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USAID/PHILIPPINES BASA PILIPINAS PROGRAM

ANNUAL PROGRESS REPORT: YEAR 4

JANUARY 1, 2016 – DECEMBER 31, 2016



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USAID/PHILIPPINES BASA PILIPINAS PROGRAM

ANNUAL PROGRESS REPORT: YEAR 4

JANUARY 1, 2016- DECEMBER 31, 2016

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USAID/Philippines Basa Pilipinas Program

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COVER CAPTION:

Learning soars when a child reads. But teaching a child to read takes a village. It takes the combined efforts of teachers, parents, principals, community and education leaders to provide the resources necessary so children could have access to books that suit them, quality teaching that responds to their learning needs and a supportive home environment that reinforces what they learn in school with good reading habits at home.

Over the past four years, USAID, through its Basa Pilipinas project has actively engaged with key education partners to transform early grade reading approaches and help at least one million Filipino children develop better reading skills. Results have been quite promising; pointing to significant improvements in students' reading achievements after two years of USAID assistance. In 2016, DepEd has begun adopting the Basa early grade reading approaches, which will expand the program's reach to more public schools across the country.

COVER DESIGN: PAULO PADRE/USAID/BASA PILIPINAS

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ACRONYMS

AWP	Annual Workplan
BBF	Brother’s Brother Foundation
BCD	Bureau of Curriculum Development
BLD	Bureau of Learning Delivery
BLR	Bureau of Learning Resources
BPS	Best Practices Study
CMP	Contract Monitoring Plan
COP	Chief of Party
DepEd	Department of Education
DCOP	Deputy Chief of Party
DQA	Data Quality Assessment
EDC	Education Development Center, Inc.
EdGE	Education Governance Effectiveness Project
EGRA	Early Grade Reading Assessment
EGRF	Early Grade Reading Forum
ELLN	Early Language, Literacy and Numeracy
FGD	Focus Group Discussion
IR	Intermediate Result
K–12	Kindergarten to Grade 12
LAC	Learning Action Cell
LM	Learner’s Material
LRMDS	Learning Resources Management and Development System
MG	Multigrade
MT	Mother Tongue
MTB-MLE	Mother Tongue-Based Multilingual Education
M&E	Monitoring and Evaluation

NBSF	National Book Store Foundation
NKTG	National Kindergarten Teacher's Guide
NRM	National Reading Month
O&C	Outreach and Communications
PBSP	Philippine Business for Social Progress
PFI	Petron Foundation, Inc.
Phil-IRI	Philippine Informal Reading Inventory
PIR	Program Implementation Review
PMC	Program Management Committee
PMP	Performance Monitoring Plan
RELI	Reinforcing Effective Literacy Instruction
SAF	Special Activities Fund
SCOPE	Standard Classroom Observation Protocol in Education, Language and Literacy
SEAMEO-INNOTECH	Southeast Asian Ministers of Education Organization Regional Centre for Educational Innovation and Technology
TA	Technical Assistance
TEC	Teacher's Education Council
TG	Teacher's Guide
TIP	Teacher Induction Program
TLM	Teaching and Learning Material
TOT	Training of Trainers
TTI	Teacher Training Institute
TWG	Technical Working Group
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

The Education Development Center (EDC) is pleased to submit the fourth USAID/Philippines Basa Pilipinas Annual Progress Report to USAID/Philippines. This report covers program activities implemented from January 1 to December 31, 2016 and provides an overview of the main accomplishments, challenges, and lessons learned associated with the implementation of Basa’s Year 4 Annual Workplan. Basa’s 2016 program activities have been structured with primary focus on continued capacity building and collaboration with DepEd at the national and region/division levels as a response to DepEd’s request for assistance in institutionalizing key Basa approaches, teaching and learning materials, training approaches, and monitoring tools and techniques within the educational system. With USAID/ Philippines approval of the 17-month cost extension at the end of September 2016, Basa has provided additional support to DepEd by training Grade 2 and 3 teachers on reinforcing effective literacy instruction as well as conducting Learning Action Cells (LAC) consultation workshops for school administrators in view of recently issued *DepEd Order No. 35*, declaring school-based LAC a primary teacher professional development tool.



Third grade pupils in Bohol practice their reading skills using leveled texts developed with support from USAID.

A summary of Basa’s Year 4 highlight accomplishments for each quarter is provided in the table below.

TABLE I. HIGHLIGHTS OF BASA YEAR 4 ACCOMPLISHMENTS

QUARTER	ACCOMPLISHMENTS
QUARTER I January - March	<ul style="list-style-type: none"> • Technical assistance and validation of DepEd’s Regions 1 and 7 K-Grade 3 Early Language, Literacy and Numeracy (ELLN) Training
	<ul style="list-style-type: none"> • Initial findings on EGRA results from Grades 2 and 3 reported
	<ul style="list-style-type: none"> • Report on Time 2 LAC monitoring completed
	<ul style="list-style-type: none"> • EGRA data analysis workshop provided to DepEd Central
	<ul style="list-style-type: none"> • 31 DepEd assessors trained in EGRA assessment
	<ul style="list-style-type: none"> • Endline EGRA data assessment conducted jointly with DepEd assessors in 118 sample schools in Bohol, Cebu, Ilocos Norte, Ilocos Sur, La Union, and Mandaue City
	<ul style="list-style-type: none"> • Data collection for Best Practices Study (BPS) conducted during Feb/Mar 2016 to analyze data from a sample of top and bottom performing schools to better understand factors affecting school performance
	<ul style="list-style-type: none"> • Second round of data collection completed for Basa research on learning trajectories • 63 titles of Basa-developed materials reviewed, formatted and uploaded to DepEd’s LRMDS online portal

TABLE I. HIGHLIGHTS OF BASA YEAR 4 ACCOMPLISHMENTS

QUARTER	ACCOMPLISHMENTS
	<ul style="list-style-type: none"> • Technical assistance (TA) to DepEd with formatting the layout of teacher guides in English and Filipino for Grades 1-3 to meet DepEd specifications for further procurement • Petron approves Php 2M in leverage funds for SY 2015/2016 activities
<p>QUARTER 2 April - June</p>	<ul style="list-style-type: none"> • DepEd issued Order No. 35 s.2016, declaring the LAC as a school-based continuing professional development strategy aimed at improving teaching and learning strategies within the K-12 curriculum framework. • Multigrade outline brief developed and distributed in Basa-assisted divisions in response to FGD with multigrade teachers conducted in Cebu, Region 7. • In response to DepEd’s request, Basa developed and handed over a training package intended for Teacher Induction Program (TIP) in June 2016. The package includes session guide, presentations, videos, and handouts • Regional Literacy Workshops conducted in Regions 1 and 7. Early Grade Reading Forum (EGRF) conducted in Mandaluyong City • DepEd division sustainability plans developed and adopted in all eight Basa-supported divisions • Following DepEd’s request, Basa launched a research on Kindergarten literacy instruction and student performance with approved funding from Special Activities Fund (SAF) • As part of Post-Typhoon Haiyan (Yolanda) Special Activity Extension, 1,275 school chairs for Grade 1-6 pupils distributed in Basa-supported divisions of Northern Cebu. 240 copies of <i>Be Ready!</i> emergency preparedness instructional materials in English for Grade 3-6 pupils turned over to USAID Be Secure project • TA to DepEd with formatting Teacher’s guides in English and Filipino for Grades 1-3 teachers intended for nationwide procurement • Over 130 titles of Basa-developed materials reviewed, formatted and handed over to DepEd for uploading to LRMS online portal • Over 30,000 story books procured with funds donated by Petron Foundation for SY2015/2016
<p>QUARTER 3 July - September</p>	<ul style="list-style-type: none"> • Up to 60 Grade 1-3 multigrade teachers trained on effective use of supplementary outlines • TA to DepEd plans for adoption and scale up of Basa-developed materials including ongoing cooperation with DepEd LRMS to improve access to Basa materials by teachers • Over 300 parents trained to promote effective reading strategies and practical tips to improve early grade literacy • The 2013-2016 Final Outcome Evaluation Report submitted to USAID. LAC Time 3 data collection and observation conducted in a sample of 48 schools and internal DQA visits

TABLE I. HIGHLIGHTS OF BASA YEAR 4 ACCOMPLISHMENTS

QUARTER	ACCOMPLISHMENTS
	<ul style="list-style-type: none"> conducted in a sample of 20 schools • Basa’s 2016 Research Report on learning trajectories within MTB-MLE context completed • USAID/Philippines approves Basa’s 17-month cost extension workplan with \$15M in additional funding. The additional period of implementation covers January 2017-May 2018 • 32 Kindergarten classrooms observed, 72 teachers, school heads and principals interviewed, 10 Focus Group Discussions (FGDs) with parents conducted as part of Kindergarten qualitative assessment
QUARTER 4 October - December	<ul style="list-style-type: none"> • Technical Working Group (TWG) meetings conducted to refine the design of Grade 2 and 3 Training of Trainers (TOT) and Teacher Training on Reinforcing Effective Literacy Instruction (RELI) and the LAC Consultation-Workshop • More than 180 DepEd trainers and facilitators trained to co-facilitate the Grade 3 and over 160 DepEd trainers and facilitators trained to co-facilitate the Grade 2 RELI teacher training rollout and the LAC Consultation-Workshop • 4,200 Grade 3 teachers and 3,773 Grade 2 teachers trained to reinforce effective literacy instruction using Teacher’s Guides (TGs), read-alouds, and leveled readers • 2,123 school administrators trained on the new DepEd order on the LAC as mechanism for school-based professional development • Basa supports DepEd’s five-day National LM Writeshop conducted in December 2016 in Pasig. A total of 47 teacher-writers participated in the activity. • DepEd endorses nationwide use of Basa-developed leveled readers in all multigrade schools. With the issuance of DepEd Order 64, s2016, Basa’s leveled readers became an authorized nationwide resource for multigrade classrooms across the Philippines. • Basa presentation on Kindergarten Field Research at DepEd Program Implementation Review workshops nationwide. Basa was able to present at all four PIR events covering the Luzon, Visayas and Mindanao clusters. • 73 Grade 3 teachers from all Basa-supported divisions participated in FGDs on Gender and Learning conducted to validate EGRA’s gender gap findings; • An estimated 11,000 learners participated in joint DepEd and Basa NRM activities aimed at promoting DepEd’s <i>Every Child A Reader Program</i> and making Filipino learners a generation of readers.

Highlights from Year 4 accomplishments for each Intermediate Result (IR) include the following:

IR I: IMPROVED READING INSTRUCTION

Basa’s work with DepEd throughout 2016 focused on institutionalization of Basa-developed teacher trainings through Literacy-LACs, face-to-face and/or online teacher training delivery. Our technical assistance also included monitoring and observation of DepEd’s ELLN trainings, LAC sessions and joint support for

multigrade teachers. Basa-assisted DepEd divisions were requested to develop sustainability plans to include strategies for literacy training for new teachers and continuous support to teachers to reinforce appropriate literacy instruction in the classroom. All Basa-assisted school divisions have been provided with a list of Basa-trained DepEd instructors and facilitators as well as with complete sets of all training materials, presentations and videos developed by the project. Finally, with USAID's approval of the program's cost extension, Basa Pilipinas was able to proceed with program activities geared toward strengthening and sustaining literacy instruction in Grades 1 to 3; and initiating support for Kindergarten. During the fourth quarter of 2016, the program technical team focused on preparation and implementation of the Reinforcing Effective Literacy Instruction (RELI) teacher training roll-out for Grade 3 and Grade 2 teachers; roll-out of the LAC consultation workshops with school administrators; collaboration with DepEd on the updating of the national Kindergarten Teacher's Guide (NKTG) and accompanying Learners' Material (LM).

OBSERVATION AND VALIDATION OF DEPED K-3 EARLY GRADE LANGUAGE LITERACY AND NUMERACY TRAINING (ELLN)

Over the course of 2014-2015, Basa supported DepEd's efforts to target 100 priority schools across 17 regions as part of the DepEd-initiated K-Grade 3 ELLN training. Basa's assistance included technical support to the Training of Trainers (TOT), provision of Basa TLMs and other direct technical assistance. In addition, DepEd requested Basa to participate in the observation and validation of the training in seven out of 17 regions. During the first quarter of 2016, some DepEd divisions in Regions 1 and 7 expanded ELLN trainings using their own funds. Basa's continued support to these efforts included training observation and validation, as requested by DepEd. Our field teams collected data to confirm the use of read alouds, videos and handouts produced and/or distributed by Basa.

MONITORING OF LEARNING ACTION CELLS (LAC)

DepEd's LACs have been in practice for more than 25 years envisioned as a vehicle for continuous profession development and reflection. At DepEd's request, Basa has been tasked with revitalizing LACs to be facilitated by school administrators focused on improving early grade literacy instruction practices, sharing of effective teaching strategies and joint reflection. To monitor the progress of literacy LAC sessions, Basa conducted Time 1 and Time 2 observations and data collection in a sample of schools in Basa-assisted divisions. Time 3 data collection and observations were conducted during mid-July/September 2016 to assess the progress of LAC sessions as a vehicle for the continuing teacher professional development in 48 out of a sample of 64 schools. A more detailed report on LAC Time 3 data collection and observations can be found in the M&E section of this annual report.

SUPPORT FOR MULTIGRADE TEACHERS

Most multigrade (MG) teachers are new to the service, and are either newly hired or have been teaching for less than 5 years. In addition, majority of MG classes are located in far flung primary schools, predominantly in rural island and mountainous communities where some of the teachers are also the caretakers of the whole school. Basa technical team incorporated strategies specifically targeting multigrade teachers to address such critical issues as classroom management, differentiated grouping for effective reading instruction, proper use of teacher's guides and materials in the supplementary MG outlines to the teacher's guides. Basa, in coordination with DepEd, has developed briefing materials and conducted orientation sessions with multigrade teachers to reinforce the use of Basa-developed teaching and learning materials in implementing differentiated instruction in a multigrade setting. During the roll-out of the teacher training for Grade 2 and Grade 3 in Quarter 4, teachers from multigrade schools were typically grouped as a cluster of trainees so that MG-specific topics could be incorporated into the training content.

ADDITIONAL SUPPORT FOR GRADE 2 AND 3 TEACHERS

Approximately 3,774 Grade 2 and 4,200 Grade 3 teachers have participated in the additional training on reinforcing effective literacy instruction during October-December 2016. The training design was refined in October and December during Technical Working Group (TWG) workshops participated in by the Basa program team, Basa lead consultants, and DepEd focal points. This was followed by the training of trainers (TOT) for an established corps of DepEd trainers and facilitators prior to the teacher training rollout in all Basa-assisted divisions, except for the division of Ilocos Norte, which will implement its roll-out during the first two quarters of 2017.

IR 2: IMPROVED READING DELIVERY SYSTEMS

In line with the Year 4 Annual Workplan, Basa's Year 4 key activities under this IR focused on sharing results and research findings relevant to improving early grade reading instruction and outcomes in the Philippines through national and regional dissemination events, capacity building activities related to best practices in EGRA assessment, the DepEd-requested Kindergarten research study and promotion of reading awareness.

TECHNICAL ASSISTANCE TO DEPED

Basa conducted a workshop for DepEd Central on January 8, 2016 with Dr. Elena Vinogradova, EDC Director for Monitoring and Evaluation (M&E). The workshop covered best practices in early grade reading assessment (EGRA) data analysis and reporting based on the most recent guidance from USAID. To further build capacity of DepEd M&E personnel at regional/division level, Basa engaged DepEd assessors in EGRA training that took place in Laoag City, Ilocos Norte during January 11-15, 2016. Following the training, DepEd assessors were included in field data collection teams to both supervise and administer the EGRA.

CONTINUED RESEARCH ON DEVELOPMENTAL READING TRAJECTORIES AS RELATED TO MTB-MLE

The second wave of data collection for the language developmental trajectories research that DepEd requested was completed during the year in review. Results from two years of data collection in the Basa and non-Basa schools participating in the study indicate that there is a slow but consistent improvement across the three regions (Regions 1, 4 and 7) studied in implementation of teaching techniques associated with the Philippines' Mother Tongue-Based Multilingual Education (MTB-MLE) approach, although teachers overall are not yet able to solidly demonstrate the skills needed to best support students' literacy learning. Longitudinal analysis of the performance of students who were in Grade 1 in Wave 1 and Grade 2 in Wave 2 shows that pupils' literacy skills did generally grow from Grade 1 to Grade 2. Overall, pupils appeared to be making stronger gains in fluency than in reading comprehension, although there were gains in both measures. Encouragingly, as anticipated in the MTB-MLE policy, improved literacy skills in Mother Tongue do seem to be associated with pupils' improved achievement in Filipino and English in later grades. Wave 3 data will be helpful in strengthening assertions about links between Grade 1 Mother Tongue skills and literacy in other languages in Grade 3.

REGIONAL AND NATIONAL DISSEMINATION EVENTS

During the 2nd quarter of 2016, Basa conducted a series of dissemination events at regional and national levels to reflect on joint accomplishments, identifying best practices, and sharing assessment results to date. Region 1 Literacy Workshop took place in Laoag City, Ilocos Norte on April 20, 2016 and Region 7 Literacy Workshop took place in Cebu City on April 29, 2016. These regional dissemination workshops gathered over 300 participants, including DepEd officials, Basa trainers, and EGRA assessors. These events culminated in the national-level Early Grade Reading Forum (EGRF) on April 26, 2016 in Mandaluyong City, co-chaired by DepEd and USAID/Philippines Office of Education (OEd).

