



USAID
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QuALLS2

DepED
DEPARTMENT OF EDUCATION

Quarterly Report

July - September 2009



Submitted to **USAID Philippines**

by

Education Development Center, Inc.

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

EDC



EQuALLS PHASE 2

**Quarterly Report
July - September 2009**

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Cover Captions

Left

U.S. Ambassador Kristie Kenney helped Sulu teachers shop for the books their students need at the USAID EQuALLS2 book fair in Jolo, Sulu on August 17, 2009.

Upper Right

Out-of-School Youth (OSY) from Mamasapano town in Maguindanao Province, completed training in commercial cooking, with support from USAID's EQuALLS2 Project and their local government unit.

Lower Right

School children from Lipao Elementary School in Datu Paglas, Maguindanao display audio books, educational DVDs, and multimedia equipment they received from USAID's EQuALLS2 and AMORE projects on July 29, 2009. The unique partnership between the projects brought the school electricity and new educational tools and materials.

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ABBREVIATION LIST

ALS A&E	Alternative Learning Systems Accreditation and Equivalency
ARMM	Autonomous Region in Muslim Mindanao
AusAID	Australian Agency for International Development
BALS	Bureau of Alternative Learning Systems
BBF	Brother’s Brother Foundation
BEAM	Basic Education Assistance for Mindanao
BLiS	Basic Literacy and Life Skills
BME	Bureau of Madrasah Education
CEM	Center of Educational Measurements
CESP	Community Education and Skills Plan
CIG	Community Incentive Grant
CLC	Community Learning Center
CSR	Corporate Social Responsibility
DAP	Developmental Asset Profile
DAP T1	Developmental Asset Profile Time One
DepED	Department of Education
EDC	Education Development Center
EiE	Education in Emergencies
ELC	English Language Camp
ELF	Education for Life Foundation
ELSA	Education and Livelihood Skills Alliance
EQuALLS2	Education Quality and Access for Learning and Livelihood Skills Phase 2
GDA	Global Development Alliance
GEM	Growth with Equity in Mindanao
HQ	EDC Headquarters
HOTS	Higher Order Thinking Skills
ICT	Information and Communications Technology
ICT4E	Information and Communications Technology for Education
IM	Instructional Manager

INSET	In-Service Training
IR	Intermediate Result
IYF	International Youth Foundation
JSOTF	US Military Joint Special Operations Task Force
LGU	Local Government Unit
LIP	Lead Implementing Partner
LSB	Local School Board
M&E	Monitoring and Evaluation
MESP	Municipal Education and Skills Plan
MLE	Multi-Lingual Education
NCII	National Competency Level II accreditation
NDMU-CCC	Notre Dame of Marbel University - Champagnat Community College
NEPP	National English Proficiency Program
NETRC	National Education Testing and Research Center
O&C	Outreach and Communications
ODPM	Organizational Development and Project Management
OSCY	Out-of-School Children and Youth
PEPT	Philippine Education Placement Test
PGS	DepED's Performance Governance System
PMT	Project Management Team
PTA	Parent-Teacher-Association
PTCA	Parent-Teacher-Community Association
QPR	Quarterly Progress Report
RBEC	Revised Basic Education Curriculum
RPO	Regional Program Officer
SC / Save	Save the Children
SCOPE	Standards-based Classroom Observation Protocol
TA	Technical Assistance
TEI	Teacher Education Institute
TEPT	Test of English Proficiency of Teachers
TESDA	Technical Education and Skills Development Authority
TOT	Training of Trainers

TWG	Technical Working Group
UP-NISMED	University of the Philippines - National Institute for Science and Math Education Development
USAID	United States Agency for International Development
USPC	United States Peace Corps
VAT	Value-Added Tax

LIST OF ANNEXES

- Annex 1: Communications Products (Weekly Highlights; Published Articles; Other)
- Annex 2: Developmental Asset Profile Briefing Note on Conflict Mediation and Mitigation
- Annex 3: Quarterly Report – International Youth Foundation (IYF)
- Annex 4: Quarterly Report – Save the Children
- Annex 5: Quarterly Report – Synergeia Foundation
- Annex 6: Quarterly Report – Petron Foundation
- Annex 7: Multi-Lingual Education Working Paper
- Annex 8: ICT Hub Monitoring Visit Report - Midsayap
- Annex 9: GDA Concept Paper - Nokia
- Annex 10: Work Readiness Framework and Quality Standards
- Annex 11: Technical Working Group Minutes
- Annex 12: Partners' Annual Work Plan Kit

I. EXECUTIVE SUMMARY

Education Development Center is pleased to submit this 4th Quarter Report for fiscal year 2009 to USAID for the ‘Education Quality and Access for Learning and Livelihood Skills 2’ (EQuALLS2) Project in the Philippines’ Autonomous Region in Muslim Mindanao (ARMM), and Regions 9 and 12. The following information presents the successes and challenges faced by the project during the reporting period July – September 2009.

Key EQuALLS2 achievements for this period:

- **Educator Core Trainings in English, science and math completed, with additional training to now focus at the school level**

Having completed a series of training in English, science and math, subject mentors will now return to mentor 10 teachers each at their respective schools. Aligned with this shift, 827 science mentor kits were placed in schools to support inquiry and experiential-based learning approaches. Lead mentors will continue to receive support, with refresher and supplemental training tailored to teacher needs at each school.



IR 2 Impact: EQuALLS2 Educator Professional Development methodologies effectively reach the classroom.

- **Youth tracking tool (DAP) yields data indicating positive change in lives of Out-of-School Children and Youth**

Developmental Asset Profile (DAP) assessment results were analyzed for 703 OSCYs, demonstrating an increase in:

- ✓ *Overall Impact of Participation in Education at the Level of Personal Development*
- ✓ *Impact on Social Relationships (including Positive Peer Groupings)*
- ✓ *Impact on Family Connectedness*
- ✓ *Impact on Overall Community Involvement and Engagement*

The Developmental Asset Profile (DAP) is a 58 item survey for measuring the presence and change over time of 8 categories of Developmental Assets. It is an individual measure that yields quantitative scores for each of these 8 asset categories (support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity) along with 5 broad context areas (personal, social, school, community, and family).

For full paper, see Annex 2.

- **Finalized Project-wide Annual Workplan Process, incorporating and leveraging Mid-Term Review findings and reflection**
Facilitated lead implementing partners through an integrated planning process, leveraging innovations in programming, operations and communications from the mid-term review. This included increased emphasis on the technical working group as a planning body and a 2-day workshop in Antipolo in July, attended by USAID, partners and EDC.
- **Two important community engagement initiatives were spearheaded as part of EDC's on-going technical leadership**
First, the integration of Education in Emergencies approaches in areas at risk and/or with on-going conflict and other emergencies; and second, establishing a community education report card mechanism. The community education report card mechanism is intended for stakeholders at the school level, to be consolidated at the district or municipal-levels. EDC and partners were oriented on Education in Emergencies (EiE) strategies and interventions, and a cross partner group will develop a package of EiE response and rehabilitation for areas in conflict, and preparedness interventions for areas at risk.
- **3 Information Communications Technology (ICT) Hubs with 48 Computer Suites Established**
EDC, through its GDA partnership with Microsoft trained 403 ICT mentor teachers. EDC also established additional ICT hubs equipped with 48 computer units (16 per municipality) in 3 the municipalities of Malapatan, Salug and Datu Paglas.



Excited teachers use new computers at USAID's ICT Hub turnover in Malapatan

Technical Leadership

The project continued to make good progress during the quarter. Partners intensified capacity-building of PTCA/PTAs/LSBs and awarded community incentive grants. In educator professional development, EDC and partners completed core training courses for mentors in English, science and math; started the school-based mentoring program; and increased supplemental training to teachers. For materials and technology, 403 mentor teachers were trained in basic computer use, 3 new ICT hubs were established, and a quarter of a million books were distributed. For OSCY reintegration, EQuALLS2 developed a Work Readiness Framework, with inputs from TESDA, DepED Bureau of Alternative Learning Systems (BALS) and OEd.

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

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

- Save completed the training of 101 PTCAs on: organizational mandate/purpose; community resource management; proposal writing; fund management; and, CIG guidelines for eligible projects. Save trained 218 administrators to improve their competencies in education planning and governance, financial management, and program monitoring.
- IYF trained 164 PTCAs/PTAs in strategic planning, personal effectiveness and team-building, and resource mobilization. CIGs were identified and funded.
- Save and IYF used the organizational capacity assessment results to raise awareness on education issues, design appropriate capacity-building training, and generate support from LSBs. Save's advocacy to LGUs resulted in increased sense of community ownership and contributions which allowed Save to assist non-focus barangays. In municipalities served by IYF, capacity-building and reactivation of LSBs led to the formulation of Municipal Education Agenda that will serve as the LSB's bases for planning and budgeting for education improvement projects.
- EDC and partners rolled out the madrasah assistance program including an orientation for madrasah administrators on the road map for madrasah education in the Philippines; the Standard Madrasah Curriculum; various DepED Orders pertaining to madrasah education; and on the EQuALLS2 project. Madrasah administrators and lead partners jointly prepared work plans for the next quarter.
- EDC conducted a diagnostic test for 23 madrasah teachers or asatidz to assess proficiency in English, math and science, and design a training program. Results showed that asatidz had low mastery level of English, and average mastery level of both science and math.
- EDC embarked on two new initiatives: integration of Education in Emergencies approaches in areas at risk or with on-going conflict; and, establishing a community education report card mechanism. EDC and partners were oriented on the framework for DepED's Performance Governance System (PGS), a roadmap for achieving the country's goal of being recognized for good governance and developing functionally-literate populace by 2030.
- EDC and partners were oriented on Education in Emergencies (EiE) strategies and intervention. EDC and Save will develop the package of EiE response and rehabilitation for areas in conflict, and preparedness interventions for areas at risk.
- Regarding physical learning facilities, Petron and Habitat for Humanity revised the strategy from an equitable approach to that of giving priority to safer and more accessible areas.

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

- EDC conducted the Science Training of Trainers (ToT) Course in partnership with UP NISMED. Twenty-five DepED Regional and Division Supervisors and DepED district

and school administrators, as well as 26 TEI faculty members based in Mindanao were trained on mathematical skills in science activities.

