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DEPARTMENT OF EDUCATION

# Quarterly Report

October - December 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**

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***Cover Captions***

*Left*

*U.S. Secretary of State Hillary Clinton cuts the ceremonial ribbon to formally open USAID's Marikina Book Fair. With Sec. Clinton are (L-R) U.S. Ambassador to the Philippines Kristie Kenney; Philippine Social Welfare and Development Secretary Esperanza Cabral and Education Secretary Jesli Lapus; and Marikina City Mayor Marides Fernando.*

*Upper Right*

*School children from Upper Kiwanan School in Midsayap show off dictionaries they received from USAID's EQuALLS2 Project, part of a GDA with National Book Store Foundation to bring 48,000 Merriam-Webster dictionaries to schools in Mindanao.*

*Lower Right*

*Seventy-three In- and Out-of-School Youth (OSY) from Central Mindanao developed their leadership and peace-building skills through various activities in a leadership camp organized by USAID's EQuALLS2 project on October 27-30, 2009 in Sarangani Province.*

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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

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## I. EXECUTIVE SUMMARY

Education Development Center is pleased to submit this 1<sup>st</sup> Quarter Report for fiscal year 2010 to USAID for the ‘Education Quality and Access for Learning and Livelihood Skills 2’ (EQuALLS2) Project in the Philippines’ Autonomous Region in Muslim Mindanao (ARMM), and Regions 9 and 12. The following information presents the successes and challenges faced by the project during the reporting period October – December 2009.

Key EQuALLS2 achievements for this period:

- **US Secretary of State Hillary Rodham Clinton visited EQuALLS2 Project Book Fair**

U.S. Secretary of State Hillary Rodham Clinton visited the Book Shopping event at the Malanday High School in Marikina City, Metro Manila, Philippines on November 12, 2009. Secretary Clinton joined 66 teachers and 2,000 youth in choosing from 50,000 English, science, and math books that will help schools recover from severe flooding and damage caused by Typhoon ‘Ondoy’ in October 2009.



*U.S. Sec of State Hillary Clinton pauses before ‘ringing the bell’ to officially open an EQuALLS2 book fair*

- **National EQuALLS2 Livelihoods Seminar conducted bringing new data and findings to Out-of-School Youth**



*A former OSY, Khujayma Ambutung now works in tourism in Tawi-Tawi and says commitment and determination helped her complete a livelihood skills training program offered by USAID’s EQuALLS2 Project*

EQuALLS2 delivered key research to improve OSY livelihoods in Mindanao to a wide audience of livelihood workers, the Technical Education and Skills Development Authority (TESDA), and other Mindanao development partners, in a forum held in Davao on October 21, 2009. The research spanned Mindanao geographically and highlighted the importance and benefits of matching livelihood skills training for OSYs with current and emerging industry and market needs, incorporating entrepreneurial skills and character training in such programs, and forging industry partnerships for OSY employment or self-employment opportunities.

For full papers, see Annexes 2-4.

- **Launched Dictionary Global Development Alliance partnership with National Book Store on World Dictionary Day**

Distributed 19,011 dictionaries to 27 municipalities and over 500 schools on October 16, kicking off the distribution of dictionaries to all EQuALLS2 supported schools. EQuALLS2 used inter-school spelling bees in Midsayap, Lutayan, Datu Piang, Datu Saudi, and Mamasapano to increase support and attention to the importance of reading and knowledge.



- **Implementation during period of increased Security incidents**

Some of the most violent incidents that have affected project implementation since the project's start in 2006 occurred in this reporting period, across the region. The four most serious incidents, and their impact on reaching the quarter's targets, are as follows:

- ✓ Fighting between Armed Forces of the Philippines (AFP) and the Abu Sayyaf Group (ASG) in Sulu municipalities
- ✓ Kidnapping and beheading of Gabriel Canizares, school principal of an EQuALLS2-supported school in Talipao, Sulu
- ✓ Massacre in Maguindanao of 57 people, including local politicians, their relatives and journalists on November 23
- ✓ Continued kidnapping incidents in Basilan

*Grade 3 student Faith Ria Pacleb (right) of Agriculture Elementary School and Jessant Louie Garferio (left) of Midsayap Pilot School in Midsayap, North Cotabato, browse through Merriam-Webster dictionaries provided by USAID and National Book Store during a spelling bee contest in Midsayap,*

- **104 Community Incentive Grants released to Parent-Teacher-Community/Associations, raised US \$104,000 from Local School Boards and Local Governance Units in community counterpart**

104 PTC/As demonstrated the capacity to identify projects, write proposals, and successfully manage small education projects in their schools and/or communities. This is the culmination of a complex capacity-building process used throughout EQuALLS2 target areas. Projects included physical infrastructure and teaching/learning materials that fall outside of those currently provided by the project.

## **Technical Leadership**

Highlights this quarter are the documented positive improvements in PTA/PTCAs organizational capacity and the tangible support provided by LSBs. This quarter was also marked by the completion of additional CLC and classroom refurbishments and awarding of additional community incentive grant projects, benefiting OSCY, school children and teachers. The project continued to make good progress in educator professional development.

Partners completed the implementation of the science core courses, and prepared for school-based mentoring in this subject area. Partners continued to reach other teachers through a variety of supplemental teacher training programs. This was also an active quarter for materials and technology. Distributed during the quarter were mentors kits for Science Course 2 and Math Course 2; 77,042 BBF books for classroom use of teachers and students during a book fair in Tawi-Tawi; and 19,011 dictionaries for schools in 27 municipalities. EDC's work on OSCY this quarter was boosted by the addition of a new Technical and Vocational Education Scholarship (TVE Scholarship) Program for OSCY. Progress was also made in advancing and using tools and data to examine OSCY program quality and perceived impact. Substantive progress was also made during the quarter on documentation and learning across the results areas.

*"The program offerings of EQuALLS2, from school assistance to OSY skills training, help address the education problems of the barangay. It gradually uplifts the morale of the beneficiaries."*

*Divina Ellurig,  
Barangay Secretary  
Tulungatung, Zamboanga City*

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*

- ELSA continued to implement core capacity building training for PTCAs, as well as supplemental training to respond to emerging organizational development needs of PTCAs. ELSA's community engagement activities included the conduct of PTCA fora which provided opportunities for PTCAs to dialogue with LSB members and other stakeholders on local education issues and concerns. During these fora, PTCAs presented their strategic plans, and PTCA Federations were organized.
- Save conducted social preparation and project orientation activities to a new batch of 165 PTCAs. Save also completed municipal-wide children and youth consultations to generate youth education agendas for inclusion in the community education and skills planning process during the next quarter. Save completed the training cycle for earlier batches of PTCAs with topics on financial management, monitoring and evaluation, and sustainability mechanisms, including resource mobilization and advocacy.
- Results of analysis of capacity assessment data from baseline and mid-term administration of the PTCA capacity assessment tool validated anecdotal reports in previous quarters on outcomes of PTCA capacity building. After about 24 months of

capacity-building period, the percentage of PTCAs in the *Getting Started* level decreased from 84% to 63%, while the percentage of those at the *Developing* level increased from 15% to 31%. The percentage of those *Functioning Effectively* also increased from 1% to 6%

- Both ELSA and Save facilitated training of LSBs, leading to the formulation of municipal education plans from the consolidated school-level education plans, ensuring that urgent PTCA needs are prioritized by LSBs for assistance through their SEF and other LGU funds
- Increased level of LGU contributions to CIGs, and provision of materials and equipment for classroom construction, as well as the shift in LSB priorities from funding athletics to supporting projects directly supporting education quality demonstrate outcomes of partners' LGU/LSB engagement and improved advocacy and resource mobilization skills of PTCAs
- ELSA and Save's coaching and mentoring of PTCAs resulted in the awarding of a total of 104 CIGs this quarter. The CIG projects prioritized teaching and learning needs, and included provision of equipment and materials for audio-visual facilities, science laboratory and science learning centers, as well as for library repair
- Administrators from 16 additional madaris identified this quarter were oriented on various DepED Orders governing madrasah education in the Philippines; and on the EQuALLS2 project objectives. Twenty-one madaris participated in a Madrasah Improvement Planning (MIP) workshop, conducted by EDC and partners, that developed mission, vision and goals, and prepared 3-year madrasah improvement plans.
- EDC facilitated cross-IR TWG meetings related to Education in Emergencies (EiE) and the community education report card and agreed with lead partners to implement capacity-building and other related activities next quarter, consistent with the technical guidance notes that were issued this quarter for these two initiatives.
- Field research activities on the IR1 learning agenda *Developing the Capacities of Community Institutions to Support Education Improvement* commenced with FGDs of 3 PTCAs and interviews of lead partners. Initial results showed that PTCAs appreciated being guided to develop well organized education improvement projects, open their own project bank accounts and manage related resources in a more transparent fashion.
- Petron and its partner Habitat for Humanity completed the repair of an additional 15 classrooms, bringing the total to 48 classrooms constructed, and 192 repaired. Petron, Habitat, lead partners and DepED visited various construction and repair sites and to gain insights from stakeholders on ways to improve project implementation.

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

- All core courses for mentors were completed this quarter, except for a few mentors who will have to take the courses they missed. This signaled the readiness of mentors and school heads to start the mentoring program for the three subject areas. As the mentoring program rolls-out at the school level, EDC and partners will document lessons learned and innovations for sharing with DepED in other areas

- A variety of Training++ activities were conducted to start more intensive engagement of mentees. Activities included various direct training activities such as Basic Intensive Math training and on-site training
- During the quarter, the aggressive campaign to provide books to all teachers and to all children continued. EDC also continued delivering the math and science kits to the mentors and has started the procurement process for the rest of the teachers
- EDC explored, in consultation with the DepED, how the new DepED priority thrusts can be supported by the project. This includes how Mother Tongue-Based Multi-language instruction (MLE) will affect current ESM professional development programs of EQuALLS2
- EDC progressed Madrasah Education through a series of activities that resulted in the development of a proposed Madrasah teachers' professional development program.
- The results of the midterm assessment informed partners about specific competency areas in which teachers needed additional help. The results are used to fine-tune subsequent interventions.
- The Standards-based Classroom Observation Protocol (SCOPE) was rolled-out during the quarter, giving EQuALLS2 and others information on how well teachers are using effective learning and teaching practices, such as active and cooperative learning, effective use of activities and instructional materials, and development of critical thinking and problem solving skills.
- EDC continued to pursue donor collaboration with BEAM for training on school-based financial management system.

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

- Workforce Development (WFD) courses reached 44% more youth than in the previous quarter, enrolling a total of 3,863 young men and women in WFD trainings (compared to 2,680 in the previous quarter). A total of 1,657 out of all 3,863 enrollees successfully completed their courses while the other 2,206 continued attending their WFD program.
- Innovative initiatives to meet local circumstances continued, such as the training-of-trainers program, which certified 22 youth (out of 23 enrollees) as workforce development trainers in their trade areas; and the entrepreneurship training that enrolled 29 new workforce development graduates to prepare them for income-generating activities.
- A new direct intervention program called Technical and Vocational Education Scholarships (TVE) was launched to provide further training opportunities to a total of 750 out-of-school youth in Mindanao who pass the Accreditation and Equivalency (A&E) examination.
- A total of 4,723 learners completed Basic Education courses during this quarter, including 706 in Basic Literacy (BL), 2,533 in A&E, and 1,484 in Philippine Education Placement Test (PEPT)-directed courses.
- Promising results suggest positive impact of basic literacy interventions. Using both the Functional Literacy Test (FLT) and the Assessment for Basic Literacy (ABL), Save the Children conducted pre and post testing of learners in its Literacy Program (BLISs) during the 1<sup>st</sup> cycle of the previous year to examine changes in learners'

literacy levels. Results revealed that 89% of the learners increased by at least one literacy level, for example, from a *neo-literate* to *post-literate* and some scores as high as equivalent to *Elementary* or *Secondary* levels.

- Refurbishment of 22 Community Learning Center (CLCs) in ARMM sites took place during this quarter to prepare for the new A&E and BL classes starting next quarter
- Progress made towards examining quality aspects of program implementation through:
  - ✓ Sharing of DAP data and use of results by Local Government Officials of the municipality of Lutayan for further support of OSCYs
  - ✓ Piloting of the Livelihood Activity Report (LAR) for use by the Lead Implementing Partners (LIPs) as a tool that, among other things, helps track participants' application of new and improved livelihood skills to new and existing household and other economic activities
  - ✓ Finalization and first rounds of administration of the Instructional Managers Professional Development Tracking Tool. This tool aims to track progress of IMs under each main competency within the main categories of instruction, administration, and coordination in order to inform IM training and allow the program to better support the work and professional development of IMs in the CLCs
  - ✓ Refinement of the Work Readiness Framework (WRF), a tool that will help LIPs examine their workforce-related offerings and identify areas for enhancement

### **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:

- Assisting in the preparation for the Project Advisory Committee (PAC) Meeting with high level DepED and TESDA representatives
- Planning and implementation of key events and VIP visits such as Secretary of State Hillary Clinton Book Fair event; Congressman Filner's visit to Zamboanga; 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
- 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.

#### Lead Implementing Partners

EDC's efforts and focus with LIPs during Q1 was in technical support and coordination to start a heavy implementation year. This incorporated strengthening existing support mechanisms and the introduction of new approaches to increase collaboration and information sharing. These included:

- ✓ Monthly cross-partner management meetings, with presentation of spending, targets and activities for 3 months (prior, current, next)
- ✓ Quarterly one-on-one feedback meetings
- ✓ Quarterly cross-partner meeting, focused on macro issues affecting all partners
- ✓ Technical Working Group meetings to provide technical guidance, feedback, and quality assurance

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

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

## II. TECHNICAL PROGRAMS UPDATE

Progress made during the quarter in each of the IR technical areas, is summarized below, with additional detail available in the quarterly reports from EDC’s sub grantees, attached as Annexes 5-8.

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

Highlights this quarter are the documented positive results from on-going community engagement efforts. For example, improvements in PTA/PTCAs organizational capacity were documented, together with greater participation and tangible support provided by LSBs. This quarter was also marked by additional community support activities benefiting OSCY, school children and teachers, including: CLC repair, community incentive grant projects, and classroom repair from Petron. Also during the quarter, arrangements for initial implementation of a community education report card system were organized to take place early next quarter. And finally, progress was made on madari activity with the completion of training for administrators in madrasah improvement planning.



*USAID Program Management Specialist, Aivan Amit, awarded \$6,000 in grants to six public elementary schools in Zamboanga City for education projects that included computer and science laboratory equipment, classroom refurbishment, and water and sanitation improvement.*

The table below summarizes contributions made to target accomplishments during FY2010 Quarter 1 (Oct 1 – Dec 30, 2009):

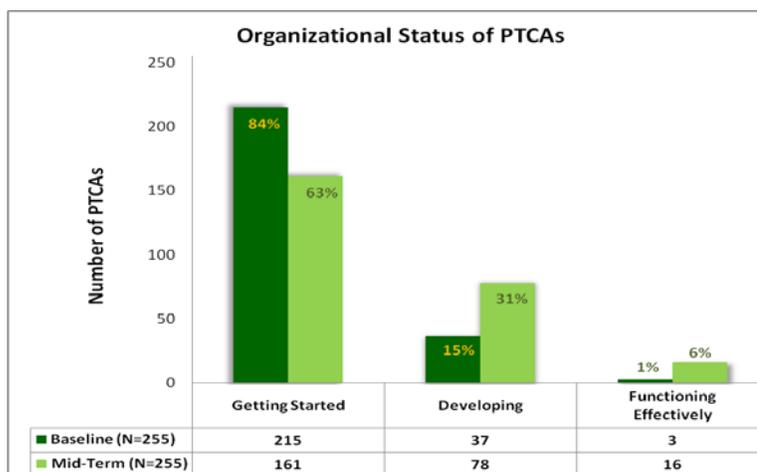
IR 1 Indicators	Petron	IYF	Save the Children	Synergeia	TOTAL
Number of Classrooms repaired with USG-Assistance	15	N/A	N/A	N/A	15
Number of Classrooms constructed with USG-Assistance	0	N/A	N/A	N/A	0
Number of community learning centers (CLCs) refurbished	N/A	0	0	22	22
Number of Parent-Teachers Associations or similar “school” governance structures supported	N/A	191	255	117	563

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

### A. Capacity-Building of PTCAs

#### Highlights

- ELSA continued to implement capacity building training for PTCAs. In addition to the teambuilding and fund management training started in the previous quarter, training responded to emerging needs of PTCAs such as conflict management; reporting and presentation skills; and understanding education performance indicators.
- Capacity-building trainings not only increased knowledge of participants in various skills but also increased participation, improved organizational decision-making processes, and encouraged information sharing. As documented by ELSA, PTCAs acknowledged a greater appreciation for consultation and teamwork; PTA members are regularly attending and participating in meetings; and they've gained more confidence in resource mobilization and supporting school activities.
- ELSA's community engagement activities included the conduct PTCA fora which provided opportunities for PTCAs to dialogue with LSB members and other stakeholders on local education issues and concerns. During these fora events, PTCAs presented their strategic plans, and the PTCA Federation was organized with a PTCA Federation president officially representing the PTCAs in the LSB.
- Save conducted *Pangkat Aralan*, or social preparation and project orientation activities during the quarter to a new batch of 165 PTCAs. The majority of these PTCAs moved to the next level of activity which is the municipal-wide children and youth consultations. The youth education agendas were formulated during these consultations to be presented to PTCAs for inclusion in the community education and skills planning process during the next quarter.
- Additionally, Save completed the training cycle for earlier batches of PTCAs with topics including, financial management, monitoring and evaluation, and sustainability mechanisms, including resource mobilization and advocacy.
- Synergeia trained eleven (11) selected parent leaders from two municipalities: Datu Paglas and Upi in Maguindanao province. The training aimed to enable parents to perform their dual role as teachers at home and as active school partners. The parent leaders subsequently trained a total of 470 parents across seven (7) municipalities during the quarter.
- Anecdotal outcomes of PTC/A capacity-building training reported in the previous quarters were validated by analysis conducted this quarter of the capacity



assessment data from baseline and mid-term administration of the PTCA capacity assessment tool. The diagram shows that after 6-12 months of capacity-building period, the percentage of PTCAs in the *Getting Started* level decreased from 84% to 63%, while the percentage of those at the *Developing* level increased from 15% to 31%. The percentage of PTC/As *Functioning Effectively* also increased from 1% to 6%.

## B. Capacity-Building of LSBs

### *Highlights*

- ELSA facilitated strategic planning workshops and training on local governance processes for three (3) LSBs, leading to the formulation of Municipal Education Agendas, which included the consolidation of school-level education plans, ensuring that urgent PTCA needs are prioritized by LSBs for assistance through their SEF and other LGU funds
- A demonstration of improved LSB education support capacity has been the shift in priorities from funding athletics, to supporting education quality. For example, the LSB of Panglima Sugala in Tawi-Tawi listed training of volunteer teachers, and improving reading capacities and academic performance of students among its main priorities
- Engaging LGUs continued to generate positive results, including LGU contribution of construction materials, use of heavy equipment, providing stepped up security, and extending logistical support for the hauling and storage of materials for classroom construction undertaken by Petron and Habitat. LGUs also provided hauling and manpower needs for the Tawi-Tawi book fair
- Save trained LSBs on project implementation and monitoring & evaluation during the quarter. As part of this training, LSBs reviewed community education and skills plans (CESPs), and integrated them into municipal education and skills plans or MESPs. The CESP-MESP process serves as an effective mechanism for local level stakeholders to present education issues and needs to the attention of the municipal LGUs
- Synergeia conducted a 1-day forum for mayors, LSB members, and barangay officials to showcase models of LSB best practices. Included in this were models for the organization of barangay school boards. Upi, Maguindanao province, rolled-out a capacity-building training for barangay officials toward organizing barangay school boards

### *Challenges / Lessons Learned*

- Security issues particularly in Sulu continued to be a major concern. In Patikul, for example, 60% of the schools were reported closed following the abduction and death of a school principal. Persistent threats to teachers and even project staff in Talipao were also experienced. Parents hesitated to participate, or allow their children to attend project activities, resulting in cancellation or rescheduling of many activities.
- The creation of 3 new municipalities in Maguindanao, pulling together barangays from 3 municipalities covered by Save (Datu Piang, Datu Saudi Ampatuan and Mamasapano) resulted in 13 barangays no longer eligible for assistance as they are now part of the new municipalities. The 3 new municipality LGUs were not ready to support scheduled project activities for PTCAs, teachers and OSCY – explaining that the newly installed LGU had other start-up priorities.

- The coming election with possible changes in leadership and education agendas may hinder the gains that have already been made by partners and PTCAs in solidifying municipal level support to education.
- There is a need to clarify the role of the barangay school board vis-à-vis other similar structures that may be operating in the community (e.g. barangay council and school governing council) to ensure complementation of efforts.

#### *Next Steps*

- Due to stepped up security concerns, Synergeia proposed to discontinue activities in 10 barangays in Patikul, Sulu and switch over to 10 barangays in Marawi City and Barira. Save likewise shifted assistance from 13 barangays in 3 Maguindanao municipalities to the same no. of barangays in Midsayap, Cotabato. Save also discontinued its activities in 39 barangays of Luuk and Talipao and replaced these with a similar no. of barangays in various municipalities in the Zamboanga peninsula. These alternative sites were selected based on the needs and performance of the schools and barangays, as well as the willingness of the recipient LGUs to provide counterpart support for CIG. EDC will monitor implementation of activities in the new sites next quarter.
- Partners will firm up adoption of MEAs and MESPAs and strengthen further advocacy for LGUs to recognize priority PTCA needs.
- EDC and partners will conduct a systematic documentation of PTCA and LSB capacity-building of PTCAs results to be shared with a wider audience.

### **C. Community Incentive Grants**

#### *Highlights*

- Save awarded an additional 101 CIGs during the quarter. Synergeia awarded 3 CIGs for the quarter, with 126 proposals under review and expected to be ready for awarding by the next quarter.
- With an increased awareness of their community's education status, PTCAs have proposed CIG projects to address teaching and learning needs, including provision of audio-visual and science laboratory equipment; library repair, and science learning center set up.
- ELSA continued to extend technical support to PTCAs focused on CIG, including advocating to BLGUs and drafting resolutions for the allocation of counterpart funds; opening of bank accounts; and developing CIG project sustainability plans.
- Similarly, Save provided finance coaching and mentoring for PTCAs implementing CIGs to assist them in their financial liquidation reporting.
- EDC organized CIG monitoring visits October 19 - 22, 2009 together with Synergeia and Save the Children field staff. This visits served as a cross-learning and sharing experience among partners. Focus group discussions of 4 selected PTAs (in the municipalities of San Miguel and Dinas in Zamboanga Del Sur, and the LSB of Dinas) revealed that teachers and in-school children have benefited from CIG projects. For example one PTCA CIG-supported water system project minimized absenteeism as children no longer needed to go home to refresh or relieve themselves.

### *Challenges / Lessons Learned*

- The current peace and order problems are affecting the implementation of CIGs, many of which have been postponed.
- There is a need to document and share the successful impact of completed CIG projects.
- The joint CIG monitoring visit provided constructive sharing of approaches and strategies among implementing partners.

### *Next Steps*

- Encourage ELSA to submit a suggested catch-up plan for the implementation of CIGs in Cluster 4.
- Encourage Synergeia to fast track the review of 126 CIG proposals.
- EDC will continue documenting CIG counterpart funds provided by local stakeholders and will encourage sharing such information and experiences across partners.

## **D. Madrasah Education Assistance**

### *Highlights*

- Additional madaris were identified by partners bringing the total madaris assisted to 22, in accordance with the agreement from the previous quarter that madaris in non-focus barangays may be assisted as long as they are within the EQuALLS2 target municipalities.
- In October 2009, administrators from the 16 additional identified madaris were oriented on the DepED's Road Map for Madrasah Education; on the Standard Madrasah Curriculum; on the various DepED Orders governing madrasah education in the Philippines; and on the EQuALLS2 project objectives. Madari administrators were also oriented on the procedures for securing SEC registration. The SEC Zamboanga Director facilitated the orientation on procedures and requirements for SEC registration, which will provide the madaris with legal identity as an educational institution.
- EDC and partners conducted a Madrasah Improvement Planning (MIP) Workshop for 21 identified madaris, with 63 administrators, represented by their president, principal and PTCA president, taking part in the workshop. The administrators developed their mission, vision and goals, and prepared 3-year madrasah improvement plans (see Annex 9).



*DepED Undersecretary for Muslim Affairs Manaros Boransing talks about DepED's Madrasah Education Program during the Madrasah Administrators' Orientation organized by USAID's EQuALLS2 project on October 26, 2009 in Zamboanga City.*

- Among the priority madari needs identified were improvements in the learning environment such as repair of facilities and provision of books and references; implementation of the standard madrasah curriculum in the coming school year; and strengthening support of PTCAs.
- EDC also conducted consultations with BEAM-assisted madaris during the quarter. Asatidz, especially those who have undergone the ESM training programs, shared their experiences concerning training activities they find both helpful and challenging and provided recommendations to improve instruction. The results of these consultations are valuable inputs towards improving the assistance that EQuALLS2 is providing to madaris

#### *Challenge / Lessons Learned*

- EQuALLS2 assisted Madaris are in different stages of adopting the standard madrasah curriculum, requiring continuing technical assistance from partners
- Madrasah administrators expressed the need for assistance in developing more confidence in validating their Madrasah Improvement plans with stakeholders

#### *Next Steps*

- Continue technical assistance to madari administrators for presentation of their MIP outputs to stakeholders for validation and finalization
- Design cluster trainings for madari administrators in response to specific training needs of more advanced madaris and special assistance needs
- Conduct Project Proposal development and Financial Management trainings for madrasah administrators
- Provide grant guidelines to madaris

## **E. Cross-Result Initiatives**

#### *Highlights*

- EDC facilitated cross-IR TWG meetings related to Education in Emergencies (EiE) and the community education report card. Regarding EiE, the TWG defined initial EQuALLS2 interventions, and identified activities, materials and groups responsible for carrying out these interventions. *Areas at Risk and Areas in Emergency* are the two priority items needing immediate action planning and schedules for training programs.
- Partners identified seventeen (17) at-risk and in-emergency municipalities to be prioritized for EiE assistance.
- It was agreed that EDC, in collaboration with Save the Children as national co-convener of EiE, will facilitate and provide budgetary support for the conduct of a central training on advocacy and awareness on EiE, including psychosocial training for teachers and IMs; rapid risk assessment and planning; and provision of teaching and learning materials.
- Save the Children conducted Psychosocial Training attended by twenty-seven (27) teachers from the three (3) municipalities in Maguindanao. Training outputs include session guides and educational/psychosocial materials for use in the Child Friendly Spaces
- Save the Children constructed four (4) Child Friendly Spaces in selected municipalities in Maguindanao, to be turned over to DepED District offices during the next quarter

- Related to the community education report card, the TWG agreed to the contents of the related technical guidance note presented by EDC for the implementation of this initiative (see the Community Education Report Card Technical Guidance in Annex 10)
- The TWG identified the three municipalities of Lutayan, Sultan Kudarat for Save; and Maluso, Basilan and Malapatan, Sarangani Province as initial pilot areas for modeling the community education report card approach. Partners actively participated in critiquing and providing suggestions for the set of indicators to be included in the draft community education report card format. As with EiE, EDC will facilitate and support the training of facilitators for lead partner field staff and likewise take the lead in documenting the processes.

#### *Challenges / Lessons Learned*

- Partners need to firm up their respective EiE assistance plans
- The highly volatile security situation is hindering baseline data-gathering; rapid risk assessment activities; and consequently the delivery of EiE response
- Lead partners are mid-stream in their community engagement process which is the right time to design a community report card intervention
- Definitions of education indicators are needed for the community education report card and clarification of a process for analyzing associated data needs to be clarified in consultation with partners
- Getting Synergeia to participate in both EiE and community report card initiatives is a challenge

#### *Next Steps*

- EDC will organize a Community Education Report Card training for lead implementing partners' field staff and will support the documentation of best practices
- EDC will collaborate with Save to organize an EiE training for ELSA field implementers

## **F. Documentation and Learning**

#### *Highlights*

- Focus group discussions with three Parent-Teachers Associations (PTAs) in the municipality of Datu Paglas were conducted as part of learning agenda documentation of *Developing the Capacities of Community Institutions to Support Education Improvement*. 13 out of the 24 PTAs, and 2 out of the 8 LSBs being sampled for this research were reached during the quarter. Key informant interviews with the three Lead Implementing Partners were also conducted to document partners' approaches in building the capacity of LSBs and PTAs to become active partners in educational improvement.
- Initial results show that before EQuALLS2 capacity building interventions, PTAs were passive spectators and did not often express education concerns and issues. Their participation was limited to attending meetings and paying financial contributions to the school. PTAs explained that now they have embraced the responsibilities of their PTA membership positions after better understanding their mission, vision, goals and objectives. PTCAs also shared that previously there was no clear direction on how projects were implemented and there was no transparency in handling funds. With the EQuALLS2 capacity building program PTCAs expressed appreciation for being guided

to develop well organized education improvement projects, open their own project bank accounts and manage related resources in a more transparent fashion.

*Challenges / Lessons Learned*

- Conflict in Maguindanao caused delays in the conduct of community level FGDs and interviews, specifically in Datu Paglas and Kapatagan, Lanao del Sur
- It was a challenge to convene some of the LSBs and PTCAs for the research due to security concerns

*Next Steps*

- Five remaining LSBs and eight more PTAs are scheduled for field visits to complete the sampling of stakeholders
- EDC will ensure an in-depth documentation and sharing of identified best practices of PTA and LSB capacity building processes and outcomes

**G. Construction and refurbishment of physical learning facilities**

*Highlights*

- Petron and its partner Habitat for Humanity completed the repair of an additional 15 classrooms. As of December 31, 2009 a total of 48 classrooms have been constructed, and 192 repaired
- Habitat, lead partners and stakeholders continued to work together closely, resulting in a timely review and revalidation of year 3 targets; consensus on priority sites; and commitment of stakeholders to provide community counterpart
- Petron, Habitat, lead partners and DepED visited various construction and repair sites and to gain insights from stakeholders on ways to improve project implementation

*Challenge*

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

*Next Steps*

- Petron will complete the provision of furniture and fixtures and facilitate turn-over of completed facilities
- EDC will continue to evaluate and validate with lead partners of sites prioritized for the year
- Conduct monitoring of ongoing classroom construction

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

The first quarter of FY10 covered the semestral break training window. During the quarter however, heightened security alerts in all areas were experienced, especially in the ARMM. This resulted in postponement of activities.

The table below summarizes the accomplishments for the quarter:

<b>IR 2 Training Indicators</b>	<b>EDC</b>	<b>IYF</b>	<b>Save the Children</b>	<b>Synergeia</b>	<b>TOTAL</b>
Number of Administrators and Officials trained (e.g. in school finance, management or governance)	Pending encoding into MIS	307	287	115	709
Number of Teachers/educators trained with USG Support	407	743	2,378	417	3,945

### **A. Core and Supplemental Training Programs (Training for Mentors)**

#### *Highlights*

- Partners completed the implementation of Science Core Course 3 in all areas. Science Course 3 focused on Math in Science, providing mentors with the necessary computational and mathematical skills to explain science concepts. As in previous core courses, trainers were composed of those who attended a training of trainers conducted by EDC in partnership with UP NISMED in the previous quarter. This course is a prelude to a planned training focused on Content-Based Instruction and subject area integration, preparations for which will begin in the next quarter.
- ELSA-PBSP conducted Science Course 2 for science mentors who missed the same training earlier, consistent with our guidance that partners ensure that each mentor completes the subject area core courses.
- Partners completed the conduct of Science Core Course 4 which focused on providing the science mentors with mentoring skills. This was the same course that was provided for math and English mentors.
- The completion of the mentoring courses signaled the start of the school-based mentoring program. Mentors and school heads developed mentoring plans which detailed the activities they will undertake to share what they learned from the core courses to their peers within their respective schools.

#### *Challenges*

- The security concerns brought about by the Maguindanao incident, as well as the subsequent killing of a school head in Patikul, greatly affected the roll out of the Core Training programs. Many of the participants and trainers refused to go to areas where there are security threats. The project had to transfer training venues as necessary which required additional logistical arrangements. Some of the trainings were also delayed.
- Synergeia was challenged in preparing training materials for science and math courses. Trainers were provided with materials from EDC during the TOT but they were not able to procure additional materials for their participants
- A recurrent challenge is competing for training time during the allowable training season, as many other activities overlap during this time
- EDC focused on providing support for Synergeia to identify ESM mentors and plan for completion of all core courses required under the program design

*Next Steps*

- EDC will provide technical support to Lead Implementing Partners for school-based mentoring. Technical support will include joint visits on the ground and feedback giving and consultations with partners. It will also include efforts to bring together the national and the local DepED in continuing conversations to address teacher and school concerns on mentoring.

**B. Training ++ (Training for Mentees)**

*Highlights*

- Partners continued to provide a variety of teacher training programs for the rest of the teachers. Among these is the Language Functions Training of PBSP which provides science and math teachers with the knowledge and skills on language needed to facilitate learning of math and science concepts. Save the Children conducted its Basic Math Intensive Training Cycle 1 for teachers coming from schools with no math mentors, as it prepared for the Instructional Materials Development Training for all teachers in Save sites. Synergeia conducted on-site science training, which is similar in content and delivery to the core training program, but adapted to the needs of the Sulu teachers.

*"I consider demo teaching as one of the best practices of EQuALLS2's mentoring program. It helps mentees identify their strengths and weaknesses in teaching, and so they know which area to improve on."*

*Maria Helena Barlovento  
Master teacher  
Concepcion Central Elementary School  
Lantawan, Basilan*

*Challenges*

- The core training required focused attention on a very few select mentors. As the partners start to stretch and spread the assistance to the rest of the teachers under Training++, maintaining the quality and depth of support is the greatest challenge.
  - ✓ For Save the Children, Lead Mentors who were more extensively trained were identified to help support localized training activities as training organizer and managers as well as trainers
  - ✓ For ELSA-PBSP, their very active and able IR2 training team members were stretched to the limits as they managed the implementation of the training activities directly
  - ✓ Synergeia utilized the district supervisors in planning and in the management of the district – based on-site mentoring activities

*Next Steps*

- EDC and Partners will continue to seek opportunities within the school calendar to conduct training++ activities

### **C. Materials Support to Teacher Training Programs**

#### *Highlights*

- Procurements and assembly of mentors kits for Science Course 2 and Math Course 2 were completed during the quarter
- EDC distributed 712 science kits to schools to support the application of Science Course 2 teaching and learning activities of mentors in their respective classrooms
- EDC distributed 350 math kits to schools to support the application of Math Course 2 teaching and learning activities of mentors in their respective classrooms
- Procurement activities for the Science Course 3 and Math Course 3 kits were undertaken during the quarter
- EDC and the partners generated a list of priority materials that will form part of the math and the science kits for mentees

#### *Challenges*

- The centralized procurement, assembly, and distribution have delayed the use of the materials by the mentors inside their classrooms. This is due to the volume of very specific materials required. Mentors made use of improvised and indigenous materials, but teachers have very limited resources to ensure adequacy
- Distribution of kits was also delayed due to the security situation en route to the drop-off points

#### *Next Steps*

- EDC will continue to streamline systems and processes to facilitate and hasten procurements, assembly, and distribution of the kits, both for the mentors and mentees

### **D. Multi-Lingual Education (MLE)**

#### *Highlights*

- EDC participated in DepED's National MLE Planning Workshop held in Tagaytay City last November 6, 2009
- The Department of Education's Bureau of Elementary Education will provide technical and limited capital assistance to 100 pilot schools nationwide for the implementation of the Mother Tongue – Based MLE starting SY 2011. Eighteen (18) of these pilot schools will be in Regions 9, 12 and ARMM, three (3) of which are located in EQuALLS2 areas.

#### *Challenges*

- This is a very new initiative that DepED has identified as a priority program. It will impact on the way teacher training in math, science and English are designed. Even if full implementation will not happen within the EQuALLS2 project life, it is important that we support DepED in thinking through the implications as well as the necessary adjustments needed to implement the program regarding applying what they have already learned from EQuALLS2 training programs.

*Next Steps*

- EDC will conduct consultations with the regions to listen to their MLE program plans
- EDC will listen to their needs and concerns and submit recommendations on how to support this priority thrust
- EDC will attend and participate in the first MLE conference to be held in Cagayan de Oro in the next quarter, again to listen and explore how EQuALLS2 can provide strategic assistance to project areas

**E. Madrasah Education**

*Highlights*

- After a series of consultations with BEAM, madrasah operators and teachers, EDC has developed a proposed professional development program for madrasah teachers (Annex 11).
- EDC collaborated with UP NISMED for the development of a tool that will serve as a diagnostic/baseline tool and later will serve as a tool to assess progress and impact on the capacity of teachers to teach the standard madrasah curriculum.

*Next Steps*

- The diagnostic/baseline test will be conducted for madrasah teachers in the next quarter. The results will provide focus on the content areas to be covered in the professional development program that will be implemented starting next quarter.

**F. Assessments**

*Highlights*

- Draft reports on the result of the midterm assessment were submitted by CEM and the raw data on the TEPT were sent by NETRC to EDC. A brief summary of the results are below and further elaborated in Annex 12.

English

- ✓ The result from 81 test takers who took both the baseline and the midterm test shows that overall, there is no significant change in the test performance of the teachers.
- ✓ Fifty one percent of the teachers improved their test performance by an average of 4 percentage points while 30 % have decreased test performance by an average of 6 percentage points.
- ✓ Writing remains to be the greatest challenge among teachers followed by grammar or language structure. Although the sample showed the best scores in reading comprehension, the average score remained at 66%, way below the 75 % cut-off score.

Science

- ✓ There is a significant 1-point improvement in the test performance based on a sample of 97 mentors.
- ✓ In terms of content areas, a 4-percentage increase was observed in Animals, Plants, and Environment and an insignificant 2-percentage points in the areas of Materials

and People. No changes were noted in the areas of Beyond the Solar System, the most difficult content area of the science test.

#### Mathematics

- ✓ There is an insignificant one-percentage decrease in the mean overall score of the total sample from baseline to midterm assessment.
- ✓ In terms of content areas, there is an insignificant 2-percentage increase in Statistics; 4-percentage decrease in Fractions, and insignificant decrease in Number Theory, Ratio, Proportion and Percent; and there were no changes in the test performance in the areas of Decimals, Geometry and Measurement, and Algebra
- The assessments were meant to provide information to partners and guide them in fine-tuning the direction, delivery approach, and content of their subsequent training activities;
- As a measure of progress, the results showed no significant differences over-all but specific competency areas where the scores increased and where teachers remain challenged were identified.
- The Standards-based Classroom Protocol (SCOPE) administration was started this quarter. A sampling size of 390 teachers to be observed were drawn, 260 of which are in EQuALLS2 areas while 130, the comparison group, will come from non-EQuALLS2 areas. Annex 13 shows the status as of the end of the quarter.

#### Challenges

- EDC led a discussion with UP NISMED and CEM to discuss the results where the scores dipped instead of increase after the training. UP NISMED requested that they be shown the test instrument. Possible reasons cited were:
  - There may be misalignment in the way questions are asked in the test and the learning approach used by UP NISMED during the training. UP NISMED's training design focused not just on the content but more importantly on the process skills and thinking skills.
  - Not all concepts covered in the test were covered in the training because of the limitations of time.
  - The test covered concepts that were meant for Grade 6.
- CEM cannot show the test instrument because it is a commercial product that is used in their business.
- The randomly selected samples for SCOPE are sometimes in security-risk areas and had to be replaced by another randomly-selected sample.

#### Next Steps

- EDC will continue to study the results in collaboration with CEM and UP NISMED. The results, however, will be taken at face value and used to inform partners on areas where teachers need more assistance
- SCOPE Administration will be completed this quarter

## **G. Documentation and Learning**

### *Highlights*

- In support to partners efforts towards the establishment of school-based mentoring program, EDC and partners have been visiting schools to document emerging good practices
- An inter-division assembly of 234 mentors and 73 DepED Administrators from Basilan and Tawi-Tawi was organized by PBSP in Bongao, Tawi-Tawi. It provided DepED Officials and the mentors with an opportunity to take a critical look at their mentoring plans and validate how realistic they are. It also gave them the opportunity to learn from each other and share their experiences.
- A draft EQuALLS2 mentoring manual was completed. This document describes roles of mentors and mentees and expected support of school heads and supervisors up to the division level. It also describes the various steps in the establishment of a school-based mentoring program, the various mentoring modes and options, as well as the documentation and monitoring tools used. This product was developed in consultation with the National Department of Education as well as with the local DepED supervisors.

### *Challenges*

- Getting the partners on-board and actively engaged in the identification of good practices as well as documenting learning and challenges in the implementation of the mentoring plans developed by the mentors with their school heads during the last core courses is difficult given their implementation mode and schedules. Partners are so focused in delivering their other training activities.

### *Next Steps*

- DepED Central Office will be invited to a dialogue with the local DepED and the mentors to resolve issues and concerns on mentoring
- EDC will work with partners to sustain ground-level technical support to schools in the establishment of school-based mentoring

## **H. Collaboration with Other Donors**

### *Highlights*

- EDC continued to pursue collaboration with the BEAM project. School governance and administration is a common areas of assistance that both BEAM and EQuALLS2 are trying to provide. In this quarter, the first batch of 182 administrators (not yet entered in MIS) was trained on School-based Financial Management Program. This program was developed under the BESRA program and adapted and contextualized for ARMM. The training included understanding budget concepts and budget development as well as skills development on accounting concepts and practices.

### Challenges

- A large part of the system is computer-based. Many of the participants were not able to actively get engaged during the computer hands-on part and just focused on the manual version of the system because of the lack of skill on computer use.

### Next Steps

- EDC will learn from the experience and in coordination with partners will develop a comprehensive but simpler training that will help them improve their leadership and administration skills.

## I. Materials and Technology (Cross-Cutting Activities)

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

- 77,042 books distributed to teachers during a book fair in Tawi-Tawi
- 19,011 dictionaries distributed to schools (4 per classroom) in 27 municipalities
- 407 ICT mentor teachers trained on basic computer literacy skills, through our GDA partnership with Microsoft
- Progress monitoring visits to ICT mentor teachers in Malapatan and Salug, using a field monitoring survey tool

*“After the (ICT) training, I learned valuable skills and techniques on how to maximize the use of computers which made my life as a teacher a lot easier, such as computing the grades of my students with the use of Excel and preparing my daily lesson plans with the use of MS Word.”*

*Vivian L. Panes  
Grade 2 Teacher  
NES Elementary School  
Midsayap, North Cotabato*

### ICT Initiative

*“Our school newspaper won best layout, best news page, best editorial page, best feature page, and best sports page during the division wide contest of school newspapers. The skills I learned during the 5-day ICT training gave me the know-how and confidence to use MS Word and explore MS Publisher to layout our school newspaper. Moreover, our school was able to save 10,000 pesos as we didn’t need to outsource the work.”*

*Ms. Mariel Reyes,  
Grade 5 Teacher  
Salug Central School  
Salug*

### Highlights

- GDA Partner Microsoft, with technical guidance from EDC, conducted four additional 5-day ICT teacher trainings during the quarter, involving 407 participant teachers and school leaders from Cotabato City, Pigkawayan, Dinas and Margosatubig. Training focused on the use of MS Word for lesson plans; MS Excel for student grading; MS PowerPoint for student achievement certificates & visual aids; and Encarta to research subject content facts.
- 4 desktop computer units were turned over to Lutayan during the quarter. 20 desktop computer units have been ordered for Upi,

Cotabato City, Pigkawayan, Dinas and Margosatubig. Each municipality will receive 4 computer units

- EDC monitoring visits to ICT hubs in Malapatan and Salug were conducted in November and December with implementing partners ELSA and Save the Children. The monitoring survey tool was administered and teachers participated in focus group discussions to share their successes and challenges encountered while engaging in the pilot ICT program. Some teachers spoke (and displayed impressive examples) about using the new computers to prepare classroom materials, create visual aids and DepED required forms, such as the School Reading Assessment, Phil IRI, etc.
- Survey results were tallied and compiled for future cross sharing among stakeholders to develop further improvements to the steadily evolving EQuALLS2 ICT initiative.

#### *Challenges*

- Survey results and focus group discussion outcomes revealed that the biggest challenges faced by Malapatan and Salug teachers is the lack of time for regular access to the computer hubs, especially for teachers who teach and live far from the hubs.
- Obtaining a waiver to allow for local procurement of computers has become a big challenge due to the many associated, time consuming steps such as getting timely and accurate quotes from local vendors.

#### *Next Steps*

- Conduct a Strategy Planning Meeting with ICT mentors from all 10 pilot municipalities in order clarify and plan for improvements to the ICT hub arrangement. The meeting will discuss possible strategies and develop action plans for the newly-trained ICT mentors to work with ICT coordinators to organize ICT training for additional teachers.
- We will clarify whether or not obtaining a waiver for local purchase of computers, vs. importing computers from the U.S., will be a quicker solution to getting computers out to the planned for ICT teacher training events and teacher practicum activities. In the meantime, 20 computers will be turned over to Upi, Cotabato City, Pigkawayan, Dinas and Margosatubig. Each municipality will receive 4 of their allotted 16 computers while procurement for the remaining 12 allotted desk tops for each of them is underway.

#### BBF Donated Books and Audio Books

#### *Highlights*

- 77,042 BBF-donated books were distributed as part of the Tawi-Tawi book fair. The book fair served 57 EQuALLS2 supported schools in Bongao and Panglima Sugala.
- The American Ambassador highlighted the EQuALLS2 innovative book distribution program during U.S. Secretary of State Hillary Clinton's visit to Mandalay High School in Marikina on November 12, 2009.
- Save the Children, developed an innovative materials development training program to help teachers create their own teaching materials while integrating the use of BBF books into their lessons.
- 83 audio book sets and CD players were distributed to schools in the Zamboanga Peninsula supported by Save the Children. This is part of an initiative to support each

English mentor with audio book sets as supplementary tools to reinforce classroom mentoring activities.

*Next Steps*

- EDC will conduct monitoring visits to schools to document best practices on the use of audio books and BBF books in EQuALLS2 classrooms.

Distribution of Dictionaries

*Highlight*

- EDC partnered with Save the Children to organize World Dictionary Day on October 16 to kick off the distribution of dictionaries to all EQuALLS2 supported schools. To date, 19,011 dictionaries have been distributed to more than 500 schools. Inter-school spelling bees in Midsayap, Lutayan, Datu Piang, Datu Saudi, and Mamasapano were held simultaneously on that day.

*Challenge*

- The distribution of dictionaries to schools in the ARMM was suspended due to martial law and security issues.

*Next Steps*

- The distribution of dictionaries will be fast tracked once the security situation has been stabilized in the ARMM.
- EDC will conduct joint monitoring activities with lead implementing partners to observe how teachers are using dictionaries with their students.
- EDC and Partners will explore the possibility of conducting additional spelling bees as one way to encourage dictionary use by teachers and students.

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

Highlights during this quarter can be summarized by (1) additional strategies to better reach and serve Out-of-School Children and Youth (OSCY) and (2) progress made towards examining quality aspects by building project's capacity as well as developing and using the necessary tools. In terms of reach, this quarter celebrates the addition of a new direct implementation component called Technical and Vocational Education Scholarship (TVE Scholarship) Program that will serve out-of-school youth and A&E passers in Mindanao. In terms of quality, this quarter highlights progress made across Lead Implementing Partners (LIPs) in advancing and using



*Ricarte Solatorio, 23-year-old out-of-school youth in Zamboanga City, switches on light bulbs after successfully connecting electrical circuits. He attended a two-week free course on building wiring installation skills training under EQuALLS2's Technology-Based Community Skills Training (TBCST) Program.*

tools and data to examine program quality and perceived impact. This includes (a) the use of Developmental Asset Profile (DAP) data by LIPs and local government officials in Lutayan for local planning and support to OSCYs; (b) further improvement and piloting of the Livelihood Activity Report (LAR) for wider use by LIPs; (c) finalization of the IM Professional Development Tracking Tool and administration by LIPs (ELSA); and (d) refinement of the Work Readiness Framework (WRF) that will help examine workforce-related programs and identify areas for enhancement.

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 participating in basic education programs	0 <sup>[1]</sup>	1,350	0 <sup>1</sup>	1,350
Number of persons participating in USG-funded workforce development programs	140	3,393	330	3,863

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

### A. Basic Education Program

#### Highlights

- As shown in the Indicators table above, during this quarter, a total of 1,350 learners (48 learning groups) were enrolled for new Accreditation and Equivalency (A&E) program sessions. While this total is smaller than the total in the previous quarter, it is an achievement to highlight during this period considering that A&E sessions typically go through enrollment phase in the subsequent quarter (Jan-March) in order to complete a program cycle of 10 months by October in time for the A&E test in November. Save the Children’s Basic Education program, BLISs continued its sessions with previously enrolled learners.<sup>1</sup>
- A total of 4,723 learners completed Basic Education courses during this quarter, including 706 in Basic Literacy (BL), 2,533 in A&E, and 1,484 in Philippine Education Placement Test (PEPT)-directed courses.

*“I did not expect to finish the entire program as I encountered difficulties in some of the subjects. Completing the program made me so proud of myself. I can’t believe that I am now considered a graduate.”*

*Abdulwahid A. Roxas  
 16, ALS Learner  
 Bongao, Tawi-Tawi Province*

<sup>[1]</sup> OSCYs are counted at the time of enrollment, so these are not unexpected achievement levels for this period.

- Review sessions were conducted across LIPs for learners in preparation for the PEPT and A&E national examinations. Sessions addressed spelling, use of nouns, and filling out of registration forms, as well as sample tests from previous examinations.
- An analysis of the Basic Education program of Save the Children, called BLISs, conducted pre and post assessments to its learners using the Functional Literacy Test (FLT) and the Assessment for Basic Literacy (ABL) to examine changes in literacy levels among learners in the 1<sup>st</sup> cycle of the previous year. Results revealed that 89% of the learners increased by at least one literacy level, for example, from a *neo-literate* to *post-literate* and some scores were as high as equivalent to *Elementary* or *Secondary* levels.
- Synergeia continued BL sessions for cluster 3, including 2,468 learners (who enrolled in previous quarters) with a combination of class sessions three times a week and home visitations for learners who missed classes or need reinforcement.
- ELSA sub-tiers started recruiting new learners to enroll in the third batch of Alternative Learning Systems (ALS) courses, namely BL and A&E, to start in the following quarter. Similarly, preparatory activities took place for the third batch of ALS courses.

#### *Challenges*

- Poor learner attendance during A&E and PEPT test review sessions (affecting also rate of test takers) due, in part, to reported prioritization of work to earn income after the completion of Basic Education courses and before test dates. Some strategies included direct and more intensive outreach to learners' families to encourage learners to take the examinations.
- Security concerns of LIPs' staff on the ground limited monitoring of CLCs and in some cases led to cancelation of courses, such as in Patikul, Sulu.

#### *Next Steps*

- Assess security situation in critical areas to determine action needed. Strategies may include transporting learners, whose courses were interrupted, to nearby safer locations and/or intensifying / redirecting programming to nearby safer locations.
- LIPs to ensure that preparatory activities such as training of IMs, refurbishment of CLCs and procurement of learning materials and supplies are completed before A&E sessions start (allowing a complete 10-month cycle prior to the A&E examination in October).

## **B. Workforce Development Program**

#### *Highlights*

- As shown in the Indicators table above, the workforce Development (WFD) program reached more youth during this quarter than in the previous quarter, showing an enrollment of 3,863.
- A total of 1,657 out of all 3,863 enrollees successfully completed their courses while the other 2,206 continued attending their WFD program.
- Among completers, the most common trade

*"EQuALLS2 Project's free trainings made our OSYs busy and preoccupied with learning new skills and looking for jobs. Before, we had many cases of violence and petty crimes among OSYs. It helped change their behavior and attitude towards life."*

*Jojo del Rosario  
Barangay Councilor  
Tulungatung, Zamboanga City*

areas by far were agriculture and fishery (83% of completers), followed by printing (8%), and the category of ‘health social and other community development services’ (2.4%).

- Despite the difficult peace and order situation in the mainland, Synergeia’s livelihood skills component continued and produced graduates in various trade areas such as: carpentry, baking, small engine repair, dressmaking, horticulture, among others.
- Save the Children continued its initiative to train youth to become trainers to not only address livelihood aspects of youth, but also contribute to the limited supply of trainers in specific trade areas in some locations. As part of this *training-of-trainers* model, a new group of 20 (out of 22) youth qualified to be TESDA-accredited trainers and/or assessors.
- The Entrepreneurship training program of Save the Children enrolled 29 new youth in Dinas to prepare them for income-generating activities.
- ELSA continued In-Plant Training / Industry Immersion and Educational Tours, through which youth were directly exposed to the world of work in the garment, hotel, and restaurant industries.

**Sample cases of employment linkages:**  
Graduates of ELSA’s WFD programs linked with employment locally as well as internationally: 5 graduates were employed by food establishments in Midsayap and 4 graduates (two from building and wiring courses and two from welding courses) found jobs in Qatar and Dubai.

#### *Challenges*

- Limited number of TESDA accredited institutions in the islands to offer training for WFD activities in certain locations, particularly in conflict-prone sites. While this continues to be a challenge, one approach taken included youth to become trainers and fill in the gap of local trainers in some trade areas.
- Difficulty in finding companies that accept trainees for in-plant training. Efforts to identify establishments are ongoing.
- Peace and order situation negatively affected the conduct of some WFD activities. Depending on the circumstances, in some cases, this was resolved by transporting learners to conduct training sessions in nearby safer locations or by postponing the sessions until local circumstances improve.

#### *Next Steps*

- Facilitate a discussion among LIPs to (a) exchange strategies to help strengthen private sector linkages to facilitate in-plant training and (b) share practices with regards to deploying / utilizing newly TESDA-certified trainers and assessors.
- Discuss next steps for Save’s entrepreneurship component to explore strategies to facilitate learners’ access to seed capital and enterprise development.

### **C. Technical and Vocational Education Scholarships**

A Technical and Vocational Education Scholarship (TVE Scholarships) Program was approved by USAID (thru a November 3<sup>rd</sup> modification) to focus on out-of-school youth and A&E passers in Mindanao. The TVE Scholarship is scheduled for October 2009 thru March 2011, it aims to benefit 750 youth in Mindanao, and it has 2 main objectives: To (1) Increase the employability of OSCYs and (2) increase the number of certified skills trainers in the target areas.

The Technical Vocational Education Scholarship Program has a two-fold objective: 1) to increase the employability of OSY by providing further training on demand-driven and needs-based workforce development program; and, 2) to increase the number of certified skills trainers in the target areas by providing pathway for program completers to become skills trainers or assessors. To achieve the objectives, three program options will be offered:

- ✓ A *Skills Training* for 450 youth leading to employment or acquisition of higher level skills
- ✓ A *Technical Vocational Training* for 200 A&E program completers. Courses should be selected based on the needs of prospective employers and/industries
- ✓ A *Trainers' Training* for 100 youth, who have the potential to facilitate and conduct skills training programs and can be trained to become trainers

EDC partners with TESDA training centers and accredited institutions to deliver trainings and is reaching out to prospective employers and emerging industries to link placement opportunities with scholarship awardees under this program.

#### *Highlights*

- Implementing Guidelines for the TVE Scholarships were developed and presented to LIPs in December, they were revised based on feedback, and continue to be improved.
- The first TVE Scholarship activity consisted of a Special Training for youth of Munai in plumbing, masonry, and building wiring installations (BWI) in response to JSOTF's expressed need for trained youth in these trade areas. In coordination with USAID, the Joint Special Operations Task Force (JSOTF), and TESDA, a 21-day training in plumbing and a 33-day training in masonry for 20 and 16 youth, respectively, took place in December 1<sup>st</sup>. Program launch and opening ceremony were held on December 7<sup>th</sup> in Iligan city, a safer nearby location, to which trainees were transported for the ceremonies and the training. Upon completion of training, trainees will be screened to be recruited by JSOTF's Water Distribution Project in the Municipality of Munai, Lanao del Norte.

#### *Challenges*

- TESDA trainers refrained from going to Munai, Lanao del Norte, for security and safety reasons, thus, training was conducted in Iligan and trainees had to be transported and provided with lodging to attend the training.

#### *Next Steps*

- Finalize Implementing Guidelines and share them with LIPs, local authorities, private sector (as potential employees), communities and youth. Guidelines should take into account that identification of trainees and trade areas need to respond to the principles of gender-responsiveness, sustainability, demand-driven and needs-based skills.
- Ensure availability of local TESDA trainers so trainees do not need to be transported.
- Conduct remaining training in BWI for Munai youth during next quarter.

### **D. Capacity Building of Instructional Managers**

Activities aimed at building the capacity of Instructional Managers (IMs) during this quarter included: enhancement training for continuing IMs, basic training for newly hired IMs/YLFs,

and IMs monthly meetings with IR3/site coordinators and field staff to address emerging issues and concerns affecting teaching and learning in CLCs.

### *Highlights*

- Save the Children conducted training of Youth Learning Facilitators (YLFs) and IMs as replacements of those who resigned from the previous batch of basic education program
- To respond to local realities, ELSA-Consuelo, through its sub-tier Nagdilaab Foundation, provided enhancement trainings for IMs in Basilan province on Trauma Healing and Stress Debriefing. According to participants, this training strengthened their ability and confidence to respond adequately to learners' needs in this conflict-prone province.
- Synergeia's monthly meeting of IMs (October 14-15) allowed IMs to share best practices and successes, showcase class records (portfolios), and report on number of classes, home visits, and modules usage. Among the main challenges shared were: difficulty, time spent, and greater costs incurred to reach far flung areas and shortage of basic teaching materials (paper, pencils, etc.). Issues were immediately addressed by IMs and Synergeia.
- In November, EDC held a workshop for staff and IMs of CCC-NDMU, ELSA-Consuelo's sub-tier, to share ways on how to use efficiently the data collected through the DAP tool in order to better address learners' challenge areas and build upon their current strengths. Discussions will contribute to the development of a DAP Data Application Handbook for Direct Service Staff.
- As part of EDC Technical Assistance and in collaboration with LIPs, the IM Professional Development Tracking Tool was finalized in December. A copy of the tool is in Annex 14. LIPs will use this tool to track IMs professional development growth in 17 competencies summarized from overall requirements of IMs. The tool will be administered at the beginning, middle, and end of an ALS program cycle. Tracking competencies over time will allow partners to plan enhancement trainings and monthly meetings (as possible) to help IMs strengthen certain competency areas, based on results collected.
- The revised version of the IM Professional Development Tracking Tool was administered by ELSA on December 5<sup>th</sup> during the training of IMs/YLFs. A summary of the roll-out plan for LIPs to administer the Tool in subsequent quarters is in Annex 14.

### *Challenges*

- Some IMs/YLFs who pass the Licensure Examination for Teachers (LET) opted to be employed in the public schools for greener pasture and security of tenure, thus vacated their post in the middle of program implementation. While this is a success in terms of IMs' professional growth, it presents a challenge for LIPs. The challenge was addressed by quickly recruiting and training new IMs to continue with CLC activities.
- Monthly IM meetings run the risk of shifting discussion towards purely administrative matters. LIPs strive to plan meetings that emphasize quality matters and professional development opportunities for IMs (exchange of good practices, tips, and methodologies) while also providing some space for administrative discussions without turning the session into purely administrative matters.

*Next Steps*

- Support LIPs' administration of the IM Professional Development Tracking Tool, fast track the analysis of results to help LIPs identify priority areas for professional growth among IMs and topics for enhancement trainings.

## **E. Community Learning Centers Repair**

During this quarter, Community Learning Centers (CLCs) continued to be repaired and new CLCs continued to be identified for future repairs in close collaboration with local government offices.

*Highlights*

- A total of 22 CLCs were repaired during this quarter in ARMM sites, including 2 municipalities in Maguindanao and 2 municipalities in Sulu. (Number of CLCs per municipality: 3 in Jolo, 11 in Siasi, 2 in Datu Paglas, and 6 in Paglat).
- Repairs during this quarter ranged from minor repairs (e.g. to existing structures) to provisions of benches and chairs, often made of indigenous materials found locally, and even to the major undertakings that in some cases may be considered 'new construction'.
- Resources used to repair CLCs during this quarter ranged between Pph 9,300 and Pph 42,770 (per CLC) (approx. US\$200 - US\$917). In many instances, LGUs/BLGUs complemented or even matched these efforts by contributing with cash, materials, and services and by taking part on regular monitoring of progress during refurbishment.

*Challenge*

- The main challenge is the peace and order situation in some locations, such as in Patikul, but also Jolo barangays, where CLC repairs were delayed.

*Next Step*

- EDC to work with LIPs to provide support and flexibility necessary to expedite the refurbishment of CLCs so that they are functionally in time for the new ALS courses.
- Work with LIPs to assess situation in areas of most conflict and decide on alternative strategies to continue the CLC refurbishment project component, even if this requires shifting efforts to safer nearby barangays.

## **F. Developmental Assets Profile (DAP)**

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

*Highlights*

- A workshop with government officials of 2 barangays of Lutayan was conducted in November to introduce the DAP and describe the process undertaken to collect data under EQuALLS2 and then share and jointly analyze Lutayan's DAP data. Results shared

showed the change of Lutayan participants' assets during the EQuALLS3 project. Local officials discussed possible plans at the local government level that could help contribute to youth's strengthening of their developmental assets. Analysis also included a comparison of DAP data in the mainland and islands, which sparked even greater interest in DAP data among local officials. Overall, the workshop was well-received and some suggestions given by local officials and LIPs members included conducting similar workshops at Municipal levels and inviting youth to participants in the discussions.

- The DAP entry template and the SPSS Guidebook for DAP Data Processing were shared with partners, including Synergeia, to assist with analysis of DAP data.
- The DAP Data Application Handbook was further developed through a workshop with IMs, who provided input to complete some previously missing sections.

#### *Challenges*

- All LIPs are in different stages of the use of the DAP tool and the analysis of the data. As a result, TA requested by each partner varies and it needs to be customized. This was addressed by building the capacity of ground-level staff to provide trouble shooting support with administration and by setting up a system for at-a-distance TA support for data validation and analysis using the data entry template provided to LIPs.

#### *Next Steps*

- Continue to provide assistance to LIPs, particularly Synergeia in data collection, initial processing of DAP Round 1 and facilitate available TA to assist with data analysis.
- Conduct additional workshops with Barangay and Municipal-level officials to examine DAP results, raise awareness of OSCYs, disseminate DAP results, and link data with possible action plans and commitments at the local level.
- Package DAP products (Administrators, Coordinators, Data Management, Data Application Handbooks and SPSS Guidebook) into user-friendly materials.

### **G. Livelihood Activity Report (LAR)**

The LAR is a self-reporting tool that aims to track the application of new and improved livelihood skills by basic education and WFD learners to both existing and new household and individual economic activities (as per item 3.5 of the EQuALLS2 M&E system). The LAR also seeks to determine the economic activities that the learners are engaged in, the frequency of engagement, and whether or not they are paid for the activity. This tool is designed to be administered once within 3 months of the end of any basic education and WFD program, including at graduation events (rather than pre and post, or time 1 and time 2, schemes used with the DAP tool). LAR version 3.0 is in Annex 15.

#### *Highlights*

- Save the Children administered the LAR 3.0 in November and helped further improve the tool by simplifying translation of English into Filipino words used by OSCYs and adding biographical data to the form to allow better data disaggregation (course title, program duration, grade/year level completed in formal system).
- A data entry template was developed and tested by Save the Children and then further enhanced by the Technical Assistance team to develop a simpler tool for next quarter.

- LIPs' orientation on the administration of the LAR started in November, when EDC modeled the LAR administration with a group of 5 A&E completers in Lutayan for LIPs and IMs to learn how to administer the LAR to their learners (for more details on this session refer to the Technical Assistance Highlights in Annex 16). Similarly, Coordinators and IMs of Notre Dame of Midsayap College (NDMC) were oriented on LAR administration.

#### *Challenges*

- LIPs' difficulty in tracking learners/trainees 60 days after completion of a program to administer the LAR. This was addressed by determining that the LAR should be administered within 3 months of program completion (basic education or WFD), which allows LIPs to administer the tool in any post-training activities including graduations. It was also agreed that a representative sample of OSCYs (50% of WFD participants and 10% of Basic Education participants) would complete the LAR.
- Levels of difficulty in understanding some words in the LAR varied across groups of learners/trainees.

#### *Next Steps*

- EDC will conduct LAR administration training for LIPs to collect LAR data starting next quarter and going forward.
- Continue validating difficult words in Filipino with various OSCY groups and include, in the LAR administrator's training, strategies to help youth understand difficult words.
- Use technical assistance to develop a template that will facilitate data entry and analysis.
- Use technical assistance to develop a common cross-EQuALLS2 method of presenting and reporting the results of the LAR to respond to the M&E indicator which is the % of OSCYs using new and/or improved basic education and livelihood skills)

## **H. 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 17 for WRF Document).

#### *Highlights*

- An IR3 TWG session was conducted in November to finalize the development of the Work Readiness Framework (WRF), which had been initially developed in a workshop with LIPs, DepEd, and TESDA in September. This session focused on the review of skill levels within the WRF from new perspectives since participants in this session did not attend the development session in September. Suggestions for enrichment included considering the inclusion of an additional skill level.

#### *Challenges*

- As LIP's seek to scale up course offerings to meet EQuALLS2 reach targets, it is often challenging for them to step back and try to address program quality.

- Some LIP's have curricular building blocks that are not fully documented – and therein are hard to map using the WRF tool.

#### *Next Steps*

- Finalize the mapping of all current IR3 offerings using the WRF tool.
- Study the addition of a 5<sup>th</sup> level (for immersion or on-the-job training) to the LAR tool.
- Conduct an activity with LIPs to model the way that each existing IR3 course offering, once mapped using the WRF tool, can then be work-shopped by the TWG and other key stakeholders in TESDA and BALS in order to identify opportunities for (i) enhancement, (ii) enrichment, (iii) extension, and/or (iv) replication by others. In addition, this session could cover the ways that the WFR mapping exercise can assist LIP's to better communicate their programs to different audiences.

### **I. OSCY Technical Working Group (TWG) Meetings**

The first Technical Working Group (TWG) meeting for the new fiscal year (FY 2010) was held on November 25, 2009 in Koronadal City with representatives of all LIPs and EDC IR3 Team. The objectives of the meeting were to: (1) validate out-of-school children and youth (OSCY) program framework from each partner and share “mix and plans” for FY 2010; (2) finalize the IM Professional Development Tracking Tool and review a draft version of its Administration Guidelines; (3) present a draft IM observation tool focused on instructional methodology; and (4) address emerging issues raised in the LIPs' quarterly performance reports (QPRs). The highlights of the TWG meeting are in Annex 18.

#### *Highlights*

- Advanced the development of the IM Professional Development Tracking Tool (see section on Capacity Building of IMs). Built consensus on: the need for the IM Professional Development Tracking tool; the ultimate users of the tool; how the results of the tool will be utilized; and a schedule for administration.
- Addressed the need and possibility of designing an IM observation tool. Value of the tool was acknowledged since it could help validate findings from the IM Professional Development Tracking tool. However, due to hesitations (described in the annex) it was decided to keep the development of this tool aside or as a mini item within Operations Research for possible testing by EDC, avoiding overloading LIPs ground level teams.
- Another tool that emerged from the Quality Standards workshop is the WFD Trainer and Trainee Performance Assessment Tool. It was agreed that the existing TESDA tools for Trainer's Accreditation and the Trainee's National Competency Level Assessment are adequate and sufficient for their WFD programs.

#### *Challenges*

- Due to the peace and order state following the Maguindanao massacre, some participants had to return earlier to base, thus meeting time was shortened.

#### *Next Steps*

- Follow up with items stated in the TWG meeting highlights (Annex 18), many of which are directly addressed in other sections of this report (e.g. Capacity Building of IMs)

### 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 1 of FY10 on the FACTS indicators.

#### FACTS Indicator Table for Q1 FY10

FACTS Indicator	LOP Target	Accomplishments To FY09	FY10 Targets	Accomplishments FY10 As of Q1	LOP Accomplishments as of FY10-Q1
Number of Classrooms repaired with USG-assistance	780	227 <sup>1</sup>	140	73 <sup>2</sup>	300
Number of classrooms constructed with USG-assistance	120	51 <sup>3</sup>	46	0	51
Number of CLCs refurbished	400	274 <sup>4</sup>	121	22	296
Number of PTCAs or similar “school” governance structures supported by USG	850	834 <sup>5</sup>	561	563	997 <sup>6</sup>
Number of administrators and officials trained (e.g. in school finance, management or governance)	2,238	3,839 <sup>7</sup>	904	709	4,548
Number of teachers/educators trained with USG support	35,000	37,546 <sup>8</sup>	16,012	3,738	41,284
Number of textbooks and other learning materials provided with USG-assistance	1,800,000	974,756	500,000	153,584	1,128,340

<sup>1</sup> 227 – This number includes repairs done through CIGs (50).

<sup>2</sup> 73 – This number includes repairs done through CIGs (58).

<sup>3</sup> 48 + 3 CLC construction

<sup>4</sup> 3 CLC that were constructed are not counted under repair instead they are counted under classroom construction.

<sup>5</sup> 638 + 196 (Transition Year)

<sup>6</sup> 801 unique + 196 (Transition Year)

<sup>7</sup> 3,607 + 232 (Transition Year in the MIS)

<sup>8</sup> 33,360 + 4,183 (Transition Year in the MIS)

FACTS Indicator	LOP Target	Accomplishments To FY09	FY10 Targets	Accomplishments FY10 As of Q1	LOP Accomplishments as of FY10-Q1
Number of OSCY learners enrolled in basic education programs	70,000	40,162 <sup>9</sup>	16,870	1,350	41,512
Number of persons participating in USG-funded WFD programs	35,000	13,345 <sup>10</sup>	16,423	3,863	17,208

### Management Information System (MIS)

During the last quarter, a key feature was developed and added to the EQuALLS2 MIS that allowed partners to batch import data into it. The MIS administrator provided ongoing technical support to partners as they import data into the system. During the data importation process, Save the Children also took the opportunity to review all their data for accuracy and validity.

The import feature of the EQuALLS2 MIS was instrumental in reducing the data backlog. To date, data for FY2008 and FY2009 are up to date while data for the transition year is partially in the MIS.

Having a critical mass of data in the MIS is crucial in helping EDC to begin analyzing data to better understand project progress, status, as well as impact. EDC continues to address bugs/problems in the system using the bug tracker system and issued new versions of the MIS. In addition, the MIS administrator developed a system to track daily changes to the data in the MIS. A software logging tool is used to tag and record any addition or changes to the data in the system. If a change in data is recorded, the administrator contacts partners to clarify and document the changes made. An example of a change would be a change in the title or focus of a teacher training.

### Next Quarter

The following activities will be conducted by M & E:

- ✓ Conduct cross-IR TWG meetings to discuss ways to use data from the MIS for monitoring and evaluation purposes.
- ✓ Work with various IR teams to figure out ways to articulate data to better inform project planning and implementation.
- ✓ Attend to the recruitment of the M & E Specialist to complete the staff complement of M&E.

<sup>9</sup> 28,054 + 12,108 (Transition Year)

<sup>10</sup> 11,373 + 1,972 (Transition Year)

#### **IV. SUB GRANT MANAGEMENT**

In addition to regular financial reviews, compliance visits, and progress reviews, the quarter in review focused on building capacity of LIPs on financial and grants management through formal learning and sharing sessions (e.g. workshop, or informal sessions via coaching, mentoring, and follow-through of agreements). Detailed activities follow:

##### **A. Capacity Building for Partners**

###### Grants Management Workshop

###### *Highlights*

The second Grants Management Workshop was held on Oct. 22-23, 2009 at Marco Polo Hotel, Davao City. Workshop objectives included exchange of good practices; identification of financial issues and challenges and for EDC to provide technical guidance on these issues and challenges; and, to foster and/or strengthen the relationships of EQuALLS2 financial / grants team across partners. Finance and grants staff of all partners including lower-tiers attended the workshop. USAID officers Aivan Amit and Shannon Stone attended.

Topics discussed during the two-day workshop:

- Changes in the monthly financial reporting process
- Community Incentives Guidelines
- Leverage/community counterpart contributions guidelines
- USAID rules on procurements
- Selected mandatory provisions for recipients
- Minimum documentation requirements for financial transactions
- BIR rules and regulations on VAT Exemption of USAID projects
- OMB Circular A-133 and Guidelines on Financial Audits contracted by recipients

###### *Challenges*

Issues and challenges identified by the group on the various topics discussed, including EDC's response or technical guidance, were captured in the Grants Management Workshop documentation attached as Annex 19.

###### *Next Steps*

EDC will closely monitor and follow-up the resolution of the different issues and challenges and provide additional guidance or technical support, as necessary, to each partner.

###### Individual Partner Mentoring and Coaching:

###### *Highlights*

EDC continued to invest significant time in working with Synergeia Foundation to improve financial management systems. Grants Compliance Officers made frequent visits to assist in the reconciliation of financial issues and to support capacity building efforts through coaching and mentoring. In addition, EDC provided direct guidance in clearing historical

financial issues that resulted in a resolution of 99% of questioned costs for the period ending September 2009. Synergeia also approached EDC for guidance on the CIG Guidelines and financial reporting forms and template.

*Next Steps*

Intensify joint efforts with partner in identifying gaps and resolving financial management issues with the end objective of having a robust financial management system.

**B. Financial Reviews and Site Visits**

Financial Reviews

*Highlights*

EDC conducted financial monitoring and compliance visits to the following subgrantees to review their July to September 2009 financial transactions and to follow up closure of questioned costs reported in the prior period. As in the past, the objectives of the visits are to determine: i) the validity and accuracy of project expenditures; ii) adequacy of internal control systems in relation to management of EQ2 project funds, and; iii) compliance with the subgrant agreement terms and conditions, USAID rules and regulations, and local laws. Highlights of each reviews/visit follows:

Sub-grantees	Dates of Reviews /Visits	Highlights
Save the Children	<i>Davao and Manila offices: Oct 27-29 and Nov 5, 9-13, 2009</i>	Based on 53% sampled transactions, a few <i>findings</i> were found to be isolated and negligible questioned costs (i.e. \$206).  Before the completion of the visit, Save corrected and reclassified the accounts in question. <i>Prior-period audit findings</i> were also resolved and closed as of the date of visits.
Synergeia Foundation	Week of Oct 5, 12 and 26; Week of Nov 16 and 23 Week of Dec 7, 14 and 28, 2009	Improvement in the resolution of outstanding issues reported in prior periods (e.g. 99% of questioned costs were resolved and closed). EDC however, noted these issues attributable to internal control gaps in its management letter to Synergeia. Recommendations toward improving and strengthening internal control systems were also provided. EDC continues to provide ongoing and continued support and oversight to Synergeia.
Petron Foundation	Nov 13 and Dec 1, 2009	EDC and Petron held a joint review of Habitat’s accounting records that are kept at their National Office in Manila. Their two key accounting personnel are relatively new to the project and therefore the visit revolved around overview of Habitat’s role on the project, its relationship with Petron (to clarify level of review at EDC’s end) and the status of Petron’s review of Habitat’s financial transactions. Items discussed

Sub-grantees	Dates of Reviews /Visits	Highlights
Habitat for Humanity Foundation		<p>include: Funds Segregation, to ensure Habitat can account funding from Petron Corporation (for the Classroom Construction piece) and Petron Foundation (for the Classroom Repair piece).</p> <p>By the end of the quarter under review, Habitat started segregating accounts effective on Dec 1, 2009 via assignment of unique project codes into their computerized accounting system to allow Petron and EDC to easily verify expenditures charged to EQuALLS2 project.</p>

*Next Steps*

- EDC will continue to provide technical guidance and capacity building to Synergeia finance team to address outstanding compliance issues.
- EDC will coordinate the financial review of lower-tier subs of IYF, Petron, and Consuelo.

Site Visits

As an adjunct to financial reviews, the team also conducted a joint CIG monitoring visit with Save the Children on Dec. 19, 2009 to three (3) completed CIG projects in Midsayap. The objectives of this visit are as follows:

- Document best practices and lessons learned in the area of project and grants management.
- Know the facilitating factors that help the EPTCAs complete the pre-requisites i.e opening bank accounts, bookkeeping, and financial liquidation/reporting requirements.
- Identify challenges encountered, areas for improvement, and be able to find resolution.
- Validate physical existence of the CIG Projects.

The result of this visit was documented in the Field Monitoring Report attached as Annex 20.

*Next Steps*

Step up monitoring of CIGs in coordination with our EDC program counterparts and the LIPs.

**C. Review of Partners’ Implementation Progress**

Monthly Review by EDC and Partners

*Highlights*

During the October 6, 2009 partners meeting, EDC proposed changes and frequency of meetings in view of the following:

- To provide more timely information to meet targets and respond to overall low level of spending;

- To have more updated project implementation status to guide technical programs and financial planning;
- To enable more timely intervention for areas of concern that may arise;
- To assess level of spending vis-à-vis planned activities; and
- To aid preparation by partners, and review by EDC, of quarterly progress reports

The proposed changes in format, content, and frequency were taken positively by partners in light of getting more interaction, learning, and technical guidance from EDC.

### *Next Steps*

The monthly meeting started on October 20, 2009 and every third Tuesday of the month thereafter. After the meeting, EDC sends agreements reached and next action steps via email.

### Review of Quarterly Progress Reports

### *Highlights*

The EDC team reviewed LIPs' July to Sept 2009 quarterly progress reports (QPR) and analyzed implementation and spending against planned activities and budgets. The technical and spending performance feedback were discussed during the one-on-one Partners' meetings reiterating emphasis on providing analyses of variances, if any.

### *Next Steps*

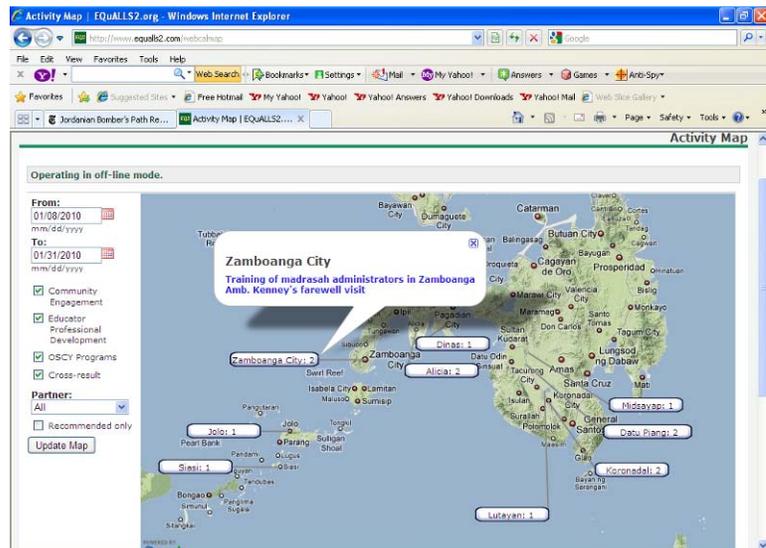
- EDC Technical Team will monitor and continue to provide technical guidance as partners roll out their planned activities for FY10;
- EDC Grants Team will continue to monitor partners' spending levels vis-à-vis planned activities for the year and against life of project.

## V. PROJECT OPERATIONS

### A. Outreach & Communications

#### Website redevelopment as an effective tool for private and public information sharing

For this period, the Outreach and Communications (O&C) team focused on developing a more versatile project website to effectively share information among partners and to closely track and communicate project implementation, progress, and impact. Key features of the new website are the interactive real-time activity map and calendar that allow project stakeholders and target audiences to access up-to-date information on EQuALLS2 activities. The new website is set to be launched next quarter.



Sustained provision of USAID-needed communication materials

The O&C team continued to address USAID’s existing and new communication needs, through sustained generation of look-ahead calendars, weekly highlights, activity photos, multimedia publicity, and provision of additional project materials for the enhanced USAID Philippines website. In particular, the team continued to provide communications coverage for USAID visits to field project activities, which became more frequent this quarter.

The detailed lists of the project’s high-profile events, weekly highlights, and publicity are in Annex 1.

Stronger enforcement of USAID branding guidelines through documentation and dissemination of the EQuALLS2 Branding Guidelines

To further strengthen project compliance with USAID branding guidelines as well as to standardize the project’s image as a bilateral partnership of the Philippine and U.S. Governments, the O&C team documented and disseminated to the project’s lead implementing partners the EQuALLS2 Branding Guidelines.

Communications support for technical programs implementation

The O&C team continued to support the implementation of the project’s technical programs by (1) co-organizing and developing focused communication materials for key technical activities, the biggest of which was the Marikina book fair during the visit of U.S. Secretary of State Hillary Clinton, (2) conceptualizing and implementing an innovative way of launching the project’s distribution of dictionaries to its partner schools through ceremonial awarding and spelling bee activities on Dictionary Day (October 16), (3) organizing a forum for sharing of project results on youth livelihood researches with implementing partners, and (4) support for USAID’s M&E reportorial requirements through narrative writing of the project’s municipal brief for the quarter.

Launch of enhanced outreach to community and institutional partners

Also for this quarter, the O&C team widened its reach to EQuALLS2’s community and institutional partners by producing more communication materials, starting with a 2010 wall calendar that communicated the project’s expected results and its partners, for year-round posting in all EQuALLS2-supported classrooms and community learning centers as well as in partner offices. More communication materials will be developed in the coming quarter for targeted audiences like DepED, local government units, school boards, parent-teacher associations, and students.

**B. Administration and Human Resources**

Human Resources

*New Staff Members for the Quarter*

Name	Title	Duty Station	Hire date
Agnes Lazaro	Sub-Grants Manager	Manila	November 3, 2009

Denise Tonel	Finance Assistant	Zamboanga	November 5, 2009
Amaflor Bejerano	Administrative Assistant	Zamboanga	November 16, 2009
Sammy Muda	Administrative Assistant	Cotabato	November 16, 2009
Mary Ann Obidos	Finance Assistant	Cotabato	November 18, 2009
Mariel Gulla	M&E Consultant	Manila	November 24, 2009
Perlita Recuenco	Administrative Assistant	Manila	December 1, 2009

*Staff Movements*

Name	Former Appointment	New Appointment	Effectivity Date
Roseleyni Gani	Administrative Assistant (5-month fixed-term contract)	Administrative Assistant (regular employee)	October 1, 2009
Bella Mariñas	OSCY Manager	Scholarship Program Manager	December 1, 2009
Michael Tomado	Administrative Assistant	Finance Assistant	December 1, 2009

*Compensation and Benefit Survey*

EDC participated in a comprehensive compensation and benefits study by Mercer, commissioned by Save the Children, in August 2009. EDC submitted the requested data to Mercer on October 26, 2009 and expects to receive a copy of the report in the next quarter.

Office

*Typhoon Ondoy*

Areas affected included the EDC office at ALCO Building, Makati City, and the residences of some of the project staff. Flooding of the EDC building basement damaged the electric circuit boards that rendered the whole building without electricity for one week. EDC held temporary office operation at the nearby City Garden Hotel for 4 days until October 2, 2009. A core staff worked for the first, growing to a full operation within the week, and then moving back into the ALCO building with regular office operations thereafter.

Procurement

*Motorcycles*

During this period, the project continued to await the Bureau of Internal Revenue's approval of USAID's request for VAT exemption certificate (VEC). The approval process has been slowed by BIR's request to submit serial numbers, which vendors are unwilling to give without EDC first paying the full price of the motorcycle order, including VAT. In early October 2009, EDC gained the vendor's agreement to accept EDC's payment of the bike's full price minus VAT, to release the serial numbers to EDC, but to hold on to the bikes until the VEC is made available to them (or unless EDC pays the VAT portion of the full price). This compromise has enabled EDC to get the serial numbers and have them submitted to the BIR.

**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	
Rachel Christina	September 24	October 3	<ul style="list-style-type: none"> <li>Adaptation on the SCOPE tool to fit EQuALLS2 context</li> <li>Design of the SCOPE survey in EQuALLS2 areas</li> <li>Training in SCOPE</li> <li>Provide technical assistance on the analysis interpretation on the results.</li> </ul>
Alejandra Bonifaz	November 2	December 5	OSCY Programming Technical Assistance
David James-Wilson	November 22	November 29	<ul style="list-style-type: none"> <li>Provide technical assistance to LIPs on the use of the work readiness framework</li> <li>To facilitate a workshop with Instructional Managers and IR3 field staff on the use of the DAP</li> <li>To provide technical assistance to LIPs on the pre-test of the Livelihood Activity Report (LAR)</li> </ul>
Louis Lepage (Costs covered by EDC Headquarters, not USAID funds)	November 27	December 12	<ul style="list-style-type: none"> <li>3-day security training to EDC and Partner staff</li> <li>Security assessment of EDC field offices</li> <li>Meetings with key security contacts in the Philippines (PNP; AFP; USAID; GEM)</li> </ul>

**C. Security**

EQuALLS2 is focused in some of Mindanao’s most difficult poverty and conflict-affected areas and EDC has encountered conflict and violence-related incidents that have affected the project since the start of project implementation. These incidents have been described or reported in EDC’s regular QPRs submitted to USAID. There has been an escalation in FY 2009 of these security-incidents, thus starting with this quarter’s report, EDC will provide more detailed documentation on how security incidents have impacted project implementation.

Quarter 1 of FY 2010 has incurred some of the most violent incidents that have affected project implementation since the project's start in 2006. The four most serious incidents, and their impact on reaching the quarter's targets, are as follows:

1. Fighting between Philippine Government armed forces (AFP) and the Abu Sayyaf Group (ASG) in Sulu municipalities:
  - Sept 16: The exploding of an improvised explosive device (IED) in a fair in Army Camp Andres, Luuk, Sulu that killed 3 and wounded 17. This incident was followed on Sept 20 with the AFP launching an offensive against ASG in Indanan, and on Sept 21 the ambush killing of eight (8) AFP marines. This was followed on Sept 30 by the killing of two (2) US servicemen in a landmine in Indanan, Sulu; followed by bombings and cell site and bridge bombings in October.
  - These series of incidents resulted in postponements (delay) and disruption of project activities in the EQuALLS2 sites of Partner Synergeia and Save the Children foundations, namely: Jolo, Talipao, Luuk, Omar and Patikul in Sulu province in the months of October and November. Most affected activities were those of IR1 and IR3. These incidents and their aftermath are expected to continue to slow down project implementation.
  
2. Kidnapping and killing of a school principal in Talipao, Sulu:
  - On October 20, Gabriel Canizares, a school principal of an EQuALLS2 school in Patikul, was kidnapped reportedly by ASG. He was subsequently found beheaded on November 9. This incident resulted in the suspension by 1 week of classes in many Sulu EQuALLS2 municipalities;
  - This incident dampened the implementation of many activities, particularly teacher-related (IR2) activities for Synergeia and Save the Children, as it had a chilling effect on teachers' willingness to come to project activities. All of the Sulu sites were affected except Siasi. It also had a dampening effect on other IRs, with the continuing fighting between AFP and ASG as described above. EQuALLS2 will work to regain lost time, but this series of incidents and their aftermath is projected to result in significant delay in project schedules.
  
3. Politics-Related Massacre in Maguindanao on November 23 of 57 local politicians, their relatives and journalists:
  - This well publicized incident had the most impact on disruption and delay of EQuALLS2 project implementation activities during the quarter, and for the year. The subsequent declaration of martial law in the province of Maguindanao until December also had the effect of virtually placing at a standstill all project-related activities in Maguindanao and nearby Sultan Kudarat province;
  - The massacre incident affected all the 8 Maguindanao EQuALLS2 sites namely: Buldon, Barira, Paglat, Datu Paglas, Upi, Datu Saudi, Datu Piang, Mamasapano, and also the nearby Region 12 municipalities of Lambayong and Esperanza, both in Sultan Kudarat, a total of 10 of the 41 EQuALLS2 sites.
  - The incident is estimated to have seriously set back implementation by at least 1 and ½ months in the affected areas.

4. Continuing kidnapping incidents in Basilan:
  - A number of local kidnappings in Basilan island in October resulted in some delay and disruption of project activities in the sites of Maluso and Lantawan.
  - EQuALLS2 partner IYF-PBSP has had to pull back activities to be conducted in Zamboanga city for a number of months now, resulting in higher costs and time delay.
  
5. Clan wars, bombings, fires, landslide, others:
  - Clan wars or *rido* delayed some activities in Ganassi (Lanao Sur) and Bongao (Tawi Tawi)
  - A bombing of the Marawi City hall created tension and resulted in some delay in the implementation of project activities in the city;
  - An accidental fire gutted the school building of Tubig Mampallan ES, Bongao, Tawi Tawi. EDC will look into the school's request to provide books lost in the fire;
  - A landslide caused by heavy rain disrupted some ALS classes in Pigcawayan, though this will only result in postponement, not in permanent delay to some schedules
  - The combined effect of these other disrupting incidents (and the start of the election period) is expected to negatively impact on the timely implementation of activities in these sites.

EDC's response to the security situation and security related incidents:

To address these challenges, EDC embarked on the following strategy and activities this quarter:

1. Assessment Visit and Conduct of Security Training by EDC's Director for International Security (Costs covered by EDC Headquarters, not USAID)  
Louis Lepage, EDC's International Director for Safety and Security, visited EDC Philippines' project offices and sites in December. The objectives included: conducting a security assessment; providing a comprehensive security training for EDC staff and partners; and, consulting with Armed Forces of the Philippines, Philippines National Police, USAID's Regional Security Officer, and other security related offices.
  
2. Continued management of the security situation by EDC in Cooperation with Implementing Partners  
As part of its coordinating and technical leadership role, EDC has instituted a system of monthly reporting (during its regular monthly reporting of targets and spending) by implementing partners of security-related delays in implementation, and collective adoption of measures to avert serious program delays. These measures include:
  - focused monitoring of sites that are affected or prone to security-related delays (such as the Sulu, Lanao del Sur and Maguindanao sites),
  - agreements on approaches to alternative programming of project deliverables (to less troubled areas within same municipality, or other municipalities when necessary)
  - Focused documentation of the effects of security incidents, and for reporting to USAID;

Individual reports of lead implementing partners of these security incidents, their impact on project implementation, and measures undertaken to respond to these incidents are attached as Annex 21.

## **VI. FY 2010 QUARTER 2 WORKPLAN SUMMARY**

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

<b>Program Component</b>	<b>Activities</b>	<b>Implementing Partner / Organization</b>	<b>Dates</b>
<b>Leadership and Management</b>	DepED Region 12 Director Consultation	EDC, USAID, DepED	January
	USAID Performance Audit	EDC, USAID	February
	Quarterly Report Submission	EDC	February 16 (US Holiday Feb 15)
	Monthly Partners' Meetings	EDC, Partners	January, February, March
<b>Community Engagement (IR 1)</b>	Orientation and Training on Community Education Report Card: Piloting in the municipality of Lutayan, Save the Children area	EDC Save	January 25- 26
	Conduct of FGD for Learning Agenda in Save site: Alicia, Zamboanga Sibugay and Dinas, Zamboanga Del Sur	EDC Save	February 3 – 5
	CIG monitoring in ELSA sites: Tantangan, Sto. Nino, Esperanza, Pigcawayan	EDC Ayala Foundation	February 23 – 25 (to be confirmed)
	CIG monitoring in Region 9, Region 12 and ARMM	EDC Lead Implementing Partners	March
	Pilot testing of Community Education Report Card in ELSA – IYF identified sites: Maluso, Basilan and Malapatan, Sarangani	EDC Ayala Foundation PBSP	March 1 – 5 (to be confirmed)
	IR 1 TWG	EDC Lead Implementing Partners	March 9 (to be confirmed)
	Madrasah Community Advocacy	EDC	January – February
	Training of Madrasah Administrators on Project Proposal making and financial management	EDC	March
<b>Educator Professional Development (IR 2)</b>	FGDs on Mentoring	EDC with Partners	January – Zamboanga Peninsula February – Region 12 and ARMM
	Distribution of Math Course 2 and Science Course 2 kits, Procurement of Math 3 and Science	EDC	January – March

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	Course 3 kits, Procurement of Mentee Kits		
	Conduct FGD and Strategy Planning Meeting with ICT stakeholders	EDC & Partners	January 21
	Materials Development and Use of BBF Books training	Save the Children	January
	Procurement of computer units for the remaining 6 municipalities	EDC	February
	Basic Intensive English Training	Save the Children	February
	Diagnostic Test for madrasah teachers	EDC	February 2 - Zamboanga City February - Cotabato City
	MLE Conference	EDC/Partners/DepED	February 18-20
	Training on Language Functions for Science Mentors	ELSA/PBSP	February
	On-site Teacher Training, Patikul	Synergeia	February
	IM training on ESM teaching strategies	ELSA/PBSP	February
	Monitoring of BBF books and audio books	EDC	February - March
	Design Workshop for DDB Training	EDC/DDB/UP NISMED/DepED	First Week of March
	Rapid Assessment and TA to Pigcawayan IMPACT School	EDC, Maasin Learning Center, DepED, ELSA	March
	TWG on Madrasah diagnostic results, content of training design, training program timeframe. Will also discuss updates on MLE, Drug Prevention, and Mentoring	EDC and Partners	March
	Mentoring Dialogue with DepED Central Office	EDC, Implementing Partners, DepED CO, Local DepED	March
	Trainers Workshop on Madrasah teachers training on Instructional Practices	EDC, Partners	March
<b>OSCY (IR 3)</b>	Conduct of A&E Sessions	ELSA-Consuelo, Save the Children	January - March

Conduct of Skills Trainings	ELSA-Consuelo, Save the Children	January - March
Screening and selection of IMs (islands)	Synergeia Foundation	January
Conduct of Special Training for the Youth of Munai in Building Wiring Installation	EDC with TESDA Regional Training Center (Iligan City)	January –March
Training of IMs on Facilitating BL sessions	Synergeia Foundation	January 9-13
Identification, screening and selection of ALS learners	ELSA-Consuelo	January -February
Purchase and packaging of learning materials and modules	ELSA-Consuelo	January 4-31
BLiSs Closing Programs	Save the Children	January 10-28
BLP Graduation Ceremonies	Synergeia Foundation	January 11-22
CLC Refurbishment	ELSA-Consuelo	January
Basic IM Training	ELSA-Consuelo	January 17-22
Entrepreneurship Training	Save the Children	January 18-22
Validation & finalization of list of learners for A&E batch 2	Synergeia Foundation	January W2-W3
Training of A&E B2 IMs	Synergeia Foundation	January W4
Graduation of Munai youth from the Special Training in Plumbing and Masonry	EDC	January 25
BLiSs Mid Program Review	Save the Children	January 27-29
Training on administration of LAR / Administration of IM tool – Synergeia mainland	EDC	January 28
Phase 1 (data collection) of Research Video on OSYs (WFD)	EDC	January 21-30
IM Professional Development Tracking Tool Orientation and Administration	EDC	January-February

Orientation on the Scholarship Program	EDC	January-February
Conduct of A&E sessions (mainland)	Synergeia Foundation	February onwards
DAP T1 Administration	ELSA-Consuelo-Nagdilaab Foundation, MIT	February
Recruitment of short-term WFD trainees	ELSA-Consuelo-NDMC	February
Roll out of BLP classes (Sulu)	Synergeia Foundation	February onwards
Conduct of BL Sessions	ELSA-Consuelo-Nagdilaab Foundation	February onwards
Assessment and Planning Workshop	ELSA-Consuelo	February 9-10
Training on Monitoring and Coaching	ELSA-Consuelo	February 11-12
Orientation of IM tool administration to ELSA-Consuelo / Training on LAR administration to ELSA-Consuelo	EDC	February 10
Workshop with IMs (Synergeia mainland) on IM tool, LAR, and FGD with USAID (Mir)	EDC	February 12
Roundtable discussion of US Commissioner on International Religious Freedom with In and Out of School Youth	EDC	February 13
IR3 Planning and TWG Meeting	EDC	February 17-18
Training of DAP Administrators (Island)	EDC with Synergeia	February 22-23 (TBC)
IM Enhancement Training	ELSA-Consuelo-NDMU-CCC	February 25-26
Livelihood Skills Training (island)	Synergeia Foundation	February 19-March 5
ESM Training for IMs and YLFs	Save the Children	February 26-Mar 3
Graduation of Munai youth from the Special Training in Building Wiring Installation	EDC	March 3

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	Training on LAR administration (Save – Region 9)	EDC	March (2 <sup>nd</sup> week)
	Technical Assistance by David James Wilson	EDC	March 15-22
	Monitoring of IR3 Program Implementation	EDC	March
<b>Monitoring &amp; Evaluation</b>	Presentation of analysis of data from the MIS to staff and partners	EDC	January - March
	Monitoring and tracking of partners' data entries	EDC	Ongoing
	M & E TWG meeting	EDC & Partners	March
	Presentation of analysis of data from the MIS to staff and partners	EDC	January - March
	Monitoring and tracking of partners' data entries	EDC	Ongoing
<b>Outreach and Communications</b>	Distribution of the EQuALLS2 2010 wall calendar to community and institutional partners	O&C teams of EQuALLS2-EDC and LIPs	January
	Launch of the new EQuALLS2 website and web-based Activity Map and Calendar	O&C-EDC	February
	O&C Team Working Group Meeting	O&C teams of EQuALLS2-EDC and implementing partners	February
	Production and distribution of the new EQuALLS2 brochure	O&C-EDC	March
	Production and distribution of the EQuALLS2 community newsletters	O&C-EDC	March
	Documentation and dissemination of success stories and best practices	O&C-EDC with Technical Programs	January - March
<b>Grants Management</b>	Technical Assistance to Synergeia on financial systems improvement	EDC and Synergeia	January - March
	Review Partners' –Oct to Dec 2009 QPR	EDC	Late January to early February
	Quarterly financial monitoring visits	EDC	January – March

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	Hiring new Grants Compliance Officer	EDC	January
	Joint monitoring visits on CIGs and CLCs and inventory of IR2/IR3 modules	EDC grants and technical teams with Partners	March
	Verification of documentations for GDA leverage as reported by LIPs	EDC and technical teams with Partners	March
	Re-orientation of USAID Regulations/Roll-out of significant learning gained from the Jakarta workshop	Alma to team/partners	March