b>	Jack Boyson
<b>TRANSLATOR:</b>	
<b>RECORDER:</b>	Jack Boyson
<b>NAME OF PARTICIPANTS:</b>	1. Monawara Abdulsamad, Provincial Coordinator for Maguidanao MKFI 2. Gamassy Mustapha, Regional Assistant for Maguidanao and Lanao
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.	<p>The age bracket for our learners in both Maguidanao and Lanao are 16 years and above (1,2). Our learners are fisher folk (largely males) for those who live along rivers and the ocean. Some females who live near towns are vendors of foods, handicrafts like hats, veils, or sell things in sari-sari stores. Some males are pedicab or tricycle drivers. Some men as well as women are farmers. And finally there are housewives. (1,2)</p> <p>Some of our learners are Tedurayas, others are Maguidanoans, and still others are Christians who mainly speak Tagalog. Often they are in one class.</p> <p>Some learners as husbands and wives at home, but in class they relate to one another as classmates. We have also had up to 5 brothers and sisters as learners all together in Barangay Nalkan. (1,2). We also have mothers or fathers who have older children that are classmates. (2)</p> <p>One facilitator brought her parents to the class in barangay Ambadao. The biggest challenge they all face is livelihood. Also some are affected by arm conflict such as in barangays Kalipapa, Darambua, and Tugal. Also some learners in municipalities of Pagalungan and Datu Montawal are affected by flooding. (1,2)</p>
1.2 Were there any participants in the	So far none (1,2)

<p>Program that were different than those targeted? If so, please describe them.</p>	
<p>2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p>	<p>I can say in Maguindanao that we have achieved our objectives and impact (1). We graduated about 12,000 neo literates so far in Maguindanao. Our target was 11,000 in 8 batches not including batch 9 and we have exceeded that target by about 1,000 learners. Although it is not the main part of our curriculum we have integrated concepts of peace and development through association with letters. We have also integrated topics related to hygiene in our classes (1).</p>
<p>2.2 Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?</p>	<p>Positive:</p> <p>One of our facilitators—Miscer Campong in barangay Tambak—cried when he received his honorarium for the first time because for the previous three years working as a volunteer teacher for the Department of Education he never received any compensation.(2)</p> <p>For female learner in barangay Nalkan she was also ridiculed by her husband’s family for being an illiterate. After passing each exam, she filled one copy for the teacher and one copy for her husband to show to his family that she was becoming literate. This greatly helped increase her self-esteem and standing with her husband’s family.(1)</p> <p>Two of our facilitators (Soraida Londina and Rahib Talib) have been able to get permanent jobs as teachers with the Department of Education. The certification they received from LIPAD and recommendations helped them get the jobs.(1)</p> <p>In Municipality Sultan Sa Barongis, the 25 facilitators were able to travel to Manila for one week with all expenses paid together with the Mayor and other employees of the Municipality for recreation. They were also given by the Mayor 1500 Pesos each after as an additional honorarium. He also gave money to Barangay officials as gratitude for supporting the LIPAD project.</p> <p>Negative:</p> <p>In some barangays such as Kainimi, Poblacion, and Taliday when we visited the officials they have asked us how do we personally benefit from the project. E.g., what do we get after each</p>

	graduation they are asking what will be next—another class? What is the intention of LIPAD for the future? Is the LIPAD project part of the Conditional Cash Transfer Program of the Department of Social Work and Development?
2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?	Yes every class has drop outs. Main reasons are transfer of residence; displaced by armed conflicts; not enough income to allow them to continue studying; some are working as housemaids that interferes with them being able to go to class; Some males left the class because the facilitator made the males compete with females and it made them mad.(1,2)
3.1 Describe the training you received to become a coordinator.	We both received one months on the job training before we actually started our jobs (1,2). We received training on how to monitor the facilitators and office management, record keeping, financial orientation, community orientation (1,2)
3.2 How effective was the training offered?	The training was very effective—we could do our jobs otherwise without it and we could have achieved our goals without the training. (1,2)
3.3 If you were to make any changes to the training, what suggestions would you make?	No suggestions (1,2)
4.1 How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?	The method of phono-syllabic method of teaching it is adopted by DepED (2). For three months they learn spell words they already know and say (2)
4.2 Are there parts of the Project that are difficult to implement/teach?	Working with some mayors of municipalities such a South Upi for example is difficult because we have standards for selecting facilitators and or sites but what the mayors recommend does not meet our standards but they insist that we change our standards to his. And they want to be involved in the disbursement of the honorarium of the facilitators and this is the biggest problem. (1,2)
4.3 Are aspects of the LIPAD Project that participants seem to not like?	None noted (1,2)
4.4 Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets?	None because we have exceeded our targets (1)

<p>What suggestions do you have to overcome them?</p>	
<p>5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?</p>	<p>Personal development—LIPAD project really pushed their development in socialization, self-esteem, empowerment of women, improved their hygiene, ability to be involved in financial transactions, use of cell phones such as calling and texting, involvement in elections and being able to vote. The later before they did not vote, now they do vote.</p>
<p>5.2 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>In barangays Sitiobarongisan and Nalkan they did not know the people that lived in the other barangay. Now learners in both barangay know each other and interact with one another which they did not do before. Now they don't treat them as classmates but has neighbors.(1)</p> <p>Now the learners of all three language groups can now speak one another's dialect. (1,2)</p>
<p>6.1 How well has the LIPAD Project done in ensuring the participation of women?</p>	<p>We have more women naturally than men because the men are ashamed to admit that they are illiterate and the women are more eager to learn than the men (1,2).</p>
<p>6.2 What has worked and what could be better?</p>	<p>None noted it is natural for women to participate (1,2)</p>
<p>6.3 As field staff, what are some examples of lessons learned and best practices in educating adults?</p>	<p>Lessons learned:                  Personally I can say that nothing is impossible to help them get an education (1).                  The biggest lesson that I have learned is that no matter how difficult the job is, you must work hard and try do it no matter that people may say that I am not qualified. (1)</p> <p>An important role of barangay officials is to motivate their citizens to become literate. The more the people of a barangay become literate the more developed will become the barangay (2)</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Project?</p>	<p>Not all barangays give us full support (such as Ranao Miba, Langeban, Matuber, for example). We have to provide everything—venue, furniture, blackboard etc. Most of the other barangays we are working in provide us with all of the above, plus they provide transportation to the graduation venue, food, graduation tokens/metals, and security.(1,2)</p>

	<p>Representatives from the Regional Commission on Bangsamoro Women have attended our facilitator trainings and have made presentations on Women's Rights. They have also supplied reading materials and attended our graduations. Some of the facilitators have integrated their concepts through sound associations in the classroom. (1,2)</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your targeted barangays? If so, where?</p>	<p>No (1,2)</p>
<p>10.1 How effective have you found the LIPAD Project's tracking and reporting system to be?</p>	<p>Not very poor, we find problems and difficulties. There is a need to improve the system (2)</p>
<p>10.2 What challenges have you encountered?</p>	<p>The first coordinator left us a big problem that we are still facing until now. She (Samra Amos) did not ensure that the blue books were filled out by the all the facilitators for batches 1, 2, 3 and half of 4. She claimed that when the project started they (i.e, the facilitators) were not informed that it was their responsibility to fill out the blue book in its entirety. They only checked the inception report, the learner's profile. They went in the middle of the night and took all the records away from the office. And we do not have any of the records. We do have some but not all electronic copies (scanned) records of profiles. All records (hard copies, i.e, inception report, blue book, attendance, and completion records) from the middle of batch 4 and onward are here in our office. None are in HQ (2)</p> <p>Our desktop computers are not working any more especially the printers. We are using a separate hard drive to store all our files and there is a high risk that we could lose all our data (1).</p> <p>My Laptop from MKFI is not working good--the battery does not work. It can't be used unplugged. (1)</p> <p>Also my portable drive sometimes does not read files making the saving of records difficult (1)</p> <p>Until now (batch 9) we have not had a very good electronic data base in which to store our</p>

	<p>information. So what I have said is what happens if we our portable computer or our storage drive should develop some problems we would lose all our data. (1)</p> <p>There instances where HQ has lost our hard copy financial documents covering batch 7. We would have been in big trouble if we had not kept hard copies of our reports submitted (1,2)</p> <p>My provincial assistant coordinator (Al-jame C. Sampiano) was terminated because he would not do his job. He was the one involved in encoding names and data and keeping records as well as doing field monitoring. When he left, the desktop computer stopped working to our surprise.</p> <p>Attention was called to him about his performance but he did not respond and he was let go.</p>
<p>10.3 What suggestions would you have to make the system better?</p>	<p>Better equipment and also a data base that we can use to store our information would be great! (1,2)</p>
<p>10.4 Please describe the measures used by the LIPAD Project to assess and report on Project results?</p>	<p>We track the number of enrollees by gender, number of dropouts and the reasons why, attendance, and the number of completers. We also look at the midterm and final exams to see how well things are going by classes. We also look at the all the recommendations and notes of the facilitator (i.e., documentation). Also we use observation of classes and we visit with the facilitators to find what could be improved and we ourselves administer the midterm and final exams to see how the learners are progressing. We also ask learners to do board work and reading (1,2)</p>
<p>10.5 How reliable and adequate do you think are measures that are being used to assess and report on Project results?</p>	<p>The measures we use are very reliable. But on the profiling of our learners we are not sure if the information is true or not. The learners use other names, we do not have pictures of all our leaners (1).</p>
<p>10.6 In what ways have you use M&amp;E results?</p>	<p>We use lessons learned and what the short-comings that have occurred in each batch as the basis for improving our planning for the next batch. (1)</p>
<p>10.7 How can the dissemination of results be improved?</p>	<p>We can use the results and information more in our trainings with facilitators (2).</p>
<p>10.8 What information needs if any do you think are not being met?</p>	<p>None noted (1,2)</p>

11.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?	The only media that many of our remote barangays have access to is radio. So we have done one radio program on station DXMS and one local station DXUP. We have also received coverage of batch 3 and 5 graduations by ABS CBN TV. We have not had any newspaper articles.
11.2 Under what conditions has the strategy worked best?	It is a poor strategy and it is not included in our budget so we cannot implement the strategy because we have no resources. (1,2)

There is an additional observation made that it would have better to have motorcycles available for transportation instead having to rent vehicles—more cost effective and also easier to get into more remote sites where we are conducting classes (2).

Sometimes we have to ride in boats to sites and we don't have life vests available for our safety. I don't know how to swim (1).

One of the problems is transportation for our graduations. We have very minimal budget and it is hard for us to provide transportation for learners to attend the graduation for example in barangay Ranao Midaba because the barangay officials will not help us (1).

The compensation of the field staff is inadequate compared to the level of effort required to do the work (1,2).

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**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FIELD STAFF/FACILITATORS**

<b>DATE AND TIME:</b>	August 16, 2013,(9:05-10:30)
<b>PROVINCE:</b>	Maguindanao
<b>MUNICIPALITY:</b>	Buluan
<b>BARANGAY:</b>	Poblacion
<b>FACILITATOR:</b>	Zenaida T. Domingo
<b>TRANSLATOR:</b>	Noraisa B. Saban
<b>RECORDER:</b>	Noraisa B. Saban
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1. Johanna Sanso Kanebpal, Female, 34,years old, separated, 1 son 2. Amalia Guiaplos, 46 years old,female of buluan, batch 7, married with 3 child,
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
<b>FACILITATOR ONLY QUESTIONS:</b>	
a. Tell me about your background.	1. BS-Agricultural Education in 2003, Cotabato Foundation College of Science and Technology in Arakan North Cotabato, Before joining LIPAD, she was a teacher of elementary and high school as well as computer technology (accounting and Pilipino) for 8 years in Maguindanao Institute of Technology and learning Center, 2. BS Costume Administration, 1987, Mindanao Institute technology in Cotabato city, before joining LIPAD, she was abroad in 16 year in Jeddha 1988-2005. She married in Jeddha. House help worker
b. What motivated you to want to join the LIPAD Project as a facilitator?	1. She applied, after she was able to identify 50 out of non-literates in her barangay 2. the same as 1
c. Did you volunteer or were you asked?	
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>	
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they	1. Her learners were from remote area; farmers and vendor 2. Her learners make Sayap head gears used during farming

<p>face in their daily lives.</p>	
<p>1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.</p>	<p>1. She had 1 learner who was traumatized when she was abroad because she was told that her whole family died, this experience affected her mind. She attended Batch LIPAD classes but most of the time she seemed to be out of her mind.                  2. She had an old lady learner, she was a merchandiser of a "Sayap". She traveled very far just to attend LIPAD classes</p>
<p>2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p>	<p>1 and 2 -- the training program batch 7 was successful</p>
<p>2.2 Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?</p>	<p>1. 62 enrolled 55 graduated                  2. 50 enrolled, all graduated</p>
<p>2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</p>	<p>1.The drop outs had to attend to their livelihood and did not find time to attend LIPAD classes</p>
<p>3.1 Describe the training you received to become a literacy facilitator.</p>	<p>1 And 2 -- They attended 3 days training center in Tacurong City. They were taught the techniques of teaching the phonosyllabic approach; they made lesson plans and did demo teaching, with the topic given by the training team, and they were also taught how to teach learners how write numbers, addition, subtraction, multiplication and division.</p>
<p>3.2 How effective was the literacy facilitator training offered?</p>	<p>1 and 2 -- effective</p>
<p>3.3 If you were to make any changes to the training, what suggestions would you</p>	<p>1 And 2 More time 3 to 5 days; 3 days is not enough; there should more time for techniques of teaching,</p>

make?	2 Since she is not an education graduate she needs more time for lesson planning sessions
4.1 How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?	1 and 2-- LIPAD's attention to mother tongue is ok because it is familiar to the learner; it is easy to understand. However the learners also requested the facilitators to teach them English, the learners wanted more time for practice and for learning other topics "Parang bitin ang program".
4.2 Are there parts of the Project that are difficult to implement/teach?	1. It is difficult to teach syllable. Like when two letters like B and A (BA) are put together 2. They have no problem in numeracy because of the LAST TWO lottery which is very popular in Buluan. They found it difficult to write the number in words.
4.3 Are aspects of the LIPAD Project that participants seem to not like?	1and 2 they don't want go to the blackboard to write, or read words because their classmates make fun of them when they are mistaken.
4.4 Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?	1-- all were achieved, she even added sessions on writing numbers in words 1 and 2 -- all objective achieve
5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?	1 and 2 -- The learners were happy and satisfied with LIPAD 1. One of her learners said she is now happy watching television because they can identify letters and words 2. One of her learners now can read signs and names of places -- she usually sleeps during her rides and when she wakes up, she knows where is she.
5.2 What changes have occurred in the community as a result of the LIPAD Project?	The community accepted the program
6.1 How well has the LIPAD Project done in ensuring the participation of women?	1. All women 2. 46 women and 4 boys

6.2 What has worked and what could be better?	1 and 2 the curriculum is ok but we need to learn more strategies; there should be more time in writing the report in addition to the 2 days of actual teaching.
6.3 As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?	1 and 2 -- facilitators need to learn more techniques The slow learners should be given more time to do their class work. The facilitators feel that they cannot just get angry at their learners who are older than them.
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	1 and 2-- Some Local Government officers give LIPAD information to the community and provided advice to the facilitator. The barangay chairman gave access to his house and the mosque for the LIPAD classes
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	None
10.1 How effective have you found the LIPAD Program's tracking and reporting system to be?	1 and 2-- satisfactory
10.2 What challenges have you encountered?	1 and 2-- writing the reports needs more time
11.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?	1 and 2 the Kagawad, Suwaib Kamensa , helped in the LIPAD communication work and allowed the Mosque and the DSWD Day care center to be used by Batch 7

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FIELD STAFF/FACILITATORS**

<b>DATE AND TIME:</b>	August 14, 2013, (10:00-11:00 am)	
<b>PROVINCE:</b>	Maguindanao	
<b>MUNICIPALITY:</b>	Sultan Kudarat	
<b>BARANGAY:</b>	Calsada	
<b>FACILITATOR:</b>	Zenaida T. Domingo	
<b>TRANSLATOR:</b>	Noraisa B. Saban	
<b>RECORDER:</b>	Noraisa B. Saban	
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1.Khairia Angas Malusay, 22 years old , female, Single	
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>	
<b>FACILITATOR ONLY QUESTIONS:</b>		
a. Tell me about your background.	<ul style="list-style-type: none"> <li>• She finished 2 years course Computer Secretarial BS secondary Education Major in TLE, graduated at Coland Systems Technology, Inc Cotabato City, 2008 – 2010,</li> <li>• 1st job Sub teacher and computer Instructor,</li> <li>• 2<sup>nd</sup> Job LIPAD,</li> <li>• After LIPAD she worked in Brac</li> <li>• She now work in ARMM Sharia Court as stenographer .</li> </ul>	
b. What motivated you to want to join the LIPAD Project as a facilitator?	Motivated to help educating the illiterate most of whom are also her relatives and neighbors.	
c. Did you volunteer or were you asked?	She was offered by the former project coordinator of LIPAD. She taught batches 1 to 3	
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>		
1.1 It would be interesting to hear about the participants you work with—their	All are residents of Calsada in different puroks (districts/zones). Most of them are women, factory packers, vendors and housewives-- mostly from poor families. She did literacy mapping	

<p>background, the kinds of issues they face in their daily lives.</p>	<p>in Calsada and her learners were 30 to 60 years old. Younger people were just observers</p>
<p>1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.</p>	<p>None</p>
<p>2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p>	<p>Yes</p>
<p>2.2 Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?</p>	<p>Yes the LIPAD learners now teach their children in their school work.</p>
<p>2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</p>	<p>2<sup>nd</sup> batch-- out of 60 plus, there were 6 dropout.                  Reasons: change of residence and some choose their work and their family activities.</p>
<p>3.1 Describe the training you received to become a literacy facilitator.</p>	<p>She had 3 days training: how to introduce the sounds of the alphabet, presentation of demo teaching, numeracy,</p>
<p>3.2 How effective was the literacy facilitator training offered?</p>	<p>Effective naman...</p>
<p>3.3 If you were to make any changes to the training, what suggestions would you make?</p>	<p>Suggestions: More workshops during training to make it interesting and hands on trainings</p>
<p>4.1 How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?</p>	<p>Regular review to know their names, and to fill up simple forms like the ones used in pawnshops, TIN numbers and bank forms</p>

4.2	Are there parts of the Project that are difficult to implement/teach?	She found it difficult to introduce the sounds of the alphabet to the old learners who were hard of hearing and had poor eye sight. She did one-on-one sessions with the learner
4.3	Are aspects of the LIPAD Project that participants seem to not like?	Numeracy
4.4	Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?	3 months completed , all objectives fulfilled
5.1	What changes have you observed in the participants as a result of having participated in the LIPAD Project?	Positive naman....
5.2	What changes have occurred in the community as a result of the LIPAD Project?	Yes, the learners used their time in more productive activities like reading, writing and teaching their children do their home works.
6.1	How well has the LIPAD Project done in ensuring the participation of women?	60 plus learners, all are women participants
6.2	What has worked and what could be better?	She did many visual aids which she put on the wall to draw the attention of the learners, and pot gardening to encourage the learners to do livelihood activities.
6.3	As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?	She was a young facilitator --20 years old—and most of her learners were much older than she is. She learned from them also: about life, and how to have a good living.
8.1	How have local governments or other organizations in the community supported the LIPAD Program?	The LGU provided the venue chairs, 3 graduations they provided transportation funds.

9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	
10.1 How effective have you found the LIPAD Program's tracking and reporting system to be?	Weekly reports were ok naman.
10.2 What challenges have you encountered?	Sometime she was late in submitting report because she was studying.
11.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?	The barangay officers helped to announce the LIPAD activities and they put up tarpaulins in the community hall and other strategic sites.

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FACILITATORS**

<b>DATE AND TIME:</b>	August 15, 2013 (11:00-12:30)	
<b>PROVINCE:</b>	Maguindano	
<b>MUNICIPALITY:</b>	Datu Odin Sinsuat	
<b>BARANGAY:</b>	Margues	
<b>FACILITATOR:</b>	Zenaida T. Domingo	
<b>TRANSLATOR:</b>	Noraisa B. Saban	
<b>RECORDER:</b>	Noraisa B. Saban	
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1. Bai Saima Panalunsong Dicolano, 27 years old, Merriad 4 children,	
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>	
<b>FACILITATOR ONLY QUESTIONS:</b>		
a. Tell me about your background.	BS Agricultural Business Management, graduated 2006 at MSU Maguindanao. Before LIPAD she was with the day care center of Margues 6 months— she handled one session with 3-5 years old children.	
b. What motivated you to want to join the LIPAD Project as a facilitator?	When the Brgy Captain told the community about LIPAD, she was encouraged to apply because she did not have any job at that time (2011).	
c. Did you volunteer or were you asked?	She volunteered.	
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>		
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.	The learners are mostly farmers and some were very old showed little interest to learn. The old learners had poor eye sights and hard of hearing. All of them were residents of Brgy. Margues.	