SPECIAL ACTIVITY: RESEARCH ON KINDERGARTEN

As requested by DepEd and approved by USAID in the first quarter of 2016, Basa launched a research study to contribute to evidence-based policy and practice in Kindergarten instruction by determining the status of literacy instruction and student performance in key aspects of emergent literacy. Basa's technical team led by Ms. Yayi Fua, Early Childhood Development Specialist, conducted the desk research study as well as qualitative assessment including classroom observations, school head and teacher interviews, and FGDs with parents in Regions 1 and 7. The Kindergarten Qualitative Assessment Toolkit was included in the 3rd QPR for 2016 (Annex B), while the research report will be finalized and included in Basa's 1st QPR for 2017.

IR 3: IMPROVED ACCESS TO QUALITY READING MATERIALS

In Year 4, Basa has completed the turnover of Basa-produced teaching and learning materials to the DepED Learning Resources Management and Development System (LRMDS) for nationwide access by teachers from Basa and non-Basa divisions. Basa has partnered with DepED to share printing specifications, assist with reformatting of selected Basa materials for possible nationwide procurement. We also worked with DepED counterparts to include strategies on how to protect current materials from weather elements and natural disasters as part of our ongoing focus on sustainability.

NATIONWIDE ACCESS TO BASA TEACHING AND LEARNING MATERIALS

Throughout 2016, Basa provided assistance to DepEd with formatting and re-designing Basa-developed materials for upload to DepEd's LRMDS online portal for nationwide access. Approximately 200 titles of Basa-revised and developed teaching and learning resources in Mother Tongue (Ilokano and Sinugbuanong Binisaya), English and Filipino have been re-formatted and turned over to DepEd's LRMDS to facilitate nationwide access by teachers from Basa and non-Basa divisions. In July 2016, Basa was invited to DepEd's LRMDS Consultative Workshop to promote its uploaded materials among the 220 regional and division LRMDS managers from Basa and non-Basa DepEd divisions. We have also partnered with DepEd to format Basa-revised Grade 1 Teacher's Guides in English and Filipino for DepEd's nationwide procurement during SY2016/2017. We will work with DepEd in the coming year to document this partnership and will report the progress in 2017.

BASA LEVELED READERS AUTHORIZED FOR NATIONWIDE USE

On October 4, 2016, DepEd endorsed nationwide use of Basa-developed leveled readers in all multigrade schools. With the issuance of *DepEd Order 64, s.2016*, Basa's leveled readers became an authorized nationwide resource for multigrade classrooms across the Philippines. The DepEd order set comprehensive guidelines on the use of DepEd schools' multigrade budget for 2015 and 2016, including support for the reproduction of Basa leveled readers.

SUPPORT FOR DEVELOPMENT OF THE REVISED KINDERGARTEN LEARNERS' MATERIAL (LM)

Basa supported DepEd's 5-day National LM Writeshop conducted in December 2016 in Pasig. A total of 47 teacher-writers participated in the activity. Prior to their writing sessions, participants were guided by inputs from resource speakers including Yayi Fua, Basa ECD Specialist. The workshop participants produced draft activity sheets to accompany instruction for Weeks 9-40, aligned with the content of the draft revised National Kindergarten Teacher's Guide. Following the writeshop, Basa also supported DepEd in its vetting processes for the review and approval of the LM draft for reproduction and use.

MONITORING, EVALUATION AND RESEARCH

Major M&E activities conducted throughout 2016 include endline EGRA jointly with DepEd assessors along with longitudinal Standard Classroom Observation Protocol in Education, Language and Literacy (SCOPE)

classroom observations. In addition, Basa's M&E unit collected additional data in a sample of ten of the top and bottom performing schools to study best practices that impact student performance. We also collected data and conducted classroom observations for the ongoing research activity on student developmental trajectories and teacher practice within MTB-MLE context in a sample of non-Basa and Basa schools. During the first quarter of 2016, Basa M&E team also conducted EGRA and SCOPE observations in sample classrooms following the completion of the pilot online K-3 teacher training course on effective literacy instruction implemented in 2015.

OUTREACH AND COMMUNICATIONS

During Year 4, Basa outreach and communication strategies supported efforts to solidify and scale the program's impact beyond Basa's currently assisted school divisions. The Outreach and Communications (O&C) unit has made significant contributions to the successful turnover of Basa-developed materials to DepEd's online learning portal, promoting the use of instructional materials by non-Basa divisions, facilitating requests for technical assistance from various DepEd bureaus responsible for scaling up Basa's materials. The O&C team has also played a critical role in coordinating dissemination activities, production of communications materials, supporting high-visibility events, as well as reading awareness campaigns jointly with DepEd both at the national and field levels.

STRATEGIC PARTNERSHIPS

Basa management team has maintained close coordination with USAID/Philippines and DepEd through the Basa Program Management Committee (PMC) meetings, which serve as an important program validation and relationship building mechanism. Basa's 8th PMC meeting was held in April 2016, co-chaired by Dr. Dina Ocampo, DepEd Undersecretary for Curriculum and Instruction and Mr. Brian Levey, Director Office of Education at USAID/Philippines. Ongoing communication with USAID has been supported through periodic face-to-face meetings as well as facilitated through conference calls and during field trips to Basa sites. Basa's partnership with DepEd has been coordinated through regular consultation meetings with DepEd's Bureaus at the national level and with region/division DepEd representatives in the field. Basa has continued its collaboration with local corporate partners and was able to leverage Php 2,000,000 (about USD 43,000) from Petron Foundation for procurement of more than 30,000 locally available supplementary reading materials in English and Filipino.

POST-TYPHOON HAIYAN (YOLANDA) DISASTER EDUCATION RECOVERY ASSISTANCE EXTENSION

Following USAID's approval of the no-cost extension for Post-Typhoon Haiyan (Yolanda) assistance through April 2016, Basa procured an additional 240 copies of *Be Ready!* emergency preparedness flip-chart instructional materials in English for Grades 3-6 pupils for turnover to USAID's *Be Secure* project, as a collaborative step between USAID's education and environment sectors. These instructional materials were developed and distributed earlier by Basa to affected areas of northern Cebu province. In addition, Basa procured 1,275 school chairs for distribution in four Basa-assisted school districts.

RESULT BY RESULT ANALYSIS

The key Year 4 results for each intermediate result are highlighted in the table below.

TABLE 2. YEAR 4 KEY RESULTS PER IR (JANUARY 1-DECEMBER 31, 2016)

IR 1. IMPROVED READING INSTRUCTION	
<ul style="list-style-type: none"> • Basa’s technical assistance and validation of DepEd’s Region 1 and 7 K-Grade 3 ELLN training • Initial findings on EGRA results from Grades 2 and 3 reported • Time 2 LAC monitoring report completed 	<p>Jan-Mar ‘16 (Q1)</p>
<ul style="list-style-type: none"> • Training package developed for DepEd’s Teacher Induction Program (TIP) • DepEd issued policy order on LACs • Multigrade outline brief developed and distributed in Basa-assisted divisions 	<p>Apr-Jun ‘16 (Q2)</p>
<ul style="list-style-type: none"> • Time 3 LAC data collection and observations completed in a sample of 48 schools • Basa participated in DepEd’s Early Language, Literacy and Numeracy (ELLN) Training for Multigrade teachers in Bohol • Up to 60 Grade 1-3 multigrade teachers oriented on effective use of supplementary outlines to the revised Teacher’s Guides 	<p>Jul-Sep ‘16 (Q3)</p>
<ul style="list-style-type: none"> • TWG meetings conducted to refine the design of Grade 2 and 3 TOTs, Teacher Training on Reinforcing Effective Literacy Instruction (RELI), and the LAC Consultation Workshop • Over 180 DepEd trainers and facilitators trained to co-facilitate the Grade 3 and over 160 DepEd trainers and facilitators trained to co-facilitate Grade 2 RELI teacher training roll-out and the the LAC Consultation Workshop • Training on Reinforcing Effective Literacy Instruction using TGs, read-alouds, and leveled readers for Grade 2 and 3 teachers delivered • 2,123 school administrators trained on the new DepEd order on the LAC as mechanism for school-based professional development 	<p>Oct-Dec ‘16 (Q4)</p>
IR 2. READING DELIVERY SYSTEMS	
<ul style="list-style-type: none"> • EGRA data analysis workshop provided to DepEd Central • 31 DepEd assessors trained in EGRA • Second round of data collection completed for Basa Research on Learning Trajectories 	<p>Jan-Mar ‘16 (Q1)</p>
<ul style="list-style-type: none"> • Regional Literacy Workshops conducted in Regions 1 and 7 	<p>Apr-Jun ‘16</p>

TABLE 2. YEAR 4 KEY RESULTS PER IR (JANUARY 1-DECEMBER 31, 2016)

<ul style="list-style-type: none"> • Early Grade Reading Form conducted in Mandaluyong City • Division-level sustainability plans developed and adopted in all eight Basa-supported divisions 	(Q2)
<ul style="list-style-type: none"> • 2013-2016 Final Outcome Evaluation Report submitted to USAID/Philippines • Basa's 2016 research report on learning trajectories within MTB-MLE context completed • Over 300 parents trained to promote effective reading strategies and practical tips to improve early grade literacy 	Jul-Sep '16 (Q3)
<ul style="list-style-type: none"> • Findings from Kindergarten field research conducted in 32 Basa-assisted schools across the 8 partner divisions presented during DepEd Kindergarten Program Implementation Review (PIR) nationwide workshops • La Union field team provided technical assistance, training support, and reading materials during a workshop hosted by San Fernando City DepEd division for approximately 49 parents on October 12, 2016 • An estimated 11,000 pupils participated in the National Reading Month (NRM) activities aimed at promoting DepEd's <i>Every Child A Reader Program</i> and inspiring Filipino learners to become a generation of readers 	Oct-Dec '16 (Q4)
IR 3. IMPROVED ACCESS TO QUALITY READING MATERIALS	
<ul style="list-style-type: none"> • Technical assistance to DepEd with formatting the layout of Teacher Guides in English and Filipino for Grades 1-3 to meet DepEd specifications for possible procurement • 63 titles of Basa-developed materials reviewed, formatted and uploaded to DepEd's LRMS online portal • Petron Foundation approved Php 2,000,000 for 2015/2016 activities 	Jan-Mar '16 (Q1)
<ul style="list-style-type: none"> • TA to DepEd with formatting Teacher Guides in English and Filipino for Grades 1-3 for possible nationwide procurement • Over 130 titles of Basa-developed materials reviewed, formatted and handed over to DepEd for uploading to LRMS online portal • Over 30,000 story books procured with funds from Petron Foundation for SY2015/2016 activities 	Apr-Jun '16 (Q2)
<ul style="list-style-type: none"> • Basa completed distribution of Petron-donated supplementary early grade reading materials • TA to DepEd plans for adoption and scale-up of Basa-developed materials • Ongoing cooperation with DepEd LRMS to improve access to Basa materials by teachers 	Jul-Sep '16 (Q3)
<ul style="list-style-type: none"> • A total of 47 teacher-writers participated in the DepEd's national writeshop to revise the Kindergarten Learners' Material (LM). Prior to the writing sessions, participants were guided by inputs from resource speakers, including Basa ECD 	Oct-Dec '16 (Q4)

TABLE 2. YEAR 4 KEY RESULTS PER IR (JANUARY 1-DECEMBER 31, 2016)

<p>Specialist Yayi Fua</p> <ul style="list-style-type: none">• Basa’s leveled readers became an authorized nationwide resource for multigrade classrooms across the Philippines as per the DepEd Order 64 issued on Oct.4, 2016, with guidelines on the use of DepEd schools’ multigrade budget for 2015/2016	
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IR I. IMPROVED READING INSTRUCTION



As envisioned in the Year 4 Annual Workplan (AWP), Basa’s collaboration with DepEd throughout 2016 focused on institutionalization of Basa-developed teacher training modules through Literacy LACs, face-to-face and/or online teacher training. At the same time, under the guidance of Dr. Dina Ocampo, DepEd Undersecretary for Curriculum and Instruction, Basa-assisted DepEd divisions developed sustainability plans to include strategies for literacy training for new teachers and continuous support to teachers to reinforce appropriate literacy instruction in the classroom. To this end, some divisions have expanded DepEd’s Early Language, Literacy and Numeracy (ELLN)¹ training using their own funds, with Basa providing support to these efforts through observation and validation. In addition, all Basa-assisted divisions have been provided with a list of Basa-trained DepEd instructors and facilitators as well as USBs with complete sets of training materials, presentations and videos developed by the project to date.

During Q2–Q3 2016, based on the results of the focus group discussion (FGD) conducted in Cebu, Basa developed and disseminated briefing materials on the effective use of supplementary teacher’s guide outlines for multigrade teachers in all Basa divisions. In addition, Basa participated in DepEd’s ELLN training for multigrade teachers in Bohol. As a result, up to 60 Grade 1–3 multigrade teachers have been trained on effective use of supplementary teacher’s guide outlines. At the national level, DepEd’s support for multigrade

¹ ELLN training – DepEd’s initiative initially designed to support K-3 teachers from 100 priority schools in each of the 17 divisions. Basa provided TA support and instructional materials to DepEd.

teachers has culminated in the issuance of *DepEd Order 64, s. 2016* on October 4, 2016, authorizing Basa’s leveled readers as nationwide resource for multigrade classrooms across the Philippines and allocating appropriate 2015/2016 budget for reproduction purposes. DepEd has also institutionalized its support for school-based LAC as a primary tool for teacher professional development with the issuance of *LAC Policy Order No. 35, s. 2016*.

Finally, with USAID’s approval of the program’s cost extension, Basa Pilipinas was able to proceed with program activities geared toward strengthening and sustaining literacy instruction in Grades 1 to 3, as well as initiating support for Kindergarten. From October to December 2016, the program technical team focused on preparation and implementation of the Reinforced Effective Literacy Instruction (RELI) teacher training roll-out for Grade 3 and Grade 2 teachers; roll-out of the LAC consultation workshops with school administrators; and collaboration with DepEd on the updating of the National Kindergarten Teacher’s Guide (NKTG) and accompanying Learners’ Material (LM).

Basa’s Year 4 accomplishments towards *Improved Reading Instruction* against the expected outputs from Basa’s Year 4 Workplan are summarized in the table below.

TABLE 3. IR | KEY ACCOMPLISHMENTS

EXPECTED YEAR 4 OUTPUTS	ACTUAL YEAR 4 OUTPUTS
DepEd-developed sustainability plans which include strategies for continuous professional development through LACs, face-to-face and/or online teacher training	All eight partner divisions were able to develop sustainability plans, which were presented to DepEd central office leadership during Basa’s 8th Program Management Committee (PMC) meeting on April 26. The plans received full support and further guidance from Dr. Dina Ocampo, DepEd Undersecretary for Curriculum and Instruction.
LRMDS upload of LAC facilitator guide, trigger videos and print training materials	All materials developed by Basa for literacy instruction and LAC facilitation were submitted to DepEd for LRMDS upload. Basa is working with DepEd to monitor user downloads of Basa materials from the DepEd Learning Resource Portal.
Comprehensive report on literacy LACs	Data on LAC Time 3 data collection is included in the Monitoring & Evaluation section of this annual report.
Comprehensive report on results and recommendations for scaling up online training course Effective Literacy Instruction for New K–3 Teachers	Results of online induction course shared with DepEd Undersecretary Ocampo last March 2016. Final report write-up is still pending while we await official recommendations from DepEd regarding the induction course scale-up.
Complete sets of training materials, including videos, provided to each Basa-assisted Division	All Basa divisions have been provided with USBs containing complete sets of training materials. Teachers and school administrators have also been oriented on how to access these same materials via the LRMDS; flyers and briefers on this topic were also distributed during RELI and LAC roll-outs.
Provide training on Reinforcing Effective Literacy Instruction for Grade 2 and 3 teachers in Basa-assisted divisions	A total of 3,773 Grade 2 teachers and 4,200 Grade 3 teachers trained on reinforcing effective literacy instruction during the fourth quarter of 2016.
Develop and deliver an online blended learning course on Learning Action Cells for	A total of 2,123 school administrators participated in the first out of three one-day LAC consultation workshops conducted in

EXPECTED YEAR 4 OUTPUTS

ACTUAL YEAR 4 OUTPUTS

supervisors and school heads

December 2016.

SUB IR 1.1. IMPROVED ABILITY OF PUBLIC SCHOOL TEACHERS TO TEACH EARLY GRADE READING, TO CONDUCT DIAGNOSTICS, AND TO IMPLEMENT READING RECOVERY PROGRAMS

DEPED SUSTAINABILITY PLANS ON CONTINUOUS TEACHER PROFESSIONAL DEVELOPMENT

To sustain the gains and best practices accomplished during the program implementation, Basa-supported DepEd regional and division offices have designed sustainability plans on continuous teacher professional development through LACs, face-to-face and/or online training modules. The highlights of these sustainability plans have been presented during the 8th Program Management Committee meeting in April 26, 2016, co-chaired by Dr. Dina Ocampo, DepEd Undersecretary for Curriculum Instruction and Mr. Brian Levey, Office of Education Director, USAID/Philippines. DepEd sustainability plans received full support and further guidance from Dr. Dina Ocampo. Detailed sustainability plans for all eight DepEd divisions can be found in the 2nd Basa QPR for 2016, Annex I, DepEd Regional and Division Sustainability Plans.



Basa presented the early grade reading results in the 8th Program Management Committee meeting with DepEd on April 26, 2016.

OBSERVATION AND VALIDATION OF DEPED K-3 EARLY LANGUAGE LITERACY AND NUMERACY TRAINING (ELLN)

Over the course of 2014-2015, Basa supported DepEd's efforts to target 100 priority schools across 17 regions as part of the DepEd-initiated K-Grade 3 ELLN training. Basa's assistance included technical support to the Training of Trainers (TOT), provision of Basa teaching and learning materials (TLMs) and other direct technical assistance. In addition, DepEd requested Basa to participate in the observation and validation of the training in seven out of 17 regions. Basa's assistance to ELLN training contributed to an additional estimated 500,000 K-Grade 3 pupils who are direct project beneficiaries, due to ELLN activities being partially funded by USAID resources managed by Basa. During the first quarter of 2016, some DepEd divisions in Regions 1 and 7 expanded ELLN trainings using their own funds. Basa's continued support to these efforts included training observation, as requested by DepEd. Our field teams collected data to confirm the use of read alouds, videos and handouts produced and/or distributed by Basa.

SUPPORT FOR MULTIGRADE TEACHERS

Basa provided targeted support to multigrade (MG) teachers to support them with the added challenges such teachers face during their practice. Most MG teachers are either newly hired or have been teaching for less than 5 years. In addition, the majority of MG classes are located in far flung primary schools, predominantly in rural and mountainous communities where some of the teachers are also the caretaker of the whole school. Basa technical team incorporated strategies specifically targeting multigrade teachers to address such critical issues as classroom management, differentiated grouping for effective reading instruction, proper use of teacher's guides and supplementary outlines.

In May 2016, Basa conducted a focus group discussion (FGD) with a group of multigrade teachers to gather information on MG teaching practices and feedback on Basa’s supplementary outlines. The key finding was that MG teachers need further guidance on how to effectively use supplementary outlines in conjunction with two levels of teacher’s guides. To address these concerns, Basa in coordination with DepEd developed briefing materials and conducted orientation sessions with MG teachers to reinforce the use of Basa-developed teaching and learning materials in implementing differentiated instruction in a MG setting. An example of DepEd-Basa collaboration to assist multigrade teachers is Basa’s participation in DepEd’s ELLN training for MG teachers conducted in Bohol. During a walk-through of a sample weekly outline, Basa’s field team guided teachers on how to teach reading and writing, facilitate differentiated instruction and maximize the use of read alouds, listening stories and leveled readers. Technical MG briefers developed by Basa for multigrade teachers have also been distributed as additional reference. Detailed findings of the FGD and a copy of the MG Briefer can be found in the 1st Basa QPR for 2016, Annex A.

REINFORCING EFFECTIVE LITERACY INSTRUCTION (RELI) TEACHER TRAINING: PLANNING AND DESIGN

In response to *Early Grade Reading Assessment* (EGRA) results from SY 2015-16 as well as insights gleaned from school visits and discussions with DepEd partners, the Basa team designed the teacher training activities in Quarter 4 around reinforcing teachers’ use of Basa-provided literacy materials. The RELI training content focused on reviewing effective literacy instruction in the context of the 14 domains of literacy as defined in the DepEd language arts curriculum; using the Revised Teacher’s Guides (RTGs) as basis for completing DepEd’s daily lesson log for teachers; classroom assessment in the context of the revised teacher guides; effective use of listening stories/read-alouds and leveled readers; and good practices in classroom management. Teachers were required to bring their copies of the revised teacher guides, leveled readers and read-alouds so that they could use these throughout the various training activities. In addition, teachers were provided with brief updates on Basa Pilipinas, including some highlights from the most recent EGRA results.

For both grade levels, the training design was refined by convening a Technical Working Group (TWG) meeting comprised of DepEd officials from partner divisions, trainer-consultants, and Basa technical and field staff. The Grade 3 TWG was held at the Linden Suites in Pasig City on October 3-5, 2016, while the Grade 2 TWG was held on November 14-16, 2016. Revisions to the training design resulting from the TWG were incorporated and implemented in time for the Training of Trainers (TOT) process for each partner division. A total of 189 DepEd trainers participated in the TOTs for Grade 3, while 164 participated in the TOTs for Grade 2. The Grade 3 rollout took place from October to November, while the Grade 2 rollout was conducted in December. A total of 4,196 Grade 3 teachers and 3,773 Grade 2 teachers participated in the training rollout across all eight partner Basa divisions. DepEd trainers were teamed up with Basa consultant-trainers to conduct the teacher training. The complete set of RELI training materials for Grades 2 and 3 are included in this report as Annex A and Annex B, respectively.



As part of the Basa Technical Working Group, DepEd education officials have been instrumental in the design and planning for the literacy training for Grades 2 and 3 teachers held in the last quarter of 2016.

REINFORCING EFFECTIVE LITERACY INSTRUCTION: TRAINING FOR GRADE 3 TEACHERS

Basa field teams organized the TOT on October 17-19 in Bohol, Cebu, and Ilocos Sur for approximately 189 DepEd trainers and regional and division officials. This was a simulation and walk-through of the training sessions to prepare trainers in delivering the training content and facilitating the discussions and activities.

TABLE 4. DEPED TRAINERS FOR THE GRADE 3 TOT, OCTOBER 17–19, 2016

REGION	DIVISION	NO. OF TRAINERS
Region I	Ilocos Norte	35
	Ilocos Sur	23
	La Union	31
	San Fernando City	4
Region 7	Bohol	50
	Cebu	35
	Mandaue City	8
	Tagbilaran City	3
Total		189

Basa field teams conducted the training rollout during October 24–November 12, 2016 for the divisions of Bohol, Tagbilaran City, Cebu, Mandaue City, Ilocos Norte, Ilocos Sur, La Union, and San Fernando City. DepEd trainers and Basa consultants trained approximately 4,196 Grade 3 teachers where they reviewed effective instructional practices, re-examined the Revised Teacher’s Guide, and discussed strategies to maximize the use of Listening Stories and Leveled Readers. Teachers were also briefed on how to complete a daily lesson log and prepare an assessment plan, and shared best practices in classroom management and positive discipline.

TABLE 5. GRADE 3 TEACHERS TRAINED, OCTOBER 24–29, 2016 AND NOVEMBER 7–12, 2016

REGION	DIVISION	NO. OF TEACHERS
Region I	Ilocos Norte	362
	Ilocos Sur	510
	La Union	447
	San Fernando City	60
Region 7	Bohol	1,150
	Cebu	1,470

TABLE 5. GRADE 3 TEACHERS TRAINED, OCTOBER 24–29, 2016 AND NOVEMBER 7–12, 2016

REGION	DIVISION	NO. OF TEACHERS
	Mandaue City	150
	Tagbilaran City	47
Total		4,196

REINFORCING EFFECTIVE LITERACY INSTRUCTION: TRAINING FOR GRADE 2 TEACHERS

Basa field teams organized the TOT on November 23–25 in Bohol and La Union and November 24–26 in Cebu for 164 DepEd trainers and regional and division officials. This was a simulation and walk-through of the training sessions to prepare trainers in delivering the training content and facilitating the discussions and activities.

TABLE 6. DEPED TRAINERS FOR THE GRADE 2 TOT, NOVEMBER 23–25, 2016

REGION	DIVISION	NO. OF TRAINERS
Region I	Ilocos Norte	0
	Ilocos Sur	32
	La Union	32
	San Fernando City	2
Region 7	Bohol	50
	Cebu	34
	Mandaue City	11
	Tagbilaran City	3
Total		164

Basa field teams conducted the training rollout during December 1–22, 2016 for the divisions of Bohol, Tagbilaran City, Cebu, Mandaue City, Ilocos Sur, La Union, and San Fernando City. DepEd trainers and Basa consultants trained approximately 3,773 Grade 2 teachers where they reviewed effective instructional practices, re-examined the Revised Teacher’s Guide, and discussed strategies to maximize the use of Read Alouds and Leveled Readers. Teachers were also briefed on how to complete a daily lesson log and prepare an assessment plan, and shared best practices in classroom management and positive discipline.

TABLE 7. GRADE 2 TEACHERS TRAINED, DECEMBER 1–22, 2016

REGION	DIVISION	NO. OF TEACHERS
Region I	Ilocos Norte	0
	Ilocos Sur	479
	La Union	432
	San Fernando City	56
Region 7	Bohol	1,103
	Cebu	1,512
	Mandaue City	144
	Tagbilaran City	47
Total		3,773

During past teacher trainings, Basa field teams noted that some teachers have stopped using the Revised Teacher’s Guide due to difficulty in implementing the lessons and activities as outlined in the guide, lack of endorsement from school heads, and/or a misconception that the end of the original project contract meant the end of the use of Basa-distributed materials. This also coincided with the distribution of new K–12 materials by DepEd in May 2016 which some teachers started using for SY 2016/17. Teachers shared that the training sessions clarified which materials to use, and motivated and equipped them to use the Revised Teacher’s Guide, Read Alouds or Listening Stories, and Leveled Readers. Division officials also committed to issuing a memorandum to endorse the continued use of these materials. Teachers gained a better understanding of the domains of literacy, the ten-day instructional sequence, how to conduct formative and summative assessment, and how to enforce positive discipline in the classroom. Teachers also appreciated the session on lesson planning and preparation, through the division-approved Daily Lesson Log template, using the Revised Teacher’s Guide.



Dr. Jocelyn Tuguinayo, chief education program specialist of the DepEd Bureau of Learning Delivery orients writers on the guidelines for the revision of Kindergarten Learner’s Materials. Basa will work with DepEd in producing developmentally appropriate materials for Kindergarten.

The training of trainers and training rollout for Grade 2 and 3 teachers for the division of Ilocos Norte will be conducted during the first and second quarters of 2017. Basa was not able to conduct teacher trainings during the fourth quarter of 2016 due to the division’s prior commitments.

DESIGN AND PREPARATION FOR KINDERGARTEN TEACHER TRAINING AND MATERIALS DEVELOPMENT

In preparation for the training design and other support interventions for Kindergarten, Basa held several coordination meetings with key DepEd staff from the Curriculum and Instruction bureaus. On October 7, the Basa team outlined its planned activities for Kindergarten support with DepEd Teaching and Learning

Division Chief Dr. Rosalina Villaneza, and Kindergarten Central Office focal persons—Dr. Jocelyn Tuguinayo and Ms. Fina Frias. Basa also met with Save the Children, DepEd’s partner in the revision of the National Kindergarten Teacher’s Guide (NKTG) on November 28th, to learn more about the revision process and timeline. In addition, DepEd invited Basa to provide and present feedback on the draft revised NKTG and requested that Basa provide technical and financial support for DepEd’s writeshop to revise the Kindergarten Learners’ Materials (LM). On November 29th, Basa met with officials from the Bureau of Learning Resources (BLR), Bureau of Curriculum Development (BCD), and Bureau of Learning Delivery (BLD) to present Basa’s production and procurement processes and to seek DepEd advice on Basa’s plans for providing teachers with the revised NKTG, learners’ materials, mother tongue storybooks, and other manipulatives and teaching learning materials. Basa also outlined these steps and processes in a letter to Dr. Dina Ocampo, Undersecretary for Curriculum and Instruction on December 6th, for endorsement and approval. The letter sent to DepEd is included in Annex C of this report.

SUB-RESULT 1.2. IMPROVED CAPACITY OF ADMINISTRATORS AND SCHOOL HEADS TO SUPERVISE EARLY GRADE READING INSTRUCTION, EARLY GRADE READING DIAGNOSTICS, AND INITIATE READING RECOVERY PROGRAMS

MONITORING AND OBSERVATION OF LEARNING ACTION CELLS (LAC)

DepEd’s LACs have been in practice for more than 25 years as a vehicle for continuous profession development and reflection. At DepEd’s request, Basa has been tasked with revitalizing LACs to be facilitated by school administrators focused on improving early grade literacy instruction practices, sharing of effective teaching strategies and joint reflection. In 2014 (Year 2), Basa provided two rounds of training to school heads, supervisors and master teachers. During 2015 (Year 3), Basa provided an additional training to DepEd trainers and school heads in all Basa divisions on effective facilitation of Literacy LACs to maintain the momentum for classroom transformation.

To monitor the progress of literacy LAC sessions, Basa conducted Time 1 and Time 2 observations and data collection in a sample of schools in Basa-assisted divisions. The Time 3 data collection and observations were conducted during mid-July/September 2016 to assess the progress of LAC sessions as a vehicle for the continuing teacher professional development in 48 out of a sample of 64 schools. There were 14 sample schools that didn’t conduct LAC sessions due to conflicting schedules and 2 sample schools were not visited due to Basa’s scheduling and safety concerns. A detailed report on Time 3 LAC data collection and observations is included in the M&E section of this annual report.



Basa continues to collect data on Learning Action Cells (LACs) to see how teachers are progressing in using LAC to address challenges in literacy instruction.

LAC CONSULTATION WORKSHOP WITH SCHOOL ADMINISTRATORS

School heads, district supervisors and other school administrators participated in the first of three face-to-face LAC workshops to be implemented during the extension period. The LAC consultation workshops were held across all partner divisions, except for Ilocos Norte, in December, back-to-back with the Grade 2 teacher training roll-out.

The consultation workshop aimed to enable school administrators to share good practices in LAC implementation; gain deeper understanding of the DepEd policy on LAC implementation as embodied in

DepEd Order 35, s.2016; and reflect on their current practices in light of the standards and requirements laid out in the DepEd policy. Participants also learned about the results of Basa’s Literacy LAC data collection, as well as reviewed the principles behind Basa-provided instructional materials to reinforce their understanding of how to provide support to teachers implementing the 10-day instructional sequence used in the revised teacher’s guide.

Similar to the RELI training process, Basa conducted a TWG on November 14th at the Linden Suites in Pasig to refine the LAC consultation-workshop design. Basa field teams organized the TOT on November 23 in Cebu and on November 26 in Bohol and La Union for more than 150 DepEd trainers and regional and division officials. This was a simulation and walk-through of the workshop sessions to highlight key messages and prepare trainers to effectively deliver the workshop content and facilitate discussions and activities.

Among the key messages imparted to the school heads during the LAC workshop was how sustainable and truly capacitating the LAC is as a strategy for continuing teacher professional development. It empowers schools to think about and resolve their own concerns based on the premise that they know their own context better. However, this strategy will work if schools encourage and empower teachers to direct their own learning, to exercise reflective practice that leads to action and self-evaluation, to collaborate and develop competence collectively. This is why it is critical that each school head becomes a LAC Leader that is effective and committed to the development of all practitioners in his or her school.

Inputs and presentations from the workshop are included in this report as Annex D.

TABLE 8. DEPED TRAINERS FOR THE LAC TOT, NOVEMBER 26, 2016

REGION	DIVISION	NO. OF TRAINERS
Region I	Ilocos Norte	0
	Ilocos Sur	29
	La Union	28
	San Fernando City	2
Region 7	Bohol	55
	Cebu	26
	Mandaue City	12
	Tagbilaran City	4
Total		156

Basa field teams conducted the workshop rollout during December 6-19, 2016 for the divisions of Bohol, Tagbilaran City, Cebu, Mandaue City, Ilocos Sur, La Union, and San Fernando City. DepEd trainers facilitated the workshop for supervisors and school heads where they had the opportunity to share LAC experiences in schools, reflect on the recently released DepEd LAC policy, and discuss how the Basa Literacy

LAC process may be used to enhance teachers’ professional development in accordance with DepEd’s theoretical framework. A total of 2,123 school administrators completed the LAC consultation-workshop.

The TOT and workshop rollout for the division of Ilocos Norte will be conducted during the first and second quarters of 2017.

TABLE 9. SCHOOL HEADS AND SUPERVISORS TRAINED, DECEMBER 6–19, 2016

REGION	DIVISION	NO. OF TEACHERS
Region I	Ilocos Norte	0
	Ilocos Sur	386
	La Union	269
	San Fernando City	26
Region 7	Bohol	626
	Cebu	747
	Mandaue City	30
	Tagbilaran City	39
Total		2,123

During the LAC consultation workshops, Basa field teams received feedback that some schools did not conduct LAC sessions due to limited time vis-à-vis multiple demands on school heads and teachers. It is imperative for the school community to recognize, appreciate, and embrace LAC as a priority activity that will benefit teachers and serve as a vehicle for their continuous professional development. The DepEd Order, unpacked during the workshop, provided adequate guidance to school heads on why and how to conduct school-based LAC sessions. The participants also recognized that context-based solutions are key to addressing issues and concerns in the classroom and may be achieved by discussing common concerns and sharing effective practices during LAC sessions.

SUB-RESULT 1.3. STRENGTHENED CAPACITY OF THE DEPARTMENT OF EDUCATION AND/OR TEACHER EDUCATION INSTITUTIONS TO DESIGN, IMPLEMENT AND MONITOR EARLY GRADE READING INTERVENTIONS AT VARIOUS LEVELS (SCHOOL, DISTRICT, DIVISION, REGIONAL AND NATIONAL LEVEL)

SCOPE OBSERVATION FOR PILOT ONLINE K-3 TEACHER TRAINING COURSE

In February-March 2016, Basa field teams conducted SCOPE classroom observations with 20 of the 90 teachers who participated in the pilot online K–3 teacher training course on effective literacy instruction developed and implemented by Basa in 2015. The initial draft report on the results of online induction course was shared with DepEd Undersecretary Dr. Ocampo in March 2016.

Classroom observations showed teachers using some strategies well, and needing more support for others. Nearly all Grade 1, 2 and 3 teachers observed were using the Basa-provided Teacher’s Guides, Read Aloud books, and Leveled Readers. Most also used before, during, and after questioning techniques. Some teachers we observed were using vocabulary development and decoding strategies, while others were not. Very few teachers included a writing component in the observed lesson. And while nearly all teachers were grouping students according to skill level, they did not use grouping for collaborative learning or to differentiate instruction. Rather, students mostly engaged in individual work and to some extent, working in pairs. It was also observed that teachers had difficulty managing differentiated instruction to address different levels of mastery of the students. For example, students who finished work would not be given additional tasks to do. And struggling students were often ignored while the teacher continued with the lesson.

Interestingly, although access to Internet was cited as a challenge, it was not a barrier to success—70% of teachers reported Internet access issues, but it did not affect the proportion of teachers obtaining international certification. The final report write-up has been postponed pending receipt of official recommendations from DepEd regarding induction course scale-up.

CAPACITY BUILDING OF DEPED CORPS OF TRAINERS AND FACILITATORS

During the first four years of Basa implementation (2013–2016), an estimated corps of 500 DepEd trainers and facilitators have been trained on effective literacy instruction in early grades within the K–12 basic education framework. Basa has consistently engaged these experienced DepEd personnel to deliver teacher trainings on effective literacy instruction implemented by Basa during 2013–2016. This corps of experienced DepEd trainers and facilitators has been re-engaged by Basa for Grade 2 and 3 teacher trainings on reinforcing effective literacy instruction during the fourth quarter of 2016, following the approval of Basa’s 17-month cost extension workplan. Thus, a total of 189 DepEd trainers and facilitators participated in the TOTs for Grade 3, while 164 DepEd trainers participated in the TOTs for Grade 2. The continued engagement of DepEd trainers and facilitators is part of the ongoing sustainability and institutionalization efforts to further consolidate Basa’s early grade reading instruction approaches within DepEd system.



Education Program Supervisor Dr. Wilfreda Flor joins the pool of Basa trainers in Bohol who facilitated the literacy training rollout for Grades 2 and 3 teachers from October to December 2016.

TECHNICAL ASSISTANCE TO DEPED WITH DEVELOPING LITERACY SESSION GUIDE FOR TEACHER INDUCTION TRAINING

Basa has responded to DepEd’s request for assistance in developing training packages for teacher induction training. During the 2nd quarter of 2016, the program technical team developed and turned over a one and a half day session guide on the Foundations of Effective Literacy Instruction covering the 14 domains of literacy, reading-writing connection, oral language development, fostering comprehension through asking different kinds of questions, and planning and conducting a read-aloud. The session guide and associated materials have been turned over to DepEd Office of Curriculum and Instruction in light of the Teacher Education Council’s (TEC) Policy released in June 2016, regulating induction training by Teacher Training Institutes (TTI) for SY 2017/2018. A copy of the training package can be found in the 2nd Basa QPR for 2016, Annex C. Basa will continue monitoring DepEd’s plans to use the Basa-developed training package on early grade literacy for teacher induction trainings and will report any progress in the programmatic reports.

IR 2. IMPROVED READING DELIVERY SYSTEMS



During Year 4, Basa provided technical assistance to DepEd through capacity building to reinforce evidence-based decision-making at the national level, training of DepEd’s assessors on EGRA and data analysis, facilitation of the EGR summit and the national LAC policy workshop, EGRA endline, as well as reading awareness and dissemination events at regional and national levels. In 2016, Basadeveloped and implemented the Kindergarten qualitative assessment as part of the Kindergarten research study, a special activity approved by DepEd and USAID.

Basa’s Year 4 accomplishments towards *Improved Reading Delivery Systems* against the expected outputs from the Year 4 Work Plan are summarized in the next table below.

TABLE 10. IR 2 KEY ACCOMPLISHMENTS

EXPECTED YEAR 4 OUTPUTS	ACTUAL YEAR 4 OUTPUTS
Reinforce DepEd’s capacity for evidence-based decision-making at the national level	Workshop conducted on January 8, 2016 on best practices in EGRA data analysis and reporting based on the most recent guidance from USAID.
Ongoing Basa research on developmental trajectories of early grade students within the K-12 framework in the context of MTB-MLE	Time 2 round of data collection including EGRA and SCOPE in 12 sample schools completed in February. Initial findings and executive summary presented at the EGRF.
2 Regional and 1 National Workshop to disseminate key assessment results and lessons learned	Regional literacy workshops to share results with DepEd partners and stakeholders held in Laoag City for Region 1 on April 20th and in Cebu City for Region 2 on April 29th. The national EGRF was held in Mandaluyong City on April 26 th .
Qualitative assessment tools for Kindergarten research study developed and administered	Kindergarten Qualitative Assessment Toolkit developed and data gathering completed during July-September 2016.
Parent FGDs, teachers and school heads surveys, and classroom observations conducted as part of Kindergarten	10 FGDs with parents, 32 Kinder classroom observation, and 72 teacher and school head surveys completed by September 2016

EXPECTED YEAR 4 OUTPUTS	ACTUAL YEAR 4 OUTPUTS
research study	
Parents' training in San Fernando City	Basa field team facilitated a workshop session on October 12, 2016 for approximately 49 parents highlighting their role in nurturing their children's love for reading, and discussing effective reading strategies and practical tips.
Results from a comprehensive Kindergarten research study reported and shared with DepEd	Results of Kindergarten research shared with DepEd central office officials as well as with all DepEd regions and divisions nationwide via Basa presentations in DepEd Kindergarten. Program Implementation Review (PIR) workshops.
Promotion of reading awareness during National Reading Month (NRM) celebrations	An estimated 11,000 pupils participated in the NRM activities conducted by Basa with DepEd and other partners to promote DepEd's <i>Every Child A Reader Program</i>

SUB IR 2.1. EFFECTIVE IMPLEMENTATION OF VALID AND RELIABLE EARLY GRADE READING STANDARDS IN ENGLISH, FILIPINO, AND AT LEAST FOUR MOTHER TONGUES FOR THE FIRST THREE GRADES

All activities under this sub intermediate result (IR) have been completed prior to Year 4.

SUB IR 2.2. STRENGTHENED CAPACITY OF DEPARTMENT OF EDUCATION AND/ORG TEACHER EDUCATION INSTITUTIONS TO IMPLEMENT SOUND EARLY GRADE READING DIAGNOSTIC TOOLS IN ENGLISH, FILIPINO, AND SELECTED MOTHER TONGUES

DEPED CAPACITY BUILDING TO CONDUCT EGRA

In the first half of 2016, Basa conducted several capacity building workshops for DepEd to reinforce evidence-based decision-making at the national level as well as data collection at the division level. On January 8, 2016, Dr. Elena Vinogradova, EDC's Director for Monitoring and Evaluation visited Manila to provide an in-depth presentation on main approaches to analyze EGRA results for evidence-based decision-making based on the most recent guidance from USAID. The Basa M&E team has also conducted EGRA Assessors' Training for thirty-one (31) DepEd assessors followed by the practice test and actual fieldwork for the endline EGRA assessment during January–February 2016.

SUB IR 2.3. IMPROVED CAPACITY OF DEPARTMENT OF EDUCATION TO TRACK NATIONWIDE TRENDS IN EARLY GRADE READING PERFORMANCE

RESEARCH ON DEVELOPMENTAL READING TRAJECTORIES AS RELATED TO MTB-MLE

Basa completed the Time 2 round of data collection, including EGRA assessment and SCOPE classroom observations during February 2016. The executive summary of the research was detailed in the M&E section of the 1st Basa QPR for 2016 as well as at the Early Grade Reading Forum on April 26, 2016 in Mandaluyong City co-chaired by DepEd and USAID/Philippines Office of Education. Longitudinal analysis of the performance of students who were in Grade 1 in Time 1 and Grade 2 in Time 2 shows that pupils' literacy skills did generally grow from Grade 1 to Grade 2. Overall, pupils appeared to be making stronger gains in fluency than in reading comprehension, although there were gains in both measures. Specific to reading comprehension, the growth in Mother Tongue reading comprehension was generally greater than in Filipino

comprehension from Grade 1 to 2. Encouragingly, as anticipated in the MTB-MLE policy, improved literacy skills in Mother Tongue do seem to be associated with pupils' improved achievement in Filipino and English in later grades. Wave 3 data will be helpful in strengthening assertions about links between Grade 1 Mother Tongue skills and literacy in other languages in Grade 3. The full Time 2 report on developmental trajectories is undergoing finalization by EDC's home office team and will be included in the Q1 Basa QPR for 2017. A brief summary of the findings from Time 2 data collection, which will be shared with schools participating in Time 3 data collection in February 2017, is included as Annex E.

SUB IR 2.4. INCREASE ADVOCACY FOR EARLY GRADE READING AT LOCAL AND NATIONAL LEVELS

NATIONAL AND REGIONAL DISSEMINATION EVENTS

Basa organized regional literacy workshops to reflect on joint accomplishments and best practices, as well as to share assessment results with over 300 participants representing DepEd, its partners and stakeholders. These were held in Laoag City for Region 1 on April 20th and in Cebu City for Region 7 on April 29th. The national-level Early Grade Reading Forum held in Mandaluyong City on April 26, 2016 provided key insights to DepEd and Basa on three main discussion areas: 1) how to better prepare pupils for Grade 4 based on Basa's Grade 3 EGRA results and highlights of MTB-MLE research; 2) how to narrow the gap between boys' and girls' achievement in reading by considering data on gender in education from Education for All (EFA) and United Nations Girls' Education Initiative (UNGEI) and Basa's EGRA results; and 3) how to support continued professional development of teachers by reviewing results from Basa's pilot online induction course and LAC monitoring.

PARENTS' TRAINING IN SAN FERNANDO CITY, LA UNION

Basa field team provided technical assistance, training support and reading materials during a workshop for approximately 49 parents organized on October 12, 2016 by the DepEd San Fernando City Division. Basa facilitated a session highlighting the role of parents in nurturing their children's love for reading and discussing effective reading strategies and practical tips. Parents appreciated various suggestions on how to create learning opportunities for children through fun and simple activities at home.

PROMOTION OF READING AWARENESS

Basa collaborated with DepEd and other partners to celebrate National Reading Month in November 2016 aimed at promoting DepEd's *Every Child A Reader Program* and making Filipino learners a generation of readers. Celebrations included storytelling caravans and culmination events in Bohol and Tagbilaran City for approximately 9,600 learners; reading caravan in Cebu and Mandaue City for approximately 900 learners in partnership with local education group, The Resource Room; *Agbasa Tayo!* (Let Us Read!), school-based reading activities in Ilocos Norte for 254 learners; division-wide storytelling contest for teachers and reading activities for 199 learners in Ilocos Sur; and play-based reading and educational activities in La Union and San Fernando City for 288 learners.



ABOVE: DepEd Region I Director Alma Torio acknowledges USAID support in improving their reading program during the regional dissemination forum held in Laoag City on April 20, 2016.

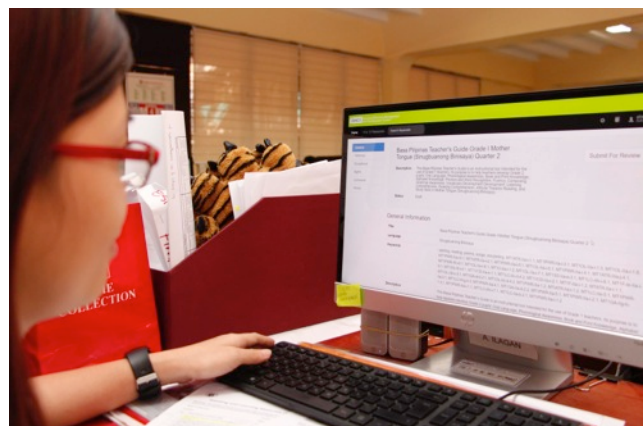


BELOW: Pupils from Dingras West Central School receive supplementary books from USAID during their celebration of National Reading Month in November.

KINDERGARTEN FIELD RESEARCH PRESENTED AT DEPED PROGRAM IMPLEMENTATION REVIEW WORKSHOPS NATIONWIDE

DepEd requested Basa Early Childhood Development Specialist Yayi Fua to present highlights from the Kindergarten field research conducted in 32 Basa-assisted schools across the eight partner divisions at their Kindergarten Program Implementation Review (PIR). Basa was able to present at all four PIR events covering the Luzon, Visayas and Mindanao clusters. Basa's presentation highlighted observations on the current state of kindergarten learning environments, instructional materials and learning resources, language environment, curriculum delivery and assessment practices. This attempted to compare the realities observed in the field with the expectations and standards of the DepEd Omnibus Kindergarten Policy. Among the areas for improvement noted in the presentation included the need to address gaps in teachers' understanding of key concepts underscored in the Kindergarten curriculum (e.g., developmentally appropriate practice, play-based learning, formative assessment, emergent literacy, etc.), and the need to expand teachers' repertoire of instructional strategies specific to Kindergarten. Annex F shows the letter from DepEd and the program for the PIR.

IR 3. IMPROVED ACCESS TO QUALITY READING MATERIALS



The expanded use of the Basa curriculum materials has been a significant part of the program's sustainability approaches. Over the past year, Basa Pilipinas has been actively working with USAID and DepEd on the process of uploading teaching and learning materials to DepEd's LRMDs online portal. This uploading began during the fourth quarter of 2015 and was completed by the end of June 2016. Another key Year 4 accomplishment has been the issuance of *DepEd Order 64*, authorizing use of Basa-developed leveled readers in multigrade classes nationwide and setting 2015/2016 budget guidelines for reproduction.

Basa's Year 4 accomplishments towards *Improved Access to Quality Reading Materials* against the expected outputs from Basa's Year 4 Work Plan are summarized in the next table.

TABLE 11. IR 3 KEY ACCOMPLISHMENTS

EXPECTED YEAR 4 OUTPUTS	ACTUAL YEAR 4 OUTPUTS
Over 200 titles of Basa-produced teaching and learning materials uploaded to DepEd’s LRMS	All Basa materials uploaded to DepEd’s Learning Resource Portal, including trigger videos, Leveled Readers, Multigrade Outlines and Revised Teacher’s Guides.
Division sustainability plans which include a strategy for managing current inventory of materials, and accessing new materials for replacement or new classes	All eight divisions completed and presented their sustainability plans at the regional literacy workshops and at the national EGRF in April 2016.
Develop, procure and distribute developmentally-appropriate teaching and learning materials for Kindergarten level	Coordination with DepEd on providing the revised National Kindergarten Teachers Guide and the revised Learners Material conducted. Kindergarten materials will be developed, procured and distributed in Year 5 according to the workplan.
DepEd endorsed Basa-produced Leveled Readers for nationwide use in multigrade schools	<i>DepEd Order 64, s.2016</i> , issued on October 4, 2016 authorized Basa’s leveled readers as nationwide resource for MG classrooms across the country supported with 2015/2016 budget allocation for printing procurement.

SUB IR 3.1. INCREASED AVAILABILITY AND ACCESS TO AGE AND GENDER APPROPRIATE, CULTURE SPECIFIC EARLY GRADE READING MATERIALS IN ENGLISH, FILIPINO AND AT LEAST FOUR MOTHER TONGUES

NATIONWIDE ACCESSIBILITY OF BASA INSTRUCTIONAL MATERIALS THROUGH LRMS

Basa worked closely with the Bureau of Learning Resources (BLR) to redevelop and optimize the digital version of the Teacher’s Guides, Leveled Readers and Multigrade Supplementary Outlines, for online publication. Given the volume of materials, production was staggered in three phases: Phase 1 (February-March 2016 for Grades 1 and 2 materials); Phase 2 (April to May 2016 for Grade 3 and LAC materials); and Phase 3 (May to June 2016 for multigrade and training materials). Throughout the production process, regular coordination meetings were held with DepEd-BLR to ensure coordination of timeline, activities and outputs. Nearly 200 titles of Basa-developed instructional materials have been turned over to DepEd for uploading to its online learning portal, <http://lrms.deped.gov.ph>.

In July 2016, Basa was invited to be part of DepEd’s Consultative Workshop for the 220 regional and division LRMS managers held in Cebu City. This gave Basa another opportunity to promote its materials on the portal to both Basa and non-Basa school divisions. Basa will continue its collaboration with DepEd-BLR on ways for tracking user metrics and effectively promoting teachers’ use of the Learning Resource (LR) portal.

LEVELED READERS ENDORSED FOR NATIONWIDE USE IN MULTIGRADE SCHOOLS

Throughout 2016, Basa has provided technical assistance to DepEd on adoption and scale-up of Basa materials, such as electronic and print copies of Teacher’s Guides for Grades 1–2 as well as the Filipino and English translations of the Mother Tongue (Ilokano and Sinugbuanong Binisaya) Leveled Readers. Basa also submitted a user guide for teachers on the Basa-developed Leveled Readers, including the complete list of Leveled Readers titles, printing specifications and recommended Leveled Readers booklet to student ratio.

On October 4, 2016, DepEd issued *D.O. 64, s.2016*, declaring Basa's leveled readers an authorized nationwide resource for multigrade classrooms across the Philippines. The DepEd Order also set guidelines on the use of DepEd schools' multigrade budget for 2015 and 2016. The guidelines designated the reproduction of Basa-produced Leveled Readers as an authorized activity for which the DepEd support funds for multigrade schools could be used. This expands the reach of Basa-developed materials to thousands more schools across the country. DepEd statistics indicate that there are 2,044 schools offering only multigrade classes; however, there are a total of 7,703 schools that offer a combination of monograde and multigrade classes. The full DepEd Order is shown in Annex G.

ASSISTANCE WITH DEVELOPMENT OF THE REVISED KINDERGARTEN LEARNERS' MATERIAL (LM)

On DepEd's request, Basa supported the national writeshop to revise the Kindergarten Learners' Material (LM). The writeshop was held from December 5–9, 2016 at the Privato Hotel in Pasig City. A total of 47 teacher-writers participated in the activity. Prior to their writing sessions, participants were guided by inputs from resource speakers Dr. Felicitas Pado, Brian Acasio and Basa ECD Specialist Yayi Fua. Among these were inputs on Salient Features of the Kindergarten Curriculum; Characteristics of Kinder Learners; Emergent Literacy; Characteristics of KG Learner's Materials; Numeracy in the KG Curriculum; and Contextualization. By the end of the writeshop, the participants produced draft activity sheets to accompany instruction for Weeks 9–40 aligned with the content of the draft revised NKTG. Following the writeshop, Basa also supported DepEd in its vetting processes for the review and approval of the LM draft for reproduction and use. Key contents and outputs from the Kindergarten writeshop are included as Annex H of this report.



Basa consultant and reading expert, Dr. Felicitas Pado facilitates a session in the Kindergarten Learner's Material Writeshop on December 5–9, 2016.

SUB-RESULT 3.3 SUCCESSFUL ESTABLISHMENT OF AT LEAST TWO PUBLIC-PRIVATE PARTNERSHIPS TO LEVERAGE COUNTERPART RESOURCES, ESPECIALLY READING MATERIALS, EQUIVALENT TO AT LEAST 10% OF TOTAL PROJECT COST

By the end of Year 4, Basa leveraged resources with the total value over \$5 million USD, considerably exceeding the stated goal of 10% of the total project cost. Nevertheless, Basa has continued its efforts to engage corporate partners to leverage resources for supplementary reading materials. To this end, the Petron Foundation (PFI)—EDC's long-term local partner in the Philippines, has allocated Php 2,000,000 (approximately \$43,000 USD) for the procurement and distribution of 30,810 locally published English and Filipino storybooks for 960 Grade 1, 2 and multigrade teachers from 258 schools in three city divisions and 11 provincial districts. The selection of priority schools has been closely coordinated with DepEd divisions and with inputs from Basa field offices. Distribution of these supplementary reading materials was completed by end of July 2016. The detailed distribution list was included in Annex H of the 2nd Basa QPR for 2016.

CROSS-CUTTING COMPONENTS

MONITORING AND EVALUATION (M&E)



Major M&E activities conducted throughout 2016 include endline *Early Grade Reading Assessment* (EGRA) jointly with DepEd assessors along with longitudinal *Standards-based Classroom Observation Protocol—Literacy* (SCOPE-L) classroom observations. In addition, Basa’s M&E unit has collected additional data in a sample of 10 of the top and bottom performing schools to study best practices that impact student performance. Basa also collected data and conducted classroom observations for the ongoing research activity on student developmental trajectories and teacher practice within MTB-MLE context in a sample of non-Basa and Basa schools.

TABLE 12. KEY ACCOMPLISHMENTS ON MONITORING AND EVALUATION

EXPECTED YEAR 4 OUTPUTS	ACTUAL YEAR 4 OUTPUTS
Endline data on student achievement in reading in Filipino and English for approximately 2,000 Grade 2 and 3 students gathered, evaluated, and disseminated	Initial results were shared in PMC meeting and Regional Literacy Workshops in April 2016. EGRA evaluation report completed and submitted to USAID in July 2016.
Capacity of DepEd counterparts in EGRA administration further strengthened	EGRA data analysis workshop provided to DepEd central in January 2016. Thirty one (31) DepEd assessors were also trained on EGRA on January 2016.
Longitudinal data on changes in teacher instructional practices gathered, analyzed and shared	Results of longitudinal data on SCOPE classroom observations with the same Grade 2 teachers observed in SY 2014/15 were incorporated into the EGRA evaluation report.
Results of pilot online induction course analyzed and shared	Initial report on the implementation of the pilot online teacher training and lessons learned were presented to DepEd and USAID on March 2016.
Results of Developmental Trajectory of Reading in MTB-MLE analyzed and shared	Initial findings on Development Trajectory of Reading in MTB-MLE were shared in the Early Grade Reading Forum

EXPECTED YEAR 4 OUTPUTS	ACTUAL YEAR 4 OUTPUTS
	on April 2016. Report undergoing final revision and enhancement.
Kindergarten desk study, qualitative assessment tools, FGDs, classroom observations and teacher and school head surveys conducted	Desk study, qualitative assessment tools completed. Ten FGDs with parents, 32 Kinder classroom observation, and 72 teacher and school head surveys conducted on September 2016.
Time 3 LAC monitoring and data collection	Time 3 LAC monitoring conducted in June 2016. Final report is included in the M&E section of this annual report.

One of the key Basa M&E accomplishments for Year 4 included the submission of the 2013-2016 Final Outcome Evaluation Report to USAID/Philippines and sharing of this report with DepEd. The endline EGRA was conducted jointly with DepEd assessors as a capacity-building activity in 78 sample schools in Bohol, Cebu, Ilocos Norte, Ilocos Sur, La Union and Mandaue City. Approximately 3,200 Grades 2 and 3 pupils were assessed in Filipino and English. The highlights of the endline EGRA were presented at the regional and national dissemination events, including the EGRF and the 8th PMC meeting in April 2016.

During the first quarter of 2016, Basa M&E team also conducted EGRA and SCOPE observations in sample classrooms following the completion of the pilot online K–3 teacher training course on effective literacy instruction implemented in 2015. The initial report on the implementation of the pilot online K–3 teacher training course and lessons learned were presented to DepEd and USAID in March 2016. Initial findings of Basa’s research on development trajectory of reading in MTB-MLE context were shared in the EGRF in April 2016. The executive summary of the report was also included in the 1st Basa QPR for 2016. The full version of the report is undergoing final revision and enhancement by the EDC home office M&E team. Basa will conduct final round of EGRA and SCOPE classroom observations in January–February 2017.

During the third quarter of 2016, Basa field teams conducted internal data quality assessment (DQA) visits to check the quality of program data, and validate information relevant to trainings attended by teachers and school heads, application of early grade reading strategies, and usage of teaching and learning materials. Basa field teams also provided assistance in the Kindergarten qualitative assessments, including FGDs and classroom observations in the field.

For the last quarter of 2016, Basa’s M&E activities focused on gender and learning research; formative research activities to enhance the design of Basa’s reading remediation support pilot for SY 2016/17; and providing support to Grades 2 and 3 teacher trainings, and LAC consultation workshop for school administrators.

REPORT ON TIME 3 LAC MONITORING

In 2015, Basa Pilipinas and the DepEd revitalized and implemented school-based LACs with special focus on language and literacy among early grade teachers. Specifically, Basa has developed and prescribed a structured set of preliminary materials i.e. LAC facilitator’s guide, trigger videos as well as conducted facilitation workshops at the national level and trainings at school level to support school-based LAC implementation.

In June 2016, DepEd issued policy guidelines (*DepEd Order No. 35, s.2016*) on school-based LAC implementation to strengthen teacher professional development within the K–12 curriculum framework. To gain a sense of progression of how LACs are implemented in schools, Basa conducted Time 3 LAC

monitoring and observation during July–September 2016. Forty-eight (48) schools out of a sample of 64 schools across eight Basa-assisted divisions were observed. The first and second rounds of LAC observation were conducted during February to March 2015 (Time 1) and September 2015 to January 2016 (Time 2).

Objectives and Methodology. Following the protocols used during Time 1 and 2 LAC monitoring, the activity employed two methods: 1) observation of Literacy LAC sessions using a standard LAC observation checklist; and 2) interviews with facilitators, school heads and teachers. These methods aim to capture main aspects of Literacy LAC sessions such as a) process implemented; b) learning atmosphere; and c) quality of exchange.

TABLE 13. SAMPLE SCHOOLS OBSERVED FOR TIME 1, 2 AND 3 LAC DATA COLLECTION

AREA/DEPED SCHOOL DIVISION	NO. OF SAMPLE SCHOOLS		
	TIME 1 FEB – MAR 2015; JUL – AUG 2015	TIME 2 SEP 2015 – JAN 2016	TIME 3 JUL – SEP 2016
Bohol Province	18	14	11
Cebu Province	18	18	15
Ilocos Norte Province	7	7	6
Ilocos Sur Province	9	8	5
La Union Province	6	6	5
Mandaue City	2	2	2
San Fernando City	2	2	2
Tagbilaran City	2	2	2
Total Number of Schools	64	59	48

The following section presents findings from Time 3 of the LAC data collection:

Type of LAC Session Conducted. Findings from the Time 3 observation show that there has been an increase in conducting school-based LAC sessions compared to Time 1 and 2 results. More than half (65%) of the sample schools conducted school-based LAC sessions, 31 percent district-wide sessions and the rest (6%) were organized into clusters (group of schools). For district-wide sessions, facilitators were mostly district supervisors. School-based LAC sessions were held either using plenary mode where all grade level teachers were grouped together, or in small groups (half of participants were early grade teachers; another half included intermediate grade level teachers).

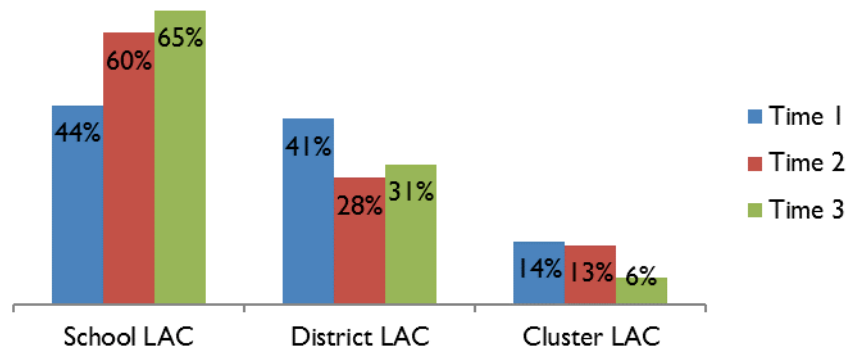


FIGURE 1. TYPE OF LAC SESSION CONDUCTED IN SAMPLE SCHOOLS

Topics Discussed. During the visits, schools covered topics on literacy instruction (32%), teaching strategies (24%), and classroom management (12%)—which were related to Basa’s Literacy LAC themes. Topics not related to Basa, which account for 32 percent, focused on items such as developing Daily Lesson Logs, ICT, Numeracy, competencies for specific subject areas.

TABLE 14. TOPICS DISCUSSED IN LACs

TOPICS DURING LAC SESSIONS	%
Literacy instruction (i.e. decoding, bridging)	32
Teaching strategies (i.e. differentiated instruction)	24
Classroom Management (i.e. dealing with problematic behavior)	12
Non-Basa related topics (i.e. DLL, numeracy, ICT, competencies for Social Science)	32

n=50; multiple responses

LAC Facilitation Skills and Participation of Teachers. For areas under facilitation skills, fidelity to LAC sequence showed an increase to 80 percent while posing questions decreased to 71 percent. In terms of materials, use of trigger videos and Teacher’s Guides has decreased to 69 percent and 57 percent, respectively. This decrease can be attributed to majority of observed schools reporting that they have utilized all Basa-provided trigger videos during previous LAC sessions.

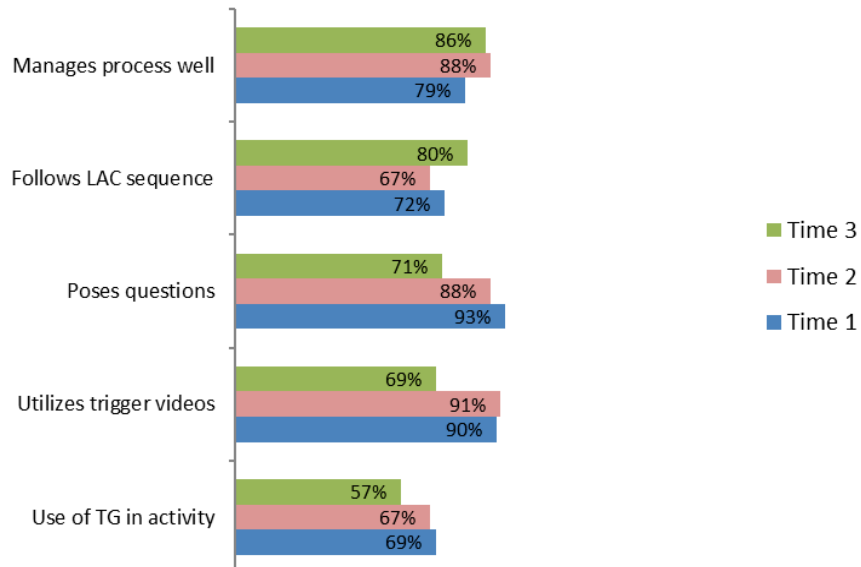


FIGURE 2. ITEMS ON LAC FACILITATION SKILLS AND PARTICIPATION BY TEACHERS

Learning Atmosphere. Open sharing of ideas among participants was visible in all sampled schools. In terms of encouraging reflection among participants, 84 percent of sampled schools were observed implementing reflection and sharing of ideas.

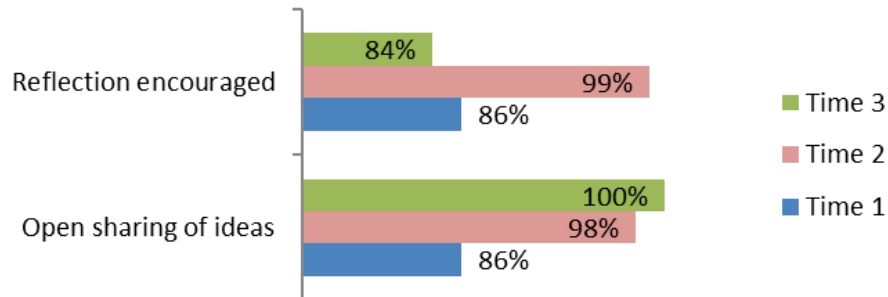


FIGURE 3. ITEMS ON LEARNING ATMOSPHERE

Documentation. Items under documentation of LAC sessions largely remain consistent since Time 2 data collection. It should be noted, that some schools were observed using DepEd’s LAC documentation template.

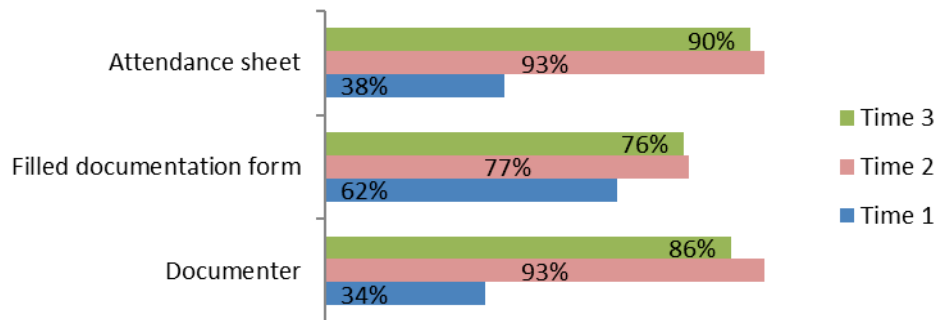


FIGURE 4. ITEMS ON DOCUMENTATION

Challenges. Schools reported that they face challenges in terms of scheduling regular LAC sessions due to the amount of other school activities. Some interviewed facilitators noted that they find it challenging to discuss early grade literacy topics, and time for activity work is insufficient. To address concerns on topic content, some strategies mentioned were preparing ahead of time, conducting own research, and consulting colleagues. As for activity work, they mentioned to integrate this into their succeeding LAC sessions.

In summary, Time 3 results of LAC observation show that topics on LAC sessions were not limited only to literacy topics, structure prescribed by Basa was mostly followed, and facilitation skills of school heads and teachers were largely consistent with Time 2 results. Scheduling of LAC sessions continues to be one of the challenges faced by the schools.

RESEARCH ACTIVITIES ON GENDER AND LEARNING

During October 2016, Basa conducted FGDs among select Grade 3 teachers in eight Basa-assisted divisions. Using the gender gap findings of the *Early Grade Reading Assessment* as springboard for discussion, the FGD aimed to: 1) validate EGRA's gender gap findings; 2) look at teachers' understanding of gender equality and differences in classroom; and 3) gather data that will inform possible improvements to teachers' strategies responsive to gender differences in learning. There were about 8 to 10 participants in each FGD with a mix of male and female participants. A total of 73 teachers participated in the activity. The FGD guide, protocol and summary of responses can be found in Annex I of this report.

Initial results on the FGD show that while most teachers reported that they attended sessions or trainings on gender, topics discussed in those trainings were wide-ranging. When asked what they remembered from the trainings, answers varied from gender equality, women's and children's rights/child protection policy, code of ethics and personality development. Some reported that they had forgotten what topics were covered in the seminar. These trainings were mostly organized either by the DepEd District or Division Office. For some, trainings lasted from 1 to 3 days, while others reported that only an hour-long session is dedicated on gender.

When presented with gender gap findings in EGRA, most teachers agreed with the results and shared that the results are reflective of what is happening in their class. Most cited that girls demonstrate better study habits than boys. Other qualities associated with girls are they enjoy reading more, are more obedient, and more focused. Boys are perceived as more playful and are less interested in reading. A few mentioned that gender plays only a little factor in academic performance and instead academic performance depends on child's attitude and family support. When asked about activities they conduct to support children who are falling behind, most teachers answered that they provide remedial support. In terms of recommendation or suggestion to DepEd and Basa, participants' answers were varied. Some mentioned more books for children and instructional materials, trainings for teachers focusing on gender and remediation. Others commented on DepEd policies on curriculum and MTB-MLE, among others.

In addition to the teacher FGDs, Basa also conducted separate FGDs with Grade 3 male and female pupils, and FGDs with parents of Grade 3 pupils in eight partner schools from six Basa-assisted divisions. These FGDs aimed to validate findings from the teacher FGDs, and explore factors that may be behind boys' underperformance in literacy and learning.



Results from EGRA show differences in reading achievements between girls and boys in Grade 2. Basa will conduct a research to better understand gender gaps in reading.

Female third graders who participated in the FGDs were unanimous in their assessment that girls are better at reading than boys. Boys were split on this question, but more boys said that girls were better and faster readers, and that girls read more often. Boys also said that they tend to get disciplined more often, and that it is girls who get asked to read aloud, recite/answer teacher questions, or write on the board more often. There were clear differences in the book types or topics that girls and boys said they preferred. Both boys and girls said that on the whole, their parents have the same expectations of them as they do for siblings of another sex, be it in terms of home responsibilities or school work.

Parents who participated in the FGDs similarly said that they have the same hopes and expectations for their children, regardless of sex. But they were unanimous in their assessment that boys are harder to discipline, and they need more constant reminders about doing their chores or their school work than girls do. When told about gender differences in literacy performance scores, some parents were surprised, but many were not. In reflecting on this gender difference, they said girls were more focused, while boys tend to procrastinate or find it difficult to sit still.

FORMATIVE RESEARCH ON READING REMEDIATION

To ensure that the remedial reading pilot is as appropriate and attuned to DepEd needs, policies and practices as possible, Basa gathered information on how the DepEd Central Office general guidance on providing for remedial/enrichment reading time is being implemented at the field level. Key areas of inquiry for the formative research included the following:

- Specific DepEd division-level policies or guidance to Basa partner schools on the conduct of remediation activities with target Grades 1-3 students;
- Details on DepEd division-level initiatives that may already be in place focused on assisting schools/classroom teachers in conducting reading remediation activities;
- Leads from division-level contacts on schools and/or teachers in their remit that are already running exemplary remedial reading practices;
- School- and classroom-level practices for using remedial reading time (e.g., whole class or students with difficulties only; materials used; time allotment; daily schedule, etc.); and
- Field-level DepEd's thoughts on feasibility and sustainability of using certain activities or approaches for remedial reading time use (e.g., parent/home involvement, smartphone or tablet-based apps as one of the options/activities, etc.).

Information was collected at three levels: division (via Basa division coordinator and/or division Curriculum and Instruction Division Chief), school (via school head or representative), and classroom (via classroom teacher). Basa field teams took advantage of the Grade 2 RELI teacher training and LAC rollout to conduct the interviews and/or FGDs. The FGD guide, key informant interview questionnaire and documentation template can be found in Annex J of this report.

Based on the information collected, it is evident that schools do not have a consistent approach to delivering reading remediation. Teachers use a variety of processes and inputs in determining who in their class need remediation. Tools such as EGRA, Philippine Informal Reading Inventory (Phil-IRI) were provided as examples. Teachers said they need more training on techniques for remediation. Similarly, school heads said there is no standard division- or district-level guidance on how teachers should conduct remediation activities. Some suggested that Basa develop a resource detailing how teachers should go about conducting remediation classes, similar to the Revised Teacher's Guide. Almost all school heads agreed that technology such as

reading applications would be a good tool for remediation, as it would be interesting and engaging for learners. Many school heads were skeptical about the feasibility of engaging parents or family members in after-school reading support, saying many parents lack the skills to do remediation activities with their children.

Basa is using information gathered from the formative research to draw up a plan for the pilot remediation intervention to support 50 teachers in conducting effective remediation activities. Findings from the formative research will be presented to DepEd partners at a forum in the first quarter of 2017, where Basa's plans for the pilot initiative will also be detailed for comments and/or approval.

SUPPORT TO GRADES 2 AND 3 TEACHER TRAININGS AND SCHOOL HEADS' CONSULTATION WORKSHOP ON LAC

Routine data collection activities were implemented in the recently held Grades 2 and 3 RELI teacher trainings and LAC consultation workshop. To update Basa's database, participant profile forms were administered to all teacher and school head participants. Pre- and post-tests and training evaluations were administered during teacher trainings to determine changes in learning during the training as well as to collect feedback.

TRAINING EFFECTIVENESS EVALUATION

A pre- and post-test was administered to Grades 2 and 3 teachers who attended the training on reinforcing effective literacy instruction during October-December 2016. Please note the tables below only include data for Grade 3 teachers, as pre- and post-test data for Grade 2 teachers is still being processed. This is due to scheduling of the teacher trainings, i.e. Grade 3 trainings took place over October–November 2016, while Grade 2 teacher trainings were delivered in December 2016.

The pre- and post-test for Grade 3 teachers is a 10-item questionnaire given to test the teacher's knowledge on teaching strategies, assessment and understanding of pupil's ability, grouping, classroom management and the usage of teaching and learning materials provided by Basa.

Table 15 shows the breakdown in the actual number of samples by Region. The sample size for pre-test in Region 1 is $n=1,447$ and for post-test it is $n=1,457$. The sample size for pre-test in Region 7 is $n=2,745$ and the sample size for post-test is $n=2,680$. The following table shows a comparison of the percentage of teachers who answered each True or False item in the pre-test and post-test correctly. The statements are the True or False items in the test, while the pre-test and post-test columns indicate the proportion of teachers who responded to each item correctly.

TABLE 15. GRADE 3 MASS TRAINING PRE- AND POST-TEST RESULTS

#	STATEMENT (TRUE OR FALSE TEST ITEMS)	REGION 1			REGION 7		
		% WITH CORRECT ANSWER		DIFFERENCE	% WITH CORRECT ANSWER		DIFFERENCE
		PRE-TEST	POST- TEST		PRE- TEST	POST- TEST	
1	Writing develops after reading, so composition should be taught once pupils are skilled readers.	26%	55%	29%	25%	48%	23%
2	Multiple domains can be developed in one activity.	75%	95%	19%	74%	93%	19%
3	There are domains/skills that are transferable to other languages.	96%	98%	2%	97%	98%	1%
4	Formative Assessments are basis for grading pupils.	55%	92%	37%	66%	94%	29%
5	Summative Assessment is always in written form.	68%	77%	9%	62%	72%	10%
6	Pupils read the Listening Stories with the teacher.	57%	91%	34%	57%	88%	31%
7	The actual number of words per page has little effect on the readability of the reading material.	56%	70%	13%	63%	66%	3%
8	Grouping pupils according to their reading ability is not a good practice.	64%	91%	27%	75%	89%	15%
9	Understanding pupils' characteristics and behavior helps teachers plan classroom management strategies.	98%	99%	1%	99%	99%	-
10	There is only one way of addressing classroom management issues.	93%	97%	4%	93%	95%	3%
		n = 1,447	n = 1,457		n = 2,745	n = 2,680	

Post-test results from both regions indicate similarities in terms of concepts which still need further explanation and reinforcement (e.g., item 1 on writing instruction, item 5 on summative assessment and item 7 on the effect of the number of words on a page in terms of a book's readability for early grade students). Other items were answered correctly by between 88 percent to 99 percent of teachers at post-test. These results will inform the design of the follow-on support that Basa will provide via the online Facebook platform, as well as discussions with school heads around LAC school-based continuous professional development.

Basa also asked teacher participants to complete a training evaluation during the training rollout. Table 16 below provides the breakdown of participants' assessment of various aspects of the training, from content and flow to training venue and meals provided. Based on participant feedback, future training rollouts will need to improve the most on the training venue and the food provided, as items under these sections got the lowest percentage of strongly agree responses. In terms of the technical design of the training and materials provided, the potential areas for improvement are in providing sufficient time for the various activities included in the design, and the usefulness of the training handouts.

TABLE 16. GRADE 3 MASS TRAINING EVALUATION RESULTS, OVERALL

STATEMENTS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
TRAINING CONTENT					
1. Training objectives were clear and specific	87.22%	11.87%	0.18%	0.00%	0.03%
2. Topics were relevant to my work	93.63%	6.01%	0.10%	0.00%	0.05%
3. Activities were engaging and interactive	88.91%	10.28%	0.35%	0.00%	0.08%
4. Content was organized and easy to follow	86.66%	11.85%	0.35%	0.00%	0.05%
PRESENTATION					
1. The training objectives were all met	90.55%	9.07%	0.08%	0.00%	0.05%
2. Delivery of content was clear and easy to understand	86.15%	13.14%	0.33%	0.00%	0.05%
3. Strategies to ensure participants' participation were effectively used	86.00%	13.31%	0.30%	0.00%	0.03%
4. Adequate time was given for different activities (e.g. discussion of topics, pair/group work, demonstrations, etc.)	82.34%	16.07%	0.93%	0.03%	0.05%
TRAINING MATERIALS					
1. The handouts were very useful and informative	83.86%	14.86%	0.73%	0.03%	0.03%
2. The worksheets were effective tools to deepen discussion of topics	86.13%	13.14%	0.28%	0.00%	0.03%
3. The supplies in the Participants' Kit (e.g. notebook, pens/pencils, glue, etc.) were/will be useful	90.05%	9.22%	0.35%	0.00%	0.03%
TRAINING VENUE & EQUIPMENT					
1. The room is clean and well-ventilated	85.30%	12.58%	1.04%	0.23%	0.03%
2. There is enough space to move around during activities	72.94%	22.51%	3.64%	0.48%	0.10%
3. Restrooms are clean and accessible	74.53%	21.91%	2.73%	0.23%	0.05%

TABLE 16. GRADE 3 MASS TRAINING EVALUATION RESULTS, OVERALL

STATEMENTS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
4. Sound system is good (e.g. trainer’s voice is clear and audible, etc.)	71.88%	24.46%	2.43%	0.30%	0.05%
FOOD					
1. Lunch and snacks were served on time	75.42%	20.46%	3.28%	0.40%	0.15%
2. The food was delicious and filling	67.08%	25.29%	6.24%	1.04%	0.08%

GENDER AWARENESS AND DISABILITY INCLUSION

Basa continues to integrate gender and disability considerations into program monitoring noting how Basa activities have benefited men and women using custom gender-sensitive performance indicators that have been included in the Performance Monitoring Plan (PMP). Basa training data are disaggregated by gender and information on gender awareness and special education training attended by teachers and number and type of pupils with disabilities are routinely collected, tracked and included in Basa progress reports.

For this round of trainings, Basa once again collected information on whether teacher and school head participants have attended trainings on gender and special needs.

Out of the total number of respondents, 68.6% reported that they have participated in gender awareness trainings. Meanwhile, 86% reported that they have not attended any training on children with special needs. Roughly 12% of respondents reported that they have students with special needs.

Tables 17 to 19 present findings from data collected from Basa-assisted teachers for Year 4.

TABLE 17. GENDER AWARENESS TRAINING ATTENDED BY TEACHER MASS TRAINING PARTICIPANTS

	AREAS	NO	YES	TOTAL
Region 1	Region 1	328	1,108	1,436
	Ilocos Sur	117	393	510
	Ilocos Norte	120	261	381
	La Union	86	392	478
	San Fernando City	5	62	67
Region 7	Region 7	983	1,755	2,738
	Bohol	329	659	988
	Cebu	567	998	1,565
	Mandaue City	45	41	86
	Tagbilaran City	42	57	99
	Total	1,311	2,863	4,174

TABLE 18. INFORMATION ON CHILDREN WITH DISABILITIES AND DISABILITY INCLUSION PROGRAMMING IN SCHOOLS
(BASED ON PARTICIPANTS PROFILE FORM FROM GRADE 3 TOT AND TEACHER TRAINING)

	AREAS	NO	YES	TOTAL
Region 1	Region 1	1,240	195	1,435
	Ilocos Sur	459	51	510
	Ilocos Norte	323	58	381
	La Union	398	79	477
	San Fernando City	60	7	67
Region 7	Region 7	2,432	304	2,736
	Bohol	902	85	987
	Cebu	1,365	199	1,564
	Mandaue City	73	13	86
	Tagbilaran City	92	7	99
	Total	3,672	499	4,171

TABLE 19. TRAINING ON WORKING WITH CHILDREN WITH SPECIAL NEEDS

	AREAS	NO	YES	TOTAL
Region I	Region I	1,184	241	1,436
	Ilocos Sur	425	85	510
	Ilocos Norte	301	80	381
	La Union	406	61	478
	San Fernando City	52	15	67
Region 7	Region 7	2,419	318	2,738
	Bohol	895	92	988
	Cebu	1,381	184	1,565
	Mandaue City	59	27	86
	Tagbilaran City	84	15	99
	Total	3,603	559	4,174

OUTREACH AND COMMUNICATIONS (O&C)



For Year 4, Basa Outreach and Communications (O&C) provided critical assistance in materials development, public outreach and documentation that facilitated DepEd’s wide-scale adoption of Basa early grade reading approaches and materials and further strengthened the program’s visibility and USAID’s impact and contributions to basic education. The table below highlights the project’s accomplishments in Outreach and Communications for Year 4.

TABLE 20. KEY ACCOMPLISHMENTS ON OUTREACH AND COMMUNICATIONS

EXPECTED YEAR 4 OUTPUTS	ACTUAL YEAR 4 OUTPUTS
Basa-produced teaching and learning materials (teacher’s guides, leveled readers, multigrade outlines, training and LAC materials) uploaded to DepEd’s LRMS	<ul style="list-style-type: none"> • 161 digitized and redeveloped teaching and learning materials, including Revised Teacher’s Guides, Leveled Readers and Multigrade Outlines uploaded and published on DepEd’s Learning Resource Portal as of July 2016 • 26 training demonstration videos and 6 training materials (session guides, slide decks, handouts) submitted for uploading and publishing as soon as DepEd completes the LR Portal redesign and upgrade for professional development resources
Reading campaign activities in conjunction with existing DepEd initiatives such as Brigada Eskwela, National Reading Month, and International Literacy Month	<ul style="list-style-type: none"> • Outreach and visibility materials, including backdrop design, pull-up banners, materials such as coloring sheets, puzzles, and other support collaterals produced to support reading promotion events
Project lessons learned, good practices, and success stories produced for wider dissemination (at least one per quarter)	<ul style="list-style-type: none"> • One success story entitled, “Teachers Accelerate Learning in Rural Philippines” published on USAID website on November 28, 2016 • Two success stories submitted to USAID: <ul style="list-style-type: none"> – “Bridging to Read: New Teaching and Learning Strategy Helps Develop Multilingual Readers in the Philippines” – “When Teachers Become Students: Using Online Technology for the Teaching and Learning of Literacy”
Support Basa visibility and closeout events through production of materials	<ul style="list-style-type: none"> • Updated branding and marking plan implemented • Outreach and visibility materials, including backdrop design, pull-up banners and other program collaterals produced to support program activities
Project knowledge products mapped and stored in central project database/repository	<ul style="list-style-type: none"> • Project knowledge management plan drafted • Knowledge management platform set up • Ongoing mapping and archiving of knowledge products

EXPANDING ACCESS TO BASA LEARNING RESOURCES ONLINE

For the first half of the year, Basa collaborated with the Department of Education – Bureau of Learning Resource (DepEd-BLR) in the digitization and redevelopment of 161 Basa-produced teaching and learning materials, including Revised Teacher’s Guide, Leveled Readers and Supplementary Multigrade Outlines for uploading and publishing on DepEd’s Learning Resource (LR) Portal (<http://lrms.deped.gov.ph>). Digital materials were submitted in batches starting in April 2016 with the last batch uploaded in July 2017. Because of the ongoing redesign and upgrade of the portal, 32 professional development resources, including the Basa

training demonstration videos and literacy training materials for Grades 1 to 3 and Learning Action Cells materials for school heads have yet to be uploaded on the portal.

Since the materials have been made available through the portal, DepEd shared that they have received numerous queries and requests from teachers and other school divisions about Basa materials, especially following the release of *DepEd Order No. 064 s. 2016* last October, which provides funding to multigrade schools to printing and use Basa Leveled Readers.

Basa continues to support DepEd in advocating the use of the LR Portal to increase teachers' access to high-quality and developmentally appropriate teaching and learning resources. On July 25–29, 2016, Basa had the opportunity to showcase its materials during the BLR Consultative Workshop in Cebu where 220 DepEd curriculum and learning management division chiefs and division learning resources supervisors participated. Basa also developed IEC materials to help teachers access resources from the LR Portal. These materials, shown in Annex K of this report, were distributed during the Grades 2 and 3 teacher training activities from October to December 2016.

In order to get a picture of the reach of Basa materials through the LR Portal, Basa met with BLR on November 18, 2016 to explore mechanisms for tracking and reporting analytics relevant to Basa programming. According to BLR, part of their plan is to include analytics to capture user data on the portal. Currently, BLR can only report the number of posts uploaded and published on the portal. Nevertheless, BLR asked Basa to propose metrics that they can include in their Google Analytics. For this, Basa requested that data for two performance indicators be shared with them for reporting purposes: 1) number of successful downloads of Basa materials, disaggregated by region and division, and 2) number of unique users (teaching personnel) who successfully downloaded Basa materials. Basa will follow up the status of the LR Portal analytics in the first quarter of 2017 and hopes to report on actual user data in the coming months.

SCALING UP USE OF BASA TEACHING AND LEARNING MATERIALS

Throughout the year, Basa has actively supported DepEd as they begin to adopt the Basa Revised Teacher's Guides and Leveled Readers for printing and distribution to all schools nationwide. Following a request from DepEd, Basa provided the camera-ready files of the Grade 1 English and Filipino Revised Teacher's Guides (RTGs) in February 2016 and July 2016, respectively. The DepEd Bureau of Learning Delivery (BLD) used the Basa RTGs to develop the Learner's Materials for Grade 1. The RTGs were further edited after DepEd's evaluator completed vetting in April and additional layouting on the RTG was done to comply with DepEd printing guidelines. Basa also provided DepEd with the camera-ready files of all 96 Leveled Readers in Filipino, English and Mother Tongue—Ilokano and Sinugbuanong Binisaya. According to BLR, they plan to reprint these materials, which will be distributed as boxed sets of supplementary readers for Grades 1, 2 and 3 classrooms for the school year 2017–2018.



Basa is helping DepEd produce contextualized versions of the Basa-developed Leveled Readers. More than 300 titles will be printed for distribution to schools nationwide.

Basa also assisted BLR in preparing documentation requirements for the planned procurement of the Basa-adapted read aloud books for Grade 1. However, following several rounds of review and deliberation of the DepEd Bid and Awards Committee (BAC), DepEd decided not to go ahead with the procurement.

In a meeting with BLR and BLD last October 5, 2016, BLR informed Basa that the Grade 1 English Revised Teacher’s Guide and Learner’s Material have been printed and distributed to schools for use this current school year (2016–2017). Meanwhile, the Grade 1 Filipino Teacher’s Guides are expected to be printed first quarter of 2017 for distribution next school year.

In response to a letter from BLD last November 2, 2016, included as Annex L in this report, Basa met with BLD and BLR to discuss their requirements for the adaptation and contextualization of the Basa Ilokano and Sinugbuanong Binisaya Leveled Readers to 17 mother tongue languages. Basa agreed to assist DepEd in doing the layout of the 340 contextualized Leveled Readers. Layout production is ongoing and will be submitted to DepEd within the first quarter of 2017. According to BLR, they intend to print and distribute the contextualized Leveled Readers to schools for the school year 2017–2018.

Throughout, Basa will be steadfast in ensuring that timely and critical support is provided to DepEd, as more and more Basa-developed materials make their way into public school classrooms nationwide. This is a testament to DepEd’s strong buy-in to Basa’s approaches and their impact to the government’s early language and literacy program.

BOOSTING PROGRAM VISIBILITY THROUGH PUBLIC OUTREACH

Basa has made significant headway in its public outreach efforts this year supporting visits of high-level officials from USAID in Bohol and Cebu. On January 26, 2016, USAID General Counsel John Simpkins visited Tagbilaran City Central Elementary School to hand over teaching and learning materials to Tagbilaran and Bohol schools. During the visit, Mr. Simpkins met with school administrators and teachers and read a story to a group of second grade students.

On October 20, 2016, Mr. Trey Hicks, staff member from the U.S. Senate Foreign Relations Committee and Mr. Brian Levey, USAID Office of Education Chief visited two USAID-assisted public elementary schools in Consolacion and Mandaue City and turned over teaching and learning materials to Cebu schools. During the trip, Mr. Hicks and Mr. Levey had the chance to interact with school heads, teachers and community leaders and learn about their challenges and experiences in implementing their reading programs. They also met with Cebu Provincial Governor Hilario Davide III and regional and division officials from the DepEd to get feedback on the program’s implementation.

Basa also hosted USAID Philippines, Pacific Islands and Mongolia Mission Director Dr. Susan Brems’ first visit to a Basa-assisted school in Tagbilaran City on December 7, 2016. Dr. Brems observed Grades 1 and 2 reading classes in Mother Tongue and Filipino at City East Elementary School, Tagbilaran City and participated in a focus group discussion with education officials and teachers to gain local perspectives on reading program implementation within the context of DepEd’s multilingual and mother tongue-based curriculum. Dr.



ABOVE: USAID Education Chief Brian Levey and U.S. Senate Foreign Relations Committee Staff Trey Hicks receive thank you notes from students of Tayud Elementary School, one of 2,000 public schools receiving assistance from USAID.

BELOW: USAID Mission Director Dr. Susan Brems listen as teachers from Bohol share their experiences and challenges in teaching reading.

Brems also observed the USAID-supported literacy training with 600 teachers in Bohol on December 8, 2016.

Basa worked closely with the USAID Outreach Team to organize these visits and also coordinated press support for coverage of the events as well as the publication of post-event press releases (PRs) from the U.S. Embassy. A compilation of press clippings can be seen on Annex M.

For Year 4, Basa supported the DepEd in celebrating National Reading Month across Basa-assisted school divisions last November 2016 to raise awareness on the importance of reading and fostering a reading culture. Part of Basa's support was to produce outreach and visibility materials used during reading promotion events like the reading caravans held in Bohol, Tagbilaran City, Cebu and Mandaue City, storytelling sessions and competitions in Ilocos Norte and Ilocos Sur and play-based reading activities in La Union and San Fernando City. More than 9,000 Kindergarten to Grade 3 pupils from 36 public elementary schools benefitted from these reading activities.

TELLING USAID'S STORY

This year, Basa gained increased visibility on USAID's communication platforms with several photo and story features on USAID Philippines official Facebook page, <https://www.facebook.com/usaidthilippines>. A quick review of "like rate" or number of times a Facebook user liked a Basa-related post indicates strong audience engagement with USAID's online community. A Basa cover photo posted on September 23, 2016 received 77 likes, which is higher than the average like rate for most posts on USAID's Facebook page.



Basa continues to improve the way it communicates publicly, providing USAID with better and timely content that is aligned and consistent with USAID messaging. It draws from stories from individuals and communities in transformation, whose lives were personally touched and improved as a result of USAID assistance. For Year 4, USAID published a success story contributed by Basa about the challenges and successes rural teachers face in teaching reading in a multigrade set-up. You can read the full article on <https://www.usaid.gov/results-data/success-stories/rural-public-school-teachers-accelerate-learning-philippines>. Basa also submitted two success stories to USAID as seen on Annex N. Going forward, Basa intends to improve its capacity for development storytelling and to contribute more relevant pieces that build on program learning and impact, using communication as a tool to increase uptake on the program and ensure sustainability of results.

CONSISTENT BRANDING OF PROGRAM ACTIVITIES

Over the course of Basa implementation, USAID branding guidelines has been strictly and consistently followed in all program activities. Basa made sure that both project staff and DepEd are informed of any new guidance with regards to the program's branding, especially with the ensuing countrywide adoption of Basa materials. In March 2016, USAID rolled out their updated guidelines and standards on branding. Since then, Basa has taken steps to update its branding and marking plan, templates and materials to ensure compliance with new guidelines from USAID. Some of the branded materials produced for Year 4 were used to support the regional dissemination events held in April 2016, book distribution with Petron in July 2016, literacy

training for Grades 2 and 3 in October to December 2016 and consultation workshops on learning action cells in December 2016.

CAPTURING PROJECT KNOWLEDGE AND LEARNING

Basa initiated the creation of the project's knowledge management (KM) system in an effort to increase knowledge transfer and exchange to and among the staff and to reduce the lag in cascading timely information relevant to programming. Basa envisions this as a system that can capture the project's wide-ranging and up-to-date information and can be accessed by staff in real-time via an easy-to-use shared platform. More importantly, the system will be used as the main repository of all knowledge products developed by the project, which will facilitate the sharing of key project knowledge and experiences to USAID, DepEd and other education program partners and implementers.

To jumpstart the creation of the KM system, Basa did an initial knowledge mapping to identify essential knowledge products that will be included in the system. Basa used data obtained from the informal survey conducted with project staff back in September 2016, as well as USAID's standard documentation requirements as basis for prioritization and selection. Basa unit heads is currently vetting the final list of KM products and contents to be uploaded on the system, and data migration is expected to begin first quarter of 2018. Given this, the Basa KM system is likely to be launched on March 2017.

STRATEGIC PARTNERSHIPS

During 2016, Basa has continued its collaboration with other USAID programs and corporate partners in an effort to identify potential areas for cooperation and leveraging of resources in support of Basa program.

COORDINATION WITH OTHER USAID PROGRAMS

Basa has been participating in the Technical Subcommittee for Cross-Cutting Projects and Non-Assistance under the Partnership for Growth (PFG)—a bilateral effort of the Philippine and US Governments to promote economic growth and development in the Philippines. In addition, during the second quarter of 2016, Basa turned over 240 copies of *Be Ready!* emergency preparedness instructional materials in English to USAID *Be Secure* project operating in non-Basa areas. Lastly, Basa have been collaborating with Social Impact, a subcontractor commissioned by USAID to conduct impact evaluation study of Basa. Basa provided requested information and data, such as cost information and 2017/2018 workplan to facilitate the ongoing study that will extend into 2017.

CORPORATE PARTNERS

By the end of 2015, Basa was proud to report over \$5 million USD in leveraged resources, which exceeds the goal of 10% of the total project contract, ranging from in-kind contributions such as supplementary high-quality English reading materials imported from the US, back-to-school supplies, discounts for training supplies, and cash donations for reading materials procurement. Unfortunately, in 2015 the Brothers Brother Foundation (BBF) formally notified EDC that Pearson Education, one of the major US publishers of early grade reading books, has ended its collaboration with BBF. Since the overwhelming majority of supplementary materials donated to Basa are published by Pearson Education, this change will have a major impact on future book donations to EDC. However, both BBF and EDC are determined to collaborate in the future to identify alternative publishers interested in donating high-quality English reading materials to Basa Pilipinas.

In 2016, the Petron Foundation allocated Php 2,000,000 (USD43,000) for 2015/2016 to procure more than 30,000 supplementary reading materials in English and Filipino. The selection of book titles and target schools was coordinated with DepEd for alignment with the school curriculum for maximum benefit.

Basa intends to engage its local corporate partners—the National Book Store Foundation (NBSF) and Petron in 2017 in further discussions on such joint initiatives as donation of library corners, back-to-school supply kits and procurement of teaching and learning materials for Basa-assisted schools.

PROGRAM SUPPORT AND ADMINISTRATION

Following the approval of the cost-extension at the end of third quarter of 2016, Basa introduced several internal management changes to implement programmatic activities approved in the fourth quarter of 2016 as part of the cost extension. Basa has filled a vacant post of the Deputy Chief of Party for Programs responsible for technical management of the cost-extension workplan, reinforced Basa program team by recruiting senior-level local technical specialists, and recruited additional staff for program and M&E units. We also fully staffed up the Bohol field office, previously managed by Save the Children.

The EDC Home Office provided significant support to Basa during 2016 as we phased out subcontracts with all three implementing partners; coordinated USAID’s Control Environment and Risk Assessment (CERA) follow-up review; and provided guidance with the development and finalization of the cost-extension technical proposal and associated budget. Additional key highlights and accomplishments achieved during 2016 are outlined below in the summary table.

TABLE 21. KEY ACCOMPLISHMENTS ON PROGRAM SUPPORT AND ADMINISTRATION

EXPECTED YEAR 4 OUTPUTS	ACTUAL YEAR 4 OUTPUTS
Recruit Program Manager to take over daily management responsibilities after DCOP for Programs and Senior Technical Advisor leave their posts	Program Manager identified through internal promotion to take over daily technical management responsibilities after DCOP/Programs and Sr. Technical Advisor were repatriated to the US
Regular Program Management Committee meetings conducted	8 th PMC meeting conducted on April 26, 2016
Phased close-out starting with completion of subcontracts and repatriation of some expatriate staff, followed by field office then central office close-out	No longer applicable, given the 17-month cost extension approval, extending the program closeout to May 2018
Recruitment of DCOP for Programs to manage technical implementation of the cost-extension workplan	DCOP for Programs recruited on October 3, 2016 to manage the technical implementation of the cost extension workplan
Recruitment of additional staff to implement activities in the approved cost-extension workplan	16 staff recruited during October–December 2016 for implementation of the cost extension workplan

STAFFING

During the fourth quarter of 2016, Basa has recruited new program, M&E and administrative staff to implement additional activities outlined in the approved cost extension workplan or replaced Basa staff who opted to not to stay with Basa through the extension.

TABLE 22. NEW BASA STAFF RECRUITED FOR THE COST-EXTENSION IMPLEMENTATION

LAST NAME	FIRST NAME	POSITION TITLE	LOCATION	DATE OF HIRE
Alaban	Lespeth	M&E Officer	Bohol	10/17/2016
Alvarez	Richie	Admin & Logistics Officer	Ilocos Norte	12/01/2016
Aresta	Diomira	Program Officer	Ilocos Sur	12/05/2016
Barut	Uriel	Program Officer	La Union	12/15/2016
Bazer	Saddam	Program Officer	Pasig	12/19/2016
Buyo	Mathilda Rose	Admin & Logistics Officer	Bohol	10/17/2016
Cimafranca	Marie Fe	Program Officer	La Union	12/19/2016
Cosmo	Fritzie Mabel	M&E Officer	Cebu	11/21/2016
Cruz	Catherine	Admin & Logistics Officer	La Union	12/01/2016
Deloso	Reyna	Program Officer	Bohol	11/07/2016
Espiritu	Angelica	Office Assistant	Pasig	12/05/2016
Garcia	Glenda Darlene	Sr. Program Officer	Pasig	12/19/2016
Ochoa	Cecilia Luz	DCOP/Programs	Pasig	10/03/2016
Reyes	Katrina Grace	Program Officer	Pasig	11/21/2016
Santoalla	Ariana Luna Isabel	Program Officer	Pasig	12/01/2016
Seville	Bernie	Sr. M&E Officer	Pasig	11/07/2016

PROGRAM MANAGEMENT COMMITTEES

Basa has continued its practice of holding regular consultations with DepEd and USAID through the Program Management Committee (PMC). The PMC co-chaired by DepEd Undersecretary for Programs, Dr. Dina Ocampo was established by USAID and DepEd to facilitate high level linkages between Basa, DepEd and USAID leadership and ensure project alignment with DepEd priorities and recommendations. The 8th PMC was conducted in April 2016 in conjunction with the EGRF in Mandaluyong City with the purpose to continually update Basa’s ongoing work and gather high-level feedback and recommendations from DepEd and USAID/Philippines. This close collaboration and regular meetings with DepEd and USAID are essential for clear alignment between Basa and DepEd expected outcomes.

CONSULTATION WITH USAID

Basa held regular discussions with USAID both in Basa Pasig office and at USAID/Philippines mission to coordinate the program's implementation and address any emerging technical issues. USAID has been a supportive stakeholder throughout our relationship building process with DepEd.

USAID/Philippines Office of Education Director's visit to Bohol. On January 26, 2016, Basa facilitated a meeting between Mr. Brian Levey, USAID/Philippines Office of Education Director, and DepEd Schools Division Superintendents (SDS): Dr. Wilfreda Bongalos of Bohol province and Dr. Virginia Zapanta of Tagbilaran City, and their education teams. His program included a trip to San Roque Elementary School, 13kms outside Tagbilaran City for classroom observation and interaction with school head and select Grade 1-3 teachers engaged in Basa Pilipinas program implementation.

Control Environment and Risk Assessment (CERA) Follow-up Visit. On April 18–19, 2016, Basa met with Ms. Ching Razo, USAID's Financial Analyst to follow up on CERA's remaining tasks to complete the review. During her two-day visit, Ms. Razo conducted additional tests of Basa's internal processes, interviewed project staff and inspected Basa office to monitor how USAID's recommendations provided during the initial CERA review in 2015 have been implemented.

Basa Program Team Meeting with USAID/Philippines Office of Education. On August 16, 2016, Basa senior management team attended a meeting with Mr. Brian Levey to discuss the ongoing implementation of Year 4 workplan, the remaining budget, results of the final outcome M&E report and other key agenda items. Basa's team was led by Bill Potter, Basa project director joined by Marcial Salvatierra, chief of party; Ilya Son, deputy chief party for operations; and Dove Estor, program manager.

USAID/Philippines Data Quality Assessment (DQA) of Basa. On September 30, 2016, USAID/Philippines Office of Education (OEd) team conducted Basa's DQA and initiated a discussion on Basa's M&E system, structure and protocols. Basa team also shared standard tools and protocols used in assessing reading achievement of early grade pupils as well as teachers' performance in classroom management and language and literacy instruction.

USAID/Philippines Mission Director Dr. Susan Brems' Visit to Bohol. On December 7, 2016, Dr. Brems' visited City East Elementary School in Tagbilaran City, Bohol to observe Grades 1 and 2 reading classes and participate in a focus group discussion with education officials and teachers to learn about their experiences in implementing local reading programs. Dr. Brems also took part in the USAID-supported literacy training with 600 teachers in Bohol on December 8, 2016 and met with education officials and teachers from the DepEd Bohol division.

DEPED ENGAGEMENT

Basa's engagement with DepEd Central Office in 2016 has primarily focused on ways to expand access to Basa materials nationwide. Basa held frequent meetings with the Bureau of Learning Delivery (BLD), Bureau of Learning Resources (BLR) and LRMDs team to turn over Basa materials and provide technical assistance for their redevelopment and digitization of Basa materials to DepEd's online learning portal. Basa has also been in regular communication with DepEd to discuss plans for Kindergarten instructional materials development and/or contextualization, technical specifications for procurement and distribution in Basa-assisted divisions



DepEd Schools Division Superintendent Dr. Virginia Zapanta welcomes USAID Mission Director Dr. Susan Brems during her visit in Tagbilaran City last December.

keeping in mind DepEd plans for future reproduction of Basa-developed Kindergarten instructional materials. Basa also conducted consultations with DepEd to validate and finalize its 17-month extension work plan.

Basa field teams conducted regular consultation meetings with DepEd counterparts at the region/division levels to provide progress updates and align field implementation of program activities with DepEd schedules. Table 25 illustrates the level of engagement with DepEd divisions in the fourth quarter of 2016:

TABLE 23. LEVEL OF ENGAGEMENT WITH DEPED, 4TH QUARTER 2016

MEETING DESCRIPTION	DATE	LOCATION
Curriculum and Instruction Division chief, Basa coordinator, and Education Program Supervisors of Bohol Division	October 10, 2016	Tagbilaran City, Bohol
Curriculum and Instruction Division Chief, Basa Coordinator and Education Program Supervisor of Tagbilaran City Division	October 10, 2016	Tagbilaran City, Bohol
Superintendent of Cebu Province Division	October 12, 2016	Cebu City
Education Program Supervisors of Ilocos Norte Division	October 12, 2016	Laoag, Ilocos Norte
Superintendent and Basa coordinator of Mandaue City Division	October 13, 2016	Mandaue City, Cebu
Curriculum and Instruction Division chief, Education Program Supervisors, and District coordinators	November 9, 2016	Ilocos Sur
Curriculum and Instruction Division chief, Basa coordinator, and Education Program Supervisors of Bohol Division	November 25, 2016	Bohol
Curriculum and Instruction Division chief, Basa coordinator, and Education Program Supervisors of Tagbilaran City Division	November 25, 2016	Tagbilaran City, Bohol

TECHNICAL ASSISTANCE

Basa's home office TA has been essential in order to conduct capacity-building workshops with DepEd central office and project staff, disseminate results at national and regional events, hold meetings with USAID and DepEd stakeholders, and provide project management guidance to the field team.

A summary table of technical assistance provided to Basa Pilipinas over the course of the year is below, with notes on the purpose and outcomes of each.

TABLE 24. BASA SHORT-TERM TECHNICAL ASSISTANCE FOR YEAR 4

NAME	DATES OF TRAVEL	FOCUS AND OUTCOMES
Dr. Elena Vinogradova, EDC M&E Director	Jan 2-9, 2016	Worked with Basa M&E team to prepare EGRA training, finalized tools for Best Practices Study, and conducted internal DQA to review M&E documentation with focus on TLM system. Held meeting with DepEd central on issues to consider in EGRA analysis
Dr. Lisa Hartenberger-Toby, Senior Technical Advisor	April 17-30, 2016	Presented initial findings of Basa Pilipinas 2015/2016 evaluation results, as well as highlights of research findings, observations of Learning Action Cells (LAC), and results from the pilot online teacher induction course. Attended regional literacy workshops, 8 th PMC and Early Grade Reading Forum (EGRF) co-chaired by DepEd and USAID/Philippines OEd team
Bill Potter, Project Director	Aug 6-18, 2016	Met with USAID/Philippines Office of Education to discuss forward-looking Basa workplan, staffing structure and associated budget. Worked with Basa management team to develop the 4 th quarter workplan. Jump started preparations for cost extension technical and budget proposal formally requested by USAID on August 12, 2016

POST-TYPHOON HAIYAN (YOLANDA) DISASTER EDUCATION RECOVERY ASSISTANCE (EXTENSION)

During the last quarter of 2014, USAID awarded \$1.75 million to Basa Pilipinas for the implementation of the 12-month Post-Typhoon Haiyan (Yolanda) special assistance for Basa-assisted school districts in northern Cebu. Throughout 2015, EDC provided essential school furniture, such as 19,500 tablet chairs for Grade 1-6 pupils, 1,414 teacher’s tables and chairs and 1,178 blackboards for K–Grade 6 classrooms. The project also procured 10,400 back-to-school kits for K-Grade 6 pupils and 900 teacher kits with school supplies. Basa closely coordinated all aspects of this special assistance with DepEd Cebu province. By the end of 2015, all components of the Post-Typhoon Haiyan (Yolanda) special assistance had been completed. Since EDC identified some modest savings, USAID approved a no-cost extension to procure and deliver additional school furniture and *Be Ready!* classroom materials. By the end of April 2016, Basa procured and distributed an additional 1,275 tablet armchairs for Grade 1-6 pupils, including 5% allocation for left-handed pupils and 250 copies of *Be Ready!* instructional materials in English for Grade 3-6 pupils. In consultation with DepEd Cebu province, Basa identified four priority school districts where the additional furniture was most needed. In addition, Basa turned over 240 copies of *Be Ready!* emergency preparedness materials in English to USAID’s *Be Secure* project operating in non-Basa areas.



With funding from USAID, Basa provided Yolanda-affected schools with additional student chairs and disaster preparedness educational materials in partnership with USAID’s Be Secure project.

These activities concluded the implementation of Post-Typhoon Haiyan (Yolanda) education recovery assistance to the affected Basa-supported school districts in Northern Cebu. Basa would like to recognize the

strong level of support from DepEd’s regional and division offices which facilitated smooth implementation of this special assistance activity.

CHALLENGES AND OPPORTUNITIES

The Year 4 program implementation has been highly productive for Basa, but there were a few challenges within the past year that are worth noting:

DepEd’s revision and approval of the revised NKTG in 2016 may limit Basa’s ability to set aside ample time in 2017 for its production and procurement processes. Given DepED’s two-month window to conduct teacher training activities during Apr-May of next year, Basa will have to work double time in an effort to deliver Kindergarten teacher’s guides, books, manipulatives and other instructional materials in time for the teacher training, and prior to the start of the school year. Basa will also closely coordinate with DepEd’s Bureaus of Curriculum; Learning Delivery and Learning Resources to ensure that materials are aligned with DepEd standards and procedures.

The ongoing senior leadership transitions within DepEd have impacted Basa’s ability to conduct PMC meetings on a quarterly basis, which is an important vehicle to periodically review the program’s progress and to address any issues and DepEd requests that may arise. To this end, Basa has been holding meetings with the Undersecretary for Curriculum and Instruction and with relevant DepEd bureaus to review ongoing program activities, jointly troubleshoot any challenges, as well as validate activities planned during the cost extension in 2017/2018.

LOOKING AHEAD TO NEXT YEAR

The main programmatic thrusts for Year 5 of Basa Pilipinas implementation incorporate a comprehensive list of activities outlined in the approved 17-month cost extension technical proposal and associated workplan endorsed by DepEd and approved by USAID/Philippines at the end of third quarter of 2016.

The main thrusts and activities for 2017 are highlighted as follows.

Develop and Deliver Two Cycles of Training for Kindergarten Teachers. Basa will develop and deliver two cycles of training to approximately 4,000 Kindergarten teachers in the eight Basa-assisted divisions. The training will focus on implementation of effective reading strategies, and the use of Basa-developed materials for Kindergarten.

Provide Refresher Training to Grade 1 Teachers. Refresher training for Grade 1 teachers in all Basa divisions and Grade 2-3 teachers in Ilocos Norte division will be completed during the summer break of 2017. Refresher trainings for Grade 2-3 teachers in all other divisions have been completed during the fourth quarter of 2016.

Provide Post-Training Support to K-3 Teachers Through Online Coaching. In order to ensure that teachers continue to practice and deepen their skills in literacy instruction throughout the year, we will create a Facebook page where we will regularly post training materials, tips and reflection questions to stimulate discussion around effective literacy instruction and language transition strategies.

Pilot an Intervention to Assist Teachers in Providing Remedial Reading Support to Students. In order to provide additional opportunities for students to improve achievement in reading, Basa will pilot an intervention to assist at least 50 teachers in providing additional targeted support to students during remedial reading time. Basa will conduct a joint workshop with DepEd to validate the proposed ICT pilot on remedial reading support prior to the actual implementation.

Develop and Deliver an Online Blended Learning Course on Literacy Learning Action Cells. Basa will also develop and deliver an online blended learning course for school administrators to reinforce the training they will receive on the use of the simplified SCOPE tool and to refresh concepts covered in previous face-to-face trainings on effective management of Basa Literacy LACs.

Provide Training for All Curriculum and Instruction Division Chiefs on Effective Literacy Instruction. As requested by DepEd, Basa will provide training for approximately 220 DepEd Curriculum and Instruction Division Chiefs which will cover basic concepts in literacy instruction for early grades, as well as the approach used in Basa-produced materials available online through LRMDs.

Design a Simplified Classroom Observation Literacy Tool; Basa will design a tablet-based simplified SCOPE tool for school heads and division supervisors to help them assess classroom teaching practices and provide instructional support to teachers based on the results. The tool will be designed to be used both in paper and electronic formats, which can be quickly uploaded and analyzed by DepEd staff.

Conduct Advocacy Activities to Promote Early Grade Reading. Basa will work with DepEd to conduct activities during events such as National Reading Month, National Teachers' Month and International Literacy Day, to promote parental and community support for reading.

Develop, Procure, and Distribute Developmentally-Appropriate Teaching and Learning Materials for Kindergarten Level. To support the alignment of Grades 1-3 with Kindergarten, as per the new curriculum, Basa will work with DepEd to develop, procure and distribute developmentally-appropriate teaching and learning materials.

Facilitate Leveling of Supplementary Readers and Distribute to K-3 Classrooms. DepEd recently lifted the moratorium on purchasing supplementary reading materials, opening the way for schools to use local funding to purchase additional books for classroom libraries. Basa proposes to inventory currently available titles, and conduct workshops on the criteria for categorizing texts by level of difficulty.

Track Progress of Learning Outcomes in Filipino and English of Grades 2 and 3 Pupils. Basa will conduct two additional rounds of EGRA data collection in Filipino and English in Grades 2 and 3 at the end of school years 2016/17 and 2017/18.

Conduct Time 3 Data Collection for MTB-MLE Research in Basa and Non-Basa Classrooms. At the end of school year 2016/17, we will conduct the third and final round of data collection for the research study on pupils' developmental trajectories in reading in Mother Tongue, Filipino and English. This will allow us to track a cohort of students from Grade 1 to 3, as well as present a snapshot of student performance over three years. Our analysis will highlight results that have implications for language transition strategies.

Conduct Exploratory Research to Better Understand Gender Gap in Reading. Basa's research findings have shown that girls significantly outperform boys in almost all EGRA subtests in Grades 2 and 3. Basa will conduct qualitative research, including focus groups with parents, teachers and students, to gather information on the reasons for the gender gap and potential strategies for improving boys' performance.

Conduct Time 4 Data Collection to Monitor LACs. Basa will conduct a fourth round of data collection on school and district-based LACs in July and August 2017. We will also build DepEd's capacity to monitor LAC through orientation on observation tools, joint observations and interviews, and structured reflection and analysis. Consolidated results will be reported in September to inform continued policy development and implementation.

Conduct Periodic Data Quality Assessment (DQA). Basa will conduct school visits in July and November 2017 to validate program data on trainings attended by teachers and school heads, application of early grade reading concepts, and usage of Basa teaching and learning materials.

Basa's robust technical support in Year 5 will continue to focus on sustainability and institutionalization, technical assistance to DepEd at the national and division levels to adopt and scale up the transformational classroom practices and student learning gains accomplished by Basa to date.

CORRELATION TO CONTRACT MONITORING PLAN (CMP)

PROGRESS REPORTING VIS-A-VIS CMP METHODS

PROGRAM MANAGEMENT MEETINGS

Basa conducted regular project management meetings during this past year, as part of an ongoing planning process and to inform the implementation of activities within the given quarter. The Basa program management team comprises the Project Director, the Chief of Party (COP), the Deputy Chief of Party for Programs (DCOP/Programs) and the Deputy Chief of Party for Operations (DCOP/Operations). In-person meetings or weekly calls were held throughout Year 4 with the Project Director (based in Jakarta with semi-annual trips to the Philippines), with more frequent planning sessions held between the Manila-based management team. Quarterly in-person meetings and weekly calls are held between Basa Team Leaders in our field offices and the Program Manager for updates on DepEd relations and to follow up on task management. A new DCOP/Programs was recruited at the start of the fourth quarter 2016 to manage the technical implementation of the cost-extension workplan. Effective October 2016, Basa senior management team includes the Project Director, the Chief of Party and the Deputy Chiefs of Party for Programs and Operations.

COORDINATION MEETINGS WITH IMPLEMENTING PARTNERS

Basa's collaboration with its implementing partners, the Philippine Business for Social Progress (PBSP) and SEAMEO-INNOTECH, was fully completed by end of the first quarter of 2016. The subcontract with Save the Children ended in April 2016, following the full completion of their scope of work with Basa.

The PBSP's main contribution to Basa was the implementation of initial LAC trainings and monitoring across all Basa divisions as well as leveraging support to Basa from PBSP's corporate partners.

SEAMEO-INNOTECH has made significant contribution in the training design of LAC refresher trainings, production of new demonstration videos/editing current video clips for Basa teacher trainings, as well as the rollout of the pilot on-line training module for new K-3 teachers.

Save the Children has contributed significantly to the program implementation through technical assistance in developing select teaching and instructional materials, selection and procurement of developmentally appropriate reading materials and management of Basa's Bohol field office. Save the Children has also contributed to the disaster and emergency preparedness assistance efforts, including the Bohol earthquake and Post-Typhoon Haiyan (Yolanda) education recovery assistance.

Basa is thankful to all organizations for their solid work and contributions to the project's accomplishments.

REGULAR MONITORING OF PMP DATA

Basa's Contract Monitoring Plan and Monitoring and Evaluation Guide detail the methods for collection, storage and verification of data, as well as rationale for the process. The M&E team manages all data collection activities, with analysis done in partnership with our home office M&E Advisor and full-time Basa technical team.

TABLE 25. PROGRESS REPORT PER PMP INDICATORS

Indicator type	Indicator description	LoP Target	2013	2014	2015	2016					LOP Accomplishment	Notes
						Q1	Q2	Q3	Q4	Total		
Custom: Proportion of students who, by the end of three grades of primary schooling, demonstrate they can read and understand the meaning of grade-level text (Type: Outcome)	Proportion of students who, by the end of three grades, demonstrate they can read and understand the meaning of grade-level text	65%				76%						Benchmark per DepEd is 40 wcpm and 60% comprehension in Filipino.
F-Indicator 3.2.1-27: Proportion of students who, by the end of two grades of primary schooling, demonstrate they can read and understand the meaning of grade-level text (Type: Outcome)	Proportion of students who, by the end of two grades, demonstrate they can read and understand the meaning of grade-level text	50%			45%	34%						Benchmark per DepEd is 40 wcpm and 60% comprehension in Filipino.

TABLE 25. PROGRESS REPORT PER PMP INDICATORS

Indicator type	Indicator description	LoP Target	2013	2014	2015	2016					LOP Accomplishment	Notes
						Q1	Q2	Q3	Q4	Total		
F-Indicator 3.2.1-14: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: Output) and F-Indicator 3.2.1-35: Number of learners receiving reading interventions at the primary level (Type: Output)	1.1 Number of students enrolled in primary schools reached by the Basa program (direct: fully and partially funded)	1,308,434 (720,434 fully funded and 588,000 partially funded)	159,846	303,773	629,128	261,452	247,694			509,146	1,601,893	
	Sub-indicator: 1.1.1 Number of students enrolled in primary schools reached by the Basa program (indirect)	2,000,000								1,825,306	1,825,306	1,825,306

TABLE 25. PROGRESS REPORT PER PMP INDICATORS

Indicator type	Indicator description	LoP Target	2013	2014	2015	2016					LOP Accomplishment	Notes
						Q1	Q2	Q3	Q4	Total		
												learners from Basa divisions and ELLN schools, based on the most recent DepEd enrolment data.
F-Indicator 3.2.1-31: Number of teachers who successfully completed in-service training or received intensive coaching or mentoring with USG support (Type: Output)	1.2 Number of teachers who successfully completed enhanced Basa training	12,894	4,493	7,682	746				2,665	2,665	15,586	Q4 figure is the total number of newly hired or newly transferred Grade 2 (1,054) and Grade 3 teachers (1,611) trained by Basa. This figure reflects unique teachers.

TABLE 25. PROGRESS REPORT PER PMP INDICATORS

Indicator type	Indicator description	LoP Target	2013	2014	2015	2016					LOP Accomplishment	Notes
						Q1	Q2	Q3	Q4	Total		
F-Indicator 3.2.1-3: Number of administrators and officials successfully trained with USG support (Type: Output)	1.3 Number of school heads and supervising teachers who successfully completed Basa training	3,414	1,146	2,205	63						3,414	As reported to USAID on 30 September 2016, correct figure at the end of 2015 should be 2,290. (In addition to the 2,290 administrators directly benefiting from Basa-delivered training, the program indirectly reached 1,700 administrators through Basa's support to the DepEd-led ELLN training.) In

TABLE 25. PROGRESS REPORