



USAID
FROM THE AMERICAN PEOPLE



Quarterly Report

April - June 2008



Submitted to **USAID Philippines**

by

Education Development Center, Inc.

In accordance with

Cooperative Agreement No. 492-A-00-06-00024-00A





EQuALLS PHASE 2



Quarterly Report

April - June 2008

Submitted to USAID Philippines
by
Education Development Center, Inc.

August 15, 2008

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

Cover photos:

OPLAN School Painting: Education Secretary Jesli Lapus (right) and Jon Lindborg, Mission Director, USAID Philippines lead the Department of Education's National Schools Clean-up Week (*Brigada Eskwela*), a community mobilization project of the Philippines' Department of Education to prepare schools for the opening of classes this June. Also with Secretary Lapus are Governor Miguel Dominguez of Sarangani Province and Malapatan town Mayor Aida Singcoy doing some painting work in Malapatan Central Elementary School.

Empowering madaris education in Mindanao. A recent survey conducted by the Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project in partnership with AusAID's Basic Assistance for Education in Mindanao (BEAM) Project revealed that more than 35,500 pupils are now enrolled across 229 madaris operating in areas covered by the EQuALLS2 Project in the Autonomous Region in Muslim Mindanao (ARMM). The children and teachers of these institutions face challenges such as the lack of conducive teaching and learning environment, inadequate parental and community support, and low teaching capacity of basic subjects, particularly English, science and math. The large number of students that these institutions serve indicates the importance of madaris in providing access to basic education and the need for strategic project interventions to help improve madaris education in Mindanao.

Partners in alleviating classroom shortages in Mindanao: USAID-Philippines and Petron Corporation recently formalized a partnership to build 120 and refurbish 480 elementary classrooms in Mindanao. Signing the agreement were (5th from L) U.S. Ambassador to the Philippines H.E. Kristie A. Kenney and Petron Corporation Chairman and CEO Nicasio I. Alcantara (3rd from L). Witnessing the event were (from L to R) Habitat for Humanity Philippines Chairman Francisco Bautista, DepEd Undersecretary Ramon Bacani, USAID Philippines Director Jon Lindborg, EQuALLS2 Chief of Party Bill Potter, and DepEd Region 9 Director Dr. Jesus Nieves.

TABLE OF CONTENTS

I.	EXECUTIVE SUMMARY	7
II.	PROJECT MANAGEMENT AND COORDINATION	10
	1. Sub Grant Management	10
	2. Support to US Peace Corps TUDLO – English Language Camps (ELCs)	12
	3. Monitoring & Evaluation.....	13
	4. Learning Agenda Update	14
	5. Outreach & Communications	14
	6. Project Operations.....	15
	7. Security	16
III.	TECHNICAL PROGRAMS UPDATE.....	16
	Technical Assistance from EDC Home Office	16
	Intermediate Result 1	17
	<i>Increasing learning opportunities for children and youth through community support for education and livelihood programming in targeted geographic areas</i>	
	Intermediate Result 2	21
	<i>Strengthening capacity for teaching of English, Math and Science</i>	
	Intermediate Result 3	26
	<i>Improving relevance of education and training for Out-of-School Children and Youth (OSCY)</i>	
IV.	QUARTER 4 WORKPLAN HIGHLIGHTS.....	28

ABBREVIATION LIST

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

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

LIST OF ANNEXES

- Annex 1: Communication Products (Weekly Highlights; Published Articles; Other)
- Annex 2: Education Technology and Materials Strategy Development and Implementation Summary Update: June 27, 2008
- Annex 3: Consolidated/Detailed Monthly Reports on Finance/Grants Management
- Annex 4: EQuALLS2 and TUDLO Coordination Meeting - May 8, 2008
- Annex 5: EDC / EQuALLS2 Year 1 Assessment and Year 2 Planning Process Summary - June 13, 2008
- Annex 6: Notes from Meeting Between WFP and USAID/ EQuALLS2 – May 8, 2008
- Annex 7: Strategic Planning Meeting with Tudlo Mindanao/New PASA – June 11, 2008
- Annex 8: Quarterly Report: Synergeia Foundation
- Annex 9: Quarterly Report: Save the Children
- Annex 10: Quarterly Report: ELSA/IYF
- Annex 11: Quarterly Report: Petron Foundation
- Annex 12: Survey of Madaris in Selected Municipalities in the ARMM
- Annex 13: Warehouse Flood Damage Photos
- Annex 14: The Learning Agenda – Updated Matrix
- Annex 15: Facilitator's Handbook on PTCA and LSB Capacity Assessment

I. EXECUTIVE SUMMARY

This is Education Development Center, Inc.'s 3rd Quarter Report for 2008 to USAID for the 'Education Quality and Access for Learning and Livelihood Skills 2' (EQuALLS2) Project in the Philippines' Autonomous Region of Muslim Mindanao (ARMM), and Regions 9 and 12. This report contains information on both the successes and challenges faced by the project during the reporting period April-June 2008.

Key EQuALLS2 achievements for this period include:

- GDA partnership sub grant issued to Petron Foundation for the construction and refurbishment of schools in the ARMM, Regions 9 and 12;
- Strengthened partnership and linkages with DepEd at national and local levels, through the successful participation in Brigada Eskwela;
- Community assessment, engagement and participation in EQuALLS2 sites;
- Summer teacher training programs in English and math;
- Revised National English Proficiency Program (NEPP) design accepted by DepEd, and spread nationwide;
- Increased collaboration with AusAID's BEAM and USPC's TUDLO Mindanao project;
- EDC's EQuALLS2 leadership transition organized and approved, with participation from USAID.

Strategic Partnerships

The already strong EQuALLS2 partnership and linkage with the Department of Education (DepEd) was further strengthened with the adoption and implementation of the DepEd Brigada Eskwela Program, assisting more than 700 schools in EQuALLS2 sites. Through the project, EQuALLS2 mobilized PTCAs and other local community volunteers to physically prepare schools for the school year opening in June 2008. EQuALLS2 assistance for Brigada consisted of community mobilization efforts, material support such as paints, cleaning materials and construction supplies for minor repair of classrooms. An innovative contribution by EQuALLS2 to the Brigada effort was highlighting attention towards quality education support by providing books and learning materials, and organizing classroom-based reading corners in more than 90 selected schools.

EQuALLS2 continued the effective partnership and collaboration with the AusAID BEAM project with the beginning reading program and the teacher in-service training (INSET) programs. Anticipating the completion of the BEAM project in 2008, USAID-EQuALLS2 also

held discussions with AusAID to identify future areas of collaboration, including continuing assistance to the ARMM, and looking at Region 9 as a joint new area for collaboration.

In April, EQuALLS2 forged a strategic partnership with the ARMM's Bureau of Madrasah Education (BME) in developing and implementing a Madrasah survey in the ARMM, and building the capacity of the BME to more effectively perform its mandate with EQuALLS2 providing computers and printers, and undertaking a training program for BME staff on managing the madrasah information systems.

The Project continued to partner with US Peace Corps' TUDLO Mindanao program in organizing and implementing two (2) English language Camps (ELCs), as an additional support program for EQuALLS2's English proficiency program for teachers. Additionally, EQuALLS2 continued close cooperation with the US Military Joint Special Operations Task Force (JSOTF), primarily in distributing books to selected schools in hard to reach municipalities, particularly in the ARMM.

EDC also held exploratory meetings (refer to Annex 6 for meeting notes) during the quarter with the UN World Food Programme (WFP) for collaboration in selected common schools to help reduce the drop out rate and improve schooling participation and achievement of children, with WFP providing food subsidies and EQuALLS2 improving access to, and quality of instruction. The collaboration agreement was approved in principle, and is scheduled for follow up implementation in succeeding quarters.

Technical Leadership

With sub grants officially issued to all lead implementing partners by the end of the second quarter, EQuALLS2 focused attention on providing technical leadership and support to partners. This occurred through IR Technical Working Group (TWG) meetings, one-on-one partner meetings, and development and refinement of technical guidance documents.

Highlight achievements during the quarter by intermediate result include:

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

- Partners are now geared up for implementation after a challenging start-up in the first quarter. Partner field staff are hired and municipal and barangay level orientations completed. Partners developed agreements with LGUs to support other barangays not covered by the project;
- The organizational capacity assessment tools for PTCAs and LSB are complete with handbooks and facilitation guides now in use;
- The Brigada Eskwela proved to be a valuable mechanism for project partners to build relations with DepEd, LGUs, parents and community members, generating a lot of enthusiasm and visible support from community members;

- DepEd ARMM-BME now has the facility and staff capacity to further develop or update its madrasah information system. DepEd ARMM-BME has also demonstrated leadership in the survey, consultations and field validation, with division and district madrasah coordinators active participation.

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

- Forty-two (42) professors from Teacher Education Institutions in the region, as well as select teacher-trainers from the EQuALLS2 regions were trained during the first salvo of teacher training led by EDC. They formed part of the partners' pool of trainers that trained 1,627 teachers on English and math;
- In close collaboration with DepEd national, EDC revised the NEPP pilot design to incorporate learnings from phase 1 implementation. The resulting design is now adopted by DepEd for nationwide application;
- EDC worked closely with AusAID's BEAM project to train 2,839 Grades 5 and 6 teachers and their school heads on Science and Math;
- Building on the success of the ARMM Pilot Reading Program for Grade 1, BEAM and EQuALLS2 stepped up assistance to include Grade 2 teachers, covering 24 schools across all divisions of the ARMM.

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

- All partners conducted OSCY surveys or barangay profiling which contributed significantly to the building of an OSCY database in EQuALLS2 sites. Partners have and will continue to use this information for designing ALS interventions responsive to the needs of OSCY in their localities;
- EDC continued to provide technical leadership in the refinement of partners' IR3 program options, and worked closely with partners in building the capacity of IMs and learning facilitators;
- DAP roll-out is well underway, with DAP administrators oriented by EDC and the tool being administered with target OSCY;
- The IR3 TWG continued to serve as venue for sharing experiences, learning, and reaching agreements among partners having diverse ALS program options.

In addition to the successes that emerged from this quarter, EQuALLS2 also experienced some challenges, including:

- Start up by lead partners slower than anticipated, due to inherent geographic difficulties of access to EQuALLS2 sites; delays in staff recruitment, etc.
- Major procurements, such as vehicles delayed, due to waiver and VAT requirements.

Finally, please also see 15 annexes attached to this report with communications products, partners' quarterly reports, and strategic documents that were developed and produced during the reporting period.

II. PROJECT MANAGEMENT AND COORDINATION

1. Sub Grant Management

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

- Notre Dame Marbel University grant close out
- Field monitoring visits
- Review and response to sub grant quarterly reports
- Review of financial liquidation and reconciliation reports
- Attendance at technical working group meetings

Highlights

Monitoring and Compliance Visits

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

- Synergeia – April 9, 16-18;
- IYF – April 11 & May 9 with follow-up meeting on June 13;
- SC Davao – April 14-25;
- SC Manila – June 12-16.

NDMU Closeout / End-of-Program Evaluation

The NDMU ALS Project Assistance ended on June 15, 2008, as extended. As such, it was necessary to conduct closeout activities to i) review financial transactions from December 2007 to March 31, 2008; ii) review utilization of the P569,547.08 remaining funds as of March 31, 2008; iii) determine and inventory commodities purchased under the grant; review disposition plan for commodities purchased; and iv) review disposition/resolution of prior visits' audit findings.

The grants team facilitated an end-of-program evaluation of NDMU ALS activity to:

- evaluate outputs and outcomes of ALS program interventions implemented by NDMU-CCC versus agreed-upon performance targets, deliverables and quality standards for the period April 2007- March 2008;
- obtain the feedback of education stakeholder beneficiary groups including DepEd, LGUs, parents and learners on project results, and to identify issues and concerns, best practices, innovations and lessons learned;
- review the overall experience during the current ALS program sub-grant agreement determining specific areas for capacity-building and programmatic quality as inputs to the next phase of EQuALLS2 ALS programming.

Review of Partners' Quarterly Progress Reports (Annexes 8, 9 10)

The grants team participated in the review of partners' quarterly progress reports. The grants team reviewed/analyzed the partners' actual accomplishments and spending against planned activities and budgets. The finance/grants team analysis was consolidated with the programs/technical assessments in a feedback document that was released to partners following the QPR review. QPRs reviewed included:

- Save the Children Transition Grant (January – March 2008);
- Save the Children Phase 2 (Dec 07 – March 2008);
- Synergeia (Aug 07 – March 2008);
- IYF (Aug 07 – March 2008).

Review of Partners' Financial Reports (Annex 3)

Invoices and liquidation/reconciliation reports were reviewed first at the Manila field office and then sent to EDC-HQ for processing and recording. The following financial reports were reviewed during the quarter:

- Save the Children Transition Grant – March, April and May 2008;
- IYF – March, April and May 2008;
- Synergeia – March, April and May 2008;
- Save the Children Phase 2 – March, April and May 2008;
- Petron – April & May 2008.

EDC's Quality Assurance Framework

Together with the M&E, the QPR review process was developed and finalized. The tool will guide the EDC team when reviewing the Partners' QPRs. The roles and responsibilities of both programs/technical and the grants teams were also defined to ensure coherence. EDC's Sub grant Manual was then updated to include the new QPR review process and the quality assurance framework.

Issues / Challenges:

- Synergeia's manual accounting system poses risks and challenges that may result in inaccurate financial records and reports. There is a need to shift to a computerized system given the volume of financial transactions;
- IYF's sub-tiers' monitoring process is not yet visible at the IYF Manila field office;
- Limited background on program implementation activities that impact their review of QPRs;
- There is a need for the grants team to be immersed in the program implementation to be able to provide holistic compliance assessments.

2. Support to US Peace Corps TUDLO – English Language Camps (ELCs)

Highlights

Working in partnership with TUDLO, EQuALLS2 coordinated the identification and participation of 199 teachers and administrators from EQuALLS2 schools, whom attended 2 batches of 14-day camps in Cebu City last April and May 2008. (Annex 4)

- The results of the Test of English Proficiency of Teachers (TEPT) were used to identify teacher participants;
- After the ELCs, a planning meeting was conducted to guide Peace Corps in designing its PASA for the next 2 years. Agreements included the design and schedule of the next ELCs so as not to duplicate EQuALLS2 efforts in its own in-school training programs. Both projects agreed to exert effort to complement and support each others' programs (refer to Annex 7).

Outcomes

- The TUDLO team felt that the participants selected by EQuALLS2 are best-fit in terms of the design. In previous years, DepEd was just invited to send participants. This year, the TEPT provided a basis for the selection of a more homogenous group of teachers that are really fit for the training;
- EDC provided inputs in several ELC design meetings, as requested by TUDLO;
- The participants appreciated the learning from the camp. All of those interviewed after the training said that they learned many innovative ways of learning English.

Challenges

- The preparations, which included the identification of participants, occurred during the months of April and May, which the team realized later to be vacation months. The prospective participants and their supervisors had to be contacted individually;
- EQuALLS2 had to pitch in to assist TUDLO with logistical needs in Mindanao. This proved difficult especially since EQuALLS2 was not prepared and was heavily engaged with teacher training and other start up activities at that time.

Next Steps

- For subsequent ELCs, TUDLO and EQuALLS2 will work together in the selection of participants as early as the last quarter of the calendar year;
- Peace Corps will be including provisions for logistical and coordination support into their project;
- Teachers from EQuALLS2 schools will continue to constitute the bulk (75 %) of ELC participants;
- The TUDLO team will participate in the EQuALLS2 TOTs when they can and EDC and its partners shall also be invited to design meetings for the camps. EQuALLS2 and TUDLO will share materials used in the EPPs and the ELCs.

3. Monitoring & Evaluation

Data consolidation on selected barangays and elementary schools

Barangay selection data submitted by Partners were consolidated and validated with the official names of barangays from the National Statistics Office and the list of elementary schools with the DepEd master list of schools. The total selected barangays and schools submitted by the Partners is indicated below:

Lead Implementing Partner (LIP)	EDC Estimates ¹		LIP Selected	
	Brgys	Schools	Brgys	Schools
Synergeia	174	240	174	209
IYF-ELSA	178	201	178	221
Save the Children	305	289	305	310
Total	657	730	657	740

Baseline data consolidation

Baseline data gathered by Partners for selected schools, barangays, municipalities was submitted to EDC and was consolidated into the EQ2 database. These data served as references in the subsequent planning for the summer trainers' trainings and the Brigada Eskwela.

DAP Data Management Handbook

The Handbook was finalized in April 2008 for use during a series of DAP Administrators trainings conducted by the Partners for their DAP time 1 roll outs in May 2008. The main users of the handbook are the data encoders and data managers of the Partners who will actually encode the data into the DAP scoring templates. The handbooks include guides for data handling, screening of data for incoherent results, missing data that will make a particular survey form invalid, data encoding procedures, time 1 and time 2 data analysis, and further analysis with other EQuALLS2 data.

Database Management Request for Proposals

EDC issued an RFP on May 26, 2008 to engage a service provider to develop the project's database management system, prepare a software program for data processing, install the system, and train users within EDC and EQ2 Partner staff. By quarter's end EDC was in the process of reviewing four submitted proposals and anticipates awarding this scope of work during the month of July.

Main M&E Tasks Ahead

- Follow-up with the IR3 Team and the IM Competency Assessment Tool;
- Conduct an M&E TWG to gather feedback from the Partners on the use of the M&E Forms and the QPR formats.

¹ EDC estimates are figures from the Joint Implementation Planning exercise in July 2007.

- Coordinate with the IR1 Team for the data collection and analysis of the Organizational Assessment for education stakeholders.

4. Learning Agenda Update

Accomplishments made on the Learning Agenda during the quarter (as shown in Annex 14) demonstrate the value of this component in enriching the overall design of the EQuALLS2 program. Tools for organizational capacity assessment and DAP administration protocols, and the EQuALLS2 quality assurance mechanism, are notable examples of learning agenda products that EDC has generated with active participation from sub grant partners. Documentation of the operations research studies and learning processes will be a critical next step for EDC during the next quarter. (Annex 14)

5. Outreach & Communications

EDC's Outreach and Communications team was active in producing press releases, weekly highlights, an interactive EQuALLS2 Audio-Visual Presentation (AVP) DVD, and other communications products. More detailed descriptions are as follows:

- 18 EQuALLS2 exposure articles published, 7 by national daily newspapers such as Manila Bulletin, Philippine Daily Inquirer, and the Philippine Star and 9 published by local newspapers in Mindanao.
- 13 weekly highlights submitted to OEd/USAID from which 7 were selected by the USAID Director, Jon Lindborg, to be released by USAID Philippines for the Administrator's Weekly (USAID Washington).
- 21 news articles released to press and other institutions and published in respective websites.