1.2	Were there any participants in the Program that were different than those targeted? If so, please describe them.	N/A
2.1	What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?	N/A
2.2	Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?	50 participants
2.3	Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?	No dropout but, 2 were not able to attend the graduation ceremonies
3.1	Describe the training you received to become a literacy facilitator.	3 days training in Cotabato last 2011, the training was ok, and she liked the resource person,
3.2	How effective was the literacy facilitator training offered?	The strategy used by the facilitators was positively accepted by the trainees.
3.3	If you were to make any changes to the training, what suggestions would you make?	More good resource persons like her favorite "Kelne Suandi"
4.1	How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?	Sounds of the Alphabet
4.2	Are there parts of the Project that are difficult to implement/teach?	The resource persons were not familiar to the Maguindanaon language which is a difficult language

4.3 Are aspects of the LIPAD Project that participants seem to not like?	
4.4 Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?	<ul style="list-style-type: none"> <li>• The learned how to write first before to learn how to read</li> <li>• In the local community many families don't want to join the literacy program because they feel that once they learn they look for their spouses</li> <li>• Even in the family of Miss Dicolano felt that once she became literate, she would be converted to the Christian religion.</li> </ul>
5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?	The don't use thumbmarks anymore, they are able to buy rice and recognize the prices of commodities
5.2 What changes have occurred in the community as a result of the LIPAD Project?	The community accepted the LIPAD very well. Many people who did not participate in Batch 1 wished LIPAD would have another batch.
6.1 How well has the LIPAD Project done in ensuring the participation of women?	50 learners were all women,
6.2 What has worked and what could be better?	The barangay captain is very persuasive in drawing interest of the community to participate in the LIPAD
6.3 As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?	<ul style="list-style-type: none"> <li>• The adult learners were slower than the younger in recognizing the alphabet and pronouncing the sounds In arithmetic</li> <li>• They found it difficult to recognize the numbers and don't know how to write the number. She regarded her learner as members of her on family like parents aunts,"Umulan bumagyo nandun sila sa school"</li> </ul>
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	Local Executives are o.k. They participated in LIPAD activities; they tried to look for resources like chalks and blackboards

9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	None, they are in other barangay but she can't remember the names of Organizations
10.1 How effective have you found the LIPAD Program's tracking and reporting system to be?	The weekly report became every 15 days when she complained
10.2 What challenges have you encountered?	
10.3 What suggestions would you have to make the system better?	Although they have completed report but they were not paid because LIPAD had no money After one and a half months there were delayed in their payments even if they submitted their reports on time
10.4 Please describe the measures used by the LIPAD Project to assess and report on Project results?	N/A

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR COMMUNITY LEADERS**

DATE AND TIME:	August 16, 2013
PROVINCE:	MAGUINDANAO
MUNICIPALITY:	BULUAN
BARANGAY:	POBLACION (BATCH 1)
FACILITATOR:	GUTIERREZ A. MANGANSAKAN
TRANSLATOR:	
RECORDER:	SAJID M. TAYUAN
NAME, TITLE, ORGANIZATION THEY ARE HEAD:	<ol style="list-style-type: none"> <li>1. APAW M. PIANG (BRGY. CAPTAIN)</li> <li>2. MUSTAPHA ALAMADA (BRGY. COUNCILOR)</li> <li>3. HADJI SUWEB A. KAMENSA (BRGY. COUNCILOR)</li> <li>4. ROBERT M. DABI (BRGY. INFO OFFICER)</li> </ol>
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR COMMUNITY LEADERS:</b>	<b>RESPONSE OF EACH PARTICIPANT:</b>
1.1 Would you describe briefly what you know about the LIPAD project?	<ol style="list-style-type: none"> <li>1. "I was informed about this project by the provincial coordinator. All I can say is that this program is helpful on attaining peace in the community because people will understand more. It can also help people on their daily living especially on their livelihood"</li> <li>2. "A meeting was conducted to introduce this project to us. It is a program to help those elderly to become literate and become more efficient in the community"</li> </ol>
1.2 What was your first impression when you heard about the LIPAD program? Did you feel that it could make a difference in the community/barangay? Has that impression changed as you have gotten to know the program better?	<ol style="list-style-type: none"> <li>1. "This is a very helpful program. As the program gone by, we became eager to have additional programs similar to this"</li> </ol>
1.3 It would be interesting to hear about the people participating in the project-their background, kinds of	<ol style="list-style-type: none"> <li>1. "Our participants consisted of "hat makers", housewives and merchants. As they finished the program, they wished to have business where they can apply what they have learned"</li> </ol>

challenges they face in their daily lives, their expectations when they finish their training.	
3.1 What feedback have you heard from participants or other community members about the LIPAD Project regarding the training being offered there – either positive or negative?	1. "Only positive feedbacks we received from the participants and from other members of the community"
5.1 What changes have you observed in the participants as well as in the community as result of the LIPAD Project?	1. "Yes, many changes were observed on the participants. They became more eager to learn"
5.2 Overall, how would you rate the effects of the LIPAD Project on your community?	1. "I rate the program as Satisfactory"
6.1 Have you heard of anyone who may have encountered problems participating in the LIPAD Project?	1. "None"
8.1 In what ways have you supported the LIPAD Programs?	1. "I have supported this program through information dissemination and encouraging the people to join the program"
8.2 What are your thoughts about the continuation of an adult literacy project in your community to reach more participants?	1. "We want the project to continue for the participants to learn more and also for the other people to join the program"
8.3 In what ways would you support such a project?	1. "We will encourage our constituents to participate and we'll continue to provide venues for trainings"

9.1 Have you heard of the LIPAD Project being adopted/replicated in areas other than its current sites?	1. "Yes"
9.2 If so, where and by whom?	1. "We have heard that the Brgy. Pupul, Brgy. Maslabeng, Brgy. Upper Siling and Brgy. Digal also had similar project conducted by LIPAD as well"
11.1 How well known is the LIPAD Program in your community/barangay? What is said about it?	1. "This program is very well known in our community and all of the people are very thankful to have a project/training like this in our community"
11.2 What would the program need to do to become better known in the community?	1. "By ways of conducting symposium and posting tarpaulins about this project on public places where it can become more visible to the people"

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR COMMUNITY LEADERS**

DATE AND TIME:	August 14, 2013
PROVINCE:	MAGUINDANAO
MUNICIPALITY:	SULTAN MASTURA
BARANGAY:	BRGY. MACABISO
FACILITATOR:	GUTIERREZ A. MANGANSAKAN
TRANSLATOR:	
RECORDER:	SAJID M. TAYUAN
NAME, TITLE, ORGANIZATION THEY ARE HEAD:	<ol style="list-style-type: none"> <li>1. ABDULBASIT K. PANANSARAN (BRGY. CAPTAIN)</li> <li>2. ELIAS USOP ALIMPANG (BRGY. COUNCILOR)</li> </ol>
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR COMMUNITY LEADERS:</b>	<b>RESPONSE OF EACH PARTICIPANT:</b>
1.1 Would you describe briefly what you know about the LIPAD project?	<ol style="list-style-type: none"> <li>1. "The Lipad Project was here to teach those people who were unfortunate to go to school so that they'll be able to learn how to read and write"</li> <li>2. "This is to teach the people how to read and write"</li> </ol>
1.2 What was your first impression when you heard about the LIPAD program? Did you feel that it could make a difference in the community/barangay? Has that impression changed as you have gotten to know the program better?	<ol style="list-style-type: none"> <li>1. "I felt very glad especially when the project will be conducted to the area of Muslim community since majority of the uneducated constituents were among this group. As the project continues, we became more eager to have additional programs"</li> <li>2. "It can really benefit the people"</li> </ol>
1.3 It would be interesting to hear about the people participating in the project-their background, kinds of challenges they face in their daily lives, their expectations when they finish their training.	<ol style="list-style-type: none"> <li>1. "Most of our participants were farmers. Their availability during some of the trainings became a problem since most of them were busy on their livelihood"</li> </ol>

<p>3.1 What feedback have you heard from participants or other community members about the LIPAD Project regarding the training being offered there – either positive or negative?</p>	<p>1. "Participants were happy and felt their importance to the community after they finished the training"</p>
<p>5.1 What changes have you observed in the participants as well as in the community as result of the LIPAD Project?</p>	<p>1. "Their behaviors changed a lot and most importantly they gained knowledge on how to read and write that they can use on their everyday living"                  2. "They became more easier to organize especially when there were barangay meetings and they became more disciplined individuals"</p>
<p>5.2 Overall, how would you rate the effects of the LIPAD Project on your community?</p>	<p>1. "About 80% of improvement was given to the participants through this project, in terms of their knowledge"                  2. "I can also say that 80% improvement was given to them through this trainings"</p>
<p>6.1 Have you heard of anyone who may have encountered problems participating in the LIPAD Project?</p>	<p>1. "Yes"</p>
<p>6.2 If so, what kinds of problems did they face?</p>	<p>1. "Some participants were not able to attend trainings due to financial problems"</p>
<p>6.3 How did they overcome them?</p>	<p>1. "We provide them materials needed for their trainings and we also provide vehicles for them to use on their way to the training venues"</p>
<p>8.1 In what ways have you supported the LIPAD Programs?</p>	<p>1. "As barangay officials, all of the problems being encountered during those trainings were brought to us and we were the ones who find a way to solve those problems"</p>
<p>8.2 What are your thoughts about the continuation of an adult literacy project in your community to reach more participants?</p>	<p>1. "We want the project to continue for the participants to learn more and also to gain more"</p>

8.3 In what ways would you support such a project?	1. "We will encourage our constituents to participate to the project"
9.1 Have you heard of the LIPAD Project being adopted/replicated in areas other than its current sites?	1. "Yes"
9.2 If so, where and by whom?	1. "We have heard of Brgy. Tambo and Brgy. Tapayan also conducted similar trainings"
11.1 How well known is the LIPAD Program in your community/barangay? What is said about it?	1. "Very well known, not all barangays were fortunate to have this kind of project and many people wished that they were also part of the project"
11.2 What would the program need to do to become better known in the community?	1. "The participation of the Mayor and other officials in spreading and encouraging the people to join and participate in this trainings is verily needed for this to become more known"

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR COMMUNITY LEADERS**

DATE AND TIME:	August 15, 2013
PROVINCE:	MAGUINDANAO
MUNICIPALITY:	DATU ODIN SINSUAT
BARANGAY:	BRGY. MARGUES
FACILITATOR:	GUTIERREZ A. MANGANSAKAN
TRANSLATOR:	
RECORDER:	SAJID M. TAYUAN
NAME, TITLE, ORGANIZATION THEY ARE HEAD:	<ol style="list-style-type: none"> <li>1. MOHALIKIN DIOCOLANO (BRGY. CAPTAIN)</li> <li>2. HADJI SIDIK AGKIR (BRGY. COUNCILOR)</li> <li>3. EBRAHIM P. DIOCOLANO (BRGY. COUNCILOR)</li> </ol>
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR COMMUNITY LEADERS:</b>	<b>RESPONSE OF EACH PARTICIPANT:</b>
1.1 Would you describe briefly what you know about the LIPAD project?	<ol style="list-style-type: none"> <li>1. "it's a project that can help and benefit the people who doesn't know how to read and write"</li> <li>2. "A program for elders who were illiterate. This aims to make the illiterate become literate"</li> <li>3. "This is to enhance the efficacy of the participants in terms of their everyday living by learning how to read and write"</li> </ol>
1.2 What was your first impression when you heard about the LIPAD program? Did you feel that it could make a difference in the community/barangay? Has that impression changed as you have gotten to know the program better?	<ol style="list-style-type: none"> <li>1. "My first impression on this project was it can really help my constituents"</li> <li>2. "A program that can be helpful to the people and can help them to gain more knowledge by learning how to read and write"</li> </ol>
1.3 It would be interesting to hear about the people participating in the project-their background, kinds of challenges they face in their daily lives,	<ol style="list-style-type: none"> <li>1. "Most of our participants have no work, they are wanting to have at least a cattle to aid them on their everyday living"</li> </ol>

<p>their expectations when they finish their training.</p>	
<p>3.1 What feedback have you heard from participants or other community members about the LIPAD Project regarding the training being offered there – either positive or negative?</p>	<p>1. "Participants were very thankful of being a part of the trainings because they were given a chance to learn"</p>
<p>5.1 What changes have you observed in the participants as well as in the community as result of the LIPAD Project?</p>	<p>1. "They can now travel alone to other places without the fear of getting lost since they already know how to read and write. They are also now capable of going to the bank"</p>
<p>5.2 Overall, how would you rate the effects of the LIPAD Project on your community?</p>	<p>1. " I rate the program as Satisfactory because it satisfied most of our participants"</p>
<p>6.1 Have you heard of anyone who may have encountered problems participating in the LIPAD Project?</p>	<p>1. "NO"</p>
<p>6.2 If so, what kinds of problems did they face?</p>	<p>1. "Some participants were not able to attend trainings due to financial problems"</p>
<p>6.3 How did they overcome them?</p>	<p>1. "We provide them materials needed for their trainings and we also provide vehicles for them to use on their way to the training venues"</p>
<p>8.1 In what ways have you supported the LIPAD Programs?</p>	<p>1. "As barangay officials, all of the problems being encountered during those trainings were brought to us and we were the ones who find a way to solve those problems"</p>
<p>8.2 What are your thoughts about the continuation of an adult literacy</p>	<p>1. "We want the project to continue for the participants to learn more and also to gain more. Aside from that, our educators were also gaining from it since they were receiving money as their</p>

project in your community to reach more participants?	honorarium"
8.3 In what ways would you support such a project?	1. "We will encourage our constituents to participate to the project"
9.1 Have you heard of the LIPAD Project being adopted/replicated in areas other than its current sites?	1. "Yes"
9.2 If so, where and by whom?	1. "We have heard that the Brgy. Tambak, Tanwil, Magelco and Capitol also had similar project conducted by LIPAD as well"
11.1 How well known is the LIPAD Program in your community/barangay? What is said about it?	1. "70% of our constituents knew about this project"
11.2 What would the program need to do to become better known in the community?	1. "We try to ask assistance of our Sitio leaders and all of the Masjids on spreading the info about this and encouraging them to participate"

### FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FIELD STAFF/FACILITATORS

<b>DATE AND TIME:</b>	August 14,2013, 8:45-9:45 am	
<b>PROVINCE:</b>	Maguindanao	
<b>MUNICIPALITY:</b>	Sultan Mastura	
<b>BARANGAY:</b>	Macabiso	
<b>FACILITATOR:</b>	Zenaida T. Domingo	
<b>TRANSLATOR:</b>	Noraisa B. Saban	
<b>RECORDER:</b>	Noraisa B. Saban	
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1.Dayana Mama Alimpang, female, graduate of Business Administration Major in Banking Finance in Dela Vida College in Cotabato City (2004), 31 years old, single	
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>	
<b>FACILITATOR ONLY QUESTIONS:</b>		
a. Tell me about your background.	Before LIPAD, she did volunteer work in community projects and assisted community projects, like doing census work as enumerator,	
b. What motivated you to want to join the LIPAD Project as a facilitator?	To share her knowledge and help the people of the community to gain literacy	
c. Did you volunteer or were you asked?	MKFI made announcements through the Brgy. Captain and they informed the community about openings in LIPAD on possible jobs as facilitators. Of the three applicants, Dayana was selected to be the facilitator of Macabiso.	
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>		
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.	Most learners are housekeepers and farmers, with no opportunities to go to school because of poverty. Maguindanao province is one of the poorest areas in the country and the population has little learning opportunities.	
1.2 Were there any participants in the Program	There were businessmen who wanted to join LIPAD but were very busy in business	

<p>that were different than those targeted? If so, please describe them.</p>	<p>and livelihood activities.</p>
<p><b>2.1</b> What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p>	<p>Batch 1 achieved the project objectives.</p>
<p><b>2.2</b> Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?</p>	<p>They are now able to go to the bank and do their business transactions.</p>
<p><b>2.3</b> Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</p>	<p>There were 13 drop-outs in Batch 1, mostly males who had to attend to their work/livelihood.</p>
<p><b>3.1</b> Describe the training you received to become a literacy facilitator.</p>	<p>She underwent 3 days training : how to teach the sounds of the letters in the alphabet, numeracy, good manners, family communication,</p>
<p><b>3.2</b> How effective was the literacy facilitator training offered?</p>	<p>Effective</p>
<p><b>3.3</b> If you were to make any changes to the training, what suggestions would you make?</p>	<p>Make it better-- training days to be increased to 5 days, more family communication topics so that the members of the family would be closer to one another.</p>
<p><b>4.1</b> How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?</p>	<p>Successful, the sounds of the alphabet were learned by the participants ,</p>
<p><b>4.2</b> Are there parts of the Project that are difficult to implement/teach?</p>	<p>The sound NG, division and multiplication.</p>
<p><b>4.3</b> Are aspects of the LIPAD Project that participants seem to not like?</p>	<p>The sound NG and the division, multiplication</p>
<p><b>4.4</b> Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What</p>	<p>None, she tried to do her very best</p>

<p>suggestions do you have to overcome them?</p>	
<p><b>5.1</b> What changes have you observed in the participants as a result of having participated in the LIPAD Project?</p>	<ul style="list-style-type: none"> <li>• They improve specially their manners and they also were able to teach their children to became courteous</li> <li>• During elections/ registrations they used to just put their thumbmarks, but now, they can sign their names.</li> </ul>
<p>5.2 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>The neighbors of the participants got encouraged and observed the classes and then enrolled in the next batches.</p>
<p><b>6.1</b> How well has the LIPAD Project done in ensuring the participation of women?</p>	<p>Out of 50participants, 40 were women and 10 were men. Most of the learners were 26 to 40 plus years old.</p>
<p><b>6.2</b> What has worked and what could be better?</p>	<p>What could be better: more livelihood topics</p>
<p>6.3 As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?</p>	<p>In teaching adults, facilitator should not talk fast. Adult learners are “medyo makulit”. As much as possible, facilitators should repeat and review the lessons the next day. Facilitators have to show respect always because the learners are very sensitive. Sometimes they get angry at the facilitator who is much younger,” ANAK lang kita ako pa ang pagsabihan mo”.</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<p>Yes they help in communicating and informing the community about the LIPAD activities</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>None</p>
<p>10.1 How effective have you found the LIPAD Program’s tracking and reporting system to be?</p>	<p>Weekly report is submitted to the O.R.C. office. It is difficult to do this report,</p>
<p>10.2 What challenges have you encountered?</p>	<p>The first week was a challenge: adjusting the schedule of the learner, tardiness because the learners had to do their home activities,</p>

10.3 What suggestions would you have to make the system better?	Suggestion: make it twice a month report.
10.4 Please describe the measures used by the LIPAD Project to assess and report on Project results?	
10.5 How reliable and adequate do you think are measuresthat are being used to assess and report on Project results?	
10.6 In what ways have you use M&E results?	
10.7 How can the dissemination of results be improved?	
10.8 What information needs if any do you think are not being met?	
11.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?	Because it is the barangay chairman and officers making announcement about LIPAD, the community member's readily participate.
11.2 Under what conditions has the strategy worked best?	

# SULU

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FIELD STAFF/FACILITATORS**

<b>DATE AND TIME:</b>	August 7, 2013
<b>PROVINCE:</b>	Sulu
<b>MUNICIPALITY :</b>	Indanan, Maimbong, Talipao, Panamao Kajapian Bar, Jolo City
<b>BARANGAY:</b>	
<b>FACILITATOR:</b>	Zenaida T. Domingo
<b>Venue of FGD:</b>	MKFI Regional Office of Zamboanga
<b>RECORDER:</b>	
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1.Hashim Ayusah, 34 yo, single male, resident of Jolo, Sulu 2. Darwisa Maring,. 32 yo, female, married, from Kasanyangan Village. Jolo, Sulu 3 .Hja Mylene Rasul, 45yo, married, from Jolo, Sulu

<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
<b>FACILITATOR ONLY QUESTIONS:</b>	
a. Tell me about your background.	1. Pharmacist and did medical mission work as a volunteer 2. Education graduate (non-passer of LET), was a volunteer teacher until she got absorbed by LIPAD 3. Graduate of nutrition and dietetics and did medical mission work as a volunteer
b. What motivated you to want to join the LIPAD Project as a facilitator?	1,2 and 3—they are familiar with community development work and they see the need to give a second chance to the poor members of the community in terms of educating themselves and making life more worth living
c. Did you volunteer or were you asked?	1,2 and 3 – they volunteered
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>	
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they	1 Was a facilitator in Batches 1 and 2 -- Barangay Poblacion in Indanan; Batch 3— Barangay Laum Mambung in Maimbong; Batch 5—Barangay Pantao in Talipao; Batches 6 and 7—Barangay Poblacion in Panamao –

FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS	RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)
face in their daily lives.	<p>Total number of Batches facilitated—6 (Batches 1,2,3,5, g and 7)</p> <p>2 was a facilitator in the following batches:                      Batches 1 and 2—Barangay Kajapian, Indanan                      Batches 3 and 4—Barangay Bung Liban, Talipao                      Batches 5 and 6—Barangay Samak in Talipao and Maubo in TALipao</p> <p>3 was a facilitator in:                      Batch 1—Barangay Raymundo, Jolo City                      Batch 2—Barangay Raymundo, Jolo City                      Batch 3—Barangay Bulao Lahi, Maimbong                      Batch 4 – Barangay Lunggang, Maimbong                      Batches 5 and 6—Barangay Datag Limbon, Maimbong                      Batch 7-- Barangay Kan Ukol, Panamao</p> <p>1,2 and 3--</p> <ul style="list-style-type: none"> <li>• All learners are non-literate, 16 is the youngest and 80+ is the oldest the average age of their learners as revealed in the Sulu literacy mapping</li> <li>• Housewives, farming aides, hand to mouth existence, “isang kahig isang tuka</li> <li>• Hard working members of the community, but no beggar learner</li> </ul>
1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.	1,2,3—none. All belong to the categories described as target participants of LIPAD
2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?	1,2,3—100% accomplished
2.2 Were there any unintended results that	<ul style="list-style-type: none"> <li>• ID system was introduced by Sulu – the learners always carry their IDs and show them</li> </ul>

FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS	RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)
<p>were brought about by the LIPAD Project — either positive or negative?</p>	<p>whenever to authorities (police and other local authorities) to show them that they are residents of Sulu and not strangers from other places.</p> <ul style="list-style-type: none"> <li>• The IDs also some form of a discount card –e.g. in vehicle fares from TawiTawi to Sulu (and vice-versa) as well as other transactions in business establishments</li> <li>• Sulu LIPAD facilitators trained 30 day care workers from DSWD, an indication that the community and other community organizations/institutions recognize their capabilities as education leaders in the community</li> </ul>
<p>2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</p>	<p>1,2 and 3 -- only about 1% of the total number of enrollees from Batches 1-8</p>
<p>3.1 Describe the training you received to become a literacy facilitator.</p>	<p>1,2,3—They are satisfied with the training they received. The content and strategies discussed during the training were relevant and had a good fit with the community</p>
<p>3.2 How effective was the literacy facilitator training offered?</p>	<p>1,2,3-- Effective</p>
<p>3.3 If you were to make any changes to the training, what suggestions would you make?</p>	<p>1,2,3—extend the number of days from 1.5-2 days to 3-4 days, to include more demo lessons</p>
<p>4.1 How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?</p>	<p>1,2,3--Sulu had several accomplishments:</p> <ul style="list-style-type: none"> <li>• A lesson plan of 1 was chosen as the best lesson plan and is now part of the blue book of LIPAD</li> <li>• Sulu revised the weekly module as the facilitators felt that they needed more fit to the LIPAD guide. They also included sections on peace education, health, sanitation and</li> </ul>

FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS	RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)
	hygiene
4.2 Are there parts of the Project that are difficult to implement/teach?	1,2,3—math, numeracy; some parents ask why the children say the letters of the alphabet while the LIPAD method is phono-syllabic
4.3 Are aspects of the LIPAD Project that participants seem to not like?	1,2 and 3--Borrowing (in match) and multiplication
4.4 Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?	1,2 and 3--The techniques and processes taught are okay but they are generally difficult to implement for slow learners
5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?	1,2 and 3—Learners have become more confident in their activities
5.2 What changes have occurred in the community as a result of the LIPAD Project?	1,2 and 3: <ul style="list-style-type: none"> <li>• The community has been quite cooperative and committed to the project. They hope they are also taught English, not just the vernacular and Filipino</li> </ul>
6.1 How well has the LIPAD Project done in ensuring the participation of women?	1,2 and 3—more women than men
6.2 What has worked and what could be better?	1,2 and 3: <ul style="list-style-type: none"> <li>• The Sulu facilitators formed Wednesday Club to share experiences, conduct peer teaching, solve problems together, prepare reports for the next week meeting 'with LIPAD monitor (provincial coordinator), do visual aids, discuss challenges and develop strategies to address</li> </ul>

FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS	RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)
	<p>them, plan activities together</p> <ul style="list-style-type: none"> <li>• Provincial coordinator is competent and very conscientious and provides incentives, e.g.: the first 5 facilitators who submit their blue books' reports are given rewards (cell phone load, star in their names in the provincial office, etc.), umbrellas, house gadgets and other items to be used in the LIPAD classes</li> <li>• There is a Quiz Bee type of activity in Sulu LIPAD: it selects the top 3 per class per barangay who will be representatives in the municipality-wide quiz bee. The winner of each municipality competes with the other top learners in other municipalities, and the top one in the whole province is chosen. Transportation is provided by the local government units</li> <li>• At the end of each batch, the facilitators have a gathering – some sort of a reflection session share their experiences and determine lessons learned</li> <li>• A man with three wives enrolled in LIPAD and the program helped them to live amicably with one another.</li> <li>• There was a rido in one barangay and in one session, a learner was writing on the blackboard and gunshots were fired. When she looked around, there was no one in the room. The other learners left, leaving their personal belongings but took their LIPAD materials.</li> </ul>
<p>6.3 As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?</p>	<p>1—disabilities or impairment is not an obstacle to learning. One of his learners had a hand disability (komang) became his top one learner and later also became the top one learner of the whole province of Sulu.</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<p>1,2 and 3—</p> <p>Some organizations/government agencies work with LIPAD:                      3--In San Raymundo of Jolo, the Barangay Captain introduced a lending program to LIPAD beneficiaries (P2,000 payable every week in the amount of P50, interest free.</p>

FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS	RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)
	<ul style="list-style-type: none"> <li>• In Batches 3,4,5 and 6, the barangay captain gave an additional allowance of P2,000 to the facilitators, plus transportation allowance from Maimbong to Jolo</li> <li>• LIPAD has developed some partnership with the military which provides transportation facilities to the learners so that they can attend classes and join the graduation ceremonies</li> <li>• Since Batch 1, the military provides personnel who serve as LIPAD resource persons and tutors and gives other technical assistance/advice to learners (counseling, coaching, tutoring)</li> <li>• Sulu has a time slot in weekly radio broadcasts where LIPAD can describe its activities and make project announcements</li> <li>• LIPAD is also featured in the Sulu Gazette, the official publication of the province.</li> <li>• The Department of Agriculture give plant seeds to graduates of LIPAD</li> </ul>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>LLFS of DSWD (Livelihood Literacy and Food Sufficiency Program)</p>
<p>10.1 How effective have you found the LIPAD Program's tracking and reporting system to be?</p>	<p>1,2 and 3--Weekly reports are given to the Provincial Coordinator who is quite efficient in monitoring and reviewing these reports</p>
<p>11.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?</p>	<p>The facilitators are part of the information drive for LIPAD</p>

# TAWI-TAWI

**FOCUS GROUP QUESTIONS RECORDING FORM FOR FEMALE PARTICIPANTS**

<b>DATE AND TIME:</b>	August 6, 2013, 9:30AM –10:30 AM
<b>PROVINCE:</b>	Tawi-Tawi
<b>MUNICIPALITY:</b>	Bongao
<b>BARANGAY:</b>	Karungdong
<b>VENUE OF CLASSES</b>	Karungdong Elementary School
<b>BATCH</b>	9
<b>INTERVIEWER/ADULT LEARNING SPECIALIST</b>	Dr. Noemi Silva
<b>FACILITATORS:</b>	Rufina Ukad; Delniza Akmad
<b>TRANSLATER:</b>	Zenaida S. Tangkian
<b>RECORDER:</b>	Wilfredo R. Melicor
<p>NAMES, GENDER, AGES OF PARTICIPANTS:</p> <p>Tell us about yourself.</p>	<ol style="list-style-type: none"> <li>1. Nur In Musrikal: 26 yrs. old; grade 4; 4 children; livelihood: collecting &amp; breaking of stone for construction of building/houses(gravel quarrying)</li> <li>2. Nurdiya Sayari : 35 yrs. old; Grade 1; 4 children; husband’s occupation: farming</li> <li>3. Jocelyn Angkaya : 36 yrs. old; Grade 2; 4 children; husband’s occupation: farming</li> <li>4. Annura Nassih : 30 yrs. old.; 4 children; No schooling; livelihood: collecting &amp; breaking of stone for construction of building/houses(gravel quarrying)</li> <li>5. Hannang Jamdah: 26 yrs. old; Grade 4; 2 children; Livelihood: farming.</li> <li>6. Pondong Radzma : 31 yrs old., Grade 1; 7 children; Livelihood: farming.</li> <li>7. Umami Hasim : 32 yrs. old.; Grade 1; 3 children; Livelihood: farming.</li> <li>8. Jahara Mohammad: 38 yrs. old; No schooling; 6 children; Livelihood: farming.</li> <li>9. Tanang Sali : 40 yrs. old; Grade 1; 6 children; Livelihood: farming.</li> <li>10. *Bahsan Hassan : 39 yrs. old; Grade 3; 9 children; Husband’s occupation: farmer</li> <li>11. *Ladja Abdurakman: 45 yrs. old. ; 9 children; no school, husband: farmer</li> <li>12. *Langka Barri : 43 yrs. old; 8 children; no school; husband- farmer</li> <li>13. Ramha Alih : 24 yrs. old; third year high school; 4 children; husband: farmer</li> </ol> <p>*Names were not in the list for Batch 9 but they claim that they are currently attending the LIPAD literacy classes.</p>

FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:	RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)
<p>2.1 What have you learned from the LIPAD Project?</p> <p>2.2 And how are you using what you have learned?</p>	<p>2.1</p> <p>3: I know how to read numbers and write my name.</p> <p>10: just like others, I learned how to write my name, and read numbers.                      We were taught how to take care of our children properly.                      We also taught to our children what we have learned from the class,.</p> <p>2: We were taught how to sing and talk in front of the class.                      Pregnant learners are given pre-natal services, and advice to bring their children to RHU for immunization:</p> <p>4 and 8: Before we don't have self confidence. During election we were assisted by somebody else to write our votes. Now we can vote on our own.</p> <p>2.2</p> <p>10: We also taught to our children what we have learned from the class.</p> <p>12: I am determined to learn so that I could transfer this learning to my children and help them, for example doing their assignments.</p> <p>4: When I go to the market, I already know how to read the price tag. I know how much is my change and nobody can fool me anymore.</p> <p>All (13) learners : during election they were able to write their names. They practiced writing the day before election so that it will not take them too long to process the voting.</p>
<p>3.1 Can you tell us what parts of the program you like best? Like least?</p>	<p>2 : I'm happy that I am one of the learners of LIPAD Project because I learned how to read and write.</p> <p>All (13) learners: We started attending the class June 15, 2013. We want that this program will continue so that we will learn many things not only read and write.</p> <p>3: We want to level up our studies by continue attending classes of LIPAD.</p> <p>All (13) learners: They like all the aspects of the project.</p>
<p>3.2 If you were to make adjustments to the program to</p>	<p>ALL (3) learners: Not to stop the program instead continues until all are able to read and write.</p> <p>1 : Some of us live very far from the school, it took us almost 1 hour walking to reach the</p>

<p>make it better, what would you suggest?</p>	<p>School. So we suggest another school nearer to our residence.                  13: A lot of senior citizens in our area want to join the LIPAD program but they cannot because they can no longer walk very far.</p>
<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>5: It made me proud of myself.                  13: The program made me boost my self-confidence.</p>
<p>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</p>	<p>4: I have a peace of mind now that I can read and write.                  10: I am very much happy, now that I can teach my children at home.                  9: Is one way that I am now a member of CCT.                  12 &amp; 11: Because of CCT, I can send my children to school because it is one of the requirements in CCT.</p>
<p>5.3 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>10: Our source of living is improving.                  4: The presence of adult literacy itself is a major change happened in our community. We are no longer ignorant.                  13: My children are very happy that they are now in school because of CCT.                  11: My children are very proud because we are all going to school.</p>
<p>6.1 Were there any barriers/obstacles that hindered your participation in the project?</p>	<p>3: When it coincides with occasions in the community, I cannot attend my classes.                  12: During planting cassava, I cannot go to class</p>
<p>8.1 How have local governments or other organizations in the</p>	<p>All (13) learners: Brgy. Captain gave us snacks during classes. Very supportive if time when we need like when we have no rice, he will give us rice.</p>

<p>community supported the LIPAD Program?</p>	<p>Note: We conducted our class at Karundong Elem School.                  Schedule 8 – 11- sat. 30 students 2 facilitators each day (Rufina Ukad, &amp; Delniza Akmad)                  8 – 11 Sunday, 30 students (Rufina Ukad, &amp; Delniza Akmad)</p> <p>13: Teachers gave the schedule because some are staying far.</p> <p>2, 12, 11, 10 &amp; 4: Our house is very far from school. During school time we leave our house at 7:00 am just to attend classes (even if it is raining).</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>3: Barangays Lapid-Lapid and Tubig Tanah. We were informed by Ma'am Teng.</p>
<p>11.1 How did you find out about the program?</p>	<p>4: During meetings of Pantawid program, she announced to the group and set a schedule for mtg. The leader to the CCT announced to the group if they want to join the program.</p>
<p>11.2 What made you want to join? How did you think it would help you?</p>	<p>3: Nobody's told me to join the Program, it was myself who was willing to participate in the Program. It gives motivation for me to learn.</p> <p>12: I really want to learn to read &amp; write.</p> <p>4: Do you think, I would refuse the program, the fact that it is clear to me that it could help me how to read and write?</p>
<p>11.3 What do you think are the best ways to get people like yourself to join the Program?</p>	<p>3: If others want to join the program, they have to come &amp; join.</p> <p>4: There are others who are old who want to join the program but they cannot walk because it's too far.</p> <p>5: Bring the project to the local community, nearer to their residences so that they can attend the class.</p>

### **Observations:**

The target respondents for the interview were all present. However, the interviewer decided to include all the female learners (some with children) who were present because they lived far and walked at least for an hour to attend the FGD.

The learners were more open to be interviewed and shared their experiences about the project. Most (10) of them are articulate in the local dialect so it was not difficult for the translator to convince them to respond.

All the respondents rated the LIPAD literacy project as highly satisfactory and they expressed their appreciation for this opportunity. All are also CCT beneficiaries.

They brought their learning kits and it was obvious that they have a commitment to learn.

The interview went smoothly and respondents expressed their deep appreciation for the visit in their barangay so they can be interviewed. This made them feel very important.

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**FOCUS GROUP QUESTIONS RECORDING FORM FOR FEMALE PARTICIPANTS**

<b>DATE AND TIME:</b>	August 5, 2013, 11:15 A.M -12:35 P.M.
<b>PROVINCE:</b>	Tawi-Tawi
<b>MUNICIPALITY:</b>	Bongao
<b>BARANGAY:</b>	Pahut
<b>VENUE OF CLASSES</b>	Pahut Day Care Center
<b>BATCH</b>	9
<b>INTERVIEWER/ ADULT LITERACY CONSULTANT</b>	Dr. Noemi B. Silva
<b>FACILITATOR:</b>	Aisa Salapuddin
<b>TRANSLATER:</b>	Zenaida S. Tangkian
<b>RECORDER:</b>	Zenaida Tangkian
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	1. Jumaatiya Tanasi - 59 2. Jarma Alawi -38 3. Lolina Majid -47 4. Sitti Naida Dundain -30 5. Delmalyn Arad - 30 6. Polmilasa Heni -20 7. Nulaida Biljara – 25 All the above respondents were identified in the sampling Absent: Silma Akmadul

<b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>
1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	1. 59 yrs; schooling up to Grade 2; 6 children, 3 Male; 3 Female; 22 grandchildren, work by watching the coconuts for a landowner, husband unemployed, , eldest child had reach high school, the 2 <sup>nd</sup> child reached third yea college . Had continued attending the literacy program for the third batch. 2. 38 yrs, schooling up to Gr. 3; 6 children (20 – 2 yrs), 3 Male, 3 Female, husband – fisherman; housekeeper: takes care of young children, , all children go to school. Had attended the previous

FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:	RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)
	<p>batch and had joined Batch 9.</p> <p>3. 47 yrs, schooling up to Grade 4, children: all girls, separated; children working by doing laundry, children have no schooling at all. Had continued attending the literacy program for the third batch.</p> <p>4. born 1983, schooling up to Grade 2, 6 children and pregnant with 7<sup>th</sup> child, housekeeper, husband is a farmer, eldest children reached Grade 5 and Grade 4 and, stopped schooling, youngest child is 2 years old, Batch 9</p> <p>5. born 1983 (does not know age) , schooling up to 1st year HS , 2 children in Grade 4 and in Day care, housekeeper, husband is a farmer and part-time motorcycle driver, Batch 9</p> <p>6. 20 yrs., no schooling , 1 child, husband is a fisherman,; housewife, Batch 9</p> <p>7. 25 years, no schooling , 4 children, 2 Female, 2 Male; husband is a fisherman, housewife, Batch 9.</p>
<p>2.1 What have you learned from the LIPAD Project?</p> <p>2.2 And how are you using what you have learned?</p>	<p>4. I learned about the alphabets</p> <p>1. I learned to read and write, the big letters and small letters</p> <p>6. cannot read and write, I came later in the program</p> <p>7. cannot read and write; came late in the program</p> <p>3. I learned simple addition and subtraction</p> <p>1 , 4, 2. Improved my reading and writing</p> <p>3. I can teach my children to read and write</p> <p>1. During the election, there was no need for assistance. I voted on my own., self-confidence</p> <p>1 and 2. We use this when we go to the market, we can read the price and know the how much change when we buy something</p>
<p>3.1 Can you tell us what parts of the program you like best? Like least?</p>	<p>2. I like best because I can write my name,</p> <p>1 I learned more skills from the project</p> <p>7. I like attending classes;</p> <p>3. I can now list those who borrow money and give proper change because I can count.</p> <p>Seven respondents liked all aspects of the program and they have no complains.</p>

FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:	RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)
3.2 If you were to make adjustments to the program to make it better, what would you suggest?	1. After the literacy program, I would like to train on livelihood projects 2. I like the program to teach us additional skills to make a living 3 and 5. – livelihood training 4 and 1. Training on child and health care
5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?	1. I gained more self-respect because I learned how to read and write. 3. I can now socialize with others without feeling shy. 2. I gained self-confidence
5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?	3. Before I cannot read or write; now I see a better future 4 Before no mother teach their children, now more mothers teach their children and this is good for the future 1. I appreciate my literacy skills so I encourage others , particularly my grand children to go to school
5.3 What changes have occurred in the community as a result of the LIPAD Project?	1, 2 – we can now socialize with others without fear 3 – more of us are free to go out and talk to people 4,5 – we are free, not ignorant
6.1 Were there any barriers/obstacles that hindered your participation in the project?	3 schedule was flexible and based on our availability 2 happy, no problem, 5. instead of staying in house, I go to school which is good. 4. No problem. I schedule my house chores 7 of the respondents agreed that there were no barriers or problem since they have agreed on the schedule of classes. *However, they were absent sometimes because they have to work and earn a living, a child got sick, Ramadan, learner or husband got sick. Nobody took care of their young children, do some major household chores. ** schedule of classes: Saturday and Sunday 8-10 AM , school supplies and other related materials were provided
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	3. The barangay provided us snacks: bread 1. The barangay officials are very supportive; provided transportation during our graduation in Rachel's Place in Bongao

FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:	RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	1. Yes, Sanga Sanga. 2. We met them during graduation those who came from Ungus, Silugbo, Karungdong 3, 4,5 agreed that LIPAD Projects are being conducted in other barangays
4,11.1 How did you find out about the program?	1. from barangay officials, 7. coordinator went house to house, gathered our schedules 5 there was an initial meeting and 3 the coordinator gathered schedule for availability
11.2 What made you want to join? How did you think it would help you?	3 there was no age limit, even if I am old, I am willing to learn 1 my eagerness to learn pushed me to join 3. no work at home so I decided to attend classes 2. I did not listen to discouragement of other people, even their joke about my schooling at my old age 1. I enjoy learning
11.3 What do you think are the best ways to get people like yourself to join the Program?	3. go house to house 2. constant follow-up 1 We started at 30 plus learner, now because of dropouts, we are now 20 plus. There should be willingness to attend classes regularly 7. additional enrollees are accepted regardless of the schedule

**Additional Notes:**

**Participants were asked to rate the LIPAD Project.**

On a scale of 1 to 5 with 1 not satisfied at all to 5 being highly satisfied, how will you rate the LIPAD Project?

Learners 1, 6 and 7 rated the project as 4

Learners 2, 3, 4 and 5 rated the project as 5

All the 7 participants are very thankful and appreciative of their participation in the literacy project.

**Worthwhile Quote:**

*"As a grandmother, I feel good to be able to read and write. It had greatly improved my confidence and my feeling of self-worth. I was able to vote during the election without assistance. Now, I feel that I am respected by others."* - **Jumaatiya Tanasi** – 59, Barangay Pahut, Bongao , Tawi Tawi

**Observations:**

The Program evaluation team arrived late due to the late arrival of the plane in Tawi Tawi but the female learners patiently waited for more than 2 hours. Considering that it is Ramadan, this indicates their commitment to share their experiences about the project.

At first, they were shy to talk but after they got comfortable with the interviewer and translator, they opened up and shared their experiences except for Learner 6 and 7, who just joined Batch 9 at a later date, who were very shy and were not able to articulate their views.

Three learners (1, 2, and 3) had attended the previous batches (they had attended their graduations). They opted to attend Batch 9 so they can be more skillful in reading and writing. Their confidence to talk about the LIPAD Project was very obvious. This reveals that the length of training in a batch may not be sufficient for learners who may have no schooling at all.

Overall, the interview went smoothly and ended on a positive note.

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**FOCUS GROUP QUESTIONS RECORDING FORM FOR FEMALE PARTICIPANTS**

<b>DATE AND TIME:</b>	August 5, 2013 1:36PM – 2:45PM
<b>PROVINCE:</b>	Tawi-Tawi
<b>MUNICIPALITY:</b>	Bongao
<b>BARANGAY:</b>	Sanga-Sanga
<b>VENUE OF CLASSES</b>	Kalang Beach/ Kalang Social Hall
<b>BATCH</b>	9
<b>INTERVIEWER/ADULT LEARNING SPECIALIST</b>	Dr. Noemi B. Silva
<b>FACILITATOR:</b>	Sitti Rabia Amilhamja (as listed)
<b>TRANSLATER:</b>	Zenaida S. Tangkian
<b>RECORDER:</b>	Wilfredo Melicor
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>  <b>Tell us about yourself.</b>	<ol style="list-style-type: none"> <li>1. *Salmarinda Salbayan – 30yrs. old, no schooling, 4 children, husband-fisherman, labandera (laundrywoman)</li> <li>2. *Halariya Timpa – 28 yrs. old, 2 children, laundrywoman, husband-fisherman</li> <li>3. *Isniraya Yusop – 40 yrs.old, 5 children, husband-no work, laundrywoman 1<sup>st</sup> child-married already, 2<sup>nd</sup>-out of school, 3<sup>rd</sup>-married, youngest-valedictorian, 1<sup>st</sup> yr high school.</li> <li>4. *Dimang Aluddin – 32 yr. old, Grade II</li> <li>5. *Galsariya Lansarati – 40 yrs. old, 3 children, all children were married, husband-carpenter (boats), housekeeper</li> <li>6. *Janaiya Masarani – 50 yrs. old, 8 children, no schooling, labandera</li> <li>7. *Elmaripa Label – 19 yrs. old, 2 children, no schooling, labndera, husband-fisherman</li> <li>8. *Nursiya Seso - 60 yrs. old, 6 children and all are married, no schooling, mat weaving, husband-fisherman</li> <li>9. *Habiba Kalawan – 13 yrs. old, single, no schooling, 5 siblings (1 boy &amp; 4 girls), all are out of school</li> <li>10. *Delmalisa Karel – 18 yrs. old, 1 child, no schooling, labandera, husband-fisherman</li> <li>11. *Amida Bolpera – 17 yrs. old, single, Grade 6 (Tubig-Indangan, Simunul), 9 siblings and only her was in school, father-fisherman, mother-housewife</li> <li>12. *Evelyn Panyong – 42 yrs. old, married, 4 girls and 3 boys, Grade III, husband-fisherman</li> <li>13. *Luisa Tahil – 28 yrs old, 5 children (2 are schooling), 2<sup>nd</sup> yr high school, labandera, husband-fisherman</li> </ol>

	<p>14. *Jubaira Berto – 31 yrs. old, 2 children, all in school, no schooling, single, 7 siblings (4 girls &amp; 3 boys)</p> <p>* <u>All the respondents were not found in the list of learners in Batch 9 but they claimed that they are all currently learners of LIPAD Project literacy classes.</u></p> <p>=====</p> <p>15. Amina Mastail - attended but was asked to leave because she is not LIPAD learner. However, she is listed as a LIPAD learner (batch 9).</p> <p>16. Saali, Nurmishra - attended but was asked to leave because she is not <u>actually</u> a LIPAD learner. She is already a 2<sup>nd</sup> year college student. However, she is listed as a LIPAD learner (batch 9)</p>
<p><b>FOCUS GROUP QUESTIONS FOR FEMALE PARTICIPANTS:</b></p>	<p><b>RESPONSES OF EACH PARTICIPANT</b> (identify response by specific participants by number)</p>
<p>1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.</p>	<p>1: I can now write my name even if I cannot read more fluently. Before, as a mother, we only stay at home to cook and do the laundry but because of the project, we were able to mingle with others.</p> <p>3: Just like Salmarinda, I can write my name but I cannot read very well yet.</p> <p>7: I can read and write. Before, others do not respect us but now because of the Program we gain the respect of other people.</p> <p>Note: only 3 can add and count</p> <p>Schedule of literacy classes: Sat &amp; Sunday 1:00PM—5:00PM, regular class</p>
<p>2.1 What have you learned from the LIPAD Project?</p> <p>2.2 And how are you using what you have learned?</p>	<p>2.1</p> <p>1: To read and write</p> <p>4: We were also taught how to dance and do exercise</p> <p>14: Learned how to read simple alphabets like B+a is read as Ba.</p> <p>14 learners agreed that their main lesson was reading and writing.</p> <p>2.2</p> <p>14: I was not assisted during the election.</p>

	<p>12: Others can no longer fool us by assisting us during election because we are now aware of who are the candidates we want to elect.</p> <p>Nine (9) learners indicated that they were able to help their children in reading and writing.</p>
<p>3.1 Can you tell us what parts of the program you like best? Like least?</p>	<p>3: The program is a link with the CCT, and CCT helps us a lot to send our children to school.</p> <p>5: What I like most about the program is that they taught us how to read and write.</p> <p>11: It really helps us to make us proud of ourselves.</p> <p>10: Helps us to read and write</p> <p>ALL (14): We see nothing that we don't like in the Program, instead we suggest that the program will continue for us to learn even more.</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>13: I have nothing to change because the program is very helpful to us, especially us we are poor and were not able to send by our parents to school before.</p> <p>ALL (14): Make the program longer so we can learn more.</p>
<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>13: I am very much proud to myself because it raised my self-confident, now that I can write and read already.</p> <p>8: I can write my name.</p>
<p>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</p>	<p>13: Before others do not respect us because we don't even know how to write our names but now we gain their respect already.</p> <p>12: I know how to read my name if written.</p>
<p>5.3 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>14: Changes in the community is the transformation from ignorance to awareness.</p> <p>1: The presence of the adult literacy itself is a positive thing that happened in our community. We were given school supplies such as pencil, bag, paper, eraser</p> <p>Note: they conducted their class in the Kalang Beach/Social Hall, Sanga-Sanga</p>

<p>6.1 Were there any barriers/obstacles that hindered your participation in the project?</p>	<p>6: I was not able to attend when I am not feeling well.                  13: when my children are sick.                  10: When my husband went to fish and there's no one to look after my child.                  Eleven (11) participants did not see major obstacles in their participation.</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<p>13: Brgy. Captain allows us to use the social hall when he noticed we conducted the class in the beach just near our home.                  No other support as far as the learners know.</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>13: Yes, I heard there is LIPAD Program in Pahut and Karungdong                  The other 13 learners do not know if LIPAD is being conducted in other communities.</p>
<p>11.1 How did you find out about the program?</p>	<p>1. The facilitator informed us of the LIPAD Project, house to house                   All( 14) agreed that they were informed by a house to house campaign</p>
<p>11.2 What made you want to join? How did you think it would help you?</p>	<p>9: I joined LIPAD Program when I knew that this Program helps me how to read and write. I myself was very much interested upon hearing about this program.                  All 14 learners agreed that they wanted to read and write so they joined the LIPAD Project</p>
<p>11.3 What do you think are the best ways to get people like yourself to join the Program?</p>	<p>13: The best way to inform others to join the program is to go to their houses and explain to them the objectives of the program.                  Concurred by the other 13 learners.</p>

### **Observations:**

The sampled respondents were not the ones interviewed. Those that were present as respondents were not found in the list of Batch 9 learners. This poses a serious limitation in the data gathered for Sanga Sanga. Since all of them claimed that they are current LIPAD learners, the interviewer proceeded with the interview.

