
International Youth Foundation

Education and Livelihood Skills Alliance

**USAID Cooperative Agreement
AID 492-A-00-04-00029-00**

**Quarterly Status Report #8
FY2/QSR8: 1 July 2006- 30 September 2006**

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**Education and Livelihood Skills Alliance
Quarterly Status Report 8**

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I. Introduction

IYF has entered into a cooperative agreement #AID 492-A-00-04-00029-00 with USAID effective October 1, 2004 and ending September 30, 2007. The *Education and Livelihood Skills Alliance (ELSA)* seeks to create and expand community-based learning and employment activities for Filipino young people, ages 24 and under, living in the Philippines in the southern island of Mindanao, including the Autonomous Region in Muslim Mindanao (ARMM).

The Alliance continues to contribute to the following Intermediate Results of USAID/Philippines:

IR1. Community Based Learning Opportunities in School-less and Conflict Affected Areas

- (a) Building education infrastructure in Mindanao, including the Autonomous Region for Muslim Mindanao
- (b) Developing an alternative learning system for the non-formal education sector
- (c) Engaging young leaders of Mindanao

IR2. Improving Teaching Capacity for Math, Science, and English

- (a) Increasing access to basic education using innovative technology

IR3. Promoting the Reintegration of Out-Of-School Youth into the Peaceful, Productive Economy

- (a) Enhancing opportunities for employment/self employment for out-of-school youth

IR4. Reforming Educational Policy

- (a) Conducting equivalency matrix policy research

The Quarterly Status Report 8 (QSR8) covers the activities undertaken during the period of July 1-September 30, 2006.

II. Tasks/Activities Completed During Quarter 8

The following is a description of the tasks that were completed and activities undertaken during this reporting period:

A. Overall Program Coordination

1. ELSA Global Secretariat – International Youth Foundation (IYF)

A number of significant changes and events have occurred during this reporting period:

1. A leadership change occurred at IYF regarding ELSA. Jack Boyson, IYF's Programs Director, IYF's Education Center, was named Chief of Party of the ELSA program, stepping in for Andrea Bosch, Vice President of IYF's Education Center and interim COP of ELSA. Lin Lin Aung was named Program Coordinator of ELSA.

Over the past 14 years at IYF Mr. Boyson has planned many of Foundation's major initiatives in education, employment, and youth leadership and engagement, provided technical assistance in capacity building to such programs, and evaluated their impacts. He has conducted numerous training workshops on project planning, evaluation, organizational capacity-building, and program sustainability; and provided technical assistance to fellow staff and staff of the Foundation's global network of country partners.

In addition to serving as Chief of Party for ELSA, Mr. Boyson is also Programs Director for the *GE Life Skills for Employability Program* being implemented in Hungary, India, Mexico and Poland. This program is funded by the GE Foundation and target 14,500+ at risk high school students preparing them for success in education and work; and the *Preparing Ourselves for Life Program* in Peru targeting 10,500 children, ages 11-15, caught up in the worst forms of child labor and funded by the Department of Labor.

2. Lin Lin Aung joined IYF as the Program Coordinator for the ELSA program in June 2006. She recently completed her Master's Degree in International Development from Georgetown University's School of Foreign Service in Washington, DC. She has a Bachelor's Degree in Economics and Asian Studies, from Mary Baldwin College in Staunton, VA. Originally from Burma, she has co-authored a book titled *Burma's Modern Tragedy* in 2004. Prior to IYF, she worked at the United Nations Environment Programme, the US Office of Foreign Disaster Assistance/USAID, and the Chubb Group of Insurance Companies.

Accompanied by Tito Gonzalo Rivera (ELSA Program Manager, Ayala Foundation), Dr. Marilyn B. Muncada (Regional Manager, PBSP – Mindanao), and Dr. Eddie Alih (Chancellor of Mindanao State University), Lin Lin Aung conducted a monitoring visit to project areas in Tawi-Tawi on Sept 18-19. The main purpose of her visit was to discuss the ELSA projects in Tawi-Tawi with Gov. Hadji Sadikul A. Sahali

(Governor of Tawi-Tawi) and Mayor Nurbert M. Sahali (Municipal Mayor of Panglima Sugala), see first-hand the projects that have been successfully implemented by local partners, and meet project implementers and beneficiaries to assess the program impact. ELSA projects under the care of PBSP, Petron and Consuelo Foundation were visited during this period. ELSA Projects that Aung visited include:

- Technology and Livelihood Education (TLE) Support Project at Tawi-Tawi School of Arts and Trade;
- Petron School Building Assistance as well as Remedial Reading Project at Hudji Yunos Elementary School in Bongao;
- PBSP Parent Teacher Community Association Training Project on Personal Effectiveness and Teambuilding for Hudji Yunos Elementary School;
- Petron Elementary School Building Project at Belatan Halo Elementary School in Panglima Sugala;
- Consuelo Out-of-school Youth Project at Mahardika Institute of Technology; and
- Petron Scholarship Project and Remedial Reading Project at John Spirig Elementary School in Zamboanga City.



ELSA team members (Ms. Aung, Dr. Muncada, and Mr. Rivera) meeting with Governor Hadji Sadikul A. Sahali of Tawi-Tawi



A Consuelo OSY project beneficiary at Mahardika Institute of Technology sharing her OSY experience and challenges



Petron School Building Project at Belatan Halo Elementary School: picture with Mayor Nurbert M. Sahali, Dr. Eddie Alih, Local School Board Members, and students



PBSP's PTCA Training Project on Personal Effectiveness and Team Building for Hudji Yunos Elementary School

2. On September 18, Jack Boyson, ELSA COP, participated in the monthly Chiefs-of-Party Group Meeting at the USAID Conference Room. Also attending were ELSA Secretariat Team Members, Ray Dean Salvosa and Rhanchel Macalalad. At the event, the ELSA Team received and shared updates on the activities of EQuALLS 1 partners and an EQuALLS 2 presentation.
3. Jack Boyson, along with ELSA Team Members, Luis Morales and Rhanchel Macalalad, participated in a proposal peer review workshop facilitated by EDC on September 19-20. The workshop provided an overview of USAID's strategic shifts from EQuALLS 1 to EQuALLS 2 and the six key themes driving EQuALLS 2's Transition Year Activities. It also offered a venue for EQuALLS partners to conduct a peer review on the Save the Children proposal and its linkages to the six key themes.
4. The two-day Annual ELSA Partners Review and Planning Workshop was held on September 21 and 22. Besides all the Team Leaders of each of the ELSA Partners and other senior staff, attending were members of the EDC/Transition Team staff, including Bill Potter, David-James Wilson, Marcial Salvatierra, Miriam Pahn, and Ina Aquino. Also attending were Tom Kral and Beth Fontanoza of the USAID/Philippines Education Unit. Mr. Boyson was the facilitator for the workshop. He was assisted by Marcia Feria Miranda, ELSA's consultant on evaluation.

After welcome and introductions by Ray Dean Salvosa, ELSA SteerCom, Chair, Tom Kral, USAID/Philippines Education Unit, along with Bill Potter, EDC's COP of EQuALLS provided an overview of the transition from EQuALLS 1 and 2 and future plans and changes. A major emphasis will be on convergence, not only within ELSA but also with other EQuALLS partners. EDC will act to provide grant management services and technical support to the program.

Mr. Boyson then facilitated reports by each partner on planned targets for FY2 versus accomplishments. The *ELSA Evaluation Matrix* submitted earlier to USAID and EDC along with ELSA's Detailed Implementation Plan summarizes achievements of the ELSA's 56 outputs by IR in the following format:

- DIP Outputs Proposed for FY2;
- Actual Outputs for FY2;
- Proposed Outputs for 3 Years Total;
- Total Outputs to Date; and
- Outputs proposed for FY3.

In summary, almost all program targets are expected to be surpassed by the end of FY3, provided civil strife and disruption are minimal. The *Matrix* is a specific product that developed from the annual review workshop.

A discussion was then held on the "ELSA Way" which incorporates the following working principles:

- A common vision incorporating individual and mutual goals of each member;
- A strong commitment toward a “win-win” arrangement among all parties;
- Mutual trust, confidence, and transparency;
- Shared responsibility for obtaining results;
- Clearly defined operating, decision making, and consensus building procedures;
- Effective communication and openness for sharing information; and
- An equitable system for sharing of resources, benefits, and accolades.

The next session focused on convergence. The ELSA team worked on crafting the following statement:

ELSA convergence is the offering of needed services by at least two partners working together in a community to achieve a shared vision.

On gender equity, ELSA’s statement previously agreed upon and submitted to USAID/Philippines was revised minimally:

In support of USAID/Philippines’ Gender and Development guidelines, ELSA intends to be accountable to gender and weave entry points into existing program activities at four stages: 1) Planning; 2) Implementation; 3) Monitoring and Evaluation; and 4) Advocacy. In collaboration with USAID/Philippines’ efforts concerning mainstreaming gender, ELSA will work in turn to build more cohesive and efficient activities around gender that promote both sustainability and gender equality throughout the priority areas of EQuALLS.

ELSA gender objectives are specifically designed to ensure that existing program interventions are provided to equitable numbers of male and female students. ELSA believes that gender issues are not solely related to increasing girls’ participation. Therefore, ELSA will also work to structure activities in a way that will facilitate more involvement from males. The ELSA Gender Action Plan also prioritizes a thorough review of educational materials for gender (as well as cultural) sensitivities. In addition to these specific entry points and corresponding activities, ELSA intends to launch advocacy efforts in collaboration with the other members of EQuALLS related to gender sensitivity, equity and sustainability.”

Specific action that should be taken for gender equity in ELSA includes:

- *Identifying equal numbers of male and female participants in the trainings*
- *Giving equal opportunities to both genders*
- *Ensuring through careful review that all educational materials are gender sensitive*
- *Advocating for gender equity in various ways, as in, through modules done on gender for ALS*

The final part of the workshop focused on developing the annual Detailed Implementation Plan for FY3. Partners presented their individual workplans to the entire group, exploring opportunities to converge inputs and activities based on

discussions during an earlier session on convergence and gender. The ELSA's *FY3 Detailed Implementation Plan* submitted to USAID on Oct 10 is a product of this session of the workshop.

5. Ms. Marcia Feria Miranda was hired during this reporting period to assist IYF/ELSA in the management of the monitoring and evaluation activities of the ELSA project as it enters its last year of activities. Based in Manila, she has been working closely with implementation partners and the Secretariat in synthesizing and analyzing evaluation results yielded by the ELSA Initiative.

One component of her work was the conduct of an M&E survey of partner organizations' tracking, record keeping, and M&E systems (results presented above at the Annual Review and Planning Workshop). Second, Ms. Miranda co-facilitated several of the workshop sessions with Jack Boyson. She has been working collaboratively with IYF, the Secretariat, and ELSA partners to prepare an analysis/report of ELSA key program findings, lessons learned, and challenges after two years of project implementation post workshop.

Ms. Miranda's preliminary observations were that: (a) Individual members had their own M&E systems which met the need of projects and of the implementing institutions; (b) the M&E systems focused on process evaluation and support for annual evaluation on inputs, activities and outputs. After two years, it is now time to start focusing on causal attributions of the program in terms of outcomes. She will also be available for consultation on M&E topics as needed.

6. IYF/ELSA continues working with its local consultant, Cora de la Paz, on the development of the ELSA What Works publication on alliance building. Mr. Boyson and Ms. Aung met with her during the Annual Review and Planning Workshop to get an update on progress. IYF's Director of Publications, Christy Macy is working closely with Ms. Paz, as well as ELSA Secretariat's Rhanchel Macalalad, as members of the ELSA What Works publication team.

2. ELSA National Coordinating Partner – Ayala Foundation, Inc. (AFI)

The major activities conducted by Ayala Foundation, Inc. as the National Coordinating Partner in the past quarter included the following:

1. The Secretariat took the lead in organizing the Steering Committee meetings held on July 25, 2006 and September 20, 2006. The July 2006 meeting enabled the partners to discuss the results of the A&E and PEPT tests of Consuelo Foundation beneficiaries, the results of the policy research on education barriers conducted by SEAMEO-Innotech, and the updates from the Secretariat regarding convergence initiatives. The 20 September 2006 meeting, on the other hand, provided the partners with an opportunity to discuss the workshop agenda, developments at IYF regarding staffing, and ELSA sustainability in general.

In order to provide the ELSA partners with information on where convergence activities can be taken place, the Secretariat presented 11 elementary schools in Maguindanao where a total of four ELSA interventions are currently being implemented. The Secretariat was requested by partners to conduct the need assessment among these 11 schools so that the ELSA alliance can better address most pressing needs and issues. The Secretariat initiated its data collection process at selected schools to conduct the need assessment and learn their experiences in resource mobilization. The findings of this study shall become the basis for the formulation of recommendations for possible convergence of ELSA programs and inputs on resource mobilization.

This will enable the ELSA Alliance to identify certain target areas where all five partners may converge their expertise and activities in offering most needed services for a greater program impact.

2. The Secretariat represented the Alliance in the Chiefs of Party Group meetings held on July 31 and September 18, 2006. The July meeting gave updates on the developments of Education and Development Centre's contract negotiation with USAID. The September COPG meeting provided an orientation on EQuALLS2 under the care of EDC to the newly appointed IYF Program Director for ELSA, Jack Boyson.
3. The Secretariat also gathered and consolidated monthly accomplishment reports for Chiefs of Party meetings. Accomplishments were reported during the regular meetings with USAID-OED and EQuALLS.
4. The Secretariat, on behalf of IYF, took the initiative in submitting information on ELSA training activities, conducted by PBSP and SEAMEO-INNOTECH, in the USAID online database, known as *Trainet Web*. *Trainet Web* is an online USAID database for in and out-country training activities. This activity is undertaken by the Secretariat in compliance with the MOU between IYF and USAID.
5. The Secretariat took the lead in preparations for the Annual Partners Review and Planning Workshop. Appropriate venues for the event were visited and canvassed, leading to the final selection of Eugenio Lopez Center in Antipolo City as the venue for the workshop. See section 4, page 4 for details.
6. The ELSA communications and marketing deliverables, produced and submitted by the Secretariat, include institutional folder, brochure, ELSA website (www.elsa.org.ph), and Year 2 video production. All the communication materials produced were presented to the Steercom members, USAID-OED and EQuALLS during the workshop.
7. The Secretariat also represented the Alliance in Creative Associates International Inc.'s partners' consultation on EQuALLS' ALS training in Davao and Cotabato City. In addition, the Secretariat, along with Jack Boyson, attended EQuALLS-

initiated proposal review process held in Oakwood, Makati on September 19 and 20, 2006 and field focus group discussions in Maguindanao on September 24-27, 2006.

8. The Secretariat Manager organized the field visit of IYF's ELSA Project Coordinator on September 18-20, 2006. See section 2, page 2 for details.

IR1. Community-Based Learning Opportunities in School-less and Conflict Affected Areas

A. Building Education Infrastructure in Mindanao, including the Autonomous Region for Muslim Mindanao

Lead Implementing Organization: Philippine Business for Social Progress/Petron Foundation

Geographical Focus: All five ARMM provinces, Zamboanga Peninsula Provinces, Sarangani, Misamis Occidental, South Cotabato and Lanao Norte

The following activities were undertaken by PBSP/Petron Foundation during this quarter:

1. Partnership Development and Enhancement

The ELSA' local partners were continuously provided with technical assistance in the implementation of their respective projects. Strategizing sessions and series of meetings were convened to help and guide them during their project implementation phases.

2. School Building Construction

During this reporting period, 216 students of Belatan Halo Elementary School and 256 students of Sillupah Elementary School in Panglima Sugala, Tawi-Tawi have begun to enjoy and benefit from their new classrooms completed during this quarter. The Municipal Government, on the other hand, has also completed the construction of one-classroom building at each school to complement ELSA as the counterpart. The new classrooms served to provide conducive learning atmosphere for the students. Before the intervention, teachers and students were holding classes under the trees due to the lack of rooms, therefore making them extremely vulnerable to inclement weather. The intervention also helped solve the classroom congestion problem, for example, the classroom to student ratio at Belatan Halo Elementary School was reduced from 1:98 to 1:40, and 1:86 to 1:43 at Sillupah Elementary School. Furthermore, Belatan Halo Elementary School, as a result, was also able to accommodate a 9% increase in enrolment.

In Barira, Maguindanao, necessary arrangements have been made to provide Palangka Elementary School with a 2 classroom-school building. This is jointly funded by PBSP and the Philippine Long Distance Telephone (PLDT) Foundation.

Funds from PBSP for the construction have been released to Synergia, who is responsible for overall project management. The local government unit has pledged to provide the school with necessary desks and chairs. At least 322 school children shall benefit from the project.

In addition to 115 classrooms repainted in the previous quarters, another 63 classrooms were repainted during this quarter: 18 in Tawi-Tawi, 20 in Zamboanga Sibugay, 17 in Sulu and 8 in Maguindanao. Furthermore, the classroom renovation project (repairing classroom roofs) has already begun at the Concepcion National High School in Lantawan, Basilan, and is expected to be completed by November, 2006. Furthermore, about 15 schools in Maguindanao, particularly within the Camp Abubakar area, South and North Cotabato were initially assessed for the Petron's School Building Project.

At the end of ELSA's second program year, 8 new classrooms have been constructed, 41 renovated/repaired, and 158 repainted. Total outputs to date are: 37 new classrooms constructed; 63 renovated and repaired; and 178 classrooms repainted.

3. Provision of School Chairs and Desks

About 660 wooden armchairs were delivered to the recipient schools and are now being used by the students. The beneficiary schools include:

Province	Name of School	Allocation
Tawi-Tawi	Belatan Halo Elementary School	162
	Sillupah Elementary School	198
Lanao del Sur	Lumbac Taporog Elementary School	100
Maguindanao	Paglala Elementary School	100
Sarangani	Pait Elementary school	100

The provision of chairs and desks is a part of ELSA school building assistance package. As reported in the previous quarter, the chairs delivered were manufactured by the Tawi-Tawi School of Arts and Trade (SAT) students as part of their TLE practicum. The TLE equipment of Tawi-Tawi SAT were also provided by PBSP.

ELSA has distributed a total of 3,581 chairs and desks in two program years: 1,226 in FY1 and 2,355 in FY2.



Belatan Halo Elementary School in Panglima Sugala, the building on the left was built by PBSP/Petron and the one on the right was complemented by the Municipal Government



Armchairs, manufactured by students of Tawi-Tawi School of Arts and Trade, provided to Belatan Halo Elementary School in Panglima Sugala

4. Provision of Textbooks and Reference Books

As a part of the scholarship assistance for students of Malangit Elementary School, Maguindanao and Lamitan Central Elementary School, Basilan, textbooks were provided and then handed over to the schools, enabling the next batch of students to benefit from second-hand books.

In Malangit Elementary School, about 430 pieces of Grade 3 textbooks of the English, Math, Science, Filipino and Makabayan subjects were turned over, while 1,200 pieces of Grade 6 textbooks in Social Studies, English, Math, Science and Filipino subjects were purchased and are scheduled to be handed over to Lamitan Central School by October 2006.

ELSA has distributed a total of 14,890 books to 45 schools in two program years: 9,925 in FY1 and 4,965 in FY2.

5. Supplemental Feeding for Malnourished Children

In Lanao Sur, two schemes were used for the ELSA supplemental feeding program. While 20% of beneficiaries participated in ELSA onsite feeding programs, the rest were provided with take-home food rations. A total of 2,813 students from 7 schools were provided with rice as take-home rations. Starting from July 2006, each student was given 25 kilograms of rice as two-month ration over a period of 10 months. This is intended to encourage students to go to school regularly, minimize absenteeism, and reduce drop out rates.

Province	Name of School	Beneficiaries
Lanao del Sur	Don Pablo Hofer Elementary School	529
	Piagapo Central Elementary School	580
	Ilian Central Elementary School	567
	Bayabao Central Elementary School	464
	Butig Elementary School	277
	Dama Elementary School	219
	Sandab Elementary School	177

The on-site feeding projects targeting Piagapo Central Elementary School (580 students) and Dama Elementary School (219 students) were implemented in Lanao del Sur. Each beneficiary student is entitled to 1.6 kilograms of corn-soya blend, 200 grams oil and 200 grams sugar per month, covering an estimated 20 day feeding over a period of 9.5 months. These food items will be prepared by the PTCA members on school campuses. The PTCAs have also pledged to complement the ELSA program by donating other food items including vegetables and fish.

In the case of Piagapo Elementary School, parents and teachers decided that the food items be taken home by the students because of the Ramadan. Food will be prepared and consumed at night time. On-site feeding program at Dama Elementary School is scheduled to begin after the Ramadan period. Kraft Foods Inc. and United Laboratories Pharmaceutical Company also complemented the ELSA program by donating juices and vitamin supplements respectively.

A total of 4,724 students have been de-wormed, immunized and then participated in supplementary feeding programs by the end of second program year (1,614 in FY1 and 3,110 in FY2).

6. Distribution of Medical Kits to School Nurses

A total of 334 school nurses have received ELSA medical kits over the past two years to provide some health care to students. The number of nurses who received medical kits is 120 for FY2 and 214 for FY1.

7. Support to the Technology and Livelihood Education Subject (Edukasyong Pantahanan at Pangkabuhayan)

The TLE equipments intended for Maluso National High School, Basilan, Jolo School of Fisheries, Sulu, Talipao National High School, Sulu, H. Diamalod Ebrahim Elementary School, Sarangani and Lun Padido Elementary School, Sarangani were delivered. The equipments delivered were chosen on the basis of what trade courses offered by the schools concerned. The TLE project is designed to help students develop and strengthen their vocational and trade skills.

Since ELSA supported schools in Sarangani were elementary schools, the TLE (the equivalent for elementary is Edukasyong Pangkabuhayan at Panlipunan – EPP) subject focuses not only on vocational skills but also on personality development. Participants are expected to develop proper hygiene habits and physical fitness. They also receive training in food management and garden establishment that are essential in keeping a healthy mind and body.

Schools	Trade Courses
Maluso National High School, Basilan	Dressmaking, cooking, baking
Jolo School of Fisheries, Sulu	Fish processing and preservation (such as tuna flakes, tamban French styles, tuna in oil), seaweed (pickled seaweed, seaweed cracker, seaweed noodle, seaweed puree) processing and preservation, and fruit processing and preservation (durian and mangosteen preserved)
Talipao National High School, Sulu	Dressmaking, carpentry, basic agriculture
H. Diamalod Ebrahim ES, Sarangani	Gardening, cooking
Lun Padido ES, Sarangani	Gardening, cooking

8. Establishment of Audio-Visual Facilities and Science Laboratories

ELSA activities during the past quarter consisted of the purchase and delivery of science and audio-visual equipments to identified beneficiary schools. Prior to the delivery, the PTCA, in coordination with the school officials, prepared appropriate venues where the facilities would be safely located.

Malubal Elementary School in Zamboanga Sibugay placed its audio visual facility at the Learning Resource Center (LRC). Minor modification has been carried out to ensure that there is available space for the children to watch educational programs. In Sta. Clara Elementary School, on the other hand, door and window grills were installed, electrical connection was fixed and basic furniture were provided.

In Maguindanao, the Dimampao Elementary School was renovated and a portion of the principal office was constructed and upgraded as an audio visual room. Shelves for the TV, DVD and educational tapes are already made available. In Datu Sailila Elementary School, one classroom was converted to audio visual room furnished with shelves and window grills. Since the school has no electricity, the PTCA and school contributed about P 12,000.00 for the electrical connection.

For Kauran National High School and Paglat National High School in Maguindanao, existing rooms were converted into science laboratories. Cabinets were already

provided. To ensure safety in conducting experiments, the PTCAs and school administrators facilitated the connection of water to the science laboratories.

By the end of FY2, a total of 17 schools were equipped with Science labs and equipments, and 15 with AV facilities. Also, 10 schools have been provided with teaching facilities to implement practical arts and trade skills curriculum more effectively.

9. Scholarship Assistance for Indigent Students

World Vision has started the profiling of Petron's Tulong Aral scholars for the data base which would help determine the child's health status, academic performance and family income. The database will serve as a basis for identifying the most appropriate interventions aimed at addressing possible health and other poverty problems to ensure that students continue going to school. Fifty percent of the parents at John Spirig Elementary School have initially undergone preliminary screening for the livelihood training which would qualify them to receive microcredit loans.

The following have been selected for Petron's educational assistance:

Selected Schools for Educational Assistance	Number of Students
John Spirig ES, Zamboanga	310
Tomas Cabili ES, Iligan	169
Pangyan ES, Sarangani	160
Polomolok ES, So. Cotabato	200

For PBSP's scholarship assistance, this quarter's activities focused on distribution of school supplies, uniforms, shoes and bags to students selected. Strategizing sessions with the PTCAs and teachers were also conducted to ensure the close monitoring of the performance of students.

In Malangit Elementary School in Maguindanao, various school supplies, bags and textbooks were distributed to 85 students. The PTCA of Malangit Elementary School decided to include follow-up activities to be carried out by parents in their action plan. They also plan to establish a communal garden at school which shall generate income to enhance the existing scholarship project.

The PTCA of Malabang Elementary School has also formulated its project management plan focusing on monitoring of children's performance and provision of back home support. While only 20 students were targeted, it exceeded the program target and was able to provide educational supplies to 39 students.

Educational supplies for 20 students at Damakling Elementary School in Paglat, Maguindanao and 1,000 students of Don Pablo Lorenzo Memorial High School in Zamboanga City were purchased. Various meetings with PTCAs convened to discuss

the role of the PTCAs in the project implementation stage, particularly in the distribution of school supplies and monitoring overall performance of students.

In Lamitan Central Elementary School, 535 students received school supplies, uniform and bags. Parents actively assisted the local partner in distributing school supplies, gathering of data such as grades, Philippine Informal Reading Inventory (Department of Education tool for assessing reading proficiency of elementary students in public elementary schools) results, and attendance as a means to monitor the performance of students. Parents and teachers continue to hold regular meetings to discuss the performance of students in classes.

A total of 2,173 new students received ELSA scholarships and educational assistance during FY2 and 1,735 received scholarships in FY1, which makes the total number of scholarship recipients 3,908 for two program years.

10. Support for Remedial Reading

At least 180 students from 4 elementary schools participated in various reading camps in Basilan and Marawi City. In Basilan, the reading camp was conducted for 5 days. Oral and written pre-test and post-test were conducted to measure progress of the participants. Of 80 students who participated, 6 students did not finish the camp because of health issues. After the reading camp project, the teachers were tasked to provide follow-through activities to sustain the positive results of the camp and to provide support to students who needed to successfully reach required reading levels.

Results of the Pre- and Post Tests in Basilan

	Non readers	Frustration level	Instructional	Independent	Total
Written exam					
Pre-test	13	55	12		80
Post Test	1	28	37	8	74
Oral exam					
Pre-test	16	57	7		80
Post-test	1	19	23	31	74

In Marawi City, remedial reading activities were conducted for three weekends between August and September. Various levels of improvement among the beneficiaries were observed right after the intensive remedial reading sessions. The Oral Reading Progress Chart is used to monitor further progress of the students for the entire school year. A total of 2,442 non-and slow readers have participated in ELSA remedial reading programs over the past two years: 1,384 in FY1 and 2,058 in FY2.

11. Licensure Examination Review Support for Teachers

During this reporting period, ELSA provided Licensure Examination Support to a total of 190 teachers in Basilan, Sulu and Tawi-Tawi. The discreet selection process by local partners helped achieve the 100% target number of Licensure Exam takers. This was achieved by prioritizing the applicants who have already submitted and completed the requirements of the Professional Regulation Commission (PRC). In Tawi-Tawi, the Provincial Councilors through the Provincial Governor submitted a local resolution requesting the PRC to administer examinations in Bongao. The permission was granted by the Provincial Government which allowed the LET applicants to take the exam with minimal cost on transportation and lodging. About 630 teachers have received assistance with their licensure exam preparation over the past two years under ELSA.

12. Project Management Capability Building for Parents, Teachers and Community Associations

ELSA conducted various training activities as a part of the assistance package for Petron school building project beneficiaries. PTCAs also received capacity building trainings and assistance so that they can help maintain school buildings more effectively.

The Haji Yunos Jumdain Elementary School in Tawi-Tawi, capacity building trainings have enabled the PTCA to formulate their own vision, mission and goal. They conceptualized and developed their three year development plan and one year action plan, which focuses on improving the quality of education through capacity development initiatives, enhancing participation among members and providing efficient administrative support.

ELSA/PBSP's *Personal Effectiveness and Teambuilding Trainings* helped PTCA members develop and strengthen their skills in becoming effective members of their respective PTCAs and service leaders of the community. They also helped PTCAs improved communication channels and develop good working relationships in their individual teams.

ELSA has given training on *how to manage education projects more effectively* to 31 PTCAs with 652 participants over the past two years (26 PTCAs in FY1 and 5 PTCAs in FY2).

Title of Training	Training Objectives	Date	No. of participants	No. of Orgs
Petron PTCA Training Project				
Personal Effectiveness and Teambuilding Training for the PTCA (2 nd Batch) of Tomas Cabili Central School, Barangay Tomas Cabili, Iligan City	At the end of the training, participants have: 1. Verbalized acceptance of each other as unique individuals with different perceptions, characteristics, attitudes and behavior; 2. Examined their values system and aligned their values with the operating values of their organization; 3. Identified communication styles which are appropriate and effective for the group; 4. Demonstrated increased camaraderie and teamwork among themselves; 5. Demonstrated essential skills in problem-solving and decision-making.	Sept 12-13, 2006	21	1
Personal Effectiveness and Teambuilding Training for the PTCA (2 nd Batch) of Haji Yunos Jumdain Elementary School, Bongao, Tawi-Tawi	At the end of the training, participants have: 1. Verbalized acceptance of each other as unique individuals with different perceptions, characteristics, attitudes and behavior; 2. Examined their values system and aligned their values with the operating values of their organization; 3. Identified communication styles which are appropriate and effective to the group; 4. Demonstrated increased camaraderie and teamwork among themselves; 5. Demonstrated essential skills in problem-solving and decision-making.	Sept 18-19, 2006	18	1

Title of Training	Training Objectives	Date	No. of participants	No. of Orgs
Strategic Planning Workshop for the PTCA of Haji Yunos Jumdain Elementary School, Bongao, Tawi-Tawi	At the end of the training/ workshop, participants have: <ol style="list-style-type: none"> 1. Demonstrated a better understanding of basic process, principles and concepts of strategic planning; 2. Demonstrated a better understanding of policies, regulations and other mandates related to PTCA's operations and functions as an organization; 3. Formulated the PTCA's Vision, Mission, Goals and Objectives; 4. Translated the VMGO into operational terms; 5. Formulated a Three-year Development Plan and a One-year Action Plan. 	Sept 20-22, 2006	19	1

9. Teachers and School Administrators Capability Enhancement

As a component of the remedial reading projects, 35 teachers from Basilan, Lanao del Sur and Zamboanga Sibugay attended teachers' reading training. These teachers facilitated various reading camps and were tasked to continuously provide support and monitor their students. On the other hand, 5 teachers from Zamboanga City were trained on *Integrating Technology in Early Learning* conducted by EduQuest. Kidsmart package composed of Little Tikes casing, computer hardware and software program was turned-over to them. Over the past two program years, ELSA has helped a total of 414 teachers and 124 school administrators acquire a set of skills to develop and implement responsive education programs.

10. Local School Board Planning

ELSA carried out various interventions for local school boards during this quarter. On-ground preparations and activities have been conducted, and training modules have been developed in preparation for LSB trainings to be conducted in FY3.

11. Learning Center Establishment

No learning center established during this quarter. Three learning centers are to be strengthened and utilized in FY3.

12. Water System Installation

ELSA completed the construction of water catchments in Belatan Halo Elementary School and Sillupah Elementary School in Panglima Sugala, Tawi-Tawi during this quarter. However, water collected in the tank will be safe for drinking only after the tanks' curing period of 3-6 months is over. In the meantime, water from the tanks is being used for cleaning the toilets and for the school's gardening activities. In Talayan National High School (Talayan, Maguindanao), the construction of a reservoir and installation of 5 faucets/outlets was completed. A motor pump will be purchased next quarter. Three schools were provided with water facilities during FY2.

B. Alternative Learning System for the Non-Formal Education Sector

Lead Implementing Organization: The Consuelo Foundation, Inc.

Geographical Focus: Maguindanao and Cotabato City

The following activities were undertaken by the Consuelo Foundation, in coordination with the Notre Dame Foundation for Charitable Activities, Inc.-Women in Enterprise Development (NDFCAI-WED) during this quarter:

1. Orientation

The orientation process was completed during Quarter 1.

2. Development of a Sub-grant Proposal.

The sub-grant proposal development process was completed in Quarter 1.

3. Review and Approval of NDFCAI-WED Proposal

The review and approval of NDFCAI-WED proposal was completed in Quarter 1.

4. Sub-grant Monitoring

The number of learners registered for the second batch of the A&E activities is 992. Of this number, 297 are registered in the elementary level and 695 are enrolled in the secondary level. As in the previous batch, these learners come from five project site areas covering 20 barangays.

5. Provision of Technical Assistance

Consuelo Foundation staff provided technical assistance to NDFCAI-WED during a range of meetings and monitoring visits. These activities were conducted to assess progress of the project implementation, and to orient new staff on the ELSA project, particularly its overall vision and intended results.

6. Staff Training

No staff training scheduled for this quarter.

7. Assessment Workshops

No assessment workshops scheduled for this quarter.

C. Engaging Young Leaders of Mindanao

This project activity targets a wide range of young leaders - both in school and out of school or non-formal settings. The following section details how both segments of young leaders were reached and what activities were conducted during this quarter:

In-School Youth

Lead Implementing Organization: The Ayala Foundation, Inc.

Geographical Focus: Maguindanao and Lanao del Sur

1. Mindanao Youth Leadership Program

- a. Ayala Foundation conducted post-camp activities as a part of the 1st ELSA Young Leaders Camp (EYLC) under the In School Youth Engagement Program. Various learning sessions were conducted for five EYLC alumni geographic clusters, where young leaders shared their thoughts and ideas on the theme *Excellence in Leadership*. Learning sessions helped them become more expressive about their opinions and perspectives and more open to learn from their past experiences and ideas of their peers. This shall prepare them to face a set of challenges of their generation with more confidence. A total of 59 alumni, 56 learners and 20 school coordinators joined the learning sessions.



Snapshots of young leaders from all five EYLC alumni clusters during various learning sessions

- b. Ayala Foundation’s In-School Youth Engagement team participated in a planning workshop on the Detailed Implementation Plan with Program manager, Miss Sol Delantar and finalized FY3 Detailed Action Plan. The two-day planning workshop was held at the Sabangan Beach Resort, Laiya, San Juan, Batangas.

2. Alliance Building and Networking

- a. Ayala Foundation, in partnership with the Assisi Development Foundation and other local youth led organizations invited a total of 300 youth, to “Peace Tech,” which is a seven-series youth videoconference. Peace Tech aims to promote dialogues among Filipino youth living in different parts of the Philippines. The conference focused on uniting hundreds of young Muslims, Christians, and indigenous youth in Luzon and Mindanao area through videoconferences. The main feature of Peace Tech was the live videoconference dialogue between a panel of youth speakers on site from Mindanao and a panel of youth speakers on site from Luzon, which was witnessed by hundreds of young people in the audience through large video screens. Ayala’s Program Coordinator Lorraine Migalbin and Program Assistant Joel Tan served as Peace Ambassadors and inter-faith dialogue facilitators during 1st through 3rd Peace Tech gatherings.
- b. Lorraine Migalbin, represented ELSA in the EDC Orientation Meeting for EQuALLS 2 on September 13, 2006 in Koronadal City. The meeting objectives were as follows:
 - Introducing the EQuALLS project team to DepEd and other partners;
 - Orienting and consulting key partners, particularly DepEd, on EQuALLS’

- project status and future directions; and
- Renewing commitments for a stronger working partnership.

3. Youth-to-Youth Cooperation

- a. Ayala Foundation organized EYLC alumni into 5 geographical clusters:
 - i. South Central Maguindanao
Schools: Camp Siongco NHS, Sarilikha NHS, Talayan NHS, Maguindanao NHS, J. Marquez School of Peace
EYLC Alumni members: 17
 - ii. North Maguindanao
Schools: Amir Bara NHS, ARMM-Regional Science HS, Parang NHS, Sultan, Kudarat NHS
EYLC Alumni members: 13
 - iii. East Maguindanao
Schools: Datu Paglas NHS, Kauran NHS, Datu Udtog Matalam Sr. Memorial NHS
EYLC Alumni members: 9
 - iv. North-Central Lanao Sur
Schools: Marawi NHS, Datu Calaca NHS, Saguiaran NHS
EYLC Alumni members: 8
 - v. North-Western Lanao Sur
Schools: Balindong NHS, Bacolod-Kalawi NHS, Malabang NHS, Ganassi NHS
EYLC Alumni members: 12
- b. Ayala Foundation co-organized workshops with the Assisi Development foundation to prepare young leaders as participants in the Interfaith Dialogue via Peace Tech. With theme “Overcoming Prejudice and Discrimination,” 27 student leaders from 9 public high schools in Maguindanao were able to uncover biases and misconception against Muslims and Indigenous People (IP) in Metro Manila and in Mindanao as well as prejudice against Christians in Mindanao. They were given an opportunity to hear various stories about how young people successfully dealt with issues such as discrimination and initiatives lead by young people to promote an open and inclusive society. Young leaders were able to receive some recommendations in terms of how to develop tolerance and acceptance.

Fourteen female student leaders from 5 public high schools in Lanao Sur participated in the dialogue on “Women in Conflict and Peace Building.” These young leaders were exposed to common challenges of being a woman, particularly being vulnerable to various human rights violations. Discussions also focused on the role of women in responding to conflict, especially on the issues of how women

can take greater initiatives and assume leadership roles in preventing and resolving conflict, peace building, good governance and democratic development.

4 .Capacity Building of Young Student Leaders

Ayala Foundation conducted 2 learning sessions on the use of computer and internet with EYLC Alumni. 24 EYLC alumni and 4 learners from 9 Maguindanao schools participated in the first session held on August 27 in Kabacan, Cotabato. The second session was held on September 24 in Cotabato City and attended by 14 EYLC alumni. The learning sessions were designed to familiarize the young leaders with information technology, provide access to information, give necessary knowledge and skills to be engaged more effectively in their communities, and give a chance to communicate with the rest of the world. Through this exercise, it became obvious that students felt valued and empowered, especially during field trips to places that they could only dream about visiting before.

Non-Formal and Out-of-School Youth

Lead Implementing Organization: Consuelo Foundation, Inc.

Geographical Focus: ARMM, North Cotabato and Cotabato City

The Consuelo Foundation targets two sub-sectors of disadvantaged youth as a part of the Engaging Young Leaders in Mindanao activity. The first sub-sector consists of these young people enrolled in non-formal and integrated technical education courses. The second are young leaders who are community-based and mostly out-of-school youth.

1. Disadvantaged Youth Attending Integrated Technical Education or Alternative Learning Systems for Non-Formal Education

a. Introduction of Implementing Partners to Youth Civic Engagement

This activity was completed in Quarter 2.

b. Incorporation of Youth Engagement Component in Proposals

ELSA proposals incorporated youth engagement component during Quarter 2.

c. Screening of Proposals

The screening process was completed in Qr. 2 for the first four partners. In July 2006, the Program Committee of Consuelo Foundation approved the proposal submitted by the Mahardika Institute of Technology that incorporates youth civic engagement activities.

d. Regular Sub-Grant Monitoring and Provision of Technical Assistance

For this quarter in review, the following activities were accomplished:

- 721 A&E learners participated in the workshop on *Action Team Training* held in the municipalities of Shariff Aguak, Guindulungan, Datu Odin Sinsuat, and Cotabato City. Specific products of this training include project proposals on the management of community activities to be carried out by the youth themselves.
- A total of 267 trainees from Nagdilaab Foundation, Notre Dame University and Notre Dame of Midsayap College attended Youth Summit and various trainings and workshops on *Leadership, Community Organization* and *Youth Civic Engagement*.
- Six trainees represented NDU during the re-union of members of the Young Advocates for Peace (YAP).
- Community projects proposed, implemented and completed by ELSA trainees range from education, health (treatment and distribution of medicines, and dental mission and canal rehabilitation) to construction of youth center, tree planting and renovation of basketball court. These innovative initiatives were supported by the Provincial Mayors and members of Local Government Units, Rural Health Units and community residents.
- Other community projects proposed for funding and implementation in the next quarter are the construction of wooden bridge, clean and green campaign, drug addiction information campaign, and cleanliness drive.

e. Training of Youth Civic Engagement Facilitators

Completed the CFI initiated training on youth civic engagement in Year 2, Qr.1.

f. Assessment Workshops

No workshop conducted during this quarter.

2. Community-Based Youth Engagement for Indigenous People (IP)

a. Identification and screening of potential sub-project proponents

This activity was completed in Qr. 4, FY1.

b. Development of sub-grant proposals

Subgrant proposals were developed in Qr. 4, FY1.

c. Review and Approval of Proposals

The review and approval process was completed in Qr. 4, FY1.

d. Sub-grant Monitoring

ELSA's young beneficiaries continued to implement their businesses on goat raising, duck raising, ice making and vinegar making. Some youth already began to pay back their loan used as capital for their businesses.

e. Provision of Technical Assistance

The Specialist on *Youth engagement in Livelihood Activities* conducted a regular monitoring visit and offered technical assistance during this reporting period.

f. Staff Training

No staff training was scheduled for this quarter

g. Screening of Socio-Economic Projects of the Youth Organizations

This activity was completed during Qr. 2, FY2.

h. National Forum for IP Youth

The Forum could not be held during this period due to local peace and order conditions.

IR2. Improving Teaching Capacity for Math, Science, and English

A. Increasing Access to Basic Education Using Innovative Technology

Lead Implementing Organization: SEAMEO INNOTECH

Geographical Focus: Maguindanao, DepEd of the ARMM, North and South Cotabato of DepEd Region 12

1. Advocacy and Education Sector Mobilization

- a. During the period under review, ELSA text2teach officers continued to carry out various dialogues, consultations, program promotions, meetings with the various project stakeholders and meetings with DepEd, local school boards, education committees of local government units and other community groups in Cotabato and South Cotabato of Region XII and Maguindanao of the Autonomous Region in Muslim Mindanao (ARMM).
- b. For the ELSA ALS component, monthly meetings with ALS Coordinators and Instructional Managers (IMs) in the project sites were maintained to discuss and share experiences and concerns of IMs and learners.

- c. ELSA/SEAMEO-INNOTECH's text2teach program was selected to receive the Grand Award in Asian Corporate Social Responsibility - under the Support and Improvement of Education category - at the Asian CSR conference held in Manila on September 26. Earlier in May 2006, ELSA's text2teach program was also selected as one of the 32 finalists of more than 150 entries for the Stockholm Challenge Award.



Tito Rivera and Julier Bergania of Ayala Foundation proudly displaying the CSR Award

- d. SEAMEO-INNOTECH's project accomplishments and upcoming project activities were reported in the ELSA Annual Review and Planning Workshop.

2. Production/Reproduction and Distribution of Multi-media Learning Materials to ELSA Project Sites

Reproduction of audio/video lessons packaged in 6 DVDs and 1 CD were completed as of September 30, 2006. The ELSA learning package included 113 lessons: 18 for the elementary level and 95 for secondary level, including livelihood/continuing education.

3. Capacity-Building

While no training was scheduled to be conducted during this quarter, assigned project monitors visited various project sites and held counseling sessions with text2teach teachers, specifically in the areas of science, math and English.

4. Actual Delivery of Project Services to the End-Clients

ELSA ALS project equipments such as DVD players were provided to various ELSA school-learning centers. As of 30 July 2006, the DVD players were completely delivered in 37 school-learning centers in North Cotabato and 30 school-learning centers in South Cotabato. In Maguindanao, only 8 school-learning centers were able to receive the equipments by 30 September 2006 due to security implications and the observance of Ramadan.

5. Project Help Desk at the Central and Field Offices

The ELSA text2teach Field Operations and Monitoring Office at the DepEd Region 12 office continues to serve as a project help desk to local ELSA coordinators. SEAMEO INNOTECH also has a Project Help Desk facility that provides continuing assistance to participating schools and teachers in terms of planning and conducting the ELSA text2teach classes.

6. Project Monitoring and Evaluation

a. ELSA text2teach

The project continues to monitor 122 ELSA text2teach schools on the progress of the project activities and use of the project technology. Monthly monitoring forms administered to teachers, school heads, students and parents are synthesized and consolidated. Results of the monitoring work along with a set of recommendations are submitted for a greater effectiveness of project activities.

The July-September ELSA M&E exercise consolidated monitoring results of ELSA text2teach for three project sites in Cotabato, South Cotabato, and Maguindanao. These M&E efforts were based on the following monitoring instruments:

- Teacher's Lesson Log;
- Classroom Observation and Interview Guide for Teacher;
- Student Interview Guide;
- Principal Interview Guide; and
- Interview Guide for Parent/Community Leader or Member.

Regarding the summative evaluation of ELSA text2teach, the following activities were accomplished:

- A total of 10 field evaluations headed by Dr. Josefina Natividad of the UP Demographic Research Foundation were completed in July 2006. Field evaluation activities included field visits, dialogues with principals, classroom advisers and teachers, and classroom observations of selected science, math and English classes in three schools divisions. The UP Summative Evaluation team was also assisted by the faculty members from Cotabato City State Polytechnic College (CCSPC) and headed by its CCSPC President, Dr. Dingan Ali.
- The ELSA team conducted a pre-test at a school in Quezon City in August to validate the test instruments in science, math and English for Grades 5 & 6. Test items for the said three focus subject areas were analyzed, validated and modified based on the results of item-analysis.
- The ELSA team also administered summative evaluation pre-test in 12 ELSA text2teach (experimental/study) schools and 12 non-ELSA text2teach (control) schools in three project schools divisions (South Cotabato, North Cotabato and Maguindanao) in August, 2006.

b. ELSA ALS

As for the first batch ELSA ALS, ELSA team gathered the following monitoring instruments that were developed and distributed previously in the above-mentioned three project sites:

- Classroom Observation and Interview Guide for Instructional Managers;

- Interview Guide for Learners;
- Interview Guide for the Community; and
- Reflection Notes.

Monthly meetings convened to generate feedback from the field and continue dialogue with the ALS coordinators and IMs. Ocular visits to three schools in Sarangani Division were also conducted in July 2006. As a result, two schools were included as ELSA ALS recipients (Malapatan ES in Malapatan District and Tamban ES in the Malungon South District) in addition to Alabel Central ES.

7. Program Promotions and Community Mobilization

During Qr.4 of FY2, program promotions and community mobilization activities include: a). regular consultations through e-mail, letters, phone calls and fax to three projects sites in Maguindanao, North and South Cotabato and 121 nominated schools; b). community advocacy through demonstration teachings during Learning Action Cells (LAC's), seminars and LGU meetings. The LGU of Lanao del Norte was also oriented on the ELSA project in July.

The ELSA team was very active in meeting policy makers and engaging in community launches during this quarter. On July 29, the ELSA team members visited DepEd Division of General Santos City to discuss DepEd's interest in the ELSA text2teach project. They also gave an overview of the ELSA text2teach to the DepEd Secretary in August and discussed the involvement of DepEd in ELSA projects. During the DepEd Basic Education Forum held on September 20, the ELSA text2teach project was highlighted as an education solution for DepEd Adopt-a-School Program.

In terms of community launches, the launch of ELSA ALS was completed in South Cotabato and Cotabato in July 2006 and Maguindanao in August 2006. Moreover, the ELSA team convened a meeting with Mr. Earl Mardle (Jury Chair, Stockholm Challenge) on the ELSA text2teach Project on Sept 20, and they accompanied Mr. Mardle to observe a teaching demonstration at a text2teach school in Quezon City.

8. Provision of Additional Learning Materials from Brother's Brother Foundation

ELSA coordinated with the Rotary Club of Makati to assess the cultural-sensitivity aspect of donated BBF books and learning aids, and monitor the shipment of 23,615 books and other learning materials from Manila Port to Cotabato Port. Of 23,615 learning materials, 6,962 were distributed to ALS (non text2teach schools) learning centers, 5,510 to North Cotabato, 5,185 to South Cotabato and 5,958 to Maguindanao. ELSA also coordinated with local forwarder for the delivery of these educational materials to Notre Dame Village Elementary School which accommodated a temporary storage space for the materials. Furthermore, ELSA team members facilitated and arranged the distribution of the materials to three Schools Divisions of Cotabato, South Cotabato and Maguindanao.

9. Linkage Development and Networking

Nokia Philippines Inc:

The ELSA team held two consultative meetings with Nokia officers regarding technical problems with the video/audio clips and MediaMaster order on July 14 and 31. On September 20, ELSA text2teach officers accompanied Mr. Earl Mardle (Chair, Stockholm Challenge) to a teaching demonstration at San Francisco Elementary School in Quezon City. Mr. Simo Hoikka of Nokia joined the group to discuss linkage development and technology matters afterwards.

GLOBE Telecommunication, Inc:

The ELSA team also held two consultative meetings with GLOBE officers regarding the SMS lessons order, as ELSA field staff were experiencing technical problems related to downloading lessons.

IR3. Promoting the Reintegration of Out-of-School Youth into the Peaceful, Productive Economy

A. Enhancing opportunities for employment/self employment for out-of-school youth

Lead Implementing Organization: Consuelo Foundation, Inc.

Focus Areas: ARMM, North Cotabato and Cotabato City

The following activities were undertaken by the Consuelo Foundation, Inc. and its proponents during this quarter:

1. Identification, Screening and Orientation of potential sub-grantees to *ELSA*

The identification, screening and orientation process for ELSA subgrantees was completed for all six partners during this quarter. Proposal development is completed by five partners and one potential partner of Consuelo Foundation.

2. Review and Approval of Proposals

Proposals of the first four Partners have been approved. The proposal submitted by the Mahardika Institute of Technology to manage an integrated technical education project in Bongao, Tawi-Tawi has been approved for funding by the Program Committee members of Consuelo Foundation during the quarter in review. The proposal of Pilipinas Shell Foundation on the other hand was held in abeyance due to problem on the availability of their leverage funds.

3. Regular Subproject Monitoring

As of the period in review, ELSA partners have registered a total of 899 trainees: 265 attending in-center training; 216 attending in-plant training; and 418 Graduates.

Of 418 graduates, 93 are employed as Welders, Sewers, Encoder/Cashier, Computer Technician, Attendant, Cook, and Cell Phone Repair Technicians. 104 are self employed doing seasonal jobs like sewing, repair of cell phones, therapy/massage, and food catering. These graduates earn as low as Php. 100 to as high as Php. 500 a day.

Four trainees went back to school while 82 fresh graduates are in the process of preparing documents needed for their employment application. 77 graduates are still waiting for the results of their employment application. 58 trainees cannot be tracked because they moved to other places.

4. Provision of Technical Assistance

Technical assistance to partners included the assistance with the review of their project plans, accomplished activities, corresponding results, and actions that can be taken to improve operations. Releases of funds needed for implementation of the project were processed in accordance with ELSA's requirements. Follow up on the status of projects are carried out through field visits, meetings, phone conversations, e-mail and other means of communications.

5. Staff Training

Two staff from each of the 4 Partners (Notre Dame University, Nagdilaab Foundation Inc., Notre Dame of Midsayap College and the Mahardika Institute of Technology) attended the 5 day training for teachers on the use of RH-HIV/AIDS Curriculum. This is a training sponsored by the Consuelo Foundation to equip its partners with knowledge, skills and technologies to address the reproductive health needs and concerns of youth.

Four staff from Nagdilaab Foundation, Basilan visited Manila to observe how integrated technical training is being carried out in Don Bosco Makati, ERDA Tech, and Kabalikat sa Hanapbuhay. One key learning through this activity is the realization that program staff need to be firm and discreet while screening the trainees as it is a major factor contributing to the success of a training program.

6. Mid-Term Assessment Workshop

No mid-term assessment workshop was scheduled for this quarter.

IR4. Reforming Educational Policy

A. Equivalency Matrix Policy Research

Lead Implementing Organization: SEAMEO INNOTECH

1. Policy Review

The educational policy draft report was presented and discussed during the Project Steering Committee Meeting and the Chiefs of Party Group Meeting. Furthermore, the ELSA IR4 team identified recurring patterns on problems and issues affecting access to education by Muslim learners. The team also reviewed and analyzed documents of two Muslim schools as they implement policies surrounding access to education.

2. Data Collection and Analysis

The ELSA/SEAMEAO-INNOTECH team conducted additional data gathering and analysis for areas not included in the initial sample aiming for a more comprehensive data collection. The scope of ALS literature review equipped with more comprehensive data analysis, was broadened to include the following areas: Zamboanga, Tawi-Tawi, Basilan, Kidapawan and Midsayap, Cotabato. The team also conducted additional data gathering with the Fund for Assistance to Private Education (FAPE) to determine the extent of educational assistance to basic education through Education Service Contracting (ESC) and Tuition Fee Supplement Scheme (TFS) for Muslim students.

3. Case Studies

The ELSA team continued to work on case studies during this reporting period. The topic chosen is “Improving Access to Education for Muslim Students” presenting J. Marquez and Vilo Elementary Schools as case studies. The team undertook extensive research on various access barriers and factors improving the access to education for these students. Team members interviewed students and key experts such as Ms. Myrna Lim (Executive Director of NDF-CAI WED) and Dr. Eddie Alih (Executive Director of Muslim Upliftment Foundation) who offered new insights and valuable information on various ways facilitate and increase access to education for Muslim students.

4. Focus Group Discussions

The ELSA team facilitated four group discussions in 14 different sites in Mindanao with 168 participants (parents, teachers, students and principals) from various schools such as Kidapawan National High School, Midsayap National High School and NDF-CAI WED Community Learning Center.

5. Report Preparation

After a series of interviews with key stakeholders and extensive research, the ELSA team prepared the IR4 final report entitled “Policy Research on Access to Education by Muslim Learners” during this reporting period. The Report focuses on access barriers that Muslim learners including: (a) education infrastructure such as lack of schools, classrooms, and shortage of qualified teachers; (b) poverty such as hunger, nutrition, and water; (c) volatile local peace and order situations resulting in displacement of families, and use of classrooms as evacuation centers; and (d) cultural issues like discrimination, and lack of understanding of Muslim culture and practices. As mentioned in pervious sections, team members interviewed key stakeholders and experts, prepared the draft in consultation with two external researchers, and revised the draft incorporating feedbacks from various experts.

6. Linkage and Networking

In preparation of the report, the ELSA team conducted meetings with key DepEd Officials of ARMM and other Mindanao regions to seek their approval and support for the policy options. Based on these meetings, the team prepared policy recommendations as a part of the report.

III. Leverage Fundraising Activities

For this reporting period, leverage fundraising activities of ELSA partners focused on raising cash and in-kind contributions. In the case of PBSP, Petron, and Ayala Foundation, leverage contributions in the form of project support were provided.

For in-kind contribution, staff time valuation for program administration and use of office space and equipment were the regular contributions from local partners. The services and contributions of other field partners such as local governments, CSOs, business sector, and others were also reported as leverage fund contributions. See Annex A: ELSA leverage report.

IV. Monitoring and Evaluation

The ELSA monitoring and evaluation activities continue as outlined in the Quarterly Status Report 7. A variety of methodologies are used to undertake evaluation, ranging from focus groups, pre and post surveys, reports by field staff to workshops where ELSA partners get together to verify the results to date. For most partner organizations, Project Officers are responsible to monitor the overall progress of the project. The ELSA Alliance went through the process of verifying all reported outputs during the Annual Review and Planning Workshop.

Monitoring activities normally entail the tracking of accomplishments based on planned activities and results. In the case of SEAMEO-INNOTECH, monitoring activities are carried out by project monitors using the forms developed especially for the project.

V. Table of ELSA FY1 and FY2 Outputs

IRI: Community-based Learning Opportunities in School-less and Conflict Affected Areas

A. Building Education Infrastructure in Mindanao

DIP Outputs Proposed for FY 2	Actual Outputs for FY2	FYI Total Outputs	Proposed Outputs for 3 Years Total	Total Outputs to Date	Target Outputs for FY3
1. 32 classrooms renovated, repaired or constructed	8 new classrooms constructed 41 renovated and repaired 158 classrooms repainted	29 new classrooms constructed; 22 renovated and repaired; 20 repainted	87 Classrooms renovated, repaired or constructed serving nearly 5,000 students	37 new classrooms constructed; 63 renovated and repaired; and 178 repainted	64 new classrooms constructed
2. 1,480 chairs and desks distributed	2,355 chairs and desks distributed	1,226 chairs and desks distributed	Enhancement	3,581 chairs and desks distributed	4,860 chairs and desks distributed
3. 3,160 text and reference books provided	4,965 books distributed in 26 schools	9,925 books distributed	Enhancement	14,890 books distributed in 45 schools	750 text and reference books distributed
4. 200 malnourished children de-wormed	3,110 children dewormed and immunized	1,614 children dewormed and immunized	1,600 students de-wormed and immunized and participating in special supplemental feeding program	4,724 students de-wormed and immunized and participating in special supplemental feeding program	1,100 students dewormed and participated in the supplemental feeding program
5. 50 school nurses given medical kits to provide healthcare to students	120 nurses given medical kits	214 nurses given medical kits	143 schools nurses supplied with medical kits	334 school nurses supplied with medical kits	30 school nurses supplied with medical kits
6. 4 schools provided with enhanced teaching facilities and equipments to better implement a practical arts and trade skills curriculum	6 schools provided with teaching facilities and equipment to better implement practical arts and trade skills curriculum	4 schools provided with teaching facilities and equipments	Enhancement	10 schools provided with teaching facilities and equipments	6 schools provided with TLE teaching facilities and equipment

DIP Outputs Proposed for FY 2	Actual Outputs for FY2	FYI Total Outputs	Proposed Outputs for 3 Years Total	Total Outputs to Date	Target Outputs for FY3
7. 8 schools with improved AV facilities and science labs	9 schools equipped with AV facilities and 8 schools equipped with Science labs and equipments	N/A	17 Schools equipped with Science labs and equipment	17 schools equipped with Science labs/equipment and 15 schools equipped with AV facilities	15 schools equipped with AV facilities; 5 schools provided with Science Labs
8. 1,406 students received scholarships	2,173 new students provided with scholarship/educational assistance	1,735 new students provided with scholarship/educational assistance	2,000 students per year receiving scholarship assistance	3,908 students received scholarships	2,545 students received scholarships
9. 750 non-and slow readers received remedial reading assistance	1,058 non-and slow readers received remedial reading assistance	1,384 non-and slow readers received remedial reading assistance	2,080 non-and slow readers received remedial reading assistance	2,442 non-and slow readers received remedial reading assistance	860 non and slow readers received remedial reading assistance
10. 290 elementary and secondary school teachers prepared to pass licensure exam for teachers	190 teachers assisted in their Licensure Exam for Teachers review	440 teachers assisted in their Licensure Exam for Teachers review	40 teachers received teachers support (such as teachers training, licensure exam and administrative support)	630 teachers assisted to their Licensure Exam	430 teachers received support
11. 12 PTCAs trained and capable of implementing education improvement projects	5 PTCAs capable of managing education improvement projects	26 PTCAs capable of managing education improvement projects	17 PTCAs capable of managing education improvement projects	31 PTCAs capable of managing education improvement projects, 36 courses, 652 participants	10 PTCAs with 240 participants capable of managing education improvement projects
12. 98 school administrators and teachers trained in developing and implementing responsive education programs	198 teachers and 105 administrators trained in developing and implementing responsive education programs	216 school teachers and 19 administrators trained in developing and implementing responsive education programs	40 teachers trained in developing and implementing responsive education programs	414 teachers and 124 school administrators trained in developing and implementing responsive education programs	290 teachers received training in competency development; 140 school administrators with improved instructional skills

DIP Outputs Proposed for FY 2	Actual Outputs for FY2	FYI Total Outputs	Proposed Outputs for 3 Years Total	Total Outputs to Date	Target Outputs for FY3
13. 4 local school boards trained on policies	To be completed in FY3	N/A	5 School boards trained on education policies	To be completed in FY3	5 local school boards trained on policies
14. 3 Teachers Learning Resource Center strengthened and fully utilized	N/A	2 TLRC strengthened and fully utilized	Enhancement	2 TLRC strengthened and fully utilized	3 Teacher Learning Centers strengthened and fully utilized
15. Water facilities installed in at least 4 schools	3 schools provided with water facilities	6 schools provided with water facilities	Enhancement	9 schools provided with water facilities	13 schools provided with water facilities

B. Alternative Learning System for Non-formal Education Sector

DIP Outputs Proposed for FY 2	Actual Outputs for FY2	FYI Total Outputs	Proposed Outputs for 3 Years Total	Total Outputs to Date	FY3
1. 816 of 893 learners completed in A&E program	784 completed A&E program	N/A	90% (1305) of 1,450 completed the second batch of A&E program	784 completed the A & E Program	800 learners completed in A&E program
2. 700 learners passed the PEPT and/or A&E tests	584 took the PEPT/A&E exams (8 achieved elementary/high school equivalency and 576 promoted to higher grade level)	N/A	80% (835) of 1044 passed A&E tests	584 took the PEPT/A&E exams (8 achieved elementary/high school equivalency and 576 promoted to higher grade level)	700 learners passed PEPT and/or A&E tests
3.450 test passers enrolled in formal school	348 passers re-enrolled in formal school	N/A	80% (668) of 835 passers re-enrolled in formal school	348 passers re-enrolled in formal school	400 test passers enrolled in formal school
4. 550 learners undergoing A&E program	850 attended A&E program	N/A	900 undergoing A&E activities	850 attended A&E program	Completed
5. 22 Instructional Managers enhanced their teaching competencies through traditional training course	22 Instructional Managers enhanced teaching competencies	N/A	5 Instructional Managers trained	22 Instructional Managers enhanced teaching competencies	22 IMs continue to manage A&E learning sessions for second batch of learners

C. Engaging Young Leaders of Mindanao: In-School Youth

DIP Outputs Proposed for FY 2	Actual Outputs for FY2	FY1 Actual Outputs	Proposed Outputs for 3 Years Total	Total Outputs to Date	FY3
1. Mindanao Youth Leadership Program is pilot tested to a total of 60 senior high school student leaders from 20 public high schools	36 high school students leaders from 20 public high schools attended the pilot-run	24 high school students leaders attended the pilot-run program	60 high school student leaders participated in the Mindanao Youth Leadership Pilot Program	Completed	Completed
2. Final Leadership Training Module is produced	1 specialized leadership training module designed – in the process of final editing and production	N/A	Specialized leadership training module designed for high school young leaders	1 specialized leadership training module designed	Completed
3. Leadership Training Program is launched in ARMM community	Completed. Launching program held in Cotabato City.	N/A	Leadership Training Program launched in ARMM community	Completed	Completed in FY2
4. First Youth Leadership Training for at least 60 (sixty) junior high school student leaders implemented	58 in school high school leaders from 19 public high schools (and 5 out-of-school youth) attended the first Youth Leadership training	N/A	200 young leaders attended the YLT	58 (+5 OSY) attended the YLT	Adjustment: at least 70 young leaders attended YLT
5. 5 MOUs/MOAs signed on projects in partnership with Local Government Units and local NGOs	To be accomplished in FY3	N/A	5 MOUs/MOAs signed on projects in partnership with Local Government Units and local NGOs	None	5 MOUs to be signed
6. At least 10 young leaders will have undergone a one-week volunteer work with local NGO and LGU partners.	To be accomplished in FY3	N/A	At least 10 young leaders will have undergone a one-week volunteer work with local NGO and LGU partners	None	10 young leaders undergone one-week volunteer work
7. At least 3 local alumni clusters organized in 3 key municipalities	5 alumni chapters from different geographic areas organized	N/A	3 local alumni clusters organized in 3 key municipalities	5 alumni chapters from different geographic areas organized	Completed

DIP Outputs Proposed for FY 2	Actual Outputs for FY2	FY1 Actual Outputs	Proposed Outputs for 3 Years Total	Total Outputs to Date	FY3
8. Organized at least one multicultural interfaith dialogue session involving at least 45 young leaders	5 interfaith dialogue organized involving 80 youth	N/A	5 interfaith dialogues involving 90 young leaders	5 interfaith dialogue organized involving 80 youth	2 interfaith dialogue organized involving 20 young leaders
9. Conducted at least 3 training workshops on project development, planning, implementation, M&E, and resource mobilization	To be completed in FY3	N/A	200 high school students from 45 schools acquired skills in leadership, project planning and implementation and resource mobilization	None	3 trainings targeting 80 students conducted (adjustment)
10. Conducted at least 3 learning sessions on the use of personal computers and the internet as a tool for learning and communicating with other young leaders	2 learning sessions on computer and internet use conducted and attended by 60 youth	N/A	5 learning sessions involving 100 young leaders from Mindanao and 100 young leaders from other parts of the country (and identified the need for computer training)	2 learning sessions on computer and internet use conducted and attended by 60 youth	3 learning sessions targeting 50 students conducted
11. Small Grants awarded to the 10 best project proposals submitted by the alumni of the program	To be completed in FY3	N/A	Small grants awarded to 20 best proposals submitted by the alumni of the program	None	Small grants awarded to 20 best proposals submitted by the alumni of the program
12. N/A	Partnered with 3 leadership training institutions in providing training and capacity building for young leaders	Partnered with 2 leadership training institutions	4 leadership training institutions as partners in providing training and capacity building for young leaders	Partnered with 5 leadership training institutions	Completed
13. N/A	N/A	N/A	20 community projects implemented by young leaders	None	20 community projects implemented by young leaders

C. Engaging Young Leaders of Mindanao: Non-formal and Out-of-School Youth

DIP Outputs Proposed for FY 2	Actual Outputs FY2	FY1 Actual Outputs	Proposed Outputs for 3 Years Total	Total Outputs to Date	FY3
1. Two staff each from five technical education institutions trained in youth civic engagement	8 staff trained in youth civic engagement	6 staff trained in youth civic engagement	2 staff trained in youth civic engagement	8 staff trained in youth civic engagement	Completed
2. 16 students trained to lead in the training and participation in civic engagement of their peers	80 students trained	N/A	20 students trained to lead	80 students trained	Completed
3. 575 ITE students (15 groups) trained and implemented one civic engagement project each	743 ITE students in 21 groups trained and implemented civic engagement projects	N/A	258 ITE students in 8 groups trained and implemented civic engagement projects	743 ITE students in 21 groups trained and implemented civic engagement projects	Completed
4. 22 staff of NDFCAI trained in facilitating youth civic engagement of A & E learners	22 staff trained to facilitate youth civic engagement for A&E learners	N/A	22 staff of NDFCAI trained in facilitating youth civic engagement of A & E learners	Completed	Completed
5. 1,450 A & E learners (48 groups) trained and implemented one civic engagement project each.	1,457 A&E learners in 60 groups trained and implemented civic engagement projects	N/A	242 A&E students in 20 groups trained and implemented civic engagement projects	1,457 A&E students in 60 groups trained and implemented civic engagement projects	Completed
6. 100 IP youth underwent training in Philippine Youth Leadership Training Program	50 IP trained in PYLT program	N/A	50 (adjusted from 250) IP youth trained in PYLT program due to local peace and order conditions	50 IP youth trained	Completed
7. Two staff each from two NGOs trained to facilitate leadership training of indigenous youth	2 staff trained to facilitate civic engagement of IP youth	N/A	2 staff (adjusted from 6) from 3 NGOs trained to facilitate leadership training of indigenous youth	2 staff trained to facilitate civic engagement of IP youth	Completed
8. Two youth organizations engaged in socio-economic projects that benefit their families and communities	3 youth groups engaged in socio-economic projects	N/A	2 youth groups engaged in socioeconomic projects	3 youth groups engaged in socio-economic projects	Completed

IR2: Improving Teaching Capacity for Math, Science and English
A. Increasing Access to Basic Non-Formal Education Using Innovative Technology

DIP Outputs Proposed for FY 2	FY2 Actual Outputs	FY1 Outputs	Proposed Outputs for 3 Years Total	Total Outputs to Date	FY3
1. At least 2 strategic planning and orientation sessions held by the project managers and implementers	Completed 5 orientation workshops	N/A	10 orientation workshops to be completed	5 orientation workshops	At least 3 more workshops conducted
2. Existing non-formal education learning materials in print and audio-visual formats reviewed and relevant content identified	Completed; more than 500 learning materials reviewed, 103 materials in print and non-print formats found relevant to ALS program	N/A	Existing learning materials reviewed and relevant content identified	Completed	Completed
3. Content design for 10 more audio/video materials suitable to Mindanao context	Completed – developed and produced ten more AV materials	N/A	Contingent upon output 2	113 audio-video packages	Completed
4. Project media equipment for the project sites 2 regional offices and 3 participating schools divisions purchased and distributed	72 DVDs distributed and the remainder of the 120 equipment targeted for distribution	N/A	Project media equipment for the project sites 2 regional offices and 3 participating schools divisions purchased and distributed	72 DVDs distributed and the remainder of the 120 equipment targeted still for distribution	48 DVDs completely distributed by Sept 30.
5. Skills and competencies of lesson developers strengthened	To be completed	N/A	Skills and competencies of lesson developers strengthened	To be completed	Evaluation to be conducted - Oct 1, 2006-Sept 30, 2007

DIP Outputs Proposed for FY 2	FY2 Actual Outputs	FY1 Outputs	Proposed Outputs for 3 Years Total	Total Outputs to Date	FY3
6. 1,800 learners participating in various alternative learning/non-formal education programs in the project sites	1,288 learners participated as of Sept 30 (Only started July, 2006)	N/A	8,000 ALS learners participated in various alternative learning/non-formal education programs	1,288 learners participated	6,712 learners participated in ALS programs
7. Monitoring plan/implementation strategy finalized and in place	Regular monitoring of Project Monitors already in place	N/A	Completed	Completed	Completed
8. Second year monitoring work for text2teach (school year 2006-07) and Year 1 monitoring of non-formal component conducted	Completed	N/A	Second year monitoring work for text2teach (school year 2006-07) and Year 1 monitoring of non-formal component conducted	Completed	Completed
9. Evaluation plan/implementation strategy finalized and in place	Ongoing for 12 experimental schools and 12 control schools	Ongoing	Evaluation plan/implementation strategy finalized and in place	Ongoing	Ongoing
10. Completed in FY1	Completed in FY1 Adjustment: Booster technical training conducted for 122 teachers on technical maintenance of project equipment	720 teachers trained in the use of technology; and 120 school heads oriented on project technology	720 teachers knowledgeable and skilled in the use of technology in instruction and training skills 120 school heads oriented on project technology	Completed in FY1	Completed; Booster technical training conducted for additional 123 students
11. Completed in FY1	Completed in FY1	12 national trainers knowledgeable on facilitation skills and implementation of teacher workshops	12 national trainers knowledgeable on facilitation skills and implementation of teacher workshops	Completed in FY1	Completed

DIP Outputs Proposed for FY 2	FY2 Actual Outputs	FY1 Outputs	Proposed Outputs for 3 Years Total	Total Outputs to Date	FY3
12. Completed in FY1	Completed in FY1	123 schools participating in the project	123 schools participating in the project	Completed in FY1	Completed
13. 35,000 students in grade 5 and 6 performing better in Science, Math, English	36,000 students performing better in Science, Math and English	36,000 students performing better in Science, Math and English	100,000 students in grades 5 & 6 performing better in Science, Math, and English subjects	72,000 students in grades 5 & 6 performing better in Science, Math, and English subjects	36,000 students performing better in Science, Math and English
14. Completed in FY1	Completed in FY1	129 video packages and 144 audio packages produced	100 locally produced audio packages and 100 video packages	129 video packages and 144 audio packages produced	Completed
15. 360 lesson plans developed in Science, Math and English in Grade 5 and 6	480 lesson plans developed	N/A	Content developed for 480 lesson plans	480 lesson plans developed	Completed

IR3. Promoting the Reintegration of Out-Of-School Youth into the Peaceful, Productive Economy
A. Enhancing Opportunities for Employment/Self Employment for Out-of-School Youth

DIP Outputs Proposed for FY 2	Actual Outputs FY2	FY1 Outputs	Proposed Outputs for 3 Years Total	Total Outputs to Date	FY3
1. 270 trainees graduated from the integrated technical education courses they undertook	418 trainees graduated from ITE	N/A	590 trainees graduated from ITE	418 trainees graduated from ITE	596 ITE trainees graduated (and 602 new trainees enrolled)
2. 160 of the ITE graduates are employed; and 15 are self-employed	85 graduates employed; 63 self-employed	N/A	480 of the integrated technical education graduates are employed 27 graduates are engaged in self-employment	85 of ITE graduates are employed 63 are engaged in self-employment	350 ITE graduates employed/self-employed
3. 500 OSY are attending integrated technical education	743 attended ITE courses	N/A	377 attended ITE	743 attended ITE	Completed
4. One additional institution identified and provided assistance in the implementation of an integrated technical education	One additional institution provided with assistance in the implementation of ITE	N/A	One additional institution identified and provided assistance in the implementation of an integrated technical education	Completed	Completed and expand the number of beneficiaries up to 90 students
5. Five institutions are provided with technical assistance in the implementation of integrated technical education	5 institutions implemented integrated technical education	N/A	4 institutions able to implement integrated technical education	5 institutions implemented integrated technical education	Completed

IR4. Reforming Educational Policy

Proposed Outputs for 3 Years Total	Total Outputs to Date
1. Equivalency matrix of standards for school accreditation	Completed
2. Descriptive report of education policies and their implementation with recommendations for improvement	Preparation of final report ongoing after completion of additional data gathering (due Sept 28, 2006)
3. At least three report dissemination meetings with relevant Departments of Education staff	Ongoing; Draft completed
4. Report results communicated through three communication delivery mechanisms (web, newsletter, &/or media outlets)	To be completed

ANNEX 1: ELSA Leverage Report

**International Youth Foundation
Leverage Tracking
ELSA Project
Quarter ended September 30, 2006**

Amounts in Philippine Peso (PHP)			
Organization	Cash	In-Kind	Total
Ayala Foundation	543,321	1,946,108	2,489,429
Consuelo Foundation	643,445	2,664,970	3,308,415
PBSP	3,342,876	3,186,945	6,529,820
Petron Foundation	1,928,150	-	1,928,150
SEAMEO INNOTECH	1,025,842	17,414,625	18,440,467
Overall	7,483,633	25,212,648	32,696,281

Amounts in USD (1USD = 55 PHP)*			
Organization	Cash	In-Kind	Total
Ayala Foundation	9,879	35,384	45,262
Consuelo Foundation	11,699	48,454	60,153
PBSP	60,780	57,944	118,724
Petron Foundation	35,057	-	35,057
SEAMEO INNOTECH	18,652	316,630	335,281
Overall	136,066	458,412	594,478

* Note this is approximation as exchange rates fluctuate between 54-56 PHP

Organization	Amounts in Philippine Peso (PHP)						
	Prior Period		Current Period		Cumulative		
	Cash	In-Kind	Cash	In-Kind	Cash	In-Kind	Total
Ayala Foundation	2,878,788	3,300,402	543,321	1,946,108	3,422,109	5,246,510	8,668,619
Consuelo Foundation	3,953,926	6,418,733	643,445	2,664,970	4,597,371	9,083,703	13,681,074
PBSP	20,373,027	5,742,691	3,342,876	3,186,945	23,715,903	8,929,636	32,645,539
Petron Foundation	10,423,042	-	1,928,150	-	12,351,192	-	12,351,192
SEAMEO INNOTECH	6,720,088	88,832,158	1,025,842	17,414,625	7,745,930	106,246,783	113,992,713
Overall	44,348,871	104,293,984	7,483,633	25,212,648	51,832,505	129,506,632	181,339,136

Organization	Amounts in USD (1USD = 55 PHP)*						
	Prior Period		Current Period		Cumulative		
	Cash	In-Kind	Cash	In-Kind	Cash	In-Kind	Total
Ayala Foundation	52,342	60,007	9,879	35,384	62,220	95,391	157,611
Consuelo Foundation	73,141	115,453	11,699	48,454	84,840	163,907	248,747
PBSP	370,419	104,413	60,780	57,944	431,198	162,357	593,555
Petron Foundation	189,510	-	35,057	-	224,567	-	224,567
SEAMEO INNOTECH	122,183	1,615,130	18,652	316,630	140,835	1,931,760	2,072,595
Overall	807,594	1,895,003	136,066	458,412	943,661	2,353,415	3,297,075

* Note this is approximation as exchange rates fluctuate between 54-56 PHP