During the quarter, O&C successfully assisted three high-profile PR events. These included:

- USAID-Petron Commitment to Partnership Signing Ceremony held on April 14, 2008. Present in this event were US Ambassador Kristie A. Kenney, Petron Corporation President Kamal M. Al-Yahya, and Petron Chairman And CEO Nicasio I. Alcantara.
- USAID-Petron Groundbreaking Ceremony for the construction of a two classroom building in Datu Pangolima Elementary School, Sapu Padidu. And Brigada Eskwela clean up and reading corner with books turn over ceremony in Malapatan Central Elementary Schools, all in Sarangani province. Held on June 4, these events were attended by DepED Secretary Jesli Lopus, USAID Mission Director Jon Lindborg, Petron Corporation Vice President for Supply and Operation Felimon Antiporta, and other local government leaders and education stakeholders.

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

6. Project Operations

Staffing

There were no new employees, staff movements or separations during this reporting period. Fortunately, the changes in recruitment implemented in the January-March 2008 reporting period prepared the project to meet heavier programmatic and operational needs during this period. Concentration was placed on training for the late-March hires.

EQuALLS2 smoothly coped with a change in Chief of Party. Through a consultative process with USAID, EQuALLS2 identified Marcial Salvatierra, Deputy Chief of Party for both EQuALLS1 and EQuALLS2, as the agreed Chief of Party to replace Bill Potter. Kevin Corbin was identified as the incoming DCOP. The actual placement for these positions was planned for the following quarter.

Procurement

On April 29, 2008, USAID approved EDC's waiver request of geographical code 000 source and origin requirement for the local procurement of eight Ford Everest vehicles from Ford Davao. All eight vehicles will be used for project implementation in Mindanao by EDC (one each for Zamboanga and Cotabato offices) and its sub grant partners. Save the Children, Synergeia Foundation, and International Youth Foundation will receive two vehicles each. USAID is currently assisting EDC to obtain a VAT exemption certificate which is the final requirement before purchasing the vehicles.

Motorcycles

The identification and RFQ (request for quotation) process has been initiated for the purchase of 33 motorcycles requested by EDC's three sub grant partners: Save the Children, Synergeia and IYF. EDC will soon submit a waiver request to USAID to waive the geographical code 000 on source and origin for local procurement of the motorcycles.

New Warehouse

EDC leased a new, 648-sqm warehouse space in Tumaga Porcentro, Zamboanga City, three kilometers away from the EDC office in order to facilitate the storage of incoming shipments of BBF books. EDC's lease of the older (115-sqm) warehouse has been cancelled and its contents have been transferred to the new warehouse.

Warehouse Flood

On June 21, 2008, typhoon Frank hit Cotabato province, causing heavy flooding in a number of areas, including Salimbao, where one EQuALLS2 warehouse is located. The heavy siltation on Rio Grande de Mindanao (Grand River of Mindanao) was the main cause of the sudden flooding in these areas and caused significant damage to this EQuALLS2 warehouse and other warehouses (housing sacks of rice for the United Nation's World Food Programme) in the immediate vicinity.

This warehouse is used to store books and materials as part of a GDA with Brothers' Brother Foundation (BBF). An estimated 500,000 books from BBF were housed in the Salimbao warehouse at the time of the flooding. Roughly 100,000 of these books and materials were damaged by muddy flood water. Mud and water combined made the pages of the damaged books incomprehensible and, therefore, unusable. Workers were immediately mobilized to sort and to ensure that the remaining 400,000 books were kept safe and dry. Wooden supports were fabricated to elevate the books from the ground.

Please refer to Annex 13 for photos of the warehouse flood damage.

7. Security

During the quarter, EDC continued to monitor the security situation in EQuALLS2 areas and shared appropriate security information with EQuALLS2 implementing partners. Most of the information shared was in the form of security advisories provided by GEM to USAID projects, US Embassy warden security advisories and similar sources.

EDC also increased security readiness and awareness levels for its staff/offices during the third quarter, particularly in light of a bombing incident involving a USAID field office in Zamboanga City (AMORE office), on May 29, 2008. The specific activities relative to security readiness included:

- Undertaking ongoing field office security assessments, both for the Zamboanga and Cotabato field offices. These assessment were undertaken by and together with our security consultant BPI;
- Conducting EDC staff security awareness discussions as part of regular field staff meetings;
- And, reviewing and revising draft Security Plans prepared by BPI based on ground level validation and suggestions from field staff.

III. TECHNICAL PROGRAMS UPDATE

Technical Assistance from EDC Home Office

During the quarter, the EQuALLS2 program leadership team worked with the EDC home office project support team to provide technical guidance and capacity building support to EDC's sub grant partners. In addition, Project Director, Nancy Devine, visited the project from May 19-25, 2008 to focus on the year two partners' workplan and the EDC year three workplan processes. She also worked with USAID and EDC leadership to strategically identify candidates for the COP and DCOP roles, as Bill Potter was transitioning from the COP position to a Senior Program Advisor role within EQuALLS2.

Activity progress made in each of the IR technical areas is summarized below, while additional details are available in the quarterly reports from EDC's sub grantees attached as Annexes 8, 9, 10 and 11.

Highlighted achievements during the quarter per intermediate result are as follows:

IR1: Increasing learning opportunities for children and youth through community support for education and livelihood programming in targeted geographic areas.

EDC staff worked closely with its sub grant partners on the following main IR1 activities during the quarter:

- Brigada Eskwela back to school clean up program;
- Organizational Capacity Building Assessments;
- Madrasah Assistance Program;
- Community Grants and Education & Skills Planning;
- Monitoring of field activities.

Brigada Eskwela

Highlights

- The Brigada Eskwela is a national DepEd school refurbishment and clean-up drive to prepare schools for the opening of classes. EDC, in collaboration with lead partners, set up a system for the procurement and delivery of materials, and for the delivery of books to recipient schools;
- EQuALLS2 supported the drive by providing materials support to a total of 714 schools who each received PhP5,000 worth of materials for minor repair works. EQuALLS2 support had a total value of PhP3,470,577.66. Additionally Ninety-four (94) schools (for grades 1-6, at 1 section per grade level) received books for classroom-based reading corners;
- The activity included the visit of USAID Director Jon Lindborg and DepEd Sec. Jesli Lapus to highlight USAID-EQuALLS2 support and collaboration with DepEd;
- There was overwhelming support from the community and LGUs to the activities. Support came in the form of shelves for the books, labor for the repair works, vehicle or financial support for transporting the materials from the suppliers to the schools, and additional complementary repair works. PBSP, an ELSA alliance partner was able to mobilize materials from its corporate/private sector partners;
- EDC mobilized master teachers to help classify BBF books by grade level, and partners took the lead in distributing them to the schools.

Challenges/Lessons Learned

- The Brigada Eskwela proved to be a valuable mechanism for project partners to build relations with DepEd, LGUs, parents and community members who are involved in the Brigada Eskwela;
- The activity required intensive coordination work with partners, and DepEd, as well as a system for logistical support for transporting books and materials;
- Some materials were unclaimed due to armed conflict and natural calamity.

Recommendations

- EQuALLS2 to support Brigada Eskwela on an annual basis to allow early planning of activities, including coordination with LGUs and local partners for counterpart support.
- Partners to take the lead in Brigada Eskwela implementation in subsequent years. Partners will be advised to include this in their annual work plans and budgets.

Organizational Capacity Assessment

Highlights

- EDC's sub-grant partners pre-tested the PTCA and LSB capacity assessment tools in selected municipalities;
- The tools were refined, incorporating partners' and the PTCA/LSB feedback from the pre-test. Facilitators' guides or handbooks have been prepared for dissemination to partners; (see Annex 15)
- IR1 TWG reached a consensus on the timing for the administration of the tools
- Partners gained better appreciation of the purpose of the tools and the mechanics for administering the tools to PTCAs and LSBs;
- PTCAs and LSBs themselves expressed interest in the use of the tools for their own self-assessment to track their progress as an organization.

Challenges/Lessons Learned

The IR1 TWG proved to be a valuable venue for jointly developing the organizational capacity assessment tools. The TWG also provided the atmosphere for open sharing of experiences and for discussing issues and concerns related to partners' community engagement approaches and the applicability of the assessment tools.

Recommendations

- Partners to clarify their implementation plan for administering the tools; and,
- EDC to continue providing leadership in the development of capacity-building plans by partners based on the results of organizational capacity assessment.

Madrasah Assistance Program

Highlights

- The 'Survey of Madaris in Selected Municipalities in the ARMM' report was drafted in collaboration with DepEd ARMM-BME; (see Annex 12)
- EDC, together with USAID / OEd turned over the madrasah information system to DepEd ARMM-BME, including the database and two (2) units computer with accessories;
- EDC conducted consultations with ARMM division and district madrasah coordinators to validate the survey findings and to agree on criteria for selecting madaris to be assisted by EQuALLS2;
- EDC, DepEd ARMM-BME and partners conducted validation and advocacy to ARMM private madaris short-listed for EQuALLS2 assistance;

- EDC clarified core interventions and discussed technical guidance notes (including budget implications) on assistance to madaris with partners;
- DepEd ARMM-BME now has the facility and staff capacity to further develop or update the madrasah information system;
- DepEd ARMM-BME demonstrated leadership during the survey and in consultation and field validation. Division and district madrasah coordinators participated actively in setting the criteria for selecting madaris;
- DepEd ARMM-BME is advocating the adoption of the standard madrasah curriculum to prospective EQuALLS2-assisted madaris.

Challenges/Lessons Learned

- Majority of the madaris in EQuALLS2 sites are weekend madaris. Based on EQuALLS phase 1 implementation experience, weekend madaris may not be sustainable because of their dependence on community contributions for its operations. Many private madaris are also reluctant to adopt the standard madrasah curriculum;
- Those madaris that operate on weekdays (and are deemed to be more capable of supporting its operations) are already being assisted by BEAM;
- Lack of data on madaris in EQuALLS2 sites in Regions 9 and 12.

Recommendation

- EDC will review and finalize list of madaris to be assisted based on findings from validation visits conducted by DepEd ARMM-BME and seek OEd guidance on whether to assist weekend madaris.

Education and Skills Planning and Community Grants

Highlights

EDC RPOs conducted field visits to a number of Save the Children community grants sites. Grant activities observed in Midsayap was the extension of the 15-day DepEd Region 12 summer reading program for slow and non-readers for another 25 days. One school in Dinias used the funds for equipment (overhead projector and copier).

LGU, PTCA, and DepEd funds supplemented the grant funds provided by Save the Children and were used for backpacks and school supplies for completers of the summer reading class; supplementary materials (2 sets of audio-visual CDs focused on phonemics); and equipment one (1 colored TV and DVD player).

Challenges/Lessons Learned

LGUs and DepEd contributed substantially to the grants, making it possible for the school to undertake other complementary projects.

Recommendations

- There is a need for Save to thoroughly document its community incentive grants process to contribute to the development of a common EQuALLS2 approach;

- EDC to facilitate the development of EQuALLS2-wide technical guidance notes for next round of community grants based on lessons learned, and global best practice.

Field Monitoring of Community Engagement Activities

EDC's Regional Program Officers conducted an average of four field visits monthly to observe and support partners' community engagement activities. RPOs also liaised regularly or had informal meetings with partner field staff as part of strengthening coordination with them.

Highlights

- Partners completed their list of priority barangays, including their target number of schools, teachers, and OSCY;
- Save the Children and ELSA have put in place field staff complement for community organizing at the barangay and municipal levels. In addition, ELSA created sub-cluster technical working groups (TWGs) among its multiple lower-tier partners. Synergeia organized Project Management Teams (PMTs) at the municipal level;
- Save the Children and ELSA conducted orientations for their respective field staff on their respective community engagement and development approaches. In the case of Save, reflection sessions on initial community engagement activities was undertaken;
- Save the Children and ELSA continued municipal and barangay-level EQuALLS2 orientation sessions, initiated during the previous quarter;
- In Synergeia sites, PMTs conducted orientation and planning meetings, and municipal and barangay officials participated in training on community-driven education governance;
- Municipal orientations communicated EQuALLS2 overall objectives and core interventions and intermediate results of the project, and clarified the roles of the implementing partner, DepEd and LGUs;
- Barangays were selected based on objective criteria and consultative processes, and partners were able to work out agreements with LGUs to provide counterpart for other barangays not covered by the project.

Challenges/Lessons Learned

- Some activities especially in the island barangays were delayed due to inaccessibility/unavailability of transport, and unstable peace and order;
- After the execution of the barangay selection process, some partners have more barangays, and consequently schools and teachers than the numbers budgeted for;
- Some partners also raised the issue that there are not enough potential OSY learners in the barangays selected. The higher number of barangays and schools may also lead to some schools not being able to avail of the community incentive grants.

Recommendations

- Partners to continue their action of re-scheduling activities in areas with security threats and other challenges;
- Overall targets of partners will be reviewed vis-à-vis their budgets in year 2.

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

EDC program staff were exceptionally busy, together with sub grant partners, planning for and implementing English and Math summer INSET training workshops across the three regions.

English Proficiency Program

EQuALLS2 is committed to providing support to the implementation of an English Proficiency Program for teachers in all of its schools, using primarily DepEd's National English Proficiency Program (NEPP) as a model.

Highlights

- Training of Trainers for 39 participants from seven (7) TEIs and local DepEd was conducted on April 14-18 (list of participants attached). Three (3) of the participants were training coordinators from Save the Children;
- A total of twelve (12) NEPP modules were enhanced/enriched and subsequently used in various district-level NEPP trainings by partners;
- Save the Children and ELSA – partners working in Regions 9 and 12 - decided to use the NEPP model while Synergeia decided to modify it for ARMM using its own EPP design;
- Teacher training activities were conducted by the partners in their respective areas during the period May 5 to May 30;
- A total of 412 teachers were trained in NEPP Module 1: Teacher as Learner. These are the prospective NEPP mentors to sustain EQuALLS2 EPP program;
- Seventy-seven (77) schools are involved in the modified EPP for ARMM areas of Synergeia involving 143 teachers;
- DepEd Central Office NEPP has revised its design to align with the design as discussed with EQuALLS2 and is now implementing it nationwide;
- English supervisors, school heads and teachers confirmed that the content focus of the training were what they needed most and what they have not been trained on for a long time;
- Seven (7) TEIs with 23 professors were involved (3 from MSU-TawiTawi; 7 from Ateneo de Zamboanga University; 4 from Western Mindanao State University; 2 from Xavier University; 3 from Notre Dame of Marbel University; 2 from Notre Dame University, 2 from Philippine Normal University).

Challenges/Lessons Learned

- The TEPT was conducted only in February, not giving enough time for EDC and partners to really analyze the results and make use of this in the final selection of participants;
- Management transition at the DepEd Central Office, keeping the NEPP on-hold until March 2008, giving both DepEd and EQuALLS2 very short time to prepare for the summer trainings;
- TEI and supervisor involvement as trainers in the trainings provided the much needed technical resource as well as the context and perspective to ensure best-fit of training design to participants.

Recommendations

- It is important to strengthen involvement and engagement of the national DepEd to ensure continued institutionalization of pioneering efforts;
- Continue the engagement of TEIs and supervisors as trainers for the training activities;
- Need for a polished NEPP module on teacher as learner from the various NEPP modules used in training by partners;
- Sustain coordination with DepEd at various levels in all NEPP activities;
- Review Synergeia's EPP modules to make them more aligned to NEPP in both content and phase of implementation. Prescribe a model when necessary.

Next Steps

- Agreement on the kind of English proficiency program that will be suitable for schools with no qualified mentors;
- Assessment of the summer training to seek improvement in the design as well as on the execution of the program;
- Follow-through support at the school level for teachers trained;
- Early planning and preparations for Module 2 training that will be conducted in October 2008.

Math Core Training Program

Highlights

- Instead of a 5-day training on foundation concepts in English, science and math (ESM Core Training), members of the IR2 TWG urged a focus on math for the summer due to the very short lead time;
- University of the Philippines – National Institute for Science and Math Education Development (UP NISMED) was commissioned by EDC to help develop, together with EDC and partners, the design of the training, and package the lesson guides and materials needed for the training. All partners voted to adopt the training design;
- UP NISMED conducted a training of trainers last April 17-19, 2008. Partners sent their chosen trainers from TEIs and from among selected teachers of DepEd;
- Teacher training in all areas and managed by the partners were conducted from May 12 to June 1;
- A baseline test was conducted prior to the conduct of training activities using the CEM Math Diagnostic Test for Grade 6. Copy of the results will be provided to partners for reference;
- 1072 teachers are participating in the Math core training program;
- 6 TEIs with 19 professors (2 from Western Mindanao State University; 3 from MSU Tawi-Tawi; 3 from Notre Dame University; 3 from Notre Dame of Marbel University; 3 from Xavier University; 5 from Ateneo de Zamboanga University) were involved.

Challenges/Lessons Learned

- Use of the diagnostic tool to identify appropriate participants to the training;
- Early planning to ensure preparation of enough materials to be used by trained teachers down to their own classrooms with their own pupils;
- The use of instructional materials that are appropriate for the lesson greatly improved understanding of the concepts.

Recommendations

- Provide for materials at the classroom level;
- Follow-through monitoring and technical support at the school level is critical to ensure that teachers trained are using what they have learned and to determine the kind of refresher training needed.

Next Steps

- Identify areas where additional technical support is necessary and conduct refresher training for those who have been trained;
- Early design and planning for core math training 2 that will be conducted in October 2008.

Donor Collaboration: EQuALLS2–BEAM (USAID–AusAID):

Highlights of Pilot ARMM Reading Program

- A training was conducted to start year 2 of the implementation of the ARMM Reading Program which now involves 103 Grade 2 in addition to 119 Grade 1 teachers, following the first cohort of students in the 18 pilot schools;
- An additional 6 schools were identified in newly created ARMM divisions bringing the total number of teachers and school heads involved to 307;
- Cycle 4 training was conducted last May 5 to 10, 14 to 21 adopting the layered and batching approach;
- NEPP trained mentors from each division were engaged in the teacher training as a strategy to build-up local pool of trainers, as well as to put in place follow-through and sustainability measures of project implementation at the school level through mentorship.

Highlights of Summer 2008 INSET Program

- For EQuALLS2, partners were encouraged to participate and observe to:
 - Support integration with partners' own INSET programs, if appropriate;
 - Avoid duplication of efforts;
 - If possible, use this as a building block for training ++ initiatives;
 - A total of 2,839 teachers and school heads were trained from April 7 to May 11, 2008. The training matrixes as well as a breakdown of the number of participants are attached.
- Improved understanding of other donor programs that contribute to improved programming of resources on both sides;

- Lessened confusion of local DepEd partners caused by duplication of efforts and conflicting or overlapping schedules of BEAM and EQuALLS2.

Challenges

- Full participation of partners given their start-up activities and appreciation of the importance of the collaboration;
- Perfecting the systems involved in collaborating with other programs that have their own protocols and systems of implementation and engagement with partners;
- Coordinating schedules and DepEd engagement and involvement to maximize the use of the very narrow summer INSET period.

Recommendations

- Continue discussions with BEAM on in-service as well as other community engagement programs;
- Strengthen feedbacking at the higher management level to ensure understanding of how BEAM is transitioning its programs as BEAM 2 phases out and BEAM ARMM is phasing in.

Next steps

- Cycle 5 training in July to involve Grade 2 teachers from the pilot schools and focusing on Reading Recovery;
- Continuing monitoring and technical support to trained teachers in the implementation of the program;
- Get involved in the design of the Summer INSET 2009.

Materials and Technology

Books for Brigada Eskwela

Highlights

- Bundles of books were prepared for distribution during Brigada Eskwela. Each bundle of books consisted of 50 storybooks for a particular grade level;
- A group of 6 teachers from Zamboanga City and 8 teachers from Cotabato City helped review the content of the books and classify them according to grade level. The classification of books according to grade levels is in line with EQuALLS2's new approach of putting books in the classroom. The teachers were recommended by their respective regional or district supervisors. The teachers provided valuable ideas and practical suggestions on how the books can be used in the classroom.

Outcomes

- The Zamboanga City warehouse prepared 672 bundles of books with equal number of bundles for grades 1-6. The Cotabato warehouse prepared 558 bundles of books with some grade levels (ex. grades 1 and 6) having more bundles than the other grade levels;

- A “Book Use Commitment Certificate” which outlines EQuALLS2’s expectations on how the books should be used was designed and distributed with the books during Brigada Eskwela.

Challenges/Lessons Learned

- EQuALLS2 staff and teachers had to be flexible and creative enough to develop a system to review and classify books;
- The unequal number and selection of storybooks available at the warehouses was one of the issues encountered. The Zamboanga warehouse had more storybooks than the Cotabato warehouse. To address this issue, 15 boxes of assorted storybooks were sent to the Cotabato warehouse from the Zamboanga warehouse;
- Conditions were quite different between the two warehouses. For example, the Cotabato warehouse had a smaller space so books were re-packed in boxes according to titles then unpacked box by box to be sorted and bundled according to grade levels. At the Zamboanga warehouse where conditions can be quite unbearable in the afternoon due to the hot weather, boxes of books were moved from the warehouse to the EDC office where the teachers continued to work. Having teachers and staff members who were flexible and willing to adapt to any given situation helped make the process easier and more productive.

Recommendations

- Since the time frame given to prepare bundles of books in time for Brigada Eskwela was quite short, we were not able to engage partners fully in the process. Their involvement was limited to picking up the books from the warehouse and delivering them to the schools. For the next round of book distribution, we should engage partners in identifying books, matching books to school needs or training needs, and working on a timetable and schedule for book distribution throughout the year.

Next Steps

- There is a need to increase partners’ stake in finding ways to use the BBF books and in identifying and creating materials from them. There is also a need to come up with a timetable and detailed plan with partners on how the books will be distributed, how they can be used to complement their programs, and how they can match books and materials to what schools need. Organizing a technical working group meeting that focus on book use and materials development is a possible next step. The meeting should be made up of IR2 and IR3 specialists and their counterparts from SAVE, IYF, and Synergeia.

Identification of worksheets from BBF Math books

Outcome

- BBF Math textbooks were selected to be reviewed by Math experts from U.P. NISMED. The math experts identified pages from the textbooks that address critical math skills and meet the standards specified in the Revised Basic Education Curriculum (RBEC). A total of 132 pages were identified for grades 1-6.

Challenges

- One of the challenges in terms of the identification of worksheets is having worksheets that can address the range of learners and teachers in EQuALLS2 schools. Most students and even teachers have not mastered basic math skills specified in the RBEC. By aligning the worksheets to the standards set by the RBEC, students who are not performing at their grade level might not be able to use the worksheets provided.

Recommendations

- It would be ideal if teachers can also have access to worksheets from lower and higher grade levels. This way, they will be able to meet the needs of the range of learners in their class.

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

ALS Programming

Highlights

- All partners conducted an OSCY survey or barangay profiling which compensated for the lack of data on OSCY. Synergeia, for example, determined the learning needs of about 9,297 OSCY from among its sites. The results of the survey will be the basis for the literacy and livelihood programs to be offered by Synergeia;
- ELSA's 3-day Training on Skills for Life enabled the IMs to learn the utilization of the Manual on Skills for Life while the 5-day Basic IM Training focused on the details of implementing the basic education activities using the modules on Basic Literacy and A&E;
- ELSA engaged the services of a total of 81 instructional managers and has provided training programs for them. These IMs are from the areas served by ELSA's 5 lower tier implementing partners, namely:
 - Mahardika Institute of Technology (MIT)
 - Nagdilaab Foundation, Inc. (NFI)
 - Notre Dame of Marbel University-Champagnat Community College (NDMU-CCC)
 - Notre Dame of Midsayap College (NDMC), and
 - Notre Dame University of Cotabato (NDU)
- Save the Children participated in the EDC-initiated review of its 3L modules. Technical guidance on the 3L ALS program was provided during a meeting with Senior Adviser/IR3 Specialist, Philip Purnell.

Challenges/Lessons Learned

- Partners contributed significantly to building a database on OSCY in EQuALLS2 sites to address the inadequate or non-existent data on OSCY;

- The IR3 TWG is helpful in providing a venue for planning and reaching agreements among partners having diverse ALS program options;
- Partners need to articulate the integration of IR3 and IR1 approaches and activities;
- There is a need for a continuing capacity building program for IMs to ensure the quality of the teaching-learning process.

Recommendations

- Partners will be requested to define/describe their program mix and implementation plan, and EDC will review partners' ALS program options to ensure quality while at the same time allowing the introduction of innovative program approaches for OSCY;
- Partners should send the same focal persons/specialists to TWG meetings to ensure continuity of work and timely dissemination of technical guidance regarding programs for OSCY;
- IMs' training programs need to be jointly observed and/or monitored by EDC and partners. The early provision of the partner's look ahead calendar is critical;
- EDC to continue providing technical guidance to ensure that community engagement processes are linked to and supporting OSCY programming of partners.

Roll out of the Developmental Assets Profile (DAP) Tool

Highlights

- EDC oriented partners on the use of DAP as a M&E tool for determining ALS program impact;
- The 3 handbooks on DAP implementation for Administrators and for Coordinators and that on Data Management, drafted and revised with partner involvement;
- In preparation for the administration of DAP T1, EDC trained the 34 DAP Administrators of ELSA. DAP T1 was administered to about 600 learners enrolled in the literacy programs of ELSA;
- The test-retest procedure was conducted with 201 samples from ELSA;
- An IM competency assessment tool was shared with partners;
- Initial data processing of test-retest results showed a high stability of the DAP scores of the sample, indicating that the tool is now ready for scaled-up implementation;
- IMs expressed interest in gaining skills in data interpretation and to explore the use of the DAP results for other purposes such as for profiling and counseling learners.

Challenges/Lessons Learned

- The DAP tool is to be administered to learners enrolled in courses that are 3 or more months in duration. The proposed Community-Based Learning System or CLBS of Synergeia is only for a month. This may imply inadequate sample learners from ARMM.

Recommendations

- Synergeia will be requested to describe its complete ALS program mix, clearly indicating the priority target learners; and roll-out plan for the DAP;

- EDC will provide technical assistance from headquarters for a DAP data management workshop for partners;
- EDC will facilitate sharing of partners’ experience in testing the IM competency assessment tool.

IV. Quarter 4 Workplan Highlights

Program Component	Activities	Implementing Partner/Org	Dates
IR1	<ul style="list-style-type: none"> ▪ TWG meeting to facilitate sharing of ELSA experience in administering the organizational capacity assessment tools with other partners 	All partners (IR1 TWG)	End of August
	<ul style="list-style-type: none"> ▪ Technical assistance to Synergeia and Save in the administration of the tools 	EDC technical team and IR1 senior advisor	September
	<ul style="list-style-type: none"> ▪ Development of technical guidance notes to set standards for a common EQuALLS2 approach for (i) PTCA and LSB capacity-building planning, and (ii) community incentive grants 	EDC technical team, IR1 senior advisor and partners (IR1 TWG)	September
	<ul style="list-style-type: none"> ▪ Conduct field visits and observation of partner community engagement processes as part of regular quality assurance monitoring. Partner key activities expected are the following: <ul style="list-style-type: none"> - Education summits (Synergeia) - Education and skills planning (Save) - PTCA and LSB assessments (all partners) - Development of institutional capacity building agenda (all partners) - Youth leadership camps (ELSA) 	EDC RPOs	July-Sept
IR2	<ul style="list-style-type: none"> ▪ Modules development for NEPP in collaboration with DepEd 	EDC-managed with partner trainers	August

Program Component	Activities	Implementing Partner/Org	Dates
	Central Office		
	<ul style="list-style-type: none"> ▪ Training of Trainers: NEPP 	EDC-managed with all partners' trainers as participants	September
	<ul style="list-style-type: none"> ▪ BEAM-EQuALLS2 Training on Reading Interventions for Grade 2 teachers and their administrators from 24 pilot schools 	EDC - managed	July and August
	<ul style="list-style-type: none"> ▪ Conduct baseline test in Science 	EDC and partners	June and July
	<ul style="list-style-type: none"> ▪ Modules development workshops with UP NISMED: Science and Math 	EDC	July and Aug
	<ul style="list-style-type: none"> ▪ Training of Trainers: Science 	EDC-managed with all partners' trainers as participants	Aug
	<ul style="list-style-type: none"> ▪ Training of Trainers: Math 	EDC-managed with all partners' trainers as participants	Sept
	Books Distribution <ul style="list-style-type: none"> ▪ Books reviewed and segregated for intended use, bundling and stamping ▪ Books Distribution: during trainings, direct school pick-up, and book fairs 	<ul style="list-style-type: none"> ▪ EDC 	July – Sept July - Sept
IR3	<ul style="list-style-type: none"> ▪ Development of technical guidance notes to set common standards for workforce development and livelihood skills training program 		
	<ul style="list-style-type: none"> ▪ Technical assistance to partners in the following activities: <ul style="list-style-type: none"> - conduct basic and enhancement training program for IMs and facilitators - orientation for DAP Administrators - refinement of learning 	All partners	July-Sept

Program Component	Activities	Implementing Partner/Org	Dates
	modules (Save)		
	<ul style="list-style-type: none"> ▪ Conduct field visits and observation of partner OSCY program options as part of regular quality assurance monitoring. Main activities to be monitored include the following: <ul style="list-style-type: none"> - Basic literacy with life skills program (all partners) - Workforce development program (ELSA and Save) - Short-term livelihood and skills training/industry immersion programs (Save) 	All partners	July-Sept
M&E	<ul style="list-style-type: none"> ▪ Review of performance indicator targets and refinement of performance indicator definition 	EDC	July
	<ul style="list-style-type: none"> ▪ Preparation of municipal profiles in collaboration with O&C 	EDC	August
	<ul style="list-style-type: none"> ▪ Design and development of EQuALLS2-wide management information system 	EDC	July-September
Outreach and Comm	<ul style="list-style-type: none"> ▪ Major events to be covered: <ul style="list-style-type: none"> - USAID visit for book donation and turn over in Social Development Center, Zamboanga City - Book Fair 	EDC led and Save the Children	July
		EDC led and partners	August or September
	<ul style="list-style-type: none"> ▪ O&C Regular Meeting 	EQuALLS2 O&C Team and partners	September
Grants Management	<ul style="list-style-type: none"> ▪ Quarterly financial monitoring of the four sub-grants for the period covered April – June, 2008 	All Partners	July – Sept
		EDC	July – Aug
	<ul style="list-style-type: none"> ▪ Review Partners' April – June 2008 QPR 	EDC	August
	<ul style="list-style-type: none"> ▪ Review Partners' Year 1 Self-Assessment 	EDC	August

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

Program Component	Activities	Implementing Partner/Org	Dates
	<ul style="list-style-type: none"> ▪ Review Partners' Year 2 Plans and Budget ▪ Conduct of commodity check on sub grantees ▪ Prepare for EDC's Year 3 plans and budget ▪ Conduct TWG on Grants Management 	<p>EDC with all partners</p> <p>EDC</p> <p>EDC with All Partners</p> <p>EDC with partners' finance/grants team</p>	<p>Aug – Sept</p> <p>August</p> <p>September</p>