When learners were asked to write their names in the notebook, two admitted that they cannot still read and write (Isniraya Yusop and Janaiya Masarani). Eleven (11) of them admitted that they can write (alphabet) but they cannot read.

All the 14 participants rated the LIPAD project as highly satisfactory and they expressed their appreciation to the project. They hope that the project will continue.

Two participants were sent home:

1. Amina Mastail - attended but was asked to leave because she is not LIPAD learner. However, she is listed as a LIPAD learner (batch 9).
2. Saali, Nurmishra - attended but was asked to leave because she is not actually a LIPAD learner. She is already a 2<sup>nd</sup> year college student. However, she is listed as a LIPAD learner (batch 9)

In the course of the interview, the respondents tend to concur/agree with the statement of the first respondent and they will simply repeat the answer if further probing is made.

The above observations were immediately given to Jack Boyson who made inquiries from the Facilitator who claimed that she taught the learners.

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**FOCUS GROUP QUESTIONS RECORDING FORM FOR MALE PARTICIPANTS**

<b>DATE AND TIME:</b>	August 6, 2013 9:12am		
<b>PROVINCE:</b>	Tawi-Tawi		
<b>MUNICIPALITY:</b>	Bongao		
<b>BARANGAY:</b>	Karungdong		
<b>FACILITATOR:</b>	Arthur Cayoca		
<b>TRANSLATER:</b>	Nurhanina J. Sarrani		
<b>RECORDER:</b>	Nurhanina J. Sarrani		
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	1. Kaidal A. Mating      Male      25 year old		
<b>FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>		
1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	I am just like anybody in the community whose income depends largely in farming. I also engaged in carpentry works. I am a married person with 2 children both girls and my wife has no work. In addition to farming, I also work as carpenter with a rate of 150 per day only because am not well knowledgeable in carpentry. I say so because I do not know even how to use the tools in carpentry i mainly use rope in measuring due to inability to read and write and as a result i cannot or unable to show accurate measurement. I also do work of chain saw of wood/lumber (1)		
2.1 What have you learned from the LIPAD Project?	I can read English Alphabets, perform simple arithmetic such as addition, read Tausug word slowly. Also, trying to read Tagalog and English words. (1) I learned to read and write.(2)		
2.2 And how are you using what you have learned?	I can now read the lists of groceries of my wife and neighbor given to me for purchase at downtown Bongao. I am not afraid anymore to get lost or cannot find the right way to the grocery. I am not shy anymore to approach the saleslady in the Grocery. I can now write my name and exercise my right to vote without any assistance from the assistor. This time, I know already how to use tape measure and other measuring devices as a result it increases my rate from 150 to 250 per day. I also tutored my children in their lesson.		

<p>3.1 Can you tell us what parts of the program you like best? Like least?</p>	<p>Reading, I like it best because it helps me a lot specially when I travelled I can read directions, instructions, other important notices. And I believe that once you know how to read you cannot be easily fooled by other people.</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>Continuity of the project for a better learning's in terms of writing and reading. In addition, the LIPAD Project will add lesson regarding house designing, accurate measurement and other related carpentry works.</p>
<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>Aside from learning on how to write and read. I already constructed one house with a rate of P250/day with free snacks, as a result it increases my income. The needs of my family are now met and served.</p>
<p>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</p>	<p>I see myself as a fulfilled husband and father, out of my earnings from farming and carpentry my children were able to finish college and landed a good job. I challenge myself not to take poverty as a reason not to succeed, what is important is to work hard and earn to meet the needs of my family. My self-esteem is boosted; I can now face the world. When I go out, I cannot be fooled by anyone. And if I will plan to enter into business, I am confident that I can manage it properly and smoothly.</p>
<p>5.3 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>Most of the men in our community are not afraid to go to downtown Bongao.</p>
<p>6.1 Were there any barriers/obstacles that hindered your participation in the project?</p>	<p>My health, my family and financial constraint were the main reasons that barred me from participating in the project fully.</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<p>Actually, the Barangay Chairman is supportive. He always visited us.(1)(2)</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other</p>	<p>Yes, at Simandagit, Bongao.</p>

places outside of your barangay? If so, where?	
11.1 How did you find out about the program?	We were informed during 4Ps Community Meeting.
11.2 What made you want to join? How did you think it would help you?	A chance to learn on how to read and write for free.
11.3 What do you think are the best ways to get people like yourself to join the Program?	By telling them my personal experiences from the project and what we got out of it that because of the project I am able to learn how to read and write.

**FOCUS GROUP QUESTIONS RECORDING FORM FOR MALE PARTICIPANTS**

<b>DATE AND TIME:</b>	August 5, 2013 11:15 am		
<b>PROVINCE:</b>	Tawi-Tawi		
<b>MUNICIPALITY:</b>	Bongao		
<b>BARANGAY:</b>	Pahut		
<b>FACILITATOR:</b>	Arthur Cayoca		
<b>TRANSLATER:</b>	Nurhanina J. Sarrani		
<b>RECORDER:</b>	Nurhanina J. Sarrani		
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	1. Alawi M. Ganih	Male	41 year old
	2. Harison T. Lakibul	Male	24 year old
	3. Denwar S. Porsiban	Male	16 year old
<b>FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>		
1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	An ordinary Fisherman with no other income, married, with children. (1) (2) An ordinary Fisherman with no other income, single. (3) At Home "Tambay" if weather is not good.(1)(2)(3)		
2.1 What have you learned from the LIPAD Project?	They Learned how to write their names, and read simple words.(1)(2) He can already write his name but can hardly read.(3)		
2.2 And how are you using what you have learned?	According to him, one of the qualifications of becoming a member of Barangay Tanod is at least can write and read. Now, as one of the members he can understand and can sign in his name whatever related documents.(1) Because he learned how to write and read he was able to operate a cellphone. He could now communicate via call and text to his love one (2) They plan to enroll at formal school and hope to finish college and land a job preferably in the office.(2)(3)		

<p>3.1 Can you tell us what parts of the program you like best? Like least?</p>	<p>For them, learning to read and write are the best part of the program (1)(2)(3)                  There is nothing in the part of the program that they don't like.(1)(2)(3)</p>
<p>3.2 If you were to make adjustments to the program to make it better, what would you suggest?</p>	<p>The need to go fishing and with the current type of living allowed them to miss classes, they suggested that the project will offer a flexi-time to fit their fishing schedule so that they could attend and learn every lessons.(1)(2)(3)</p>
<p>5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?</p>	<p>Became a member of the Barangay Tanod.(1)                  Able to shared his learning to his wife and other relatives and tutored his children in their lesson at formal school.(1)(2)                  There were no direct impact on his life except of learning to write and read.(3)</p>
<p>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</p>	<p>He sees himself working in the construction as a carpenter who is able to write and read correct measurement and knows the proper usage of tools and equipment .(1)                  To finish formal schooling and work at the office(2)(3)</p>
<p>5.3 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>As a whole, the community was happy knowing that they have learned to read and write. Now, their free time are used to study their lesson and tutored their children in their lesson at school instead of being "Tambay". There time are now used wisely.(1)(2)(3)</p>
<p>6.1 Were there any barriers/obstacles that hindered your participation in the project?</p>	<p>They understand the importance/need to attend their classes but they still prioritize their work over their schooling/learning due to the fact that they needed income to sustain/support the daily needs of their families.(1)(2)(3)                  There were times, hunger or an empty stomach lessen their interest in learning.(1)(2)(3)</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<p>The Barangay Chairman is supportive, sometimes he visited them in their class and give them snacks once a week.(1)(2)(3)</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>Yes, they heard another LIPAD Program somewhere in Pakias, Sanga-Sanga.(1)(2)(3)</p>
<p>11.1 How did you find out about the</p>	<p>They were informed through house-to-house visitation conducted by the assigned</p>

program?	teacher.(1)(2)(3)
11.2 What made you want to join? How did you think it would help you?	A chance to learn to read and write for free. (Free enrollment fees, instructional materials, and students materials).(1)(2)(3)
11.3 What do you think are the best ways to get people like yourself to join the Program?	Relaying personal experiences from the project such as able to learn to read and write and the impact that the project brought to their lives.(1)(2)(3)

**FOCUS GROUP QUESTIONS RECORDING FORM FOR MALE PARTICIPANTS**

<b>DATE AND TIME:</b>	August 5, 2013 1:30pm		
<b>PROVINCE:</b>	Tawi-Tawi		
<b>MUNICIPALITY:</b>	Bongao		
<b>BARANGAY:</b>	Sanga-Sanga		
<b>FACILITATOR:</b>	Arthur Cayoca		
<b>TRANSLATER:</b>	Nurhanina J. Sarrani		
<b>RECORDER:</b>	Nurhanina J. Sarrani		
<b>NAMES, GENDER, AGES OF PARTICIPANTS:</b>	1. Masarani M. Jiliani	Male	56 year old
	2. Felix Fortuito	Male	58 year old
<b>FOCUS GROUP QUESTIONS FOR MALE PARTICIPANTS:</b>	<b>RESPONSES OF EACH PARTICIPANT (identify response by specific participants by number)</b>		
1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.	I am just like anybody in the community whose income depends largely in fishing. I also engaged in banca building which I sell to my co-fishermen. I am a married person with eight children and my wife has no work. I was not able to finished my elementary grade because of martial law.(1) Before, I work as a helper in the construction with a rate of 200 per day only because am not well knowledgeable in carpentry. I say so because I do not know even how to use the tools in carpentry I mainly use rope in measuring due to inability to read and write and as a result I cannot or unable to show accurate measurement. I am married with 2 children. (2)		
2.1 What have you learned from the LIPAD Project?	I did not learn much because I'm always absent in the class because I need to work and earn for my family but somehow the LIPAD program helps me recall the English alphabets and numbers which I have learned before.(1) I learned to read and write.(2)		
2.2 And how are you using what you have learned?	I can now write my name and exercise my right to vote without any assistance from the assistor.(1)(2) This time, I know already how to use tape measure and other measuring devices as a result it increases my rate from P200 to P300 per day.		

3.1 Can you tell us what parts of the program you like best? Like least?	Reading and writing. (1,2) None.(1,2)
3.2 If you were to make adjustments to the program to make it better, what would you suggest?	Free supplies, books and modules to be used for studying the lesson at home.(1,2) Continuity of the project for a better learning's in terms of writing and reading.(1,2)
5.1 What changes have occurred in your life as a result of participating in the LIPAD Project?	I can read a little and write my name.(1) From being a helper to a full pledge carpenter more offers in construction works, as a result it increases my income. The needs of my family are now met and served.(2)
5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?	I see myself as a fulfilled husband and father, out of my earning from carpentry all my children will able to finished college and landed a good job. I challenge myself not to take poverty as a reason not to succeed, what is important is to work hard and earn to meet the needs of my family.(1,2)
5.3 What changes have occurred in the community as a result of the LIPAD Project?	I don't know. (1,2)
6.1 Were there any barriers/obstacles that hindered your participation in the project?	Financial constraint is not the only reason that hindered my attendance in the class but also my health and my family.
8.1 How have local governments or other organizations in the community supported the LIPAD Program?	Actually, they are not supportive, the Barangay Chairman is passive. He once visited us.(1)(2)
9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	None.(1)(2)
11.1 How did you find out about the program?	We were informed through house-to-house visitation conducted by the assigned teacher.(1)(2)

11.2 What made you want to join? How did you think it would help you?	A Chance to learn on how to read and write for free.(1)(2)
11.3 What do you think are the best ways to get people like yourself to join the Program?	By telling them our personal experiences from the project and what we got out of it that because of the project we're able to learn how to read and write.(1)(2)

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FACILITATORS**

<b>DATE AND TIME:</b>	09:10-10:10
<b>PROVINCE:</b>	Tawi-Tawi
<b>MUNICIPALITY:</b>	Bongao
<b>BARANGAY:</b>	Karungdong
<b>FACILITATOR:</b>	Zenaida Domingo
<b>TRANSLATOR:</b>	
<b>RECORDER:</b>	Mussahara A. Allian
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1. Denisa Akmad, 26, computer science (4 years)Grad 2. Rufina Ukad, Agri grad (4 years)grad at TRAC
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
<b>FACILITATOR ONLY QUESTIONS:</b>	
a. Tell me about your background.	<ul style="list-style-type: none"> <li>• Denisa Akmad, 26 years old, computer science graduate (4 years)at Tawi-Tawi Regional Agricultural College (TRAC)</li> <li>• Rufina Ukad, Bachelor of Science in Agriculture(4 years)at TRAC</li> </ul>
b. What motivated you to want to join the LIPAD Project as a facilitator?	They were both endorsed by the barangay captain to LIPAD project
c. Did you volunteer or were you asked?	They applied
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>	
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.	<ul style="list-style-type: none"> <li>• Learners are mostly house wives,</li> <li>• They are all 4 Ps beneficiaries, before they can avail of 4 Ps assistance, they have to learn how to read and write.</li> <li>• Learners are mostly Tausug</li> </ul>

<p>1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.</p>	<p>If not for 4 Ps (CCT) they will not participate in the LIPAD because this is a compliance to the 4 Ps requirements.</p>
<p>2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p>	<p>The learners can now identify letters, already know how to read and write, it helps in their business. They do not need any assistance any more during election.</p>
<p>2.2 Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?</p>	<ul style="list-style-type: none"> <li>• So far there were no negative results.</li> <li>• Rufida have 55 learners,</li> <li>• Denisa 60 learners</li> </ul>
<p>2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</p>	<p>There are no dropouts so far</p>
<p>3.1 Describe the training you received to become a literacy facilitator.</p>	<ul style="list-style-type: none"> <li>• They both underwent 3 days training for facilitator. The major training material is Magbassa Kita, a book of Santanina Rasul. During the training program the different chapter of the book was discussed and they had also exercises and demonstration lessons.</li> <li>• Facilitators training kit includes; Blue book, lesson plan, class record, chalk, eraser, color, pentel pen, glue, scissor, ruler, teacher guide, cartolina, training bag, ballpen, pencil, sharpener, paper pad, books</li> </ul>
<p>3.2 How effective was the literacy facilitator training offered?</p>	<p>They both feel it is effective</p>
<p>3.3 If you were to make any changes to the training, what suggestions would you make?</p>	<p>They would like to improve their skills and competencies in teaching, such as lesson planning and conducting meaningful/fun classroom activities, they did not learn these in their college program because they were not education graduates.</p>
<p>4.1 How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?</p>	<ul style="list-style-type: none"> <li>• Some learners are suggesting to increase the training duration from 3 to 6 months</li> <li>• Helpful materials provided to learners,</li> <li>• Learning materials include: <i>Mga Katutubong Kwento</i>, and <i>Magbassa Kita</i>, Revised</li> </ul>

	Edition(Tausog)by Santanina Rasul, writing pad, pencil, eraser, transparency envelope, sharpener
4.2 Are there parts of the Project that are difficult to implement/teach?	<ul style="list-style-type: none"> <li>• They find weekly reporting as quite challenging, they find difficulties in accomplishing the weekly reports</li> <li>• The learners have very short time in doing class exercise.</li> </ul>
4.3 Are aspects of the LIPAD Project that participants seem to not like?	none
4.4 Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?	The program is still ongoing,
5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?	The learners have started to recognize the alphabet and can now write especially their names.
5.2 What changes have occurred in the community as a result of the LIPAD Project?	<ul style="list-style-type: none"> <li>• The community feels very proud that they are associated with USAID</li> <li>• The community accepts the program positively</li> </ul>
6.1 How well has the LIPAD Project done in ensuring the participation of women?	More women than men, Rufina has only 2 men in her class, while Denisa has only 3 men in hers)
6.2 What has worked and what could be better?	<ul style="list-style-type: none"> <li>• The LIPAD site is far from their home, resulting in absences</li> <li>• Increase the duration of training program from 3 to 6 months</li> </ul>
6.3 As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?	Most are self motivated
8.1 How have local governments or other	Very supportive, provide snacks, and venues

<p>organizations in the community supported the LIPAD Program?</p>	
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>Only one in Karungdong.</p>
<p>10.1 How effective have you found the LIPAD Program's tracking and reporting system to be?</p>	<p>Difficulties in doing weekly reports. Saturdays and Sundays are devoted to actual training sessions, and then on Mondays the reports are submitted to the project monitor.</p>
<p>10.2 What challenges have you encountered?</p>	<p>none</p>
<p>10.3 What suggestions would you have to make the system better?</p>	<p>We wish this LIPAD program will have another phase</p>
<p>10.4 Please describe the measures used by the LIPAD Project to assess and report on Project results?</p>	<p>N/A</p>
<p>10.5 How reliable and adequate do you think are measures that are being used to assess and report on Project results?</p>	<p>N/A</p>
<p>10.6 In what ways have you use M&amp;E results?</p>	<p>N/A</p>
<p>10.7 How can the dissemination of results be improved?</p>	<p>N/A</p>
<p>10.8 What information needs if any do you think are not being met?</p>	<p>N/A</p>
<p>11.1 How has or in what ways has the LIPAD's communication strategy</p>	<p>The orientation conducted by LIPAD has helped in soliciting community interest and commitment</p>

contributed to community support for the Project?	
11.2 Under what conditions has the strategy worked best?	When the local government has an open mind, then there will be more possibilities for successful implementation of the project

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FACILITATORS**

<b>DATE AND TIME:</b>	1:30-2:30
<b>PROVINCE:</b>	Tawi-Tawi
<b>MUNICIPALITY:</b>	Bongao
<b>BARANGAY:</b>	Sanga-Sanga
<b>FACILITATOR:</b>	Zenaida Domingo
<b>TRANSLATOR:</b>	
<b>RECORDER:</b>	Mussahara A. Allian
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1. Sitti Rabia Amilhamja, Facilitator, Female, 38 years Old (July 30) Married, 5 kids, 2 boys, 3 girls,
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
<b>FACILITATOR ONLY QUESTIONS:</b>	
a. Tell me about your background.	<ul style="list-style-type: none"> <li>• BS Elementary Education,</li> <li>• Graduated at Mindanao State University</li> <li>• Non passer of the Licensure Examination for Teacher (LET)</li> <li>• Has been a facilitator for the 9 training Batches of LIPAD since 2010</li> </ul>
b. What motivated you to want to join the LIPAD Project as a facilitator?	There was a DepEd announcement for screening, she applied to MKFI, the project director visited Sanga-Sanga and interviewed the applicants, and she was chosen as the facilitator. Since then she has been the facilitator for the 9 training batches in Sanga-Sanga. She was motivated to join LIPAD because of her concern for the illiterate Badjaos in the community.
c. Did you volunteer or were you asked?	She applied
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>	
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.	<ul style="list-style-type: none"> <li>• It feels good to teach Badjao learners because they are totally non literate. Her sense of accomplishment and fulfillment in teaching them is very high</li> <li>• At present she has 60 learners-(2 classes) consisting of laundry woman, farmers, fishermen, and carpenters</li> </ul>

<p>1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.</p>	<p>Participants in previous batches come to present session so that they can practice their reading and writing skills. The facilitator accepts them just to sit-in even if they are not officially enrolled.                  All learners are 4 Ps beneficiaries.</p>
<p>2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p>	<p>Yes, LIPAD has achieved its objectives. Before joining the program learners did not know how to read and write. Now they can already participate in the election, they don't like thumb marks anymore because they already know how to read and write/sign their names.</p>
<p>2.2 Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?</p>	<p>So far so good</p>
<p>2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</p>	<p>60 learners, so far no dropouts, even though sometimes there are absences but they come again and continue attending classes</p>
<p>3.1 Describe the training you received to become a literacy facilitator.</p>	<ul style="list-style-type: none"> <li>• She is trained in each of the 9 batches as facilitator</li> <li>• Facilitators training kit includes; Blue book, lesson plan, class record, chalk, eraser, color, pentel pen, glue, scissor, ruler, teacher guide, cartolina, training bag, ballpen, pencil, sharpener, paper pad, books</li> </ul>
<p>3.2 How effective was the literacy facilitator training offered?</p>	<p>She appreciates the training</p>
<p>3.3 If you were to make any changes to the training, what suggestions would you make?</p>	<p>Training materials are sufficient, 3-days training is okay</p>
<p>4.1 How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?</p>	<ul style="list-style-type: none"> <li>• LIPAD has a good curriculum,</li> <li>• MKFI motivates the facilitators to include peace topics in their classes</li> <li>• Learning materials include: <i>Mga Katutubong Kwento</i>, and <i>Magbassa Kita</i>, Revised Edition(Tausog)by Santanina Rasul, writing pad, pencil, eraser, transparency envelop,</li> </ul>

	sharpener
4.2 Are there parts of the Project that are difficult to implement/teach?	<ul style="list-style-type: none"> <li>• She does not find it difficult to prepare weekly reports</li> </ul>
4.3 Are aspects of the LIPAD Project that participants seem to not like?	<ul style="list-style-type: none"> <li>• She suggested to use note books rather than writing pad</li> </ul>
4.4 Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?	
5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?	<ul style="list-style-type: none"> <li>• Aside from literacy they have been taught sanitation, hygiene,</li> <li>• the learners were able to teach their neighbors how to practice hygiene and sanitation, and other activities related to health and nutrition</li> <li>• the learners became more active, and participative e.g. they join celebrations like fiestas in the community..</li> </ul>
5.2 What changes have occurred in the community as a result of the LIPAD Project?	The community is now more open to literacy and other education project
6.1 How well has the LIPAD Project done in ensuring the participation of women?	45 women, 15 men, women are more active than men
6.2 What has worked and what could be better?	3 months duration for learners nor enough, after the basic literacy training it would be better would also be trained on livelihood and enterprise development
6.3 As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?	<ul style="list-style-type: none"> <li>• As facilitator, she has learned self-discipline. For example she has learned to wake up early to prepare for her classes</li> <li>• For her, LIPAD is an alternative way of teaching because she has not passed LET but then she can still have opportunity to teach.</li> </ul>

<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<ul style="list-style-type: none"> <li>• The community leaders helped in providing the venue,</li> <li>• The barangay Captain helps sponsor the transportation to the mass graduation of the learners held at the center town of Bongao</li> </ul>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>Only one in Sanga-Sanga, but there are LIPAD project in other barangays</p>
<p>10.1 How effective have you found the LIPAD Program's tracking and reporting system to be?</p>	<ul style="list-style-type: none"> <li>• It is not difficult to make reports.</li> <li>• before she had difficulty in writing reports, but this time after 9 batches she has enough experience, she finds it easy to prepare weekly reports</li> </ul>
<p>10.2 What challenges have you encountered?</p>	<p>So far none</p>
<p>10.3 What suggestions would you have to make the system better?</p>	<p>For me the training program is okay, only I can suggest to extend instead of 3 months make it 6 month the training duration.</p>
<p>10.4 Please describe the measures used by the LIPAD Project to assess and report on Project results?</p>	<ul style="list-style-type: none"> <li>• LIPAD Officers do unannounced visits.</li> <li>• the facilitator needs to be always ready</li> </ul>
<p>10.5 How reliable and adequate do you think are measures that are being used to assess and report on Project results?</p>	<p>N/A</p>
<p>10.6 In what ways have you use M&amp;E results?</p>	<p>N/A</p>
<p>10.7 How can the dissemination of results be improved?</p>	<p>N/A</p>
<p>10.8 What information needs if any do you think are not being met?</p>	<p>They make occasional visits</p>

11.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?	Even the facilitator helps the orientation on LIPAD project to the community in order to encourage them to support the LIPAD project
11.2 Under what conditions has the strategy worked best?	Have signed contract on what they would supposed to do and commit the project (LIPAD)

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FACILITATORS**

<b>DATE AND TIME:</b>	11:15-11:45	
<b>PROVINCE:</b>	Tawi-Tawi	
<b>MUNICIPALITY:</b>	Bongao	
<b>BARANGAY:</b>	Pahut	
<b>FACILITATOR:</b>	Zenaida Domingo	
<b>TRANSLATOR:</b>		
<b>RECORDER:</b>	Mussahara A. Allian "Osang"	
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1. Aisa Salapuddin- 20 years old, Facilitator, Female	
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF AND/OR FACILITATORS</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>	
<b>FACILITATOR ONLY QUESTIONS:</b>		
a. Tell me about your background.	<ul style="list-style-type: none"> <li>• Single</li> <li>• computer science course (4 years)</li> <li>• Graduated at TRAC</li> <li>• currently taking education course</li> </ul>	
b. What motivated you to want to join the LIPAD Project as a facilitator?	She learned about LIPAD is being implemented in her barangay, she approached barangay captain if she can be recommended by the brgy. She has sympathy for Badjaos in the community who are illiterate, like the fishermen, the housewives	
c. Did you volunteer or were you asked?	She requested the barangay captain to consider her for the position as facilitator of LIPAD in Pahut	
<b>FIELD STAFF AND FACILITATOR QUESTIONS:</b>		
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.	<ul style="list-style-type: none"> <li>• She is handling Batch 9 of LIPAD in Pahut, the original number of enrollees is 70 but after one month she decided to drop them enrollees who did not attend her classes.</li> <li>• The LIPAD participants consist of farmers, farm helpers, house wives, laundrywomen and micro entrepreneurs who sell vegetable products in the market, carpenter and small food peddlers.</li> </ul>	

<p>1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.</p>	<p>Some of the learners already graduated in previous batches, but they sit-in as observer in Batch 9.</p>
<p>2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p>	<ul style="list-style-type: none"> <li>• She notes that in the 2<sup>nd</sup> month of Batch 9, the learners can already identify the letters and five learners who are fast learners can already read simple words.</li> <li>• the adult learners are highly cooperative and motivated</li> </ul>
<p>2.2 Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?</p>	<p>The training program is still ongoing, hence the facilitator could not yet identify unintended results</p>
<p>2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</p>	<p>The 10 who dropped out who are mostly fishermen, laundrywomen and housewives had to prioritize their jobs and livelihood activities over the LIPAD Program</p>
<p>3.1 Describe the training you received to become a literacy facilitator.</p>	<ul style="list-style-type: none"> <li>• At the beginning of the training program, she felt awkward, because she is not an education graduate. Also, it was the first time that she got introduced to the phonosyllabic method. But later on she was able to understand the concept.</li> <li>• Facilitators training kit includes; Blue book, lesson plan, class record, chalk, eraser, color, pentel pen, glue, scissor, ruler, teacher guide, cartolina, training bag, ballpen, pencil, sharpener, paper pad, books</li> </ul>
<p>3.2 How effective was the literacy facilitator training offered?</p>	<p>Generally she feels that the training program is effective</p>
<p>3.3 If you were to make any changes to the training, what suggestions would you make?</p>	<p>Training duration (3 days) is short, she suggests 5 to 6 months</p>
<p>4.1 How have you found implementing the LIPAD curriculum — what aspects of</p>	<ul style="list-style-type: none"> <li>• The curriculum is generally okay.</li> <li>• The facilitator uses sounds that are familiar in the community, like sounds of animals,</li> </ul>

<p>the Project have been most successful?</p>	<p>and sounds of objects like door closing and the sound of the wind.</p> <ul style="list-style-type: none"> <li>• the time allotted to the learning points is sufficient but they need more practice and other exercises to enrich their learnings</li> <li>• The supplies of materials are sufficient,</li> <li>• they need to review for further understand the topic, they preferably identifies the sound of letters rather the sounds of animals. She repeatedly taught the subject so that the learners can able to really understand. Adequate oral recitation, they know the letters but they cannot produce the sounds of the letter</li> <li>• Learning materials include: <i>Mga Katutubong Kwento</i>, and <i>Magbassa Kita</i>, Revised Edition(Tausog) by Santanina Rasul, writing pad, pencil, eraser, transparency envelop, sharpener</li> </ul>
<p>4.2 Are there parts of the Project that are difficult to implement/teach?</p>	<ul style="list-style-type: none"> <li>• The preference of the learners is the alphabet rather than the sound of words.</li> <li>• At the beginning of the training program, the learners were shy and the facilitator had to employ several strategies like games and role playing to encourage the learners to participate in the class activities</li> </ul>
<p>4.3 Are aspects of the LIPAD Project that participants seem to not like?</p>	<ul style="list-style-type: none"> <li>• Full attendance are difficult to implement (absentism is a problem), after one month she removed from the list 10 enrollees who did not attend classes</li> <li>• The venue is noisy because it is in the highway the learners get distracted by the noise</li> </ul>
<p>4.4 Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?</p>	<ul style="list-style-type: none"> <li>• There was an improvement, like can identify the letters after 2 months. There were fast learners can able to read.</li> <li>• The training program is still ongoing, hence the facilitator could not yet identify unachieved targets</li> </ul>
<p>5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?</p>	<p>The participants are thankful that there is a LIPAD project in Pahut</p>
<p>5.2 What changes have occurred in the community as a result of the LIPAD Project?</p>	<p>There is a feeling of hope, because of LIPAD, community are appreciative of the program</p>

6.1	How well has the LIPAD Project done in ensuring the participation of women?	55-girls, 5 boys
6.2	What has worked and what could be better?	The training program could be extended from 3 to 6 months.
6.3	As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?	The facilitator feels that in order to encourage learners to actively participate in the training program she should have a variety of techniques to draw their attention and interest.
8.1	How have local governments or other organizations in the community supported the LIPAD Program?	Very supportive, provide and suggest the venue which is conducive for learning. They are still looking for another place because the present venue is noisy
9.1	Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?	Only one in Pahit (LIPAD project) but there are LIPAD program in other barangays.
10.1	How effective have you found the LIPAD Program's tracking and reporting system to be?	The facilitator accomplishes the forms in the blue book and submits them to the LIPAD monitor.
10.2	What challenges have you encountered?	Because the facilitator is new in the project she devotes a lot of time accomplishing the forms in the blue book
10.3	What suggestions would you have to make the system better?	N/A
10.4	Please describe the measures used by the LIPAD Project to assess and report on Project results?	N/A
10.5	How reliable and adequate do you think are measuresthat are being used to	N/A

assess and report on Project results?	
10.6 In what ways have you use M&E results?	N/A
10.7 How can the dissemination of results be improved?	N/A
10.8 What information needs if any do you think are not being met?	N/A
11.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?	The facilitator helps the provincial officer in conducting orientation sessions and visits to community members in order to encourage them to support the project
11.2 Under what conditions has the strategy worked best?	The orientation sessions have provided sufficient program information to the community, thus resulting in higher community interest and commitment to LIPAD

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR LIPAD FIELD STAFF**

<b>DATE AND TIME:</b>	8/05; 11:18 <i>Also follow interview on 8/6 at 9:00 at Karungdong with Assistant Coordinator</i>
<b>PROVINCE:</b>	Tawi Tawi
<b>MUNICIPALITY:</b>	Bongao
<b>BARANGAY:</b>	Pahut
<b>FACILITATOR:</b>	Jack Boyson
<b>TRANSLATOR:</b>	
<b>RECORDER:</b>	Jack Boyson
<b>NAME, TITLE, GENDER, AGE OF PARTICIPANTS:</b>	1. Fatima Pir Allian, Provincial Coordinator 2. Virgilio Mori, Assistant Provincial Coordinator
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR FIELD STAFF</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.	Men are fisher folks; Women are home makers; about half of the women are small subsistent entrepreneurs selling pastries, operating food stands, farming/selling of vegetables from their gardens. Income is based on what ever they can catch for the day or make and sell. Food security is a big issue for these shore people and their families; (1) Fisher folks sometimes have a challenge with choppy seas and cannot fish and thus earn an income for the day from their daily catch (2); Because of poverty, parents cannot send their children to school because they cannot afford to buy supplies, pay for transportation and school fees (parent teacher association, examination papers) (2) Most have only reached grades 1 to 3; The reason that parents pulled them out of the school is fear that they may become Christianized even though the curriculum is considered secular (1) Migration is another issue due to peace, security, and order issues. (2) Distance to local schools is another factor influencing attendance; Early (12 to 13 years old)/arranged marriages is another factor influencing whether or not they can attend school. (1)
1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.	Batch 9 consists of 24 classes; Unknown numbers of children under 15 have attended LIPAD classes. (1) only the first few batches did this situation occur; (1) in school children grades 1-6 are attending classes for reinforcement and/or helping relatives with limited or no literacy(1)

	<p><i>Follow up interview: In yesterday's interviews with participants it was discovered by the FG focus group facilitators with female participants at the Sanga Sanga site that there exists a group of "participants" known as "observers." In a subsequent interview with the Assistant Coordinator Virgilio Mori, he said that there are several kinds of "observers" such as (1) literates who accompany non-literate participants as coaches and attend class; (2) graduates who continue to attend class for 2 or 3 batches; and (3) children under 15 who attend for enrichment purposes. Numbers are not known for each category by LIPAD Coordinators or the facilitator for Sanga Sanga. However, in reviewing class rosters, it was discovered that there are names of the master list given us that are listed as participants. Exact number to be determined later.</i></p>
<p>2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p>	<p>For non-literates, the phono- syllabic methodology with an emphasis on cultural relevant associations that they can see/use in their households is very effective in helping them become literate (1)                  Very easy for the learners to gain knowledge and skills by learning to associate the sounds they use in their daily experiences with letters form words they use in their daily life--easy to associate all sounds they use in their vocabulary with written words made up of sounds they are familiar with.(2)</p>
<p>2.2 Were there any unintended results that were brought about by the LIPAD Project — either positive or negative?</p>	<p>Positive:</p> <ul style="list-style-type: none"> <li>• Great for the community to see solders in a different the role as (6 teachers) literacy teachers / educators instead carrying guns--very positive--creates more harmonious relationship between the community and the solders; helps the environment to be more peaceable.(1)</li> <li>• Women members are able to write numbers that help them manage the credit of the customers of their sari-sari stores. Better record keeping of credit given—names, amounts of credit given, etc.(2)</li> <li>• Women don't need assistance in filling out ballots now, recognize names, think for themselves when they vote instead of being manipulated by other literates; (2)</li> <li>• They can sign directly for CCT instead of making thumb marks (1).</li> <li>• <i>CCT is partnering with LIPAD in Tawi Tawi requiring all non-literate beneficiaries in the CCT program to inscribed in LIPAD in order to receive benefits from the CCT/4 Peace program.</i></li> </ul>

	<p><i>Furthermore if they do not complete the project cycle they can loss benefits. This requirement was put in effect on June 16, 2013 and Batch 9 only. CCT does not have a signed agreement with the LIPAD Project. The number of people in the CCT program who are LIPAD participants is not known.</i></p> <p>Negatives:</p> <ul style="list-style-type: none"> <li>• Previous unknown literacy used to give food commodities and so there was an expectation that participants would receive some sort of food stuffs; also asking clothing; money to attend a class—allowance (1,2)</li> <li>• Some difficulty getting barangay officials (for example, in Pagasinan, Sanga Sanga, Buan) who forget to assist with blackboards, provide a venue to literacy classes, etc—some will agree on a site and then say it is closed a week later. Also in these places they don't participate or provide assistance for graduations such as sound systems, venues (1, 2). High expectations from some barangay officials for receiving something in exchange for giving something. Also they do not like to spend from their own budgets to support literacy projects.</li> </ul>
<p>2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</p>	<p>Yes there are dropouts (1,2)</p> <p>Reasons:</p> <p>Migration to Saba Malaysia for work;</p> <p>Got pregnant or got married especially among the Sama people, around 14 - 15 years old (1,2)</p> <p>Financial: not enough household income to allow them to go to school;</p> <p>Some learners do not value the literacy program "if we are full in the head and not full in the stomach then we will forget about it"(2)</p>
<p>3.1 Describe the training you received to become a literacy facilitator or coordinator.</p>	<p>Participated in a 5-day workshop to introduce us to the project, the tools that we are to use, to see if the facilitators are using the methodology they were trained to use(1,2)</p>
<p>3.2 How effective was the literacy facilitator/ coordinator training</p>	<p>It was effective for me (1) I knew what I was supposed to do in monitoring—I was given all the components of the LIPAD model from which to compare with how facilitators are delivering</p>

offered?	literacy training for example sound based approach versus a letter based approach (1)
3.3 If you were to make any changes to the training, what suggestions would you make?	Paper work needs to be lessened for facilitators (1,2); need to report weekly and monthly and very challenging to prepare share these reports with coordinators so often because of communication challenges—no internet or even electricity that when it is there it is intermittent.
4.1 How have you found implementing the LIPAD curriculum — what aspects of the Project have been most successful?	Word associations with sounds that illustrate peace building concepts i.e., Kasajahtraan sound that means peace for example. (2) Use of Sama or Tausug sounds to teach word associations (2)  Also helps them learn Tagalog so they can watch and understand television
4.2 Are there parts of the Project that are difficult to implement/teach?	None, but monitoring the project at all the sites has been difficult because of a lack adequate financial resources to pay for trips(2)
4.3 Are aspects of the LIPAD Project that participants seem to not like?	None noted (1, 2)
4.4 Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?	We tend to exceed our targets here in Tawi Tawi (1,2)
5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?	The Sama's were very shy at the beginning but their self esteem increased and they seem to open up in a few weeks (1) Also everyone becomes friends with one another where they may have not been before (1)
5.2 What changes have occurred in the community as a result of the LIPAD Project?	More engagement and interaction among members who are neighbors then there were before (2)
6.1 How well has the LIPAD Project done in ensuring the participation of women?  6.2	70 to 80 per cent of t he classes are women. See our attendance record.

<p>6.3 What has worked and what could be better?</p>	<p>Relationships with Mayor of the municipalities of Bongao, Panglina Sugala and Tandubas have been excellent                  Linking them more directly to livelihood training could be better (1)</p>
<p>6.3 As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?</p>	<p>Important to value indigenous knowledge as much a secular knowledge.(1)                  Peer to peer fast learners who help slow learners in the class and also do house calls of 1 to 2 hours practicing with the slow learners</p>
<p>8.1 How have local governments or other organizations in the community supported the LIPAD Program?</p>	<p>MBLT5 Military unit has support has been huge (1,2) providing teachers and materials</p>
<p>9.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</p>	<p>(7 marine facilitators; 6 additional marine facilitators are using LIPAD methods to teach literacy in areas like Turtle Island, Mapo, and Sipangkai);                  There is a transfer of knowledge between the LIPAD trained marine facilitators to other marine facilitators in these places; (1)</p>
<p>10.1 How effective have you found the LIPAD Project's tracking and reporting system to be?</p>	<p>We can easily track each participant in each batch (1,2) not tough for the coordinators</p>
<p>10.2 What challenges have you encountered?</p>	<p>Tracking system seems to be more difficult for the facilitators—they are often far from where we are and hard to forward records to our office—sometimes there are no regular boats to our locations causing delays in getting the records to us.                  (1)                  Travel to and from island barangays is very difficult: i.e., Baldadtel, Islam, Pulao, Bannaran, Mantabuan for example (2)</p>
<p>10.3 What suggestions would you have to make the system better?</p>	<p>Not even cell service—very difficult (1)</p>
<p>10.4 Please describe the measures used by the LIPAD Project to assess and report on Project results?</p>	<p>Six disaggregated data on enrollees, drop outs, graduates, by batch also by age, and by sites, names of learners, facilitators, names of barangay chairpersons (1,2)</p>

<p>10.5 How reliable and adequate do you think are measuresthat are being used to assess and report on Project results?</p>	<p>Very reliable from us(1)</p>
<p>10.6 In what ways have you use M&amp;E results?</p>	<p>Not only do we look at our progress in reaching targets on a weekly, monthly and by batch basis, we are tracking the weekly progress of learners. We review the weekly, monthly and final exams before graduation to track progress (1)</p>
<p>10.7 How can the dissemination of results be improved?</p>	<p>Step one: inception report list of learners by age, sex, demographic information;                  Step two: weekly progress reports of each student;                  Step three: monthly report, class standing how well they did per module (12 modules) each week a module                  Step four narrative of the completion report prepared by facilitators who then forward the information to provincial team encodes everything.</p> <p>The data base in Manila has been an improvement that started last year (2012 batch 3) because of simplification of original reporting requirements (1,2)</p>
<p>10.8 What information needs if any do you think are not being met?</p>	<p>Be nice to see what topics the learners like most—we don't know that. We also don't know what topics they would like to see included/covered in the curriculum .(1)</p>
<p>11.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?</p>	<p>We have had national TV coverage by GMA7 with host Cara David here. We have also had coverage by Indonesia TV program whose name is not known (1)                  We are expecting coverage by Channel News Asia next month here.                  We have coverage of our program here in the PH Marine magazine .</p>
<p>11.2 Under what conditions has the strategy worked best?</p>	<p>Don't know</p>

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR COMMUNITY LEADERS**

<b>DATE AND TIME:</b>	8/05 14:00
<b>PROVINCE:</b>	Tawi Tawi
<b>MUNICIPALITY:</b>	Bongao
<b>BARANGAY:</b>	Sanga Sanga
<b>FACILITATOR:</b>	Jack Boyson
<b>TRANSLATOR:</b>	
<b>RECORDER:</b>	Jack Boyson
<b>NAME, TITLE, ORGANIZATION THEY ARE HEAD:</b>	1. Naim A. Aral, Principal of Yusop Daie Elementary School (LIPAD uses the school for its classes)
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR COMMUNITY LEADERS:</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
1.1 Would you describe briefly what you know about the LIPAD Project?	Actually the Marine facilitators came to me and asked if they could use the classroom. I just knew it was for out of school youth non readers and slow readers
1.2 What was your first impression when you heard about LIPAD Program? Did you feel that it could make a difference in the community/barangay? Has that impression changed as you have gotten to know the program better?	When you heard that they were going to work with non readers slow readers adults and out of school youth I was very happy. Of course it would make a difference in my community. Yes they helped us ease the problem of non readers and reduce the number of drop outs.
1.3 It would be interesting to hear about the people participating in the Project — their background, kinds of challenges they face in their daily lives, their expectations when they finish their training.	They are Bajasos or Samas—sea dwellers and they were so eager to learn, so happy! They have a hard time earning their living. That is why they often drop out of class.
3.1 What feedback have you heard from participants or other community members about the LIPAD Project	Some participants expected some type of livelihood assistance after they finished their literacy training. But I explained that the program is really about teaching them to read. Everyone in our community likes this program.

	regarding the training being offered there — either positive or negative?	
5.1	What changes have you observed in the participants as well as in the community as result of the LIPAD Project?	Some can write well and they do not need assistance during elections.
5.2	Overall, how would you rate the effects of the LIPAD Project on your community?	I rate the program a 7 out of 10. Over all it has been positive because of all the materials the project has brought to the participants.
6.1	Have you heard of anyone who may have encountered problems participating in the LIPAD Project?	I haven't.
6.2	If so, what kinds of problems did they face?	
6.3	How did they overcome them?	
8.1	In what ways have you supported the LIPAD Program?	I have always made sure that they get the keys to the classroom and that everything is ready for the weekend classes
8.2	What are your thoughts about the continuation of an adult literacy project in your community to reach more participants?	It would be much better for our community if an adult literacy project continued. This is really essential.
8.3	In what ways would you support such a project?	I would of course continue to provide class room space.
9.1	Have you heard of the LIPAD Project being adopted/replicated in areas other	In Manduylan by LIPAD operated by the daughter of one of my teachers

than its current sites? 9.2 If so, where and by whom?	
11.1 How well known is the LIPAD Project in your community/barangay? What is said about it?	It is well known we have 10 facilitators here. Rabia Amilhamja is a very very good facilitator
11.2 What would the program need to do to become better known in the community?	It would be better known if you could provide more for what the adults like livelihood skills training with the time divided by learning and getting a livelihood skill.

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR COMMUNITY LEADERS**

<b>DATE AND TIME:</b>	August 6, 2013@ 9:14
<b>PROVINCE:</b>	Tawi-Tawi
<b>MUNICIPALITY:</b>	Bongao
<b>BARANGAY:</b>	Karungdong
<b>FACILITATOR:</b>	Gutierrez A. Mangansakan
<b>TRANSLATOR:</b>	Visitacion R. Alfad
<b>RECORDER:</b>	Visitacion R. Alfad
<b>NAME, TITLE, ORGANIZATION THEY ARE HEAD:</b>	1. Abirin A. Akmad, 65 years old, Male, Barangay Chairman 2. Hasan J. Angkaya, 43 years old, Male, Barangay Kagawad
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR COMMUNITY LEADERS:</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>
1.1 Would you describe briefly what you know about the LIPAD Project?	(1) The program was good and it helps the people in the area. I see their happiness because of the program. Before people in the barangay are shy for the reason that they don't know how to read the "abakada" or the alphabet, most are illiterate that they can't even write their names. During election, they are being deceived by politicians in the manner that their votes are being bought, and this was easily done because they don't know how to read and write. It was only because of the program that the learners' lives change; little by little they've learned to write their names and even read.  (2) The community people are very much happy because of the LIPAD project, because they've learned a lot, writing their name is a big accomplishment on their part. Because most of the barangay people are no read no write or illiterate.
1.2 What was your first impression when you heard about LIPAD Program? Did you feel that it could make a difference in the community/barangay? Has that impression changed as you have gotten	(1) I really appreciate the existence of the LIPAD project in our barangay, as the barangay chairman I hope that this could help eradicate bad impressions about our barangay, that visitors from the outside just like the LIPAD project would continue bringing projects for our barangay, that other barangays could realize that the community people here are

<p>to know the program better?</p>	<p>peace loving people.                  (2) I am happy with the presence of the LIPAD project in our barangay, because I know that this project could help a lot of people from our barangay, more families in the barangay.</p>
<p>1.3 It would be interesting to hear about the people participating in the Project — their background, kinds of challenges they face in their daily lives, their expectations when they finish their training.</p>	<p>(1) Most of my constituents who happen to be beneficiaries of the LIPAD project are farmers and housewives. Most of them are very much participative in the program because they were being taught and also they realized that this is for their own benefits. They look forward that through this program they will not be deceived by politicians on the upcoming election because they already learn how to read and write. It would make hard for politicians to buy their votes by sending assistants during the actual casting of their votes because they can read and write for candidates that they wanted.                  (2) I agree with what he mentioned.</p>
<p>3.1 What feedback have you heard from participants or other community members about the LIPAD Project regarding the training being offered there — either positive or negative?</p>	<p>(1) The barangay people wants to eradicate illiteracy in our barangay, accordingly when they were younger they were not given the chance to go to school, that is why they end up uneducated, now that project such as LIPAD is offering them the chance to learn how to read and write even if they are older, they still grab the opportunity to learn. Because they believe that being able to read and write is a great development in their lives.                  (2) I agree with what he mentioned.</p>
<p>5.1 What changes have you observed in the participants as well as in the community as result of the LIPAD Project?</p>	<p>(1) The LIPAD project teaches the learners how to read and write and I am very much happy for that. But I am expecting projects such as actual planting of agricultural crops, because as I've mentioned most of my people here are farmers, so that we could help them for their livelihood.                  (2) I agree with what he mentioned.</p>
<p>5.2 Overall, how would you rate the effects of the LIPAD Project on your community?</p>	<p>(1) Passing, but I hope that the concentration of the program will not only focused on the literacy, I am really expecting that you can help us with the livelihood of the community people.</p>

	(2) I agree with what he mentioned.
6.1 Have you heard of anyone who may have encountered problems participating in the LIPAD Project?	(1) I haven't heard of problems in attending the LIPAD program. The learners are very much happy because this was the time that they could go out from their houses, mingle with the neighborhood, and wear their nice clothes. It's just that today is the month of Ramadan, the month of fasting, were some of the participants needs to walk for about 2 kilometers before they could reach the learning center, so it is really a problem with the distance of the learning center from home.  (2) I agree with what he mentioned.
6.2 If so, what kinds of problems did they face?	(1) Problem with the distance of learning center from home, for some participants. (2) The same with what he mentioned.
6.3 How did they overcome them?	(1) Still the learners were eager to attend their classes even if it is far from home. (2) I agree with what he mentioned.
8.1 In what ways have you supported the LIPAD Program?	(1) As barangay officials, all request, as long as it is properly coordinated, from the LIPAD project were being entertained. The barangay sees to it that everything that they need for the successful conduct of the project were being given to them, even it is at my own personal expense (pension, because the barangay chairman is a retired PNP personnel).  (2) I agree with what he mentioned.
8.2 What are your thoughts about the continuation of an adult literacy project in your community to reach more participants?	(1) I agree with the continuation of the adult literacy project. But at the same time I would like to consult the cooperative decision of the community people, because they were the recipient of this program. We have to take note that there are people from my barangay who came from Sabah Malaysia and this people are uneducated, with their presence we can continue the LIPAD project but if there are also project which concern the livelihood of my people then it would be better, because most of my constituents are living in poverty.

	(2) I agree with what he mentioned.
8.3 In what ways would you support such a project?	(1) As long as within the capacity of my power as barangay chairman, I am willing to give my full support to projects similar to this because I know this is for the advantage of my people. Sometimes I even help my constituents with my own resources (pension). (2) I agree with what he mentioned.
9.1 Have you heard of the LIPAD Project being adopted/replicated in areas other than its current sites? 9.2 If so, where and by whom?	(1) Yes. I heard that there were projects similar to this at barangay Sanga-Sanga and Pahut. (2) I also heard the same.
11.1 How well known is the LIPAD Program in your community/barangay? What is said about it?	(1) The community people were very much happy with the presence of LIPAD program in our barangay, it just that, some are expecting that aside from literacy project the program would also give them something for their livelihood. (2) Because most of our people here are living in poverty. But they were very much happy having LIPAD program in our barangay.
11.2 What would the program need to do to become better known in the community?	(1) I am expecting that the program could be able to give a little help for the livelihood of the community people, for the improvement of their family and for the schooling of their children. (2) I agree with what he mentioned.

**FOCUS GROUP/INTERVIEW QUESTIONS RECORDING FORM FOR COMMUNITY LEADERS**

<b>DATE AND TIME:</b>	August 5, 2013 @ 11:15	
<b>PROVINCE:</b>	Tawi-Tawi	
<b>MUNICIPALITY:</b>	Bongao	
<b>BARANGAY:</b>	Pahut	
<b>FACILITATOR:</b>	Gutierrez A. Mangansakan	
<b>TRANSLATOR:</b>	Visitacion R. Alfad	
<b>RECORDER:</b>	Visitacion R. Alfad	
<b>NAME, TITLE, ORGANIZATION THEY ARE HEAD:</b>	1.Hadji Sabli Salapuiddin, 78 years old, Male, Barangay Chairman	
<b>FOCUS GROUP/INTERVIEW QUESTIONS FOR COMMUNITY LEADERS:</b>	<b>RESPONSES OF EACH PARTICIPANT (Identify response by specific participants by number)</b>	
1.1 Would you describe briefly what you know about the LIPAD Project?	LIPAD project is a program of education literacy for out of school community people.	
1.2 What was your first impression when you heard about LIPAD Program? Did you feel that it could make a difference in the community/barangay? Has that impression changed as you have gotten to know the program better?	The project is of an advantage to the beneficiaries. Those learners who cannot read and write. With the LIPAD project they were able to read and write.	
1.3 It would be interesting to hear about the people participating in the Project — their background, kinds of challenges they face in their daily lives, their expectations when they finish their training.	The learners enjoyed being with the program especially during their graduation, they were very much happy. The problem that they face during the project was due to difficulty in their livelihood. Among learners they were happy because they were able to received books, notebooks, pencil and other school materials.	

3.1 What feedback have you heard from participants or other community members about the LIPAD Project regarding the training being offered there — either positive or negative?	The people are really willing because they want to learn how to read and write and they believe that only through this project they could be able to learn how to read and write.
5.1 What changes have you observed in the participants as well as in the community as result of the LIPAD Project?	Before they don't even know how to recognize alphabet letters and numbers. But because of this project, the learners were able to read and write, and even count.
5.2 Overall, how would you rate the effects of the LIPAD Project on your community?	The LIPAD project made an improvement in their lives. The barangay people learned changes which help them for better living.
6.1 Have you heard of anyone who may have encountered problems participating in the LIPAD Project?	I did not hear any problem except for the continuation of the program. But there are also learners who occasionally commit absence because of finding livelihood for their family.
6.2 If so, what kinds of problems did they face?	Problems with finding livelihood for their family.
6.3 How did they overcome them?	I, as the barangay chairman tried my best to help them during the program. In any manner as long as it coincides with the program.
8.1 In what ways have you supported the LIPAD Program?	I coordinated for the building as venue for the program. The papers and pencils are given by the project. I personally monitor the learners, rice for example are given to learners for them to be motivated to learn, that came from the 20% of the barangay budget.
8.2 What are your thoughts about the continuation of an adult literacy project in your community to reach more participants?	There is a need for the continuation of the program, because it was of great help especially to those who cannot read, write and count. After the program they were able to read, write and count.
8.3 In what ways would you support such a project?	Information dissemination was conducted to the community people so that they are aware of the project such as LIPAD. Also on the part of my barangay council we meet together with line

	agencies so that we could plan and organize together as to our part in the implementation of the program, in what way we could be of great help to the project.
9.1 Have you heard of the LIPAD Project being adopted/replicated in areas other than its current sites?	Yes. I heard that there are other areas where LIPAD project was conducted. Some mentioned that Sanga-Sanga, Nalil and other barangays in Bongao also had the same project.
9.2 If so, where and by whom?	
11.1 How well known is the LIPAD Program in your community/barangay? What is said about it?	During the start of the project, barangay people were anxious of enrolling for the said program. But after a month people began to attend classes. This is due to the rumors about the project, accordingly the learners who are not capable of reading and writing during the start of the project were now good at reading and writing, even counting.
11.2 What would the program need to do to become better known in the community?	Continuation of the project, those who were able to graduate in the program will serve as living testimony of how important the program is. The next time that they will conduct project like this in the barangay, then we could expect more participation from the community people. This is because of the good image established by the project in our barangay.

## ANNEX F EXTRACTS FROM KEY INFORMANTS INTERVIEWED

### Male Learners

Evaluation Domain	Specific Questions
<p><b>Relevance</b></p> <p>1. Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project?</p> <p>If so, why or why not?</p>	<p>1.1. It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.</p> <p><u>Background:</u></p> <ol style="list-style-type: none"> <li>1. I am an ordinary fisherman with no other income, married, with children. (6)</li> <li>2. ordinary fisherman with no other income, not married (3)</li> <li>3. "Tambay" Jobless(6)</li> <li>4. I work as a helper in the construction field(1)</li> <li>5. I am a "banca" (boat) builder(1)</li> <li>6. Ordinary farmer(11)</li> </ol>
<p><b>Effectiveness</b></p> <p>2. To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)?</p> <p>Were there any unintended results?</p>	<p>2.1 What have you learned from the LIPAD project</p> <ul style="list-style-type: none"> <li>• I learned how to read and write (30)</li> <li>• I learned simple arithmetic (13)</li> <li>• I can now speak, read and write Tagalog but I cannot yet read and understand English (18)</li> <li>• I can write but have difficulty in reading(9)</li> </ul> <p><b>2.2 And how are you using what you have learned</b></p> <ol style="list-style-type: none"> <li>1. Can now sign his name in any related documents(ex. Voting in the election, cedula )(7)</li> <li>2. Can now operate a cellphone(2)</li> <li>3. Is now qualified to apply for barangay tanod, because 1 of the qualifications is to know how to read and write(2)</li> <li>4. Did not learn much because was always absent to earn a living(1)</li> <li>5. Knows how to use a tape measure and other measuring devices for carpentry(2)</li> <li>6. Go to the market and buy without asking for any assistance(11)</li> <li>7. Can now assist his children in their homework(4)</li> <li>8. Know the value of avoiding conflict and core values such as respect to others(5)</li> <li>9. Know how to get money from money order station(1)</li> </ol> <p><b>2.3 Can you tell us what parts of the program you like best? Like least?</b></p> <ol style="list-style-type: none"> <li>1. Learning how to read and write is the best part of the program(21)</li> </ol>

Evaluation Domain	Specific Questions
	<p>2.No part of the program we don't like(10)</p> <p><b>2.4 If you were to make adjustments to the program to make it better, what would you suggest?</b></p> <ol style="list-style-type: none"> <li>1. We hope the program will have more flexible time schedules because we have to prioritize our work as fishermen. (6)</li> <li>2. Give school supplies and modules and allow us to take learning materials to our homes(2)</li> <li>3.We hope the project would continue in our community (13)</li> <li>4. We request that the project will introduce skills training(1)</li> <li>5. Big classes, like the one with 115 learners, should be divided into 2 batches(2)</li> <li>6. LIPAD is requested to give more time for reading, especially prayers(1)</li> <li>7. No response (7)</li> </ol>
<p>3. As individual components, how effective were adult literacy facilitator training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?</p>	<p><b>3.2. If you were to make adjustments to the program to make it better, what would you suggest?</b></p> <p>Make schedules more flexible(1) More training livelihood skills and projects (6)</p> <p>Continue the LIPAD program (213)</p>
<p>4. What are the factors (both external and internal to the LIPAD Project, specifically including training and materials used) that contributed to the achievement of targeted deliverables?</p> <p>If any stated targets were not achieved, what were the impediments and how could the project have responded.</p>	
<p>5. To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?</p>	<p><b>5.1 What changes have occurred in the community as result of the LIPAD Project?</b></p> <ol style="list-style-type: none"> <li>1. became a barangay Tanod(2)</li> <li>2. was able to relate to the lesson of my children at school and was able to share my learning's to his wife(9)</li> <li>3. no direct impact to my life, except to learn to read and write(2)</li> <li>4. I can read and write a little(1)</li> <li>5. I became a full pledge carpenter from being a helper(3)</li> <li>6. the needs of my family are met(2)</li> <li>7. I can now vote (5)</li> </ol>

Evaluation Domain	Specific Questions
	<p>8. I can buy the fertilizer that I need, and mix it (5)                      9. I now know how to read signage(5)                      10. I can now go the market and buy whatever I need(6)                      from the list that I have</p> <p><b>5.2 What has changed about the way you look at the future now compared to how you looked at things before the Program?</b></p> <p>1. They see brighter days coming ahead towards them. Having able to read and write gave them confidence to go to the market alone without assistance, make their own list of goods or materials or equipment, and buying it makes them happy. Also, they'll notice if the seller is going to fool them. (7)</p> <p><b>5.3 What changes have occurred in the community as a result of the LIPAD Project?</b></p> <p>1, Men are not afraid to go to Bongao market(1)                      2. I don't know (2)                      3. The tambays (jobless) are now learning there lessons instead of staying outside(4)                      4. they can now decide on their own(4)</p>
<p><b>Sustainability</b></p> <p>6. How have local governments and other local stakeholders support and own LIPAD outcomes?</p>	<p><b>How have local governments or other organizations in the community supported the LIPAD Program?</b></p> <p>1. Brgy. Chairman as well as the mayor gives snacks at least once every week (130                      2. The barangay is not supportive(10)</p>
<p>9. Were project activities adopted, replicated, or otherwise disseminated by LIPAD assisted communities or stakeholders outside of project sites</p>	<p><b>Have you heard whether the LIPAD program has been established in other places outside of your barangay? If so, where?</b></p> <p>1. Yes they have heard in Pakias and Sanga- Sanga (3)                      2. none(6)                      3, Yes at Simangdagit and Bongao(1)                      4. Yes in Lower Portholland, Gaunan, shipyard(2)                      5. In the Municipality of Maluso(3)                      6. They have heard that LIPAD is implemented but could not identify where, also they don't remember the program(6)</p>
<p>10. To what extent did the LIPAD Project Communication strategy contribute to community and local level stakeholder support for the project intervention?</p>	<p><b>How did you find out about the program?</b></p> <p>1. were informed through house to house visitation by the facilitator(19)                      2. the barangay officials informed them about the program. But there was no screening process done during selection (3)                      3. they don't know the name of the project they just went to class because they were invited(5)</p>

Evaluation Domain	Specific Questions
	<p><b>What made you want to join? How did you think it would help you?</b>                      1. A chance to read and write for free(20)</p> <p><b>What do you think are the best ways to get people like yourself to join the Program?</b>                      1. Relaying personal experiences from the project such as able to learn to read and write and the impact that the project brought to their lives.(18)                      2. Even if they will encourage people to join the project, they themselves will enroll since they see the importance of the program(5)</p>

### Female Learners

Evaluation Domain	Specific Questions
<p><b>Relevance</b></p> <p>1. Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project?</p>	<p>1.1 It would be good to hear about yourself -- what your life was like before you joined the LIPAD Program.                      Total Number of Female Learners interviewed <b>(108)</b></p> <p><u>Ethnic Group</u>                      Sama and Tausug (52)                      Maranao (30)                      Maguindanao (56)</p> <p><u>Age Group</u>                      *Below 20 years (5)                      20-39 years (44)                      40-59 years (47)                      Above 60 years (12)                      *2 learners are 13 years old (OSY not adult)</p> <p><u>Level of Schooling</u>                      No Schooling (66)                      Grade 1- 2 (19)                      Grade 3-4 (14)                      Grade 5-6 (3)                      HS Level (3)                      No response (3)</p> <p><u>Learner's Occupation</u>                      Coconut caretaker (1)                      Laundrywoman (9)                      Weaver (2)                      Housekeeper (78)                      Sari-Sari Store Owner (10)                      Farmer (9)                      Vendor (1)                      No response (6)</p>

Evaluation Domain	Specific Questions
	<p><u>Learner's Civil Status</u>                      Separated (2)                      Widow (16)                      Single (4)                      Married (85)                      No Response (1)</p> <p>Of the 85 learners who are married, their <u>husband's source of income</u> is:                      No source of income (8)                      Farming (44)                      Fishing (11)                      Stone Cutting (3)                      Driving Tricykad (8)                      Carpenter (4)                      Odd Jobs (Seasonal) (4)                      Van Conductor (1)                      Sari-Sari Store Owner (1)                      Jeepney Driver (1)                      Para-Military (1)</p> <p><u>Number of children</u>                      None (6)                      3 and less (24)                      4-6 (51)                      7-9 (23)                      More than 9 (4)</p> <p><u>Major Issues of Female Learners</u>                      Illiteracy, no schooling (66 out of 108, 61%)                      No source of income, housekeeper (78 out of 108, 72%)                      Husband's lack or marginal source of income (83 out of 85, 98%)                      Large families , 4 to more than 9 children (78 out of 108, 72%)</p>
<p><b>Effectiveness</b></p> <p>3. To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)?</p>	<p><b>Note: The number in Items 2 to 11 are based on multiple responses (not the number of learners)</b></p> <p><b>2.1</b> What have you learned from the LIPAD Project?                      Read and write (27)                      Write my name and numbers (16)                      Simple Addition and subtraction (9)                      Others(sing, exercise, draw) (6)                      Write letters of alphabet (5)                      Read (by phono-syllabic method) (5)                      Learned how to Count (5)                      Child and proper health care (3)                      Learned more self-confidence (2)                      Cannot read and write, came in late in the program (2)                      No response (28)</p>

Evaluation Domain	Specific Questions
	<p><b>2.2</b> And how are you using what you have learned?</p> <p><i>Female learners used what they have learned by:</i>  <i>Teaching our children to read and write (23)</i>  <i>Registering and voting in the election (22)</i>  <i>Going to the market and buying items (12)</i>  <i>Reading signs (10)</i>  <i>Signing their name (4)</i>  <i>Transacting business (e.g. bank, remittance center) (4)</i>  <i>Travelling from one place to another (3)</i>  <i>Texting and using cell phones (3)</i>  <i>Improving reading and writing skills (3)</i>  <i>Overcoming ignorance (2)</i>  <i>Filling in forms or other Information (2)</i>  <i>Recognizing numbers and letters (2)</i>  <i>Teaching our neighbors (2)</i>  <i>No response (24)</i></p>
<p>5. As individual components, how effective were adult literacy facilitator training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?</p>	<p><b>3.1.</b> Can you tell us what parts of the program you like best?</p> <p><i>Liked all aspects of the program (71)</i>  <i>Learned to read and write (39)</i>  <i>Provision of school supplies and books for learning (36)</i>  <i>Learned more skills (social, life skills) (20)</i>  <i>Free literacy classes (3)</i>  <i>Like least?</i>  <i>None (108)</i></p> <p><b>3.2.</b> If you were to make adjustments to the program to make it better, what would you suggest?</p> <p><i>Conduct trainings on livelihood skills and projects (40)</i>  <i>Make the trainings longer (more than 3 months) (28)</i>  <i>Continue the LIPAD program (26)</i>  <i>Conduct the program closer to our residences (10)</i>  <i>Conduct child and health care trainings (2)</i>  <i>No response (24)</i></p>
<p>7. To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?</p>	<p><b>5.1.</b> What changes have occurred in your life as a result of participating in the LIPAD Project?</p> <p><i>Able to read and write (22)</i>  <i>No longer ignorant and illiterate (13)</i>  <i>Recognized the importance of education (6)</i>  <i>Can socialize with others (6)</i>  <i>Developed a sense of pride (3)</i>  <i>Gained self-confidence (3)</i>  <i>Had a sense of self-respect (3)</i>  <i>Able to register and vote (1)</i>  <i>No response (52)</i></p>

Evaluation Domain	Specific Questions
	<p><b>5.2.</b> What has changed about the way you look at the future now compared to how you looked at things before the Program?</p> <p><i>See a better future/ increase awareness (11)</i>  <i>Learned to read and write (11)</i>  <i>Gain self-respect and confidence (10)</i>  <i>Can teach children at home (6)</i>  <i>Expected membership to CCT (3)</i>  <i>Can engage in business, budgeting (3)</i>  <i>Can apply to go abroad / Travel (3)</i>  <i>Peace of mind (1)</i>  <i>No response (60)</i></p> <p><b>5.3.</b> What changes have occurred in the community as a result of the LIPAD Project?</p> <p><i>No longer ignorant (15)</i>  <i>Socialize with other people (13)</i>  <i>Clean and better / progressive and peaceful barangay (12)</i>  <i>Source of living is improving (9)</i>  <i>Able to vote w/out assistance (4)</i>  <i>We can send text messages (3)</i>  <i>No response (58)</i></p>
<p>6. To what extent has LIPAD implemented its Gender Action Plan?</p>	<p><b>6.1</b> Were there any barriers/obstacles that hindered your participation in the project?</p> <p><i>No major obstacles (28)</i>  <i>Sickness or Death in family (19)</i>  <i>Conflict of class schedule with family or community events (18)</i>  <i>Need to work (11)</i>  <i>Financial problems (8)</i>  <i>Conflict of class schedule with planting time (4)</i>  <i>Bad weather (3)</i>  <i>Need to take care of children (2)</i>  <i>Family Problems (1)</i>  <i>Lack of motivation (1)</i>  <i>No response (29)</i></p>
<p><b>Sustainability</b></p> <p>8. How have local governments and other local stakeholders support and own LIPAD outcomes?</p>	<p><b>8.1</b> How have local governments or other organizations in the community supported the LIPAD Program?</p> <p><i>Not aware of support given by barangay, LGU or local organization (29)</i>  <i>Snacks during classes and some rice / bread (15)</i>  <i>Provide area / hall for classes to be conducted (13)</i>  <i>Provide Transportation during graduation (2)</i>  <i>Encouragement to attend literacy classes (2)</i>  <i>Additional school supplies (1)</i>  <i>No response (54)</i></p>

Evaluation Domain	Specific Questions
<p><b>11.</b> Were project activities adopted, replicated, or otherwise disseminated by LIPAD assisted communities or stakeholders outside of project sites</p>	<p>11.1 Have you heard whether the LIPAD program has been established in other places outside of your barangay?                      11.2 Yes (44)                      If so, where?  <i>Lapid-Lapid and Tubig Tanah in Tawi Tawi</i>  <i>Ungus, Sanga Sanga, Ilugbo, Karungdong in Tawi Tawi</i>  <i>Gaunan, Fuente Maluso, Taberlongan, Bulanza in Basilan</i>  <i>Bulan-Bulan, Manggas, Matikang, Atong-atong in Basilan</i>  <i>Kilala and Patani in Lanao del Sur</i>  <i>Basak Maito, Batangan, Pawak, Bagoa Ingod in Lanao del Sur</i>  <i>Buadiapuso, Manakab, Tarik in Lanao del Sur</i>  <i>Gadungan, Timber, Gandamato in Lanao del Sur</i>  <i>Katuli, Simway, Banubo, Matilak, Benti Uno in Maguindanao</i>  <i>Tapayan, Tarikan, Balot, Sulon in Maguindanao</i>  <i>Upi, Kabuntalan, Labungan in Maguindanao</i>  <i>Sitio Kiyapo, Purok Sais, Digal in Maguindanao</i></p> <p>No (13)                      No response (51)</p>
<p><b>12.</b> To what extent did the LIPAD Project Communication strategy contribute to community and local level stakeholders support for the project intervention?</p>	<p>12.1 How did you find out about the program?  <i>Barangay meetings</i>  <i>Barangay officials</i>  <i>Coordinator went house to house</i>                      No response</p> <p>12.2 What made you want to join? How did you think it would help you?  <i>Main reason: Learn to read and write (58)</i>                      Other reasons:  <i>Committed &amp; understanding facilitator (4)</i>  <i>Inner motivation to learn (6)</i>  <i>No age limit (1)</i>  <i>No work at home (1)</i>  <i>Materials are provided (1)</i>  <i>Free training (1)</i>                      No response (36)</p> <p>12.3 What do you think are the best ways to get people like yourself to join the Program?  <i>House to house campaign (69)</i>  <i>Bring the LIPAD Project in our locality, near our residences(8)</i>  <i>Constant Follow-up of learners (5)</i>  <i>Barangay meetings (5)</i>  <i>Information from Barangay officials (4)</i>                      No response (26)</p>

## Facilitators

Evaluation Domain	Specific Questions (multiple responses)
<p><b>Relevance</b></p> <p>1. Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project?</p> <p>If so, why or why not?</p>	<p>1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.</p> <p><u>Background:</u></p> <ul style="list-style-type: none"> <li>• Poor sector of the community, <i>isang kahig isang tuka</i> (20)</li> <li>• Entry literacy level: zero literacy (20)</li> <li>• Majority are women (20)</li> <li>• Indigenous People (IPs)                             <ul style="list-style-type: none"> <li>-Badjao (2)</li> <li>-Tausug (8)</li> <li>- Sama (2)</li> <li>- Maranao (4)</li> <li>-Maguindanaoans (4)</li> </ul> </li> <li>• Religious affiliation                             <ul style="list-style-type: none"> <li>- Christian (8)</li> <li>- Muslim (11)</li> </ul> </li> <li>• Livelihood                             <ul style="list-style-type: none"> <li>- Farmers (7)</li> <li>- Housewives (8)</li> <li>- Vendors of vegetables/cooked food (5)</li> <li>- Sari-sari store operators ( 3)</li> <li>- Carpenters (4)</li> <li>- Laundry women (5)</li> <li>- Fishermen (8)</li> <li>- Traditional "hilot" (2)</li> <li>- Hat sellers (3)</li> </ul> </li> </ul> <p><u>Learner Issues:</u></p> <ul style="list-style-type: none"> <li>• Afraid to go to town and ride vehicles because they cannot read vehicle signage and the vehicle destination (12)</li> <li>• Cannot read the prices of commodities they like to purchase (8)</li> <li>• Store owners do not know how much change to give to customers (7)</li> <li>• Afraid to go to school because relative accuse them of looking for spouses once they learn to read and write (8)</li> <li>• Afraid to be Christianized (10)</li> <li>• Floods</li> <li>• Do not possess skills in work vacancies in their community, like sewing skills (8)</li> <li>• No jobs available in their community (7)</li> <li>• Afraid they might get in the crossfires during fights</li> </ul>

Evaluation Domain	Specific Questions (multiple responses)
	<p>between soldiers and underground groups (7)</p> <p><b>1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.</b></p> <ul style="list-style-type: none"> <li>• More than 60 years old (10)</li> <li>• A lady who had a very bad experience abroad was so traumatized that she lost her mind but attended LIPAD classes (1)</li> </ul>
<p><b>Effectiveness</b></p> <p>2. To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)?</p> <p>Were there any unintended results?</p>	<p>2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p> <p><b>Impact on Facilitators:</b></p> <ul style="list-style-type: none"> <li>• Positive effect on our professional outlook— we have gained new perspectives about adult learners. We have had experience in teaching young learners but now we have acquired competencies and skills in andragogy -- adult education (20)</li> <li>• We have learned insights on dealing with cultural concerns of adult learners and their contexts (5)</li> <li>• As a non-education graduate, I have decided to take education courses to enrich my teaching skills (1)</li> <li>• We are now more confident members of our community, as people now recognize our potentials of helping our disadvantaged brothers and sisters who need to be educated (18)</li> <li>• Peace education concepts are infused in lesson plans (8)</li> </ul> <p><b>Impact on learners, as perceived by the facilitators:</b></p> <ul style="list-style-type: none"> <li>• They feel confident in conducting their daily activities: coaching their children and grandchildren in the latter's school work, show more interest in joining school activities (11)</li> <li>• Learners have also learned the value of hygiene, sanitation, good grooming, caring for the environment and teaching these concepts to their family (11)</li> <li>• During elections, they can already sign their names; no more thumb marks for them (12)</li> <li>• We appreciate the feeling of hope that the learners have gained because of LIPAD (3)</li> </ul>

Evaluation Domain	Specific Questions (multiple responses)
	<p><b><i>Were there any unintended results that were brought about by the LIPAD Project—either positive or negative?</i></b></p> <p><u>Positive:</u>                      The self-esteem of facilitators have increased. We feel proud that we are part of a USAID-assisted project. Prior to serving as facilitators, we were just ordinary members of the community, especially because we are not LET passers/we did not have any job. Now, the community looks up to us as productive citizens (7)                      No answer: 13</p> <p><u>Negative:</u></p> <ul style="list-style-type: none"> <li>• Adults who did not join LIPAD are jealous of those who have graduated and hang their diplomas/certificates in their "salas" (3)</li> <li>• Our barangay captain does not show any interest in LIPAD</li> </ul> <p><b>2.2 <i>Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?</i></b>                      Yes, there were leavers (9)</p> <p><u>Reasons:</u>                      Transfer of residence/migration (2)                      Attention to livelihood is priority (7)                      Natural disasters like flooding and earthquakes (5)                      Ailment (7)                      Priority given to family activities --housework, social obligations (4)</p>
<p>3. As individual components, how effective were adult literacy facilitator training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?</p>	<p><b><i>Describe the training you received to become an adult literacy facilitator.</i></b></p> <ul style="list-style-type: none"> <li>• The objectives of the training for facilitators were achieved: the they had good orientation on the phono-syllabic method, numeracy, lesson planning and learner evaluation (20)</li> <li>• The training materials and handouts were sufficient, consisting of the Blue Book, lesson plan, class record, chalk, eraser, color, pentel pen, glue, scissor, ruler, teacher guide, cartolina, training bag, ballpen, pencil, sharpener, paper pad, books The major training material is <i>Magbassa Kita</i>, a book of Santanina Rasul which was extensively discussed during the training, together with demonstration lessons (20)</li> </ul>

Evaluation Domain	Specific Questions (multiple responses)
	<p><b><i>If you were to make any changes to the training, what suggestions would you make?</i></b></p> <ul style="list-style-type: none"> <li>• All the 20 facilitators feel that the training duration is not enough. They request that it be extended from 1.5-2 days to 4-5 days for more lesson planning exercises, reflection sessions and hands-on activities.</li> <li>• The reports required from the Facilitators are a challenge (15).</li> <li>• I complained that the weekly reports take so much of my time because I do them outside of the actual teaching hours as specified in my terms of reference (1).</li> </ul>
<p>4. What are the factors (both external and internal to the LIPAD Project, specifically including training and materials used) that contributed to the achievement of targeted deliverables?</p> <p>If any stated targets were not achieved, what were the impediments and how could the project have responded.</p>	<p><b><i>4.1 How have you found implementing the LIPAD curriculum—what aspects of the Project have been most successful?</i></b></p> <ul style="list-style-type: none"> <li>• Use of mother-tongue</li> <li>• Use of indigenous approaches (stories/folklore to motivate adult learners to participate.</li> <li>• Learner-centered teaching strategies—their contexts are paramount in preparing the teacher’s guides and learning materials</li> </ul> <p><b><i>4.2 Are there parts of the Project that are difficult to implement/teach?</i></b></p> <ul style="list-style-type: none"> <li>• Numeracy sessions were difficult to teach, particularly subtraction, multiplication and division, especially those exercises that need “borrowing” (20)</li> <li>• The older learners who did not have teeth found it difficult to produce the sounds of the alphabet (8)</li> <li>• Syllabication is a challenge to the learners (2)</li> </ul> <p><b><i>4.3 Are there aspects of the LIPAD Project that participants seem to not like?</i></b></p> <p>In terms of classroom activities, the learners did not like going in front of the class to write their answers to questions asked by the facilitator, as their “classmates” tend to make fun of them when they are not able to give the right answers (2)</p>
<p>5. To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?</p>	<p><b><i>5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?</i></b></p> <ul style="list-style-type: none"> <li>• LIPAD achieved its objectives in the batches they taught/are teaching (20)</li> <li>• The learners do not anymore need any assistance in putting their thumbmarks during elections (19)</li> <li>• Learners can now read signs in vehicles and are not anymore afraid to take jeepney or bus rides (13).</li> <li>• The numeracy component of the training has helped</li> </ul>

Evaluation Domain	Specific Questions (multiple responses)
	<p>them in their business as they now know how to count money (7).</p> <ul style="list-style-type: none"> <li>• One learner even realized that she owned a piece of real estate property when she read her name in the Certificate of Title of a property being claimed by the second wife of her husband (1).</li> <li>• The learners feel they are now more confident in doing their tasks in their home and in their livelihood (12).</li> <li>• They are able to tutor their children/grandchildren in the latter's school tasks and are more interested to join school activities (7)</li> </ul> <p><b>5.2 What changes have occurred in the community as result of the LIPAD Project?</b></p> <ul style="list-style-type: none"> <li>• Community leaders and members are likewise generally appreciative of the LIPAD literacy program. They support/provide funding assistance to the following LIPAD activities: graduation, community orientation, identification on non-literates in their communities. (19)</li> <li>• It is evident that there are beginning efforts to link LIPAD with the 4Ps (conditional cash transfer initiative of DSWD) in Lanao del Sur, Sulu and Tawi Tawi. In particular, there is an effort to make LIPAD participation as a first-step/foundation program to bridge literacy to the Livelihood Literacy and Food Sufficiency (LLFS). (10)</li> <li>• Now, there is more community openness to education programs in the community (3)</li> </ul>
<p>6. To what extent has LIPAD implemented its Gender Action Plan?</p> <p>What are the lessons learned and good practices in educating adult men and women?</p>	<p><b>6.1 How well has the LIPAD Project done in ensuring the participation of women?</b></p> <p>Women are more willing to participate in LIPAD because they feel that when they were younger, they had little opportunity to go to school. This is a cultural reality in Mindanao where in general, girls are not given the same chance at schooling "since they would soon get married anyway". LIPAD uses this natural "hunger" predisposition of women to be educated (1)</p> <p><b>What has worked and what could be better?</b></p> <ul style="list-style-type: none"> <li>• The LIPAD facilitators feel that they are beginning to be recognized as education leaders in their communities. For instance, Sulu LIPAD facilitators trained 30 day care workers from DSWD, an indication that the community leaders and other organizations/institutions at the local level are beginning to recognize their capabilities as community leaders (3)</li> </ul>

Evaluation Domain	Specific Questions (multiple responses)
	<ul style="list-style-type: none"> <li>• The Sulu facilitators formed Wednesday Club which serves as a venue for sharing experiences, conducting peer teaching, solving problems together, preparing reports for the meeting with LIPAD monitor (provincial coordinator), doing visual aids, discussing challenges and developing strategies to address them, planning activities together (3)</li> <li>• The Sulu Provincial coordinator provides incentives, e.g. the first 5 facilitators who submit their blue book reports are given rewards (cell phone load, star in their names in the provincial office, etc.), umbrellas, house gadgets and other items (3)</li> <li>• Teaching adult learners require substantial patience. It is not easy to teach because they can be sensitive and "makulit" (5)</li> <li>• Learners who are older than facilitators (5)</li> <li>• Facilitators should always remember the contexts of their adult learners whose self-esteem may not be high (5)</li> </ul> <p><b>6.2 As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?</b></p> <ul style="list-style-type: none"> <li>• The ID system which was initiated by the Sulu facilitators-- the learners carry their IDs and show them to authorities (police and other local authorities) to show that they are residents of Sulu and not strangers from other places. The ID is also some form of a discount card –e.g. in vehicle fares from TawiTawi to Sulu (and vice-versa) as well as other transactions in business establishments (5).</li> <li>• There is a Quiz Bee contest of activity in Sulu LIPAD: the facilitators select the top 3 performers per class per barangay who will be represented in the municipality-wide quiz bee. The winner of each municipality competes with the other top learners in other municipalities, and the top one in the whole province is chosen. Transportation is provided the local government units (3)             <ul style="list-style-type: none"> <li>• At the end of each batch, the facilitators have a gathering – some sort of a reflection session where they share their experiences and determine lessons learned in educating adult learners (3)</li> </ul> </li> <li>• In San Raymundo of Jolo, the Barangay Captain introduced a lending program to LIPAD beneficiaries (P2,000 payable every week in the amount of P50, interest free) (3)</li> <li>• In Batches 3,4,5 and 6, the barangay captain gave an additional allowance of P2,000 to the facilitators, plus transportation allowance from Maimbong to Jolo (3)</li> </ul>

Evaluation Domain	Specific Questions (multiple responses)
	<ul style="list-style-type: none"> <li>• LIPAD has developed some partnership with the military which provides transportation facilities to the learners so that they can attend classes and join graduation ceremonies (3)</li> <li>• Since Batch 1, the military provides personnel who serve as LIPAD resource persons and tutors and gives other technical assistance/advice to learners such as counseling, coaching, tutoring (3)</li> <li>• The Department of Agriculture gives plant seeds to graduates of LIPAD (3)</li> </ul>
<p><b>Sustainability</b></p> <p>7. How have local governments and other local stakeholders support and own LIPAD outcomes?</p>	<p><b>7.1 Describe how local governments or other organizations in the community have supported the LIPAD Program.</b></p> <ul style="list-style-type: none"> <li>• In accordance with MOAs with LIPAD, the local government units take responsibility of identifying possible venues and if possible, blackboards and chairs (19)</li> <li>• The municipal mayor of Maluso subsidized the participation of learners in excess of the 30 per batch funded by LIPAD (2)</li> <li>• During graduation ceremonies, they fund the transportation costs in transporting the learners to the graduation venues (16)</li> <li>• LGUs also shoulder the cost of food served during graduation ceremonies (16)</li> </ul>
<p>8. Were project activities adopted, replicated, or otherwise disseminated by LIPAD assisted communities or stakeholders outside of project sites</p>	<p><b>8.1 Have you heard whether literacy programs like LIPAD has been established in other places outside of project sites? If so, where and by whom?</b></p> <ul style="list-style-type: none"> <li>• Literacy for Livelihood for Food Sufficiency (LLFS) (7) Program of DSWD. This program provides incentives (rice and P2,000)</li> <li>• Christian Child Fund for out-of-school youth</li> <li>• DepED BALS</li> </ul>
<p>9. To what extent did the LIPAD Project Communication strategy contribute to community contribute to community and local level stakeholder support for the project intervention?</p>	<p><b>9.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?</b></p> <ul style="list-style-type: none"> <li>• Sulu has a time slot in weekly radio broadcasts where LIPAD can describe its activities and make project announcements (3)</li> <li>• LIPAD is also featured in the Sulu Gazette, the official publication of the province (3)</li> <li>• The facilitators go with the barangay captains in conducting house to house orientation cum literacy mapping for LIPAD (12)</li> <li>• There are testimonials made by LIPAD graduates who join the community orientation sessions (12)</li> </ul>

**MKFI Field Staff**

Evaluation Domain	Specific Questions
<p><b>Relevance</b></p> <p>1. Were the intended categories of beneficiaries identified in the project design phase the same or similar to those that eventually received assistance under the project?</p> <p>If so, why or why not?</p>	<p>1.1 It would be interesting to hear about the participants you work with—their background, the kinds of issues they face in their daily lives.</p> <p><u>Background:</u>  <i>Our learners are Sama and Tausag (1);                  Maranao (2);                  Tedurays and Maguidanaoans (2)                  Christians (2);                  Muslims (2);                  Farmers (7);                  Female vendors/sari sari store owners (7);                  Fisher folk (7);                  Housewives (7);                  Male pedicab/tricycle drivers (2);</i></p> <p><u>Issues:</u>  <i>Can't read instructions;                  Difficulty in conducting and keeping track of financial transactions (7);                  Early marriages (1)                  Fear of Christianization in public schools (1)                  Flooding (1)                  Food security challenges (1);                  Land tenancy issues for farmers (1);                  Livelihood challenges (4);                  Low income/poverty (3)                  Low educational attainment (1);                  Need assistance to vote (1);                  Peace, security, and order challenges (2).</i></p> <p>1.2 Were there any participants in the Program that were different than those targeted? If so, please describe them.</p> <p><i>So far none (4);                  Unknown number of children under 15 attending school have attended LIPAD classes for "enrichment" (1)                  There are about 50 learners from the Bangsa Moro Freedom Fighters and the Moro Islamic Liberation Front who have taken literacy classes (1)</i></p>
<p><b>Effectiveness</b></p> <p>2. To what extent has the project achieved its intended overall objectives (outputs, outcomes and contribution to impact)?</p> <p>Were there any unintended</p>	<p>2.1 What are your thoughts about how well the LIPAD Project has achieved its overall objectives and impact?</p> <p><i>We have achieved our objectives and impact (2)                  Impact is very great because they know how to write names, do numeracy, read signs, and read signs (1)                  They can now vote without assistance (3)</i></p>

Evaluation Domain	Specific Questions
<p>results?</p>	<p><i>Self-confidence has increased (1)</i>  <i>The LIPAD project has provided them with basic literacy and how to handle a pencil that no other agency has provided them (1)</i>  <i>We have integrated concepts of peace and development through association with letters and sounds (1)</i>  <i>We have integrated topics related to hygiene in our classes (2)</i></p> <p>2.2 Were there any unintended results that were brought about by the LIPAD Project—either positive or negative?  <u>Positive:</u>  <i>We have been able to establish unity among learners attending literacy classes--learners have established their own adult learners organizations in their barangays (1)</i>  <i>LIPAD IDs used by our learners are now being used as personal identification documents for buying tickets, conducting transactions, passing through check points, etc. (1)</i>  <i>Two facilitators have been able to get permanent jobs as teachers with the Department of Education (1)</i>  <i>Great to see solders in the role of literacy facilitators (1)</i>  <i>The Conditional Cash Transfer Program is partnering with LIPAD by requiring all non-literate beneficiaries to participate in literacy training (1);</i>  <u>Negative:</u>  <i>Some barangay officials asked how they would personally benefit from the LIPAD Project (4);</i>  <i>Some barangay officials "forgot" to provide the assistance they promised (2);</i>  <i>One of our facilitators was accused by the barangay captain of siding with another candidate but the facilitator was neutral (1).</i></p> <p>2.3 Were there dropouts? What reasons have you heard from them for dropping out? Can you suggest ways that would more likely help participants complete the Program?  <i>Yes there were dropouts (9)</i>  <u>Reasons:</u>  <i>Need to earn money (7)</i>  <i>Ridos/armed conflicts (4)</i>  <i>No incentives like food or money to participate in LIPAD (2)</i>  <i>Moving to Malaysia or elsewhere (2)</i>  <i>Sickness (1)</i>  <i>Death (1)</i>  <i>Family problems (1)</i>  <i>Uninterested (1)</i>  <i>Got pregnant or married (1)</i></p>

Evaluation Domain	Specific Questions
	<i>Some had eyesight problems (1)</i>
<p>3. As individual components, how effective were adult literacy facilitator training, adult literacy classes, and learning materials distribution in achieving the LIPAD Project's objectives?</p>	<p>3.1 Describe the training you received to become an adult literacy facilitator.  <i>Received one month on the job training (3);                  Received training on how to monitor the facilitators, office management, record keeping, financial orientation, community orientation (2);                  Received an orientation briefing/workshop for two days every three months (1);                  Received training in the phono-syllabic method—the training covered the nine steps of the teaching methods and also trainers training for training facilitators for two days (1)                  Two day orientation to the phono-syllabic approach, overview of the project, expectations regarding targets, strategies for coordination with local government, reporting requirements (4)</i></p> <p>3.2 How effective was the adult literacy facilitator training offered?  <i>Very effective—it helped me to know how to monitor the facilitators and check the progress of learners (8)</i></p> <p>3.3 If you were to make any changes to the training, what suggestions would you make?  <i>We need to include more references to health practices in our curriculum (1);                  We are requested to include peace and development in our training but there is no formal instructions on how to do that (3);                  Paper work needs to be lessen for facilitators—very challenging to prepare bi-weekly and monthly reports because there is no internet or even electricity (1);                  No need to make changes (1);                  No suggestions (2);                  Two-day training is not enough (2);                  We also need training on livelihood skills development (1).</i></p>
<p>4. What are the factors (both external and internal to the LIPAD Project, specifically including training and materials used) that contributed to the achievement of targeted deliverables?</p>	<p>4.1 How have you found implementing the LIPAD curriculum—what aspects of the Project have been most successful?  <i>The phono-syllabic method of teaching should be adopted by DepED (1)                  Using our vernacular makes it easy for learners to understand (4)                  The first module is very successful because it helps learners to see that it easier than the alphabet approach used by</i></p>

Evaluation Domain	Specific Questions
<p>If any stated targets were not achieved, what were the impediments and how could the project have responded.</p>	<p><i>their children (1);</i>  <i>Word associations with sounds that illustrate peace concepts (1).</i></p> <p>4.2 Are there parts of the Project that are difficult to implement/teach?  <i>None noted (6)</i>  <i>Monitoring of the project is difficult because of weather problems, bad roads, and security (1)</i>  <i>Working with some officials is difficult because we have standards for facilitator and site selection but whom they recommend do not meet our standards (2)</i>  <i>Some officials want to be involved in the disbursement of the honorarium for the facilitators (2)</i>  <i>Recruitment of facilitators is difficult—it is hard to find people to serve as facilitators in some barangays (1)</i></p> <p>4.3 Are aspects of the LIPAD Project that participants seem to not like?  <i>None noted (8);</i>  <i>I don't know—the learners want us to provide another class (1).</i></p> <p>4.4 Were there any targets assigned to you that were not achieved? What were the obstacles in achieving those targets? What suggestions do you have to overcome them?  <i>We achieve all our targets (5);</i>  <i>Out of the 19 municipalities we are in 10. We have transportation problems because the municipalities are located on islands and no regular transport to them (2)</i></p>
<p>5. To what extent did the LIPAD Project contribute to the change in condition of communities in terms of empowerment of women, facilitators and local leaders?</p>	<p>5.1 What changes have you observed in the participants as a result of having participated in the LIPAD Project?  <i>Wives who learn to text make their non-literate husbands upset and motivate them to take literacy classes (1);</i>  <i>Greater numbers of women realizing the knowledge and education are important (1);</i>  <i>Female learners are now able to mingle and interact with educated women and not be ashamed (1);</i>  <i>Personal development—socialization, self-esteem, empowerment of women, improved hygiene, ability to conduct financial transactions, use of cell phones, involvement in elections and voting (3);</i>  <i>Learners are friends with one another more than before (1).</i></p> <p>5.2 What changes have occurred in the community as result of the LIPAD Project?  <i>There is an increase in community responsibility that</i></p>

Evaluation Domain	Specific Questions
	<p><i>education is important (2);</i>  <i>In the community there is more participation in programs such as "4 Peace" and in local elections (1);</i>  <i>Some barangay counselors can now read and write (1);</i>  <i>There is more interaction among learners who are neighbors than there was before (2);</i>  <i>The community is better organized and better able to discuss issues (1)</i></p>
<p>6. To what extent has LIPAD implemented its Gender Action Plan?</p> <p>What are the lessons learned and good practices in educating adult men and women?</p>	<p>6.1 How well has the LIPAD Project done in ensuring the participation of women?  <i>We do not need much effort to get women to participate—it is natural for them to participate (5);</i>  <i>70-80 percent of the classes are women (2)</i></p> <p>6.2 What has worked and what could be better?  <i>No responses (10)</i></p> <p>6.3 As field staff/adult literacy facilitators, what are some examples of lessons learned and best practices in educating adults?  <i>We invite facilitators from other barangays when they have no classes to visit facilitators in other classes to learn from other facilitators (1);</i>  <i>We give the best facilitators a chance to teach new facilitators and share their experiences (1);</i>  <i>We need to help our learners gain better livelihoods (1);</i>  <i>Important to value indigenous knowledge as much as secular knowledge (1)</i>  <i>Peer to peer learning where fast learners help slow learners in the class and also do home visits of 1 to 2 hours to help slower learners (1);</i>  <i>Barangay officials have an important role in motivating their citizens to become literate—the more the people of a barangay become literate the more developed will become the barangay (1);</i>  <i>Mass graduation is one of the best practices where many participants can come and celebrate together and participate in festivities with barangay officials and receive their awards and certificates (1);</i>  <i>Per 25-learner class, facilitators are asked to identify the top 3 achievers. These three are then asked to take a qualifying exam in order to become awarded one of the top five achievers' award for the batch. All awardees receive a grocery gift from the governor (1).</i>  <i>Being connected with the DWSD CCT Program is a good way to identify learners in particular barangays who need to become literate in order to maintain their participation</i></p>

Evaluation Domain	Specific Questions
	<i>in the CCT Program.</i>
<p><b>Sustainability</b></p> <p>7. How have local governments and other local stakeholders support and own LIPAD outcomes?</p>	<p>7.1 Describe how local governments or other organizations in the community have supported the LIPAD Program.  <i>Barangay officials provide the learning venue, furniture, learning materials and security (5);                      Officials provide transportation for learners to attend graduation ceremonies (3);                      Officials pay for the ceremonies (3);                      Officials pay for awards and metals for graduations (3);                      MBLT5 Military unit has provided support that has been huge—teachers and materials (2);                      Not all barangays give us full support—we provided everything (1).</i></p>
<p>8. Were project activities adopted, replicated, or otherwise disseminated by LIPAD assisted communities or stakeholders outside of project sites</p>	<p>8.1 Have you heard whether program's like LIPAD has been established in other places outside of project sites? If so, where and by whom?  <i>No (4);                      The mayor of the municipality of Tipo Tipo is helping establish the literacy program in other places within the municipality. He has paid for 11 facilitators (1);                      Assistance has been received from the Yakan Integrated Resources Development Foundation who is matching the costs of conduct one class to our classes in six barangays (1);                      Six additional facilitators who are Marines are using LIPAD methods and materials to teach literacy in areas like Turtle Island, Mapo, and Sipangkai (1);                      Literacy for Livelihood for Food Sufficiency Program run by the DSWD is being implemented in other barangays and we consider them to be a competitor because they provide 2000 pesos and a bag of rice to learners periodically (1),</i></p>
<p><b>Monitoring and Evaluation and Outreach/Communications</b></p> <p>9. To what extent are the Project's M&amp;E and reporting systems effective and efficient for tracking project progress?<sup>1</sup></p> <p>How valid, reliable and adequate are the measures used by the LIPAD Project to assess and report on Project results?</p>	<p>9.1 How effective have you found the LIPAD Program's tracking and reporting system to be?  <i>The record keeping system is quite effective (4);                      No, very poor—we find problems and difficulties and there is a need to improve the system (1);</i></p> <p>9.2 What challenges have you encountered?  <i>We have a problem with maintaining the adult learners' profile—we need a data base program in which to enter all the information about learners (1);                      This is the third time we have moved our office and we</i></p>

<sup>1</sup> Note: questions 10.1 to 10.3 will be administered to both field staff and adult literacy facilitators. Questions 10.4 through 10.8 will be administered to field staff only.

Evaluation Domain	Specific Questions
<p>Describe how M&amp;E results were used and how monitoring, reporting, and dissemination of results could have been improved.                      What information needs are not being met?</p>	<p><i>may have lost some blue books in the move (1);                      Facilitators do not like to write their reports in English—it is a challenge for them so we allow them to write in Tagalog (1);                      Tracking system seems to be more difficult for facilitators—they are far from where we are and find it hard to forward records to our office (1);                      The first coordinator left us a big problem which we are facing now—she did not ensure that all the blue books were filled out by all the facilitators for batches 1, 2, 3, and half of 4 and removed all records from the office (1);                      Our desktop computers are not working any more as well as our printers (2);                      We are using a separate hard drive to store all our files and there is a high risk that we could lose all our data (1);                      My portable drive sometimes does not read files making the saving of records difficult (1);                      My laptop is not working good (1);                      An assistant coordinator responsible for record keeping was terminated because of poor work performance (1);                      Some of the records I receive are not well organized/not complete—especially Tawi-Tawi (1).</i></p> <p>9.3 What suggestions would you have to make the system better?  <i>Better hardware (1);                      A data base we can access to store all our information (3);                      Facilitators are suggesting that the questions asked for each week's report change instead of being the same questions each week for the three-month period (1);                      It is important to convene all facilitators twice a month to check their blue books to make sure they are complete as well as share experiences, learning insights, what's working (1).</i></p> <p>9.4 Please describe the measures used by the LIPAD Project to assess and report on Project results?  <i>We track the number of enrollees by gender, number of dropouts and the reasons why, attendance, number of completers, exams given each week, mid-term exams, final exams, recitation in class, and workbook assignments to measure results (7);                      We put stars next to facilitators names to show who is performing as expected (1)                      We administer the mid-term and final exams to see how learners are progressing (2);</i></p>

Evaluation Domain	Specific Questions
	<p>9.5 How reliable and adequate do you think are measures are being used to assess and report on Project results?  <i>Very reliable (6);                      On the profiling of our learners we are not sure if the information is true or not—we also do not have pictures of them (1).</i></p> <p>9.6 In what ways field staff use M&amp;E results?  <i>We use the M&amp;E results to plan for the next batch by reviewing the problems facilitators have encountered and giving recommendations to the facilitators to overcome their problems for the next class (4);                      We take the M&amp;E results of each facilitator into account to determine if they should continue teaching or not (1);</i></p> <p>9.7 How can the dissemination of results be improved?  <i>Continue the quarterly meetings with the project management (2);                      Use the results and information in our training with facilitators (1);                      No suggestions (4).</i></p> <p>9.8 What information needs if any do you think are not being met?  <i>It would be nice to see what topics the learners like most—we don't know that (1);                      We don't know what topics they would like to see included in the curriculum (1);                      Not sure (6);                      We would like information on what will follow after this program ends (2);</i></p>
<p>10. To what extent did the LIPAD Project Communication strategy contribute to community and local level stakeholder support for the project intervention?</p>	<p>10.1 How has or in what ways has the LIPAD's communication strategy contributed to community support for the Project?  <i>Local radio stations interviews me before classes start (3);                      The provincial governor requests that LIPAD's quarterly newsletter be included in his newsletter (1);                      Graduation ceremonies were covered by TV (2);                      Newspaper and magazine articles have been written (2);                      We use texting to disseminate information to learners (1).</i></p> <p>10.2 Under what conditions has the strategy worked best?  <i>Before entering a community we send letters to barangay officials and hold meetings with them to inform them about the LIPAD Project (1);                      We use word of mouth as the main way of informing others about the LIPAD Project (1);                      Don't know (1);                      The mosque is the best place to let the community know</i></p>

Evaluation Domain	Specific Questions
	<p><i>about the LIPAD Project (1);</i>  <i>It is a poor strategy and not included in our budget so we cannot implement it because we have no resources (1);</i>  <i>Providing the provincial office with the newsletter works best (1);</i>  <i>Radio programs let people know and they call in to find out where they can participate (2).</i></p>

### Community Leaders

Evaluation Domain	Specific Questions
<p>Relevance</p> <p>1. Would you describe briefly what you know about the LIPAD Project?</p>	<p>LIPAD is a literacy project for adult illiterates (21)</p>
<p>2. What was your first impression when you heard about LIPAD Program? Did you feel that it could make a difference in the community/barangay? Has that impression changed as you have gotten to know the program better?</p>	<ul style="list-style-type: none"> <li>• Happy, because it would be of great help to those who cannot read and write in my community (4)</li> <li>• The project will eventually help the community (5)</li> <li>• The project will bring livelihood opportunities to the community (2)</li> <li>• The project would help the community leaders eradicate illiteracy in the community (3)</li> <li>• It is a big help to the community (2)</li> <li>• Niece is a LIPAD teacher. When she told me about it, I liked it (1)</li> <li>• The project can help attain peace in the community (4)</li> </ul>
<p>3. It would be interesting to hear about the people participating in the Project — their background, kinds of challenges they face in their daily lives, their expectations when they finish their training.</p>	<p><b><i>Learners' Background</i></b></p> <ul style="list-style-type: none"> <li>• Community members who have difficulties in their livelihood (1)</li> <li>• Women members of the community (10)</li> <li>• People who are exploited by politicians (2)</li> <li>• Farmers and housewives (6)</li> <li>• Merchants, vendors (8)</li> <li>• Hat makers (4)</li> <li>• Jobless (3)</li> <li>• Tricycle/jeepney driver (2)</li> </ul> <p><b><i>Issues of adult learners</i></b></p> <ul style="list-style-type: none"> <li>• Difficulties in communicating with people who speak Tagalog or English (2)</li> <li>• Problems with politicians who exploit them during elections (10)</li> <li>• Many members of the community, especially women, were</li> </ul>

Evaluation Domain	Specific Questions
	<p>not given a chance to go to school when they were younger (7)</p> <ul style="list-style-type: none"> <li>• Not knowing how to count payments and give changes of goods they sell (3)</li> <li>• Afraid to go out of the house and ride vehicles because they could not reach signboards (8)</li> <li>• Mothers who find difficulty in relating with their children hope they can gain knowledge on how to guide their children properly (7)</li> </ul>
<p><b>Effectiveness</b></p> <p>4. What feedback have you heard from participants or other community members about the LIPAD Project regarding the training being offered there — either positive or negative?</p>	<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• The adult learners and their families are very satisfied with the training they received (21)</li> <li>• We became eager to have more programs like this (4)</li> <li>• Even those who already know how to read and write were interested to join LIPAD (1)</li> <li>• Women now feel they are important members of the community and they matter to the other members of the community (2)</li> <li>• Learners are happy for being given the second chance to learn (3)</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• We thought at first that LIPAD would lead the people to be "Westernized" because it is funded by USAID. But later, we realized it was mainly focused on literacy (2)</li> <li>• Just a minor issue—women who used to do full time house work now have to balance their time between LIPAD and housekeeping (3)</li> </ul>
<p>5. What changes have you observed in the participants as well as in the community as result of the LIPAD Project?</p>	<ul style="list-style-type: none"> <li>• Housewives now know how to budget the money given to them by their husbands (2)</li> <li>• They now know how to read and write and are proud of these new-found skills (1)</li> <li>• They are now confident in doing their activities in and out of their homes (18)</li> <li>• Their knowledge on their business activities improved because they already know how to count (2)</li> </ul>
<p>6. Overall, how would you rate the effects of the LIPAD Project on your community?</p>	<ul style="list-style-type: none"> <li>• Satisfactory (9)</li> <li>• 80% improvement (2)</li> <li>• 75% improvement (2)</li> <li>• 70% improvement (2)</li> <li>• Passing, but I hope LIPAD will not only focus on literacy but also on livelihood (2)</li> </ul>
<p>7. Have you heard of anyone who</p>	<ul style="list-style-type: none"> <li>• Yes (18)</li> </ul>

Evaluation Domain	Specific Questions
may have encountered problems participating in the LIPAD	<ul style="list-style-type: none"> <li>• None (3)</li> </ul>
8. If so, what kinds of problems did they face?	<ul style="list-style-type: none"> <li>• The LLFS is more attractive to the learners because this program has an incentive packages (1)</li> <li>• Some learners said they became hungry because there we no snacks (1)</li> <li>• Tardiness and absences because they have to attend to their livelihood (3)</li> <li>• Financial problems, no money to go to LIPAD classes (4)</li> <li>• Balancing time between housework and time for LIPAD (5)</li> <li>• Learners expected they would get some incentives (2)</li> <li>• Distance from home (2)</li> </ul>
9. How did they overcome them?	<ul style="list-style-type: none"> <li>• Barangay chairman advised them to budget their time (2)</li> <li>• Barangay chairman helped them by providing transportation and the materials they in in LIPAD (5)</li> <li>• Barangay chairman explained to them that while there is no material benefit, learning is beneficial to them (2)</li> <li>• Barangay chairman advised that the women learners talk to their husbands (2)</li> </ul>
<b>Sustainability</b> 10. In what ways have you supported the LIPAD Program?	<ul style="list-style-type: none"> <li>• Identify LIPAD venues (2)</li> <li>• Personally monitor progress of learners (3)</li> <li>• Give rice and other small household items, funded from the 20% IRA of the barangay budget (7)</li> <li>• Sometimes I spend my own money to give them material and other items they need for LIPAD (7)</li> <li>• Provide security to learners (2)</li> <li>• Give advice for the learners to persevere, provided continuing encouragement and moral support (11)</li> <li>• Transportation to and from LIPAD venues (5)</li> <li>• Information dissemination (4)</li> </ul>
11. What are your thoughts about the continuation of an adult literacy project in your community to reach more participants?	<ul style="list-style-type: none"> <li>• We highly welcome continuation, for the other illiterate members of the community (16)</li> <li>• Welcome continuation, because the LIPAD facilitators also benefit as they receive honoraria (3)</li> <li>• Continuation is necessary because of the risk of reverting back to illiteracy (2)</li> <li>• Continuation is good, especially if there are livelihood components (2)</li> <li>• Continuation is good, and we need to do house-to-house campaign to encourage participation (1)</li> </ul>
12. In what ways would you support such a project?	<ul style="list-style-type: none"> <li>• Information dissemination (2)</li> <li>• Encourage community to participate (12)</li> <li>• Provide materials needed b learners (6)</li> <li>• Am even willing to spend my own money for learners (2)</li> </ul>

Evaluation Domain	Specific Questions
<p>13. Have you heard of the LIPAD Project being adopted/replicated in areas other than its current sites?                      14. If so, where and by whom?</p>	<ul style="list-style-type: none"> <li>• Yes, LIPAD is also in other barangays (15)                             <ul style="list-style-type: none"> <li>-Buluan: Barangays Pupul, Maslabeng, Upper Siling and Digal.</li> <li>-Datu Odin Sinsual: Baragays Tambak, Tanuel, Magelco and Capitol -Sultan Mastura: Barangays Tambo and -Buadipuso Bundong and Ditsaan Ragain: Barangays Pugaan and Poblacion</li> <li>- Bongao: Luuk Pandan, Pagasinan, Mandulan, Pababag, Latu-Latu, Nalil</li> <li>-Maluso: Lower Port Holland, Upper Port Holland, South Gaunan, Shipyard Tabu, Taberlongan</li> </ul> </li> </ul>
<p><b>Communication</b>                      15. How well known is the LIPAD Program in your community/barangay? What is said about it?</p>	<ul style="list-style-type: none"> <li>• LIPAD is well-known 16</li> <li>• 70% of our population know about LIPAD 3</li> <li>• 75% of our population know about LIPAD 2</li> </ul>
<p>16. What would the program need to do to become better known in the community?</p>	<ul style="list-style-type: none"> <li>• More information dissemination (8)</li> <li>• Tarin facilitators well (2)</li> <li>• Make sure learners have learned well (2)</li> <li>• Provide additional "motivators" with allowance (2)</li> <li>• Include livelihood components and provide financial assistance to those who finish the program (4)</li> <li>• Local government executives to be more committed to LIPAD (2)</li> </ul>

# **ANNEX G**

# **STATEMENT OF**

# **DIFFERENCES**

# **FROM MKFI**

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## STATEMENT OF DIFFERENCES ON THE PERFORMANCE EVALUATION OF THE LITERACY FOR PEACE AND DEVELOPMENT PROJECT (LIPAD)

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### 1. Enhance the peace initiatives through literacy activities with special attention to women non-literates who could be effective peace agents and agents of change. (p.3)

*Not accomplished.*

Out of 21 FGDs held in 13 barangays (separate FGDs for males and females) in four of the five targeted provinces involving 134 learners, none of the 105 females offered that they learned concepts related to peace building. Out of 29 male learners, only two males in Basilan mentioned that they had learned peace-building concepts, but were unable to explain what they learned. From the point of view of the facilitators interviewed, only three from Sulu, two from Basilan, and one from Lanao del Sur out of 20 reported that they infused peace concepts in their literacy training through the association of sounds with words dealing with peace. No provincial coordinators mentioned peace building as part of the changes occurring in learners.

#### MKFI'S Response:

There are anecdotal stories from answers of women and men participants that talk about Peace and Developments as can be seen in the evaluation report annexes such as in the transcripts of discussions as follows:

- *Answer to question 2.2: "To be a law abiding citizen" & "To avoid conflict"* (from male participant from Brgy. Sungog, Marawi City)
- *Answer to question 5.1: "Different topics like peace and development"* (from female participant from Brgy. Sugod, Saguwaran)
- *Answer to question 5.2: "The importance of RESPECT as a core value"* (from female participant from Brgy. Sugod, Saguwaran)
- *Answer by a facilitator from Marawi City to question 2.2: " My learner has three wives. One of the three wives enrolled the class and when the two learned, they enrolled too. They learned to co-exist with one another"*
- *Answer by the LIPAD field staff in Maguindanao to question 5.2: "In barangays Sitio Barongisan and Nalkan they did not know the people that lived in the other barangay. Now learners in both barangay know each other and interact with one another which they did not do before. Now they don't treat them as classmates but has neighbors. Now the learners of all three language groups can now speak one another's dialect."*

In addition, MKFI believes that the evaluator's findings tagged as "not accomplished" is a hasty generalization as their findings is only limited to the selected sites and participants who are mostly located within the periphery of the capital towns. It therefore did not capture stories from LIPAD sites where conflict is heavily concentrated such as in the island of Sulu, and in the Barangays of Danapa and Cambug in Al Barka Basilan where two MILF camps are located.

## **2. Raise the basic literacy and functional literacy level of citizens in the ARMM.**

***Accomplished***—*raised the basic literacy level of citizens at the project sites. (p. 4)*

Based on anecdotal evidence provided by the 29 male and 100 female learners participating in FGDs, which included the learners writing their names on a sign-in sheet, there is indication that LIPAD has raised the basic literacy levels of selected citizens in the ARMM.

Although LIPAD has not yet attained its objective to raise the learners' literacy skills to functional literacy level, it serves as a bridge or gateway to higher levels of literacy, particularly post-literacy which is the beginning stage of functional literacy. This is a commendable initiative of LIPAD in improving the literacy levels of non-literates in Mindanao.

### **MKFI's Response:**

Resolution No. 1 series of 2008 of the Literacy Coordinating Council and as adopted by the Department of Education through Memorandum No. 78, series of 2009 signed by then Secretary Jesli Lapus provides the benchmarks for measuring functional literacy by adopting an operational definition of functional literacy as broken down into three categories. Our learners who were interviewed showed that they fit to the category 1 of functional literacy that which is

*"Functional Literacy (with basic literacy and critical thinking skills and problem solving, sustainable use of resources, and productivity, development of self and a sense of community, and expanding one's world vision-initially acquired"*

The anecdotal stories gathered by the evaluating team as found in the annexes show that LIPAD learners were able to satisfy the abovementioned criteria for functional literacy. Examples of these are from the answers of the male and female focus group discussions when questioned *"how are you using what you have learned?"* the following answers such as:

- **"Used knowledge they have gained whenever they go to the market or anything that concerns reading and writing plus decision making"** (male participants from Lanao del Sur)
- **"This time, I know already how to use tape measure and other measuring devices as a result it increases my rate from 150 to 250 per day. I also tutored my children in their lesson"**. (male learner from Karundong, Tawi Tawi).
- **"Since they already know how to read, they already know what to do like how to make fertilizer"** (male participants from Lanao del Sur)
- **"Skills in budgeting with limited money available for house expense"** (female participant from Basilan)
- **"Increase awareness in terms of geographical location - news"** (female participant from Basilan)
- **"My views became wider. I am more confident"** (female participant from Maguindanao)

3. **Effectiveness paragraph C: 200 Basic and functional literacy classes conducted per target province during the second year. Another 200 classes per target province during the third year. Could be verified in selected field sites but not overall for the project due to incomplete source documents (p.13).**

**MKFI Response:**

As explained to Mr. Boyson, the dates of the MOA indicated in the project implementation summary form from Sulu had some clerical errors, and this was remedied with the agreement of all parties during the debriefing at USAID that MKFI will submit the corrected version not later than Sept. 2, 2013 to which MKFI complied with and Mr. Boyson has acknowledged the receipt of such in his email on Sept. 2, 2013.

4. **Effectiveness Paragraph G. At least 125,000 literacy materials developed/procured and distributed to the learners. Could be verified in selected field sites but not overall for the project due to incomplete source documents (p.14).**

**MKFI Response:**

It is worth noting that the annexes provided by the evaluators showed that in all interviewees conducted, the learners shared that they have received supplies such as books, papers, pencils and plastic envelopes (bag). However, this findings were never revealed in the final report of the evaluators.