- Partners continued to roll-out courses for their English and math mentors and conducted Science Course 3 mentors training in their respective divisions and districts.
- Partners' supplemental trainings (Training ++) intensified during the period and reached approximately 4,182 teachers.
- EDC distributed 933 sets of science mentors kits to 230 schools in 15 municipalities to support the application of Science Course 1 teaching-learning activities; and 9 math mentors kits to 7 schools in Marawi City to support the application of Math Course 1 teaching-learning activities.
- EDC coordinated with SIL International, the global partner in language development to consult on EQuALLS2 MLE approach in Mindanao, and to explore possible partnership with SIL Philippines for EQuALLS2 MLE initiative. Developed a working paper on EQuALLS2 initiative on MLE for further consultation with Partners (See Annex 7).
- EDC engaged CEM and DepED NETRC for the administration of the concept and competency-based quantitative mid-term assessment to a sample science, math, and English mentors. A total of 134 math mentors were tested on Math Grade 6; 97 science mentors tested on Science Grade 6; and 81 English mentors tested on NETRC's Test of English Proficiency for Teachers (TEPT).
- The same test providers and set of test questionnaires were used to diagnose proficiency levels of the first batch of Asatidz in EQuALLS2 assisted Madrasah schools. These test results will inform the final English, science and math teacher trainings.
- EDC and partners pilot-tested the SCOPE tool in two schools along with local DepED administrators and USAID officials. The SCOPE assesses teachers' teaching approaches in terms of classroom management, learning environment, problem solving and higher order thinking skills (HOTS). Two local workshop-consultations followed to further contextualize the SCOPE tool for effective use in Mindanao.
- EDC Technical Assistance trained 38 DepED administrators and 3 TEI faculty members as EQuALLS2 SCOPE researchers

Materials and technology

- Distributed 270,961 books to teachers during book shopping events held at EQuALLS2 book centers and in Sulu.
- Save the Children conducted a teacher training for 70 teachers on the use of BBF donated books.
- EDC met with Books Across the Sea (BATS) and shared best practices and lessons learned. Staff from BATS also visited the Cotabato warehouse to observe a book shopping event
- Save the Children and ELSA expressed interest in scaling up the audio book initiative. For Save the Children, each



Rochelle Gonzales, grade 5 student at the Tetuan Central School in Zamboanga City, reading her favorite BBF-donated science book. Rochelle says she enjoys science.

English mentor will be given audio book sets and cassette player as supplementary tools to reinforce their various classroom mentoring activities.

- EDC met with Nokia's CSR representative to discuss a possible new GDA partnership. EDC developed and submitted a concept paper to Nokia focused on possible innovative connections between Nokia's products & technology and EQuALLS2's programming.
- EDC, through our GDA partnership with Microsoft on basic computer literacy skills trained 403 ICT mentor teachers
- Established additional ICT hubs equipped with 48 computer units (16 per municipality) in 3 municipalities namely; Malapatan, Salug and Datu Paglas;
- Conducted progress monitoring visits to ICT mentor teachers throughout the Midsayap ICT hubs, using a newly developed field monitoring tool. This complements Vibelog a software package Microsoft Research India granted EDC the right to use, to track computer usage across 3 municipalities as part of the EQuALLS2 operations research plan.

IR3: Improving relevance and training of OSCY programs

- Workforce Development courses resulted in learners' accreditation. A total of 302 completers of Workforce Development courses successfully passed the National Competency Level II (NCII) accreditation by TESDA.
- The National Kabalikat Awards (Institution Category) was granted to Save the Children in recognition of its work as TESDA's partner in developing the country's youth.
- A Workforce Readiness Framework was developed that will allow partners to map the work readiness related components of their existing



"I was determined to complete my training and find a job as electrician because I wanted my child and my family to be proud of me. Someday, my children will see the value of my efforts and sacrifices."

Nasser Tubac Suit, 24, former Out-of School Youth who completed building wiring installation skills training

- basic education and workforce development offerings to identify areas where existing programs might be enhanced, enriched, extended or reinforced through the integration of new or refined program elements. The framework was developed jointly with Partners, TESDA, DepED BALS and OED representatives during a 3-day workshop.
- 2,618 learners were registered for A&E examinations (1,982 learners) and the PEPT (636 learners) to take place in November 8 and 15, respectively
- In collaboration with the Education for Life Foundation (ELF), Quidan Kaisahan of Negros Occidental, and the Notre Dame University (NDU – Cotabato City), Synergeia

conducted the Basic Training for ninety-four (94) Instructional Managers to carry out Basic Literacy classes.

- A DAP Administrators' Training was held in August 20-21 in Cotabato to prepare Synergeia's Instructional Managers for the administration of the DAP
- Two DAP-related products were completed. A briefing paper that summarizes results from the administration of the DAP tool (Round 1) in IYF sites, and a SPSS Guidebook that will be shared with and used by Partners for data processing using SPSS.
- Completed a pre-test of the latest version (3.0) of the Livelihood Activity Report in 3 mainland sites of Save the Children. The tool was positively received by youth who expressed their appreciation for the opportunity to examine and reflect on their work, skills, and contributions they make to their families.

Strategic Partnerships

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

USAID

EDC assisted the Office of Education (OEd), the Controllers' Office, and other USAID offices in monitoring and providing project oversight and related assistance such as the following:

- Helping to arrange for high level meetings with DepED and TESDA, on the USAID draft Letter of Implementation for the education bilateral agreement with the Department of Education (DepED). Also assisted OEd to follow up key DepEd submissions for education-related inputs for USG's Millennium Challenge Corporation (MCC)
- Assisting OEd in representing USAID and EQuALLS2 in important Government of Republic of the Philippines (GRP) meetings such as the Donor's Forum for DepED ARMM
- Planning and implementation of key events and VIP visits such as a Congressional Delegation-related event (visit of Mrs. Grace Nelson, Senator Bill Nelson's spouse, on a visit to an ALS activity); Ambassador visit to Sulu (book fair), Deputy Chief of Mission (US Embassy) to Zamboanga City for OSY workforce activities, and other high profile visits.
- Providing responses to USAID's Controllers office on the EQuALLS2 CERA report
- Supporting USAID's requests to collaborate with JSOTF, TUDLO Mindanao, and other USG programs
- Supporting USAID's anti-drug initiative
- Preparing/providing project data/information requested by OEd and other USAID units
- Arranging and facilitating meetings between USAID/OEd and DepED on matters of mutual interest

DepED

Strengthened strategic partnerships with DepED at various levels, including:

- Update and consultation meetings with the Undersecretary for Programs and Projects, and the various bureau and center directors and their staff on specific program concerns.

- Coordination and consultation meetings with the Regional Directors for Region 9 and 12, and the ARMM, and EQuALLS2-related Division Superintendents and key supervisors in these regions.
- Coordination, joint planning and conduct of major project activities with local DepED officials on teacher training and continuing capacity building on English, science and math, and beginning reading.
- Coordination and planning of the project’s developing Community Report Card System; madrasah component, and other DepEd-related programs;
- Coordination with National DepEd on its policy towards PTCAs and PTAs as it impacts EQuALLS2 project activities. Successfully coordinated with DepED to allow EQuALLS2 strategy on PTCAs to be retained in the face of changing DepED policy;
- Coordination with high level DepED officials to support the release of computer equipment imported by EDC from the US for use in EQuALLS2’s ICT program and for donation to DepED schools.
- Joint planning and conduct of successful new activities such as the Sulu bookfair;
- Coordination with the national DepED secretariat for ICT to align the EQuALLS2 ICT strategy with the DepED national ICT strategy.

Lead Implementing Partners

A significant focus of EDC’s efforts with LIPs during Q4 was dedicated to incorporating challenges, opportunities, and learnings from the Mid-Term Review as guiding approaches to the current annual planning process. Key Mid-Term Review points to assimilate included:

- ✓ Co-AWP process and design development with partners modeling sharing and teamwork from the Midterm Review (MTR)
- ✓ Shared Accountability
- ✓ Increase Cross-IR Integration
- ✓ Improve Cross-Partner Fertilization

Interaction with partners through the Technical Working Group meetings (TWGs) was particularly effective this quarter as partners demonstrated an increased commitment to learning across results areas, working with EDC on new initiatives, and intensifying documentation and sharing of project successes to a wider audience. To guide partners in their annual work planning and budgeting, EDC organized and facilitated a planning summit on July 21-22 at Lopez Center in Antipolo City, attended by Lead Implementing Partners, USAID-OEd and EDC.

The AWP process followed the following timeline:

Dates	Activity	Output
June 23-July 20, 2009	<ul style="list-style-type: none"> • Partners engage communities and stakeholders (Cross-IR Integration) • Internal and Cross-Partner planning workshops • TWGs for MTR Refresher and thematic TWG Planning 	<ul style="list-style-type: none"> • Relevant stakeholder information • Cross-Result/Partner Integration • Link is made between MTR and AWP • Technical teams

		empowered and leading planning
July 21-22, 2009	<ul style="list-style-type: none"> • Partner-wide AWP Working Session, guided by thematic TWG presentations, • Partner working sessions • Finalized planning and budget templates 	<ul style="list-style-type: none"> • Partners internalize TWG themes • Progress in planning and discuss AWP layout
August 7, 2009	Draft AWP due to EDC	Draft AWP
August 13-14, 2009	Partners and EDC exchange feedback on Draft AWP; agreements guiding documents created	Agreed refinement points to finalize the AWP
August 21, 2009	Final AWP due to EDC	Completed AWP
August 31, 2009	EQuALLS2 AWP due to USAID	FY10 EQuALLS2 AWP
October 1, 2009	Presentation to USAID	

See Annex 12 for Partners' Annual Work Plan Kit.

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

- Monitoring and coordination of project implementation through facilitation of technical meetings, field monitoring visits, review and discussion of partner quarter reports
- Conduct of joint project-wide activities such as training, monitoring, tools and guidelines development, and coordination of field events, including VIP visits
- Information sharing on security preparedness

II. TECHNICAL PROGRAMS UPDATE

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

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

Highlights this quarter included the agreements among partners to adopt approaches for education in emergencies, and to implement a community education report card system, through consultation with DepED and other foreign donor projects. Partners also intensified capacity-building for PTCA/PTAs and LSBs, and issued additional community incentive grants. Madrasah assistance also gained momentum during the quarter.

“A fence is our school’s prioritized need. Students too easily leave the school premises anytime they want, to play video games and gamble. This fence will improve class attendance and the welfare of students.”

*Ludgenia Redoble,
 School Principal
 Caracol Elementary School
 Brgy. Caracol, Salug, Zamboanga del Norte*

The table below summarizes contributions made to target accomplishments during FY09 Quarter 4 (July 1 – Sept 30, 2009):

IR 1 Indicators	Petron	IYF	Save the Children	Synergeia	TOTAL
Number of Classrooms repaired with USG-Assistance	135	N/A	N/A	N/A	135
Number of Classrooms constructed with USG-Assistance	34	N/A	N/A	N/A	34
Number of community learning centers (CLCs) refurbished	N/A	12	0	0	12
Number of Parent-Teachers Associations or similar “school” governance structures supported	N/A	164	101	11	276

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

A. Capacity Building of PTCAs

Highlights

- Save completed training of 101 PTCAs in Organizational Development and Project Management (ODPM1 and ODPM2), a series of capacity-building training for PTCAs, leading to the development of PTCA community education and skills plans. ODPM1 is the basic course participated in by PTCA officers, youth and children representatives, barangay officials, and school administrators and covers the functions/mandate of the PTCA, and an orientation on the CIG and projects that may be eligible for funding, as well as community resource management. ODPM2 includes proposal writing and fund management, and is participated in by the PTCA president, treasurer, and bookkeeper
- In the midst of continuing security concerns, Save successfully conducted the Pangkat Aralan (community mobilization and awareness-building activities) and Children and Youth Consultations with 26 groups in Talipao, Sulu
- IYF reached its target of 164 PTCAs/PTAs trained in strategic planning, personal effectiveness and team-building, and resource mobilization. PTCA resource mobilization training enabled participants to formulate short- and long-term resource mobilization plans for identified school improvement projects
- As follow up support to capacity-building training, IYF provided on-going technical assistance to PTCAs/PTAs in organizational strengthening, and in advocacy to barangay and municipal LGUs and DepED. Positive outcomes from these efforts include the integration of PTCA plans with barangay development plan; funding allocation for CIGs and additional PTCA projects; and deployment of additional teachers by DepED
- Synergeia implemented PTCA training in Jolo, Sulu which included the selection of parent-leaders to be trained to conduct Village Reading Programs in their respective municipalities; to initiate parent-teacher consultations; and assist in organizing school activities



Project Management Specialist Aivan Leo Amit (2nd from left) from the USAID Office of Education discusses education project activities with members of the local school board in Tantaran, South Cotabato during a capacity building session on July 27, 2009 in Cagayan de Oro City. The local school board members expressed greater understanding and appreciation of their role in enhancing community education.

B. Capacity Building of LSBs

Highlights

- Save worked with LSBs to formally commit funding support to the new batches of schools/barangays undergoing the CESP process, which included training 15 of 18 LSBs on education performance indicators to better prepare the groups to review the CESP submitted to them by PTCAs/PTAs.
- Save's advocacy for LGU support and cost-sharing resulted in increased sense of community ownership demonstrated by the municipalities of San Miguel and Dinas in Zamboanga del Sur providing resource contributions which allowed Save to assist non-focus barangays in CESP capacity building trainings.
- ELSA also focused on presenting LSB organizational capacity assessments and based on the results, Basilan LSBs of Maluso, Lantawan and Hadji Muhtamad were re-oriented on their mandates, and trained on how to formulate their Municipal Education Agenda.
- Positive outcomes from LSB capacity-building during the quarter included Lantawan LGU reactivating its LSB, and the Maluso LGU revising its Education and Legislative Agenda (ELA) to incorporate related education issues of all its schools.
- In addition to engaging LSBs, ELSA regularly updated DepED Division and District offices on the program's accomplishments and plans, resulting in active LGU support in Bongao, Tawi-Tawi where the LSB and DepED jointly assessed progress of construction of school buildings, and provided continued support for Brigada Eskwela activities even after the prescribed DepED period.
- Synergeia provided refresher sessions on budget and finance to PMTs, on the proper and timely substantiation and compliance of reporting fund disbursements. PMTs actively participated in a review of Year 3 accomplishments and collaborative planning.
- Synergeia's work with PMTs is resulting in a deeper commitment and increased awareness for education reform issues among mayors, teachers, schools and parents. PMTs continued to do work in Brigada Eskwela activities during the quarter, and led the monitoring of basic literacy classes and livelihood skills trainings for out-of-school youth.

Challenges

- Save and Synergeia were able to conduct some project activities in Sulu, but the volatile security situation is a continuing concern.
- The policy in DepED Order No. 54 (s 2009) states that PTAs, and not the PTCAs, are the recognized school-based organization, limiting the participation of other sectors in the community in school improvement activities. Partners re-oriented new members and adjusted their community engagement activities to comply with the policy.

Next Steps/Recommendations

- Conduct an assessment to determine the extent to which project activities and overall targets are being affected by volatile security situation and based on the assessment, provide technical guidance related to actions proposed by partners, e.g. compensate shortfalls by intensifying work in other more secure areas which allow staff movement and stakeholder participation.

- Continue to request Synergeia to clarify its community engagement processes, specifically relating to roles and responsibilities of various stakeholder groups in needs assessment and education improvement planning.
- Document best practices related to partner community engagement processes for sharing among partners and stakeholders.

C. Community Incentive Grants (CIGs)

Highlights

- Save the Children awarded 16 CIGs to remaining Batch 1 barangays, including one school-less barangay in Midsayap, resulting in a total of 91 CIGs awarded during the year, and 25% of Save's Life of Project target of 356 CIGs
- Save trained 50 Batch 1 community organizations on Organizational Development and Project Management 3 workshop, which included financial documentation of CIG project implementation and liquidation of expenses
- IYF processed 11 CIG proposals during the quarter, as many PTCAs/PTAs successfully opened bank accounts
- CIG projects were awarded to diverse projects this quarter, including classroom and school repair projects, procurement of science laboratory equipment, reproduction machines, and installation of audio visual facilities and water systems
- Several PTCAs were able to generate CIG leverage funds from fund-raising events and municipal and barangay LGU contributions
- Synergeia released funds for 2 CIG proposals, with a total of 45 proposals approved by the PMT and Synergeia Central Office, while 5 proposals were returned for improvements, and 2 PTAs in Buldon have successfully opened bank accounts. PMTs committed to scale up evaluation and review of project proposals and to continue to provide capacity building training to PTCAs on planning and prioritization

Challenge/ Lessons Learned

- Community engagement activities were put on hold in a number of Save and Synergeia sites due to security concerns. This situation will delay awarding of CIGs in these particular sites
- Save found it difficult to identify legitimate and qualified people's organization and/or local NGOs to partner with on CIG implementation which has delayed CIG awarding in school-less barangays
- The creation of new municipalities in Maguindanao has delayed CIG awarding in Datu Piang, as LGUs are averse to providing CIGs barangays/schools that will no longer be part of their jurisdiction
- There has been a slow release of CIGs in some areas because of inadequate proposal preparation

Next Steps

- EDC will provide guidance on the options presented by Save the Children on ways to compensate for implementation delays due to security issues and the creation of new municipalities, including (i) need to concentrate efforts in more stable areas where staff

can move freely and partner participation is ensured; (ii) continue to support the transferred barangays as long as the previous LGU or the new LGU is willing to provide a CIG cost share; (iii) assist non-focus barangays in the old municipality as long as the LGU is committed to provide cost share funds and other conditions for success are met

- EDC will provide guidance on organizations or mechanisms for CIG funding if there are no available legitimate and qualified people's organizations in school-less barangays
- Encourage Synergeia to review its CIG processes and adopt changes where needed

D. Madrasah Education Assistance

Highlights

- Criteria for madaris selection and associated intervention activities were identified during the quarter. Interventions include training of asatidz on English, science and math, and training of madrasah administrators on madrasah improvement planning; minor repair of facilities; and provision of books and reference materials. It was also agreed that madaris in non-focus barangays may be assisted as long as they are within the EQuALLS2 target municipalities
- EDC conducted diagnostic testing, for 23 asatidz from 7 madaris in the ARMM, focused on: i) assessing proficiency levels in English, math and science, and ii) designing training program for asatidz based on diagnostic testing results
- Diagnostic testing showed that asatidz had low mastery level of English (16-35 percentage score), and average mastery level (36-65 percentage score) in both science and math
- In August, 21 administrators from 12 madaris participated in a madrasah orientation held in Davao City. The administrators, together with representatives from lead implementing partners, were oriented on the DepED's *Road Map for Madrasah Education* in the Philippines; on the Standard Madrasah Curriculum; on the various DepED Orders governing madrasah education; and on EQuALLS2 project objectives. An orientation output included work plans for the next quarter jointly prepared by madrasah administrators and lead partners

Next Steps

- Coordinate with partners to complete the profiling of madaris to be assisted
- Conduct another round of orientation for the remaining madaris
- Conduct diagnostic testing for Regions 9 and 12 asatidz
- Continue to work with the Bureau of Madaris-DepED ARMM and BEAM to provide madrasah improvement trainings to administrators

E. Technical Leadership and Partner Coordination

As part of its on-going technical leadership, EDC initiated two important community engagement initiatives with partners this quarter: first, the integration of Education in Emergencies approaches in areas at risk and / or with on-going conflict and other emergencies; and second, establishing a community education report card mechanism. The following related activities were conducted:

- EDC and partners participated in a DepED orientation on DepED's framework for Performance Governance System (PGS), a roadmap for achieving the country's goal of being recognized for good governance and developing a functionally-literate populace by 2030. The topic was presented by DepED Assistant Secretary Jess Mateo during a cross-IR Technical Working Group (TWG) held during the quarter. Assistant Secretary Mateo requested that EQuALLS2 aligns its related community engagement activities and establishes increased synergies, with these particular DepED priorities. In addition to the PGS, the TWG examined best practices on education report cards from other countries
- EDC and partners agreed that the EQuALLS2 community education report card mechanism will be intended for stakeholders at the school level, to be consolidated at the district or municipal-levels, while also agreeing to learn more about similar community report card initiatives and experiences in the country
- EDC and partners were oriented on Education in Emergencies (EiE) strategies and interventions, with Save the Children taking the lead, based on its role as co-convenor with UNICEF of EiE practice in the country
- Lead implementing partners agreed to provide EiE interventions across its programming, as needed and appropriate to the particular conditions in affected areas
- Focal field persons from lead implementing partners were identified to create a draft concept for EiE and community education report card approaches for the project

Next Steps

- A cross partner group will develop a package of EiE response and rehabilitation for areas in conflict, and preparedness interventions for areas at risk
- EDC will take the lead in organizing a learning activity on community report card approaches from other projects including BEAM, STRIVE, and best practices from other countries
- Building on in-country as well as international experiences on report cards, the working group will draft a concept note on a proposed approach for EQuALLS2

F. Construction and refurbishment of physical learning facilities

Highlights

- Petron and its partner Habitat for Humanity completed the construction of 34 new and repair of 135 classrooms within low security risk areas, which resulted in maximum cost efficiency and effective time management
- Regular updating among the implementers and lead partners, and consultations with stakeholders greatly facilitated timely materials procurement and construction work

Challenges

- Security risks remain a major concern, especially in Synergeia and Save the Children sites in Sulu and Maguindanao

Next Steps

- EDC and partners will review sites with continuing risk and recommend appropriate actions so as not to delay implementation

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

The last quarter of FY09 was utilized to prepare for (October) core training activities over semester break, as well as to complete the school- and district based refresher and supplemental training activities planned for the year. The quarter was also a period for the formulation of annual work plans and EDC was focused on reviewing each partner’s AWP as well as in developing its own.

This quarter marked the completion of the core training courses for mentors and the start of the school-based mentoring program.

“The Science Mentors Training is not only content-based, but teacher-mentors are also taught how to enhance classroom management, how to engage students in such a way that there is no idle moment inside the class. They are trained how to make science dynamic in everyday life.”

*Mary Christ Ranario,
 Science Trainor
 Western Mindanao State University
 Zamboanga City*

The following table summarizes target accomplishments during the quarter:

IR 2 Training Indicators	EDC	IYF	Save the Children	Synergeia	TOTAL
Number of Administrators and Officials trained (e.g. in school finance, management or governance)	0	47	479	130	656
Number of Teachers/educators trained with USG Support	547	292	3,236	107	4,182

A. Core Trainings and Supplemental Trainings

Highlights

- In partnership with UP NISMED, conducted the Science Training of Trainers Course 3 from August 13-15 in Quezon City. 25 DepED Regional and Division Supervisors and DepED district and school administrators, as well as 26 TEI faculty members based in Mindanao were trained on mathematical skills in science activities by UP NISMED. Math skills included measurement, geometry, data analysis, statistics and probability, and algebra were based on EQuALLS2 math training courses 1 to 3, and NASA’s Practical Uses of Math and Science (PUMAS)
- Partners continued to roll-out mentoring courses for English and Math mentors. They also conducted Science Course 3 mentors training in their respective divisions and districts. A total of 856 mentors participated in these core training courses

- Partners started to restructure Refresher Training and Supplemental Training designs based on agreed IR2 program standards. Partners intensified the implementation of supplemental trainings during this period

Challenges

- Partners continued to be challenged with scheduling of training activities. Heightened security alerts made logistical arrangements critical and limited the partners' options in terms of venue and transportation arrangements
- Prioritizing support for supplemental training from among the numerous needs of teachers also remained a challenge

Next Steps

- EDC and partners to schedule school and district visits to document the mentoring program
- Completion of core courses most especially for mentors who have missed some of these courses
- EDC and partners will develop ways by which various assessments are conducted and used to determine the focus of supplemental interventions

B. Materials Support to Core Trainings

Highlights

- Distributed 933 sets of science mentors kits to 230 schools in 15 municipalities to support the application of Science Course 1 teaching-learning activities. Distributed 9 math mentors kits to 7 schools in Marawi City to support the application of Math Course 1 teaching-learning activities
- Procurement of Science Course 2 and Math Course 2 kits is ongoing. EDC has started reviewing Science Course 3 materials for procurement

Challenges

- Centralized procurements and assembly of kits for mentors also remained to be a huge task even as EDC improved efforts to fast track and meet the urgent need to bring these materials to the classrooms

Next Steps

- Completion of the delivery of kits corresponding to science 2 and math 2 courses and the procurement and delivery of kits corresponding to science 3 and math 3 courses
- Identification of contents for mentee kits

C. Multi-Lingual Education

Highlight

- EDC coordinated with SIL International, the global partner in language development to consult on EQuALLS2 MLE approach in Mindanao, and to explore possible partnership with SIL Philippines for EQuALLS2 MLE initiative. Developed a working paper (Annex 7) on EQuALLS2 initiative on MLE for further consultation with Partners

Challenges

- DepED issued a Department Order encouraging the regions to start piloting MLE initiatives

Next Steps

- DepED is still in the process of finalizing its framework for this program and has yet to do its operational planning. EQuALLS2 sees this as an opportunity to be involved in the planning and design as well as in identifying elements of the program that may be supported by the project
- Participate in the national MLE planning and closely work with DepED Central Office on the national MLE plans and initiatives where EQuALLS2 can support its implementation in Mindanao. Collaborate and partner with SIL to tap its technical expertise on MLE

D. Collaboration with BEAM

Highlight

Provided financial and logistical support to the School-Based Financial Management Program in ARMM, as part of the project's collaboration with BEAM. This program is a common area of intervention, and is expected to be rolled-out to 380 school heads that have received, or in the process of receiving BEAM school grants amounting to at most PhP 50,000 per school. A School-Based Financial Management Training of Trainers was held September 27-30 in Davao City where 45 DepED Division supervisors and finance officers were trained to develop their understanding of school-based financial management concepts, budget development and concepts, and build their skills on accounting concepts and practices, preparing and understanding financial management and reports. The delivery mode of the TOT was computer-based using BEAM's developed MiSpace computer software. The same software will be used for the division and district-based teacher training roll out.

“As an administrator and teacher, I realized that I have huge responsibilities not just in managing the school, but also in providing our school children access to quality education. Through this training, I am reminded that the responsibility of providing quality education to children must be shared by the parents, the school and its staff, and the community.”

*Elenita Macailing,
Administrator & Teacher
Damawato Elementary School
Datu Paglas Maguindanao*

Challenges

- The training will not cover all EQuALLS2 areas. It will only involve school heads from among those selected to receive school grants from BEAM
- The training relies heavily on the use of a computer-based interactive CD guide, but the use of the CD will not be applicable for a large portion of the school heads under EQuALLS2

Next Step

Study the possibility of a parallel support to administrators using printed materials

E. Assessments

Highlights

- Engaged Center of Educational Measurements (CEM) and DepED National Education Testing and Research Center (NETRC) for the administration of the concept and competency-based quantitative mid-term assessment for a 20% sample size of science, math, and English mentors last July 4 and July 11. A total of 134 math mentors were tested on CEM DT Math Grade 6, 97 science mentors tested on CEM DT Science Grade 6, and 81 English mentors tested on NETRC's Test of English Proficiency for Teachers (TEPT). EDC, UP NISMED, and CEM are working on the interpretation of the results for release to partners within the next quarter.
- The same test providers and set of test questionnaires were used to diagnose the proficiency levels of the first batch of Asatidz in EQuALLS2 assisted Madrasah schools. 13 RBEC Asatidz were tested on English, 7 on math and 5 on science. The results of the tests will serve as input to the final teacher training intervention in English, science and math.
- Pilot tested the SCOPE tool in Sta. Maria CS in Zamboanga City, and Sto. Nino CES in South Cotabato along with local DepED administrators and USAID officials. The SCOPE assesses teachers' teaching approaches in terms of classroom management, learning environment, problem solving and HOTS. Two local workshop-consultations followed to contextualize the SCOPE tool prior to the SCOPE Philippines Master Training. With permission from DepED division offices, video footage was taken of 10 English teachers, 9 math teachers, and 10 science teachers conducting regular classes and showing typical teaching-learning activities in the Philippines. Selected videos were used as learning resources for the SCOPE Philippines Master Training.
- Through the technical leadership of EDC SCOPE technical advisor Rachel Christina, the design on the SCOPE Master Training for the Philippines was finalized and the training was conducted last Sept 28-October 2 in Zamboanga City. A total of 38 DepED administrators and some 3 TEI faculty members were trained as EQuALLS2 SCOPE researchers.

Challenges

- EDC was hoping to conduct the first run of the instrument in October but this coincided with the massive teacher training activities planned for the October training season
- The number of people trained to administer the tool was lower than desired to fully cover the sampling size in a comfortable pace

Next Step

Administration of the tool in November and December of this year.

F. Technical Working Group Meetings and Activity

Highlight

IR2 TWG for the quarter focused on re-defining and agreeing on IR2 program standards, and the contextualization of SCOPE instrument, and new cross-partner and cross-IR initiatives such as CERC, and EIE.

Challenges

- Finding a common time for TWG members to be available given the volume of work that also need attention at the ground level. One-on-one meetings have proven to be effective alternatives to the TWG all-partners meetings.
- Full and appropriate participation of partner representatives to allow for discussions on the technical, operational, and to a certain extent management aspects of IR2 work.

Next Steps

- One-on-one meetings with partners to jumpstart the administration of SCOPE
- Full partners meeting per quarter to touch base and update each one on best practices and Learning Agenda.

G. Materials and Technology (Cross-Cutting Activities)

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

- ✓ 403 ICT mentor teachers trained through our GDA partnership with Microsoft on basic computer literacy skills;
- ✓ Inauguration of additional ICT hubs in 3 municipalities namely; Malapatan, Salug and Datu Paglas;
- ✓ Progress monitoring visits to ICT mentor teachers throughout the Midsayap ICT hubs, using a newly developed field monitoring tool;
- ✓ 270,961 books distributed to teachers during book shopping events held at EQuALLS2 book centers and in Sulu.



Teachers from Salug, Zamboanga del Norte learn to make grading spreadsheets using Microsoft Excel during ICT Training held in Dipolog City on August 3–7, 2009. Teachers valued the more efficient method of monitoring student performance.

ICT Initiative

Highlights

- GDA Partner Microsoft, with technical guidance from EDC, conducted four additional 5-day ICT hands-on trainings, on the use of MS Word to type lesson plans, MS Excel to

calculate student grades, MS PowerPoint to create student achievement certificates and simple visual aids and Encarta to look up content facts, involving 403 participant teachers and school leaders from Salug, Lutayan, Datu Paglas and Upi.

- A total of 48 computer units (16 per municipality) were turned over to Malapatan, Salug, and Datu Paglas during the quarter. Both Salug and Datu Paglas opted for a computer hub set-up, one for each of their two districts; while Malapatan, requested a central hub with 8 computers with four schools located far from the central hub receiving 2 computers each. The central Malapatan hub also received an additional computer unit kindly provided by the division office.
- Microsoft Research India granted EDC the right to use its innovative Vibelog software package, to track computer usage across 3 municipalities as part of the EQuALLS2 operations research plan.
- Implementing partners have identified up to 4 more municipalities (in addition to the originally planned 10 municipalities) that meet the *Conditions of Success* for implementing the EQ2 ICT initiative, which could bring the total of participant municipalities up to 14, assuming available budgetary resources.
- EDC, in consultation with partners, developed a survey tool to monitor and evaluate the ICT hubs and teacher mentors on a quarterly basis.
- Monitoring visits to the 4 Midsayap ICT hubs were conducted jointly with Save the Children on Sept. 25, 2009. The new survey tool was administered and teachers participated in focus group discussions to share their successes and challenges encountered while engaging in the nascent ICT program. Some teachers spoke (and displayed impressive examples) about their using the computers to prepare classroom materials, create visual aids, and compute& record DepED required forms such as the School Reading Assessment. (See Annex 8 for full report of monitoring visit, which includes survey tool.)

“This training will help me a lot in becoming an efficient teacher, as it will allow me to integrate ICT with classroom instruction and teaching techniques.”

*Satria Abpi,
Grade 4 teacher from Datu Paglas Central School
who participated in USAID’s ICT mentorship training*

Challenges

- Based on the survey results and focus group discussions, the biggest challenges faced by teachers in further strengthening their ICT skills was lack of time and regular access to computers especially for teachers who teach and live far from the hubs. Hence, there is a need to further study/improve the ICT hub arrangement to ensure that teachers from far away schools will be able to access computers on a regular basis. One district has started experimenting with a *computer pull-out request system* whereby a school is allowed to “borrow” one of the computers temporarily to enable teachers to work on DepED required forms and reports, without traveling to the ICT hub. Another suggested improvement is to develop a *laptop checkout system* since laptops are more portable.
- Customs clearance for computers purchased and shipped from the U.S. continues to be a challenge, resulting in a frustrating 2 -3 months lag time between ICT teacher training

events and turnover of computers for teacher practicum. A solution would be to obtain a waiver allowing local procurement of computers.

Next Steps

- An additional 400 teachers (100 each from Cotabato City, Pigcawayan, Dinas and Margosatubig) will participate in ICT training in November and December. This will bring the total number of EQuALLS2 ICT teacher training participants to over 1,000.
- A waiver request will be submitted to procure computers locally.
- 8 computers will be turned over to Lutayan and Upi for use while waiting for approval of the waiver request.
- Work with implementing partners to draft guidelines and engage stakeholders to experiment with a laptop checkout system to allow teachers from far away schools a more realistic means of accessing computers for ICT practicum activities.

BBF Donated Books

Highlights

- 202,008 BBF-donated books were distributed as part of a large Sulu book fair that was attended by the U.S. Ambassador. The book fair served all the EQuALLS2 supported schools in Talipao, Jolo, Patikul, Siasi, Luuk and Omar.
- Book shopping events were held at the Cotabato warehouse for teachers from Midsayap, Ganassi, and Kapatagan.
- Lead implementing partner, Save the Children, conducted a teacher training for 70 teachers on use of BBF donated books.
- As suggested by the BBF president, Luke Hingson during his recent field visit, that EQuALLS2's innovative approaches to book distribution and book use be shared with other BBF recipients, EDC met with the director of BATS (Books Across the Sea) during the quarter. EDC shared emerging best practices and lessons learned, such as:
 - ✓ providing schools with classroom sets of 30 or more copies of a book for classroom use
 - ✓ allowing teachers to browse and decide for themselves the books they most need
 - ✓ emphasizing with teachers that the books are for classroom use
 - ✓ demonstrating the importance of a book inventory database software developed to track the number of books received and distributed



A reading corner is used by schoolchildren and teachers during the Sulu Book fair on August 17, 2009.

Staff from BATS also visited the Cotabato warehouse to observe a book shopping event.

Next Step

EDC will work with its implementing partners to develop a process to systematically document best practices on the use of BBF books in EQuALLS2 classrooms.

Audio Books

Highlight

Save the Children and ELSA expressed interest in scaling up the audio book initiative. For Save the Children, each English mentor will be given audio book sets and cassette player as supplementary tools to reinforce their various classroom mentoring activities.

Next Steps

- EDC will procure additional cassette players for all Save the Children’s English mentors.
- EDC will work with its implementing partners to develop a process to systematically document best practices on the use of audio books by mentors.

“It’s my first time to listen to an audio book and I am very excited to listen to all of the stories in it. We are grateful that USAID gave us many things we can use here inside our classrooms.”

*Rehana Mama,
Grade five student
Lipao Elementary School
Datu Paglas Maguindanao*

Exploring GDAs

Highlight

EDC met with Nokia’s CSR representative to discuss a possible new GDA partnership. EDC developed and submitted a concept paper (See Annex 9) to Nokia focused on possible innovative connections between Nokia’s products and technology and EQuALLS2’s programming.

Next Step

Follow up with Nokia to see how a GDA partnership might best complement and build on the needs of current EQuALLS2 programming

“After completing the training, I felt so proud of myself that I gained back my self confidence. Now, I feel ready to face my community and show them the skills that I have learned.”

*Serhan Abdullah,
OSY Graduate
Building Wiring Installation Skills Training
Datu Paglas Maguindanao*

IR 3: Improving Relevance and Training of OSCY Programs

The workshop to develop the Work Readiness Framework is the highlight of the reporting quarter. A 3-day workshop was facilitated with partners, TESDA, DepED BALS and OED representatives. Synergeia commenced the implementation of its Basic

Literacy program including the conduct of preparatory activities such as the training of Instructional Managers (IMs) who will handle the basic literacy programs and the DAP Time 1

administration. Save the Children received the National Kabalikat Award (Institution Category) in recognition of its work as TESDA’s partner in developing the country’s youth.

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

IR 3 Indicators	IYF	Save the Children	Synergeia	TOTAL
Number of OSCY learners enrolled in USG assisted basic education programs	0 ¹	1,703	2,353	4,056
Number of OSCY learners enrolled in USG assisted workforce development programs	130	2,525	25	2,680

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

A. Basic Education Program

Highlights

- Save the Children enrolled a new batch (Year 2, Cycle 2) of its Basic Literacy and Life Skills (BLiSs) courses. It also completed Year 2 Cycle 1 BLiSs
- Synergeia began its Basic Literacy program. 98% of the learners come from the mainland sites and 2% come from the municipality of Patikul in Sulu
- IYF continued to conduct their basic education programs, namely A&E for Cotabato and Basilan learners through their lower tiers, NDU and Nagdilaab, respectively. The other lower tiers are implementing BL and PEPT-directed programs.
- A total of 1,982 learners from the 3 partners (Save – 1,167; IYF-Consuelo – 768; and Synergeia – 47) were registered for the A&E examinations and 636 learners from IYF-Consuelo for the PEPT
- The implementing partners began preparing the learners for the A&E national examination and the PEPT on November 8 and 15, respectively. The learners submitted documents supporting their registration for the examinations and Instructional Managers embarked in an intensive review session using practice tests.

Challenges

- Learners’ attendance in the basic education programs across partners was irregular due to the harvest season, natural calamities and continuing armed conflict in some areas. Partners had to conduct make-up classes, home visits and allowed learners to bring home the modules to avoid having learners drop out.
- Difficulty in securing documents to support the registration of learners in the national examinations is a recurring challenge. These documents include the birth certificate; Form 137 (pupil’s permanent record), residence certificates, among others that are

¹ OSCYs are counted at the time of enrollment. IYF has ongoing programming with OSCYs, which are displayed in the M&E FACTS Indicator Table in Section III.

provided free by the Barangay LGU. Approx. 90% of learners don't have birth certificates and it is difficult to register them because many refuse to be photographed. EQ2 is partnering with DepED to overcome this challenge and facilitate getting certification from the local government units and request more flexibility with registration requirements for the national exams (e.g. accepting any ID with learners' birth date). IMs and other field staff sought the advice of DepED regarding this concern and requested an extension of the deadline for the submission of documents for registration.

Next Steps

- Facilitate the implementation of the Education in Emergencies (EiE) plans that are being developed by each partner for either (a) emergency preparedness or (b) emergency management in order to better address learners displaced by (or exposed to) natural calamities and armed conflict. (This is a cross-IR activity that is managed by IR1).
- Facilitate an opportunity for LIPs to jointly address the issue of learners' absenteeism due to seasonal planting and harvesting by sharing strategies currently used to ensure that project activities (A&E) are responsive to participants' schedules and availability during harvest and planting seasons. (Examples may include allowing participants to bring materials home to study, adjusting course schedules, conducting home visits, etc.).
- EDC in collaboration with partners will undertake a training needs assessment (TNA) for IM's focused on methodology of instruction to identify areas to be strengthened
- EDC shall take the lead in meeting with DepED-BALS to agree on the documents that should be required to support learners' registration for the examinations
- Request IR3 team of Save the Children to lead in preparing plans of action for emergency preparedness in project sites

B. Workforce Development Program

Highlights

- A total of 534 completers of the STII (Skills Training and Industry Immersion) and TBCST (Technology-Based Community Skills Training) programs of Save were assessed. Of this number, 54% or 288 completers passed the assessment by TESDA: COC (Certificate of Completion) for 21% (62 trainees), NCI level (National Competency Level I) for 4% (11 trainees) and NCII level (National Competency Level II) for 75% (215 trainees).
- Two other training programs were completed during the period under review: 1) Entrepreneurship Training that introduced 51 STII graduates from Lutayan and Midsayap into the world of business management and allowed them to acquire entrepreneurial skills; and 2) Customized Training for 27 OSY from Mamasapano and 10 from Datu Saudi Ampatuan in order to prepare them to become skills trainers in their respective areas upon passing the NCII certification of TESDA.
- Trainees, under the IYF-Consuelo SITP (Supervised In-Plant Training Program), were fielded in various establishments like the Hillpark Inn for 36 Food and Beverage trainees and the Department of Public Works and Highways (DPWH) for 25 Automotive trainees. F and B trainees participated in the Culinary Festival sponsored by NDMC while trainees

from Nagdilaab Foundation toured various establishments in the cities of Isabela and Zamboanga.

- A total of 87 trainees from Notre Dame of Marble University (NDMU), Notre Dame of Midsayap College (NDMC) and, Mahardika Institute of Technology (MIT) passed the NCII certification by TESDA on various trade areas
- Towards the end of the quarter, 25 OSYs of Siasi were enrolled in Aquaculture Skills Training with assistance from Synergeia

Challenges

- Armed conflict in project sites impeded training (Maguindanao Province and North Cotabato). Instead, training was conducted outside of those municipalities and trainees were provided with board and lodging.
- Difficulty in tracking the whereabouts of WFD completers to respond to the program indicator of *number of OSCYs using new and/or improved basic education and livelihood skills*
- Limited WFD course offerings (in general). Despite the fact that some courses may have high demand locally, they are not part of TESDA course offerings. Since EQuALLS2 currently (and for the most part) follows TESDA course offerings, some demand-driven courses are not available.
- Limited WFD course offerings (unstable areas – Sulu). Many TESDA accredited trainers are not willing to travel to some unstable areas (Sulu) and as a result, course offerings available locally for EQuALLS2 activities become limited

Next Steps

- Work with Partners to implement the EiE plan for project sites in armed conflict areas
- Facilitate the pre-testing and pilot of the Livelihood Activity Report (LAR) to help track completers of ALS programs
- Address the lack of TESDA accredited trainers by considering tapping technical vocational institutions (TVIs) in the area, re-scheduling courses depending on the availability of TESDA or moving the training programs to other venues

C. Capacity Building of Instructional Managers

Highlights

- Synergeia conducted the Basic Training for ninety-four (94) Instructional Managers of the Basic Literacy classes that were organized during the quarter. The training was conducted in cooperation with the Education for Life Foundation (ELF), Quidan Kaisahan of Negros Occidental and the Notre Dame University (NDU) with EDC IR3 Team providing technical assistance.
- IYF-Consuelo sub-tiers continued to upgrade the skills of their Instructional Managers and staff in the delivery of the ALS program. The training programs focused on Personality Enhancement Training for IMs, Adolescent Reproductive Health Training for newly hired IMs, and MIS Training and Updating for lower-tier representatives.
- Save revised the training modules that will be used in the ESM Training for Instructional Managers and Youth Learning Facilitators (YLFs)

Challenges

- Need to have a common tool to assess the entry competencies of IMs and determine their competencies in the delivery of ALS programs
- Partners need to provide enhancement programs that address areas of development of IMs in instruction delivery (as opposed to content knowledge, which current training addresses)

Next Steps

- Finalize the IM Competency Assessment tool that has been piloted by Save and Synergeia
- Work with DepED BALS and field implementers to design a progress monitoring scheme to assist IMs
- EDC to provide TA and work with LIPs to assess IMs' competencies in instruction delivery and methodology in order to determine specific areas that need enhancement

D. Community Learning Centers Refurbishment

Highlights

- A total of 12 CLCs were refurbished by IYF-Consuelo during this period. Refurbishment included the provision of chairs, cabinets, benches and locks for the CLC

Challenge

A CLC that is conducive to learning needs to be in place prior to the implementation of any ALS program; availability of adequate learning materials needs to be considered

Next Step

EDC to regularly monitor the CLCs including module distribution and use of BBF books

E. Developmental Assets Profile (DAP)

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

Highlights

- Synergeia's Instructional Managers for Basic Literacy participated in the DAP Administrators' Training held on August 20-21 in Cotabato City. EDC IR3 Team provided technical assistance and supplies for the conduct of Time 1.
- A briefing paper on Round 1 of DAP in EQuALLS2 was completed. The paper summarizes results and analysis of data from the administration of the DAP tool (Round 1) in IYF sites. Results show a significant increase in developmental assets among IR3 participants over the time they were involved in EQuALLS2 programming – with the most dramatic gains made among learners in the Islands, who on average started off with

fewer assets than their mainland peers, but in many cases ended their EQuALLS2 programming ahead of these same peers in dimensions such as personal, social and community assets. The briefing paper can be found in Annex 2.

- The SPSS Guidebook that will be used by Partners in data processing using SPSS was completed. The final version of the Guidebook will be provided to the Partners
- A handbook for DAP Data Application Handbook is being developed. This handbook will provide instructional managers (IMs) with strategies for using results emerging from DAP round 1 administration to better assist learners to strengthen their assets. This handbook was started in the last quarter with selected IMs.
- Revised 3 question items of the 58-item DAP survey tool based on feedback and results of Round 1 in EQ2 sites. Three item questions were consistently not answered by respondents in round 1 possibly because questions included culturally-sensitive issues (use of drugs and alcohol), they were out of context (involvement in sports clubs), or they were unclear (involvement in creative things). Questions were revised to be more clearly stated and culturally sensitive.

Challenges

- Synergeia to complete its DAP Round 1 in order for EQ2 to be able to provide the total picture in terms of findings, lessons learned and recommendations on the use of DAP in EQ2

Next Steps

- Provide assistance to Synergeia in data retrieval, initial processing of DAP Round 1. Liaise or facilitate assistance from Art G. Sesma, if needed
- Work with O&C to package the 5-DAP products (Administrators, Coordinators, Data Management, Data Application Handbooks and SPSS Guidebook) into user-friendly materials
- Distribute the SPSS Guidebook to Partners

F. Livelihood Activity Report (LAR)

The LAR is a self-reporting tool that aims to track the application of new and improved livelihood skills by basic education and WFD learners to both existing and new household and individual economic activities. It seeks to determine the economic activities that the learners are engaged in, the frequency of engagement, and whether or not they are paid for the activity.

Highlights

- The Livelihood Activity Report (LAR 3.0) was revised and translated into Filipino. LAR 3.0 evolved by merging appropriate sections of LAR 1.0 and 2.0 and by drawing from the findings and recommendations of the Youth Livelihoods Mapping exercise. It reflects consultations with field staff of DepED BALS and TESDA during the development of the Work Readiness Framework with LIPs.
- The accompanying Technical Guidance Note and Guidelines on Administration were developed and validated with LIPs.
- The LAR, a tool for tracking Basic Education and WFD program completers was pre-tested in three (3) Save mainland sites namely Datu Saudi, Lutayan and Midsayap last

September 24, 26 and 29. Following is a sample of positive reactions from the youth during the pre-testing of the LAR 3.0: (a) the tool is easy to read and understand; (b) it is a good activity because youth get to know or differentiate their work and existing skills; (c) it is a chance to assess themselves regarding their work and personal skills; (d) helps youth realize that they have been useful in helping their family's needs; and (e) it is enjoyable because it is about themselves and the things that they do.

Challenges

- Initial feedback from the pre-testing of the LAR shows the need to 1) revise the guidelines and 2) orient IMs and other staff who will administer the tool.

Next Steps

- Share the feedback and results of the LAR pre-testing with Partners and the TA team and jointly make revisions on the tool and guidelines.
- Plan with Partners the pilot test of the LAR and agree on a schedule for EDC monitoring of the pilot test.

G. Work Readiness Framework (WRF)

The WRF provides a systematic way for partners to map the work readiness related components of their existing basic education and workforce development offerings. It is designed to help implementing partners identify areas where existing programs might be enhanced, enriched, extended or reinforced through the integration of new or refined program elements (See Annex 10 for WRF Document).

Highlights

- A workshop to develop the Work Readiness Framework for EQ2 was held on September 8-10 at the EDC Boardroom, Makati City.
 - ✓ Day 1 of the 3-day workshop took place with a small consultative group comprised of Partners and EDC IR3 specialists. The group studied the EQUIP3, Functional Literacy, and TESDA frameworks related to work readiness which led to the design of the EQuALLS2 work readiness (WR) mapping tool.
 - ✓ Day 2 included a work readiness summit and a workshop with LIP, DepED, TESDA and OEd representatives. Participants gave feedback on the Work Readiness Framework (WRF) and the mapping tool and drafted illustrative sets of skills under each level: foundational life skills (Level #1), specific applied work readiness skills (Level #2), contextualized exploration of Levels 1 and 2 skills in relevant community activities (Level #3) and direct application of Levels 1 and 2 skills in relevant livelihood activities (Level #4). The WRF is in Annex 9.
 - ✓ Day 3 consisted of individual discussions with each LIP focusing on 1) next steps with the WRF; 2) ongoing DAP application; and 3) LAR roll-out.
- Partners' perceptions of the framework were overall positive. Save the Children agreed to use this framework for TESDA training to provide trainers with the set of skills / competencies to cover all 4 levels of the framework in their delivery of WFD courses.

Similarly, it may help other LIPs balance the relevance of their course offerings across levels.

Challenges

- Given the framework, Partners need to be able to identify the work readiness related components and use the same to enhance their program offerings

Next Steps

- Provide assistance on the use of the framework by and with Partners
- Consult TA team on issues and concerns relative to the framework, as need arises

III. MONITORING AND EVALUATION

Overall, progress of accomplishments indicates project implementation that meets most achievement targets set for this fiscal year.

Summary of Project Accomplishments vs. Targets

The table below illustrates project accomplishments as of quarter 4 of FY09 on the FACTS indicators.

FACTS Indicator Table for Q4 FY09

FACTS Indicator	LOP Target	LOP Accomplishments to FY08	FY09 Targets	Accomplishments			
				FY09 Q1-Q3	FY09 Q4	FY09 Total ²	LOP to Date ³
Number of Classrooms repaired with USG-assistance ⁴	780	40	140	51 ⁵	135	186	226
Number of classrooms constructed with USG-assistance ⁶	120	14	40	3 ⁷	34	37	51
Number of CLCs refurbished	400	128	179	82	12	94	222
Number of PTCAs or similar “school” governance structures supported by USG	850	373	560	283	276	439	635 ⁸
Number of administrators and officials trained (e.g. in school finance, management or governance) ⁹	2,238	4,022	938	584	656	1,240	5,262
Number of teachers/educators trained with USG support	35,000	9,305	13,700	11,251	4,182	15,433	24,738
Number of textbooks and other learning materials provided with USG-assistance	1,800,000	179,100	350,000	523,609	272,047	795,656	974,756
Number of OSCY learners enrolled in basic education programs	70,000	25,919	16,678	13,381	4,056	17,437	43,356
Number of persons participating in USG-funded WFD programs	35,000	8,163	9,598	6,736	2,680	9,416	17,579

² Not all indicators are added across quarters, exceptions include PTC/As.

³ July 28, 2006 - Sept 30, 2009

⁴ Number of Classrooms Repaired – numbers here are Petron accomplishment and CIGs, they do not include Brigada Eskwela.

⁵ 51 is the number of CIGs used to repair classrooms. Not recorded in MIS at this point.

⁶ Includes number of CLCs constructed

⁷ IYF constructed 3 CLCs

⁸ This number was derived by adding 439 with transition year number of 196 since 196 PTAs are not part of EQ2 covered schools. It is presumed that the 177 PTAs assisted in FY2008 is a subset of the 439 for FY2009.

⁹ Includes administrators trained under ESM

Management Information System (MIS)

During the last quarter, EDC took steps to address the challenges the partners raised in working with the MIS. Additional features to the MIS were developed to help partners upload their data in batches into the EQuALLS2 MIS and to search for participant profiles for validation purposes. In addition, an MIS administrator was hired to work with partners to reconcile numbers and to serve as the MIS help desk support person. EDC also continued to address bugs/problems in the system and issued new versions of the MIS. A bug tracker system was developed to more efficiently monitor the status of errors found in the system.

For this report, the MIS was used as a basis for the reporting of numbers. The main challenge for the partners continues to be getting the ground-level staff to send or upload data on time.

Next Quarter

The following activities will be conducted by M & E:

- ✓ Monitor the progress of the development of enhancements to the MIS.
- ✓ Cross-IR TWG meeting to discuss ways to use data from the MIS for monitoring and evaluation purposes.
- ✓ Attend to the recruitment of the M & E Officer to complete the staff complement of M&E.

IV. SUB GRANT MANAGEMENT

The quarter in review focused on providing technical guidance and leadership in the development of the LIPs' FY10 plans and budgets. In addition, the grants team planned and prepared for the annual grants management workshop as part of EDC's continuing efforts to provide capacity building for its partners and lower-tier subgrantees.

A. Financial Monitoring and Compliance Visits

Highlights:

EDC conducted financial monitoring and compliance visits to the following subgrantees to review their April to June 2009 financial transactions. As in the past, the objectives of the visits are to determine: i) the validity and accuracy of project fund expenditures; ii) adequacy of internal control systems and management of project funds, and; iii) compliance with the sub grant agreement terms and conditions, USAID rules and regulations, and local laws.

Highlights of each visit with the Partners follows on the next page:

Sub-grantees	Dates of Reviews / Visits	Highlights
Save the Children	<i>Davao and Manila offices: July 29-30 and August 24-28, 2009</i>	As in the past reviews, Save's established and robust financial management and control systems were found to be working effectively as designed by management. <i>Minor findings (Davao)</i> were noted during the visit which were acted upon immediately and closed even before the completion of the monitoring visit. <i>Prior-period audit findings (Manila)</i> were also acted upon and closed as of the date of visits.
Synergeia Foundation	July 13-30, August 26, and Sept. 3, 2009	Synergeia continued to struggle with supporting documentation coupled with the resignation of a Finance Officer. EDC provided technical assistance by seconding two financial staff to help the Synergeia team in completing the lacking documentations noted during EDC financial reviews. Synergeia also hired two local financial staff based in Cotabato and Jolo who will provide support in processing field documentations. Additionally, Synergeia started reviewing its policies and procedures manual taking into consideration EDC's recommendations for improvements in the overall financial management systems.
Petron Foundation	August 17-18, 2009	Entrance meetings were held with these two subgrantees and initial review was conducted for financial transactions related to classroom construction and repair project. However, completion of the review was reset to October due to heavy workload of the finance officer related to their institutional year-end closing.
Habitat for Humanity Foundation	July 14, 2009	

In addition to financial reviews, EDC also conducted annual commodity checks to verify location and existence of commodities procured by partners using EQ2 project funds. EDC noted no discrepancies between the commodity lists and the actual count. Dates and sites of commodity checks follow:

1. Save's Zambo Office – July 23-24, 2009
2. Save's Davao Office – July 27-28, 2009
3. Save's Midsayap Office – September 9-10, 2009
4. Save's Pagadian Office – September 14-15, 2009
5. NDMU Office – September 9, 2009

Next Steps:

- EDC will continue to provide technical guidance and capacity building to Synergeia finance team to address and close the audit findings.
- Commodity checks in other partners' offices are scheduled next quarter.
- EDC grants team will start preparing in the next quarter for the planned reviews of lower-tier subs of IYF, Petron and Consuelo.

B. Partners' Quarterly Progress Reports

Highlights:

- The EDC team reviewed Partners' April to June 2009 quarterly progress reports (QPR) and analyzed Partners' implementation and spending against planned activities and budgets. The technical and spending analysis were discussed during the one-on-one Partners' AWP meetings and served as inputs in their FY10 planning and budgeting process. EDC also gave the partners some flexibility to change or revise their last quarter programming of activities depending on realities on the ground and activities that will be carried forward to FY10. Unspent funds by year-end will be carried forward to next fiscal year for re-programming.

Next Steps:

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

C. Capacity Building for Partners

EDC invested significant time in working with Synergeia Foundation to build and improve financial systems and capabilities. During the quarter, EDC offered to fund and place two financial assistants within Synergeia to assist in clearing historical financial issues and to assist in improving systems. This was accepted and utilized for a short duration. EDC senior staff and Grants Compliance Officers met weekly to assist in the reconciliation of financial issues and to support the building of capacity of this partner.

Highlights:

- Part of EDC's technical leadership role is to provide capability building to its subgrantees. For the second time, EDC will be conducting a grants management workshop which will be participated in not only by the prime subgrantees but including the lower-tiers as well. The workshop was scheduled mid September but was moved to October due to year-end closing activities of some of the subgrantees. The grants management workshop aims to:
 - ✓ Learn from each other and share best practices;
 - ✓ Identify financial issues and challenges that impact both financial and technical;
 - ✓ EDC to provide technical guidance on these issues and challenges, if necessary; and

- ✓ Foster and/or strengthen the relationships and camaraderie of EQuALLS2 financial / grants team.

Next Steps:

Conduct the workshop on October 22-23, 2009 in Davao City.

D. Staff Training and Development

Highlight:

EDC sent its two grants compliance officers (GCOs) to a two-day Technical Writing Workshop on Sept. 11-12, 2009 at UP Diliman in Manila to enhance their writing skills to better enable them to effectively communicate the results of their financial reviews and/or site visits. Through improved writing skills, the GCOs will also be able to contribute to improving the professional image of EDC and its relations with its subgrantees.

Next Step:

Assist staff in applying learning in actual audit report writing

V. PROJECT OPERATIONS

A. Outreach & Communications

EQuALLS2's Outreach and Communications (O&C) team supported the following high-profile events this quarter:

- Turnover of 4,290 English, math, and science books from the American NGO Brother's Brother Foundation (BBF) during the launching of the DepED Maguindanao Library Hub on July 8
- Visit of the new US Embassy Deputy Chief of Mission Leslie Bassett to the EQuALLS2 book center, and to a basic education class and a WFD class for 55 OSCYs in Zamboanga City on July 24
- Participation of 50 OSYs in the US Embassy's Sports United basketball clinic on July 28, 2009 in Zamboanga City, an international initiative of the U.S. Department of State's Bureau of Educational and Cultural Affairs to expose non-elite youth to diverse cultures and to help them build their character and reach their full potential through sports
- Distribution of 202,008 BBF books to 500 teachers from Sulu for 45,000 school children in the Sulu Book Fair on August 17, with US Ambassador Kristie Kenney and Sulu Governor Abdusakur Tan
- Visit of Mrs. Grace Nelson, wife of US Senator Bill Nelson, with USAID Deputy Mission Director (now Acting USAID Mission Director) Elzadia Washington and Major Tyler Wilson of the Joint Special Operations Task Force (JSOTF) - Philippines, to the EQuALLS2 book center and a basic education class for OSCYs in Zamboanga City on August 18

In support of these and other project activities, the O&C team produced weekly highlights, press releases, and other communications products, including:

- 24 weekly highlights were submitted to USAID/Philippines' OEd for the Administrator's Weekly (USAID Washington)
- 7 articles were published in national and Mindanao newspapers, 2 news reports with videos were aired on national TV, and 26 news stories and photo essays were published on websites of various news agencies and organizations
- Information materials and visual products were produced for EQuALLS2 events and activities
- Photos of activity highlights were shared with USAID on the Picasa Internet-based photo-sharing portal (<http://www.picasa.com>)

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

The team continued delivering monthly Look-Ahead Calendars of activities in MS Excel format and experimented uploading the project's Look-ahead Calendar on Google Calendar. The team also worked closely with OEd to populate USAID Philippines' website with EQuALLS2 materials.

Two working group meetings with partners' O&C staff during the quarter resulted in: (1) standardizing the project's identity as a partner of the Philippine and U.S. governments through branding and key messages in field activities and communication materials; (2) stronger project-wide compliance with USAID and project branding guidelines; (3) an agreement to have a common project newsletter for regional and community stakeholders; (4) the identification of story opportunities and better story angles, and (5) an agreement to collaborate with the project's Technical Programs team on the documentation of best practices.

Partners' O&C staff attended a training program of the Development Center on Asia Africa Pacific (DCAAP) on 'Advances in Development Communication Planning, Management, and Monitoring and Evaluation' on July 21-23, 2009, at the University of the Philippines, Quezon City.

B. Administration and Human Resources

Human Resources

Separation

Grants Compliance Officer Irene Rabia and M&E Manager Vilma Bravo submitted their respective resignations to take effect early next quarter, while Ryan Valeros departed from EDC effective July 31, 2009.

Recruitment

In preparation for Year 4 activities and to fill vacant employment slots, EDC is recruiting the following positions: operations research specialist, M&E staff, a grants compliance officer, administrative assistants for Cotabato and Zamboanga, and finance assistants for each project office.

New Hires

The chart below identifies EDC's new staff hires during the quarter.

Name	Title	Duty Station	Hire date
Mary Jane Penetrante	Grants Compliance Officer (to replace Alvin Leal)	Manila	July 1, 2009
Ramil A. Billodo	Administrative Assistant (new position)	Manila	September 16, 2009
Jonathan Masalonga	MIS Administrator (fixed-term contract)	Manila	August 17, 2009

Staff Development

EDC provided the following staff development opportunities during the quarter to enhance project functions while supporting staff members' respective professional development goals.

Staff-Trainee	Training Program / Date	Trainer	Venue
Janet Pulombarit	MS Access July 24-25, 2009	Informatics	Informatics, Makati City
Allan Manalese Jundel Tunacao	Office Application Tools Leading to Computer Operation NCII October 3-9, 2009	STI	STI, Zamboanga City
Evelyn Anago Fe Teresa Corpuz Rhoewena Loreto Farouk Lim Miriam Pahn Irene Rabia Ernesto Rivero Melanie Sebial Yvette Tan William Wellms Mary Jane Penetrante Michael Tomado	Technical Writing & Editing September 11-12, 2009	Asian Institute of Journalism and Communications	EDC Manila

Staff-Trainee	Training Program / Date	Trainer	Venue
Carolynn Llaneta	Counseling Skills in the Workplace September 14-15, 2009	Ateneo de Manila University	Ateneo Professional School, Makati City
Ryan Mansilla	Logistics and Warehousing September 15-16, 2009	RMP Training Center	RMPTC, Makati City

Compensation and Benefit Survey

In September, EDC participated along with Save the Children, PBSP, Synergeia and Consuelo Foundation, in an employee compensation review, commissioned by Save the Children and conducted by Mercer Philippines, Inc. The review aimed as assessing employee compensation packages among various international organizations operating in the Philippines, with results to be shared early next quarter.

Procurement

ICT computers

Procurement of 160 computers and 80 printers total is anticipated in order to fully equip the 20 EQuALLS2-supported ICT hubs through 2011. Most of this year’s equipment is being sourced from the U.S. in compliance with USAID’s source-origin requirement. However, due to the amount of time and cost associated with storing and clearing equipment through the local customs bureaucracy, it may be more practical to seek a USAID waiver to purchase computers and printers locally.

With this in mind, price quotations for local and U.S. sourced computers, printers, and related equipment are being gathered, in order to determine which source (local or U.S.) is more efficient, to align with the EQuALLS2 ICT implementation schedule. Further, EDC is closely examining the USAID waiver route taken by the GEM project to procure its computer equipment, to determine whether EQuALLS2 should adopt a similar approach.

Motorcycles

9 months after USAID’s approval (in January 2009) of EDC’s source-origin waiver request, for the purchase of 33 Honda motorcycles, Best Motors (Honda Philippines distributor) agreed to release the motor bike serial numbers, which are required by the Bureau of Internal Revenue in order to process the USAID requested VAT exemption certificate. The serial numbers will be listed once EDC makes full payment, *excluding VAT*, for the 33 motor bikes. Unfortunately, Best Motors will not physically hand over the motorbikes until the requested VAT Exemption Certificate is obtained from the BIR. This time-consuming waiver and VAT exemption process has been costly to EDC project operations, in time spent on extremely bureaucratic procedures and the extended delay in getting important transportation equipment to the field, needed for project implementation.

Technical, Operational and Management Support

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

STTA/Consultant	Date		Purpose
	Arrival	Departure	
Nancy Devine	July 16	July 25	<ul style="list-style-type: none"> • Management and strategic oversight • Annual Performance reviews-Marcial and Kevin • Attend AWP workshop • Meetings with USAID • Budget review
Claudia Nino De Guzman	July 18	August 7	<ul style="list-style-type: none"> • Budget review planning • Attend AWP workshop • Visit field offices and key activities
Brenda Bell	August 1	August 12	<ul style="list-style-type: none"> • Standards • AWP Development
Bill Potter	August 8	August 20	<ul style="list-style-type: none"> • AWP Development • Partner QPR Review • Community Report Card Development
David James Wilson	September 6	September 13	<ul style="list-style-type: none"> • Provide TA on IR3 learning agenda • Provide TA on work readiness • Provide TA on IR3 indicators and standards including the review and provision of guidance on the quality standards and indicators and sharing best practices
Rachel Christina	September 24	October 3	<ul style="list-style-type: none"> • Adaptation on the SCOPE tool to fit EQuALLS2 2 context • Design of the SCOPE survey in EQuALLS2 areas • Training in SCOPE • Provide technical assistance on the analysis interpretation on the results

C. Security

Security concerns in project sites continued to be a major challenge during the July-September 2009 quarter. Kidnapping cases of Department of Education personnel in some EQuALLS2 sites (Sulu, Basilan, and also some cases in Zamboanga), including NGO staff, and bombings in Cotabato, Sulu and Illigan City created an atmosphere of fear and concern among some partners and EDC staff.

There was a string of bombings starting on July 5 in Cotabato City, near a church. Soon after, bombings occurred in Jolo, Sulu and Illigan City on July 7. EDC and many NGOs put brief travel restrictions in effect, but this was lifted within 3 days.

To address these concerns, EDC undertook (and will continue to undertake) the following steps during the quarter:

- EQuALLS2 invited EDCs newly recruited International Security and Safety Manager, to undertake security assessments and provide security guidance to the project. The Security visit will happen at the end of November 2009
- Close monitoring of the security situation, and regular sharing of security information with project partners
- Taking the initiative to identify and provide partners more opportunities for security preparedness. This included initiating with USAID a security orientation, which USAID undertook for all USAID projects during the quarter
- Exploring innovative and responsive approaches to mitigating the effects of conflict disruptions on project activities and beneficiaries. These approaches will include ‘education in emergencies’ concepts and techniques
- Taking steps to systematically document the impact of these security-related disruptions on achievement of targets and impact, costs, and other important project parameters

VI. FY 2010 QUARTER 1 WORKPLAN SUMMARY

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

Program Component	Activities	Implementing Partner / Organization	Dates
Leadership and Management	Project Advisory Committee Meeting	EDC, USAID, DepED	October
	USAID Project Implementation Review Support	EDC, USAID	October
	Monthly Partners' Meetings	EDC, Partners	October, November, December
Community Engagement (IR 1)	Joint CIG monitoring visits with LIPs in SAVE, Zamboanga del Sur sites	EDC Save Synergeia	October 19 – 22, 2009
	Madrasah Administrator's Training in Zamboanga City	EDC	October 26 to 28, 2009
	Conduct of KII with Synergeia Cluster 3 for Learning Agenda	EDC Synergeia	November 6, 2009
	Conduct of KII with PBSP for Learning Agenda in Cluster 2: Bongao, Tawi-Tawi and Maluso, Basilan	EDC PBSP	November 9, 2009
	Pilot Testing to FGD tools for Learning Agenda in Synergeia site: Datu Paglas, Maguindanao	EDC Synergeia	November 12 – 13, 2009
	Conduct of FGD for Learning Agenda in Synergeia site: Kapatagan, Lanao Del Sur	EDC Synergeia	November 16 – 17, 2009
	Conduct of FGD for Learning Agenda in Save site: Alicia, Zamboanga Sibugay	EDC Save	November 22 – 23, 2009
	Conduct of FGD for Learning Agenda and KII with Synergeia Cluster 1: Jolo, Sulu	EDC Synergeia	November 24 – 26, 2009
	Conduct of FGD for Learning Agenda in Save site: Dinas, Zamboanga Del Sur	EDC Save	November 25 – 26, 2009
	Training of Madrasah Administrators on Madrasah Improvement Planning	EDC	December 1-5, 2009
	Conduct of FGD for Learning Agenda in PBSP site: Bongao, Tawi-Tawi	EDC PBSP	November 28 – 29, 2009
	Conduct of FGD for	EDC	December 1, 2009

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	Learning Agenda in PBSP site: Maluso, Basilan	PBSP	
	Cross-IR TWG Meeting on EiE and community report card	EDC	December 3, 2009
	Conduct of FGD with Maluso LSB for Learning Agenda in Zamboanga City	EDC PBSP	December 4, 2009
	Conduct of FGD for Learning Agenda in Save site: Mamasapano, Maguindanao	EDC Save	December 10 – 11, 2009
	Processing of FGD and KII results for Learning Agenda	EDC	November – December 2009
Educator Professional Development (IR 2)	Turnover of dictionaries to all municipalities	EDC and Partners	October 16 - November
	BEAM-EQuALLS2 Finance Management Training for School Administrators	AusAID/BEAM, EDC	October 17- November 13
	Finalize Mentoring Manual and IMPACT Manual	EDC	November
	Assessment of BEAM assisted Madrasah schools	EDC	October 12-16
	Distribution of Math and Science kits course 2	EDC	November
	Assembly of Math and Science kits course 3	EDC	October-December
	SCOPE Pre-departure orientation	EDC	November
	Presentation of Reading Program Report and EQuALLS2 plans for next school year	EDC	December
	Science Course 2 (Batch 3)	ELSA/PBSP	October 25-28
	Leadership Enhancement Program Cycle 1 (Batch 3)	ELSA/PBSP	October 25-28
	Science Course 3 (batch 1)	ELSA/PBSP	November 4-6
	Training on Language Functions to Mentees by NEPP Mentors	ELSA/PBSP	Every Saturday of November
	School Administrators' Leadership Enhancement Program Cycle 2 (Tawi-Tawi Group)	ELSA/PBSP	November 9-11

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School Administrators' Leadership Enhancement Program Cycle 2 (Basilan Group)	ELSA/PBSP	November 12-14
Science Course 3 (Tawi Science Mentors)	ELSA/PBSP	November 12-15
Enhancing Mathematical Concepts	ELSA/PBSP	November 13-15
On-Site Math Training	ELSA/PBSP	November 13-15
Mentoring Training (for those who have not attended any mentoring training but received other forms of interventions from EQuALLS2)	ELSA/PBSP	November 19-22
Mentors' Assembly - Post Cycle 1	ELSA/PBSP	November 21-22
Mentors' Training on Enhancement of Mathematical Concepts	ELSA/PBSP	December 4-6
Tawi-Tawi Book Fair	ELSA/PBSP/EDC	November 23
ICT Training (Pigcawayan and Cotabato City)	ELSA/Petron	November 23-27
ICT Training (Dinas and Margosatubig)	Save the Children	December 7-11
Training ++ for Science Course 3	ELSA/Petron	November
Science Course 3 mentors' training	ELSA/Petron	November 24-26
Training on mentoring for Math mentors	ELSA/Petron	November 24-26
Training on mentoring for Science mentors	ELSA/Petron	November 27-29
Mentoring for Science and math	ELSA/Petron/NDMU	December, 1st week
Training on Use of BBF Books/Audio Books/Instructional Materials Development	Save the Children	November 9-10
Basic Math Intensive Training	Save the Children	November 9-14
Science Training of Mentors Course 4	Save the Children	November 12-14

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Science Training of Mentors Course 4	Save the Children	November 13-15
Orientation of Lead Mentors on the NEPP Intensive Course	Save the Children	November 17-18
NEPP Echo Training	Save the Children	November 21-22
Basic Math Intensive Training	Save the Children	November 22-27
Basic NEPP Intensive Training	Save the Children	November 25-30
Dictionary Distribution and Spelling Bee	Save the Children	November 26
Science Echo Training	Save the Children	November 26-28
Basic NEPP Intensive Training (Cotabato City)	Save the Children	November 26-December 1
Basic NEPP Intensive Training (Ipil)	Save the Children	November 26-December 1
ICT Mentors' Assembly	Save the Children	November 28
SCOPE data gathering	Save, ELSA, Synergeia	November
World Teacher's Day Celebration	Synergeia	October 4
Administrators Training	Synergeia	October 13-14
Assessment of Jolo Teachers	Synergeia	November 3-4
Core Training in Science Phase 3	Synergeia	October / November
Training of NEPP Mentor-Trainers	Synergeia	October 27-29
Conduct of Test on ESM by District (Set A & B Including Extemporaneous Speaking)	Synergeia	November 4-5
On-Site Teacher Training on Science and Math	Synergeia	November 13-15
On-Site Science Training	Synergeia	November 13-15
On-Site Math Training	Synergeia	November 21-22

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	On-Site Teachers' Training in Science and Math	Synergeia	November 20-22
	On-Site Math Training	Synergeia	November 21-22
	Remedial Reading for Grade 3 Slow Readers	Synergeia	November
	District Meeting with School Adminsitrators	Synergeia	November
	Training of Core Mentors	Synergeia	TBD
OSCY (IR 3)	Continue conduct of BL classes and WFD Training	ELSA	October
	Conduct of Trainers Training and accreditation of trainers	SC	October
	Conduct BLiSs, A&E sessions, WFD Programs, skills assessment and post training assistance	SC	October-December
	Continue conduct of BL classes	Synergeia	October-December
	Training on Trauma Healing	ELSA	October 2-5
	Culminating Activity for A&E Completers	ELSA-NDU	October 10
	Graduation of WFD Trainees	ELSA-NDU	October 17
	A&E review	LIPs	October-November 6
	PEPT review	ELSA	October-November 13
	Recruitment and selection of ALS learners and WFD trainees	ELSA	October-November
	Continue conduct of Livelihood Skills Training	Synergeia	October-November
	Organization of new batch of A&E classes	Synergeia	October-November
	Organization of BL classes (Jolo) and ALS classes for young drop outs (Upi and Datu Paglas)	Synergeia	October-November
	Youth Livelihood Learning Forum	EDC/ELSA	October 21

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	Reproduction of SM modules	SC	November
	Educational Tour	ELSA-NFI	November
	Conduct of Life Skills for Employability Sessions	ELSA-NDMU	November
	A&E Examination for Mindanao	DepED	November 8
	IR3 TWG	EDC	November 12
	Philippine Education Placement Test	DepED	November 15
	Monitoring visits	EDC	TBD
	Culminating Activity for PEPT Completers	ELSA NFI	November 20
	Graduation of WFD Trainees	ELSA NFI	November 25
	DJW Technical Assistance	EDC	November 23-27
	Reproduction of BLiSs modules	SC	December
Monitoring & Evaluation	Provide IYF sub-tiers with second round of MIS Training (field-based)	EDC & IYF Sub tiers	December
	Provide IYF sub-tiers with second round of MIS Training (field-based)	EDC & IYF Sub tiers	December
	M & E TWG meeting	EDC & Partners	December
	Monitoring progress of enhancements to MIS included in the contract between EDC and Diliman Network Solutions	EDC	Ongoing
	Monitoring and editing of partners' data entries	EDC	October-December
Outreach and Communications	Co-organizing with IR2 of EQuALLS2 dictionary distribution launch on World Dictionary Day	O&C and IR2 EDC, and O&C Save the Children	October 16
	Co-organizing with IR3 of Learning Forum on Improving Livelihood Programming for Out-of-	O&C EDC and ELSA	October 21

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	School Youth		
	Photo and video coverage of US Embassy Marikina ES and HS rehabilitation efforts	O&C EDC	November 7
	O&C Team Working Group Meeting	O&C EDC and LIPs	November 10
	Support for Marikina book fair	O&C EDC	November 12
	Support for Tawi-Tawi Book Fair	O&C EDC	November 23
	Launch of EQuALLS2 web-based activity calendar	O&C EDC and LIPs	Week of November 23
	Release of EQuALLS2 brochure, newsletter, 2010 calendar for community education stakeholders, and project implementation video/s	O&C EDC and LIPs	December
	Soft launch of new EQuALLS2 website	O&C EDC and LIPs	December
	Co-organizing with Technical Programs of workshop on documentation of EQuALLS2 best practices	O&C EDC	December
Grants Management	Finalization and submission of FY10 Annual Work Plans and Budgets	EDC	October 2009
	Grants Management Workshop	EDC with Partners	October 2009
	Technical Assistance to Synergeia on financial systems improvement	EDC and Synergeia	October - November
	Review Partners' –July-September 2009 QPR	EDC	Late October to early November
	Quarterly financial monitoring visits	EDC	October - November
	Hiring new Grants Compliance Officer	EDC	No later than November 2009
	Joint monitoring visits on CIGs and CLCs	EDC grants and technical teams with Partners	November – December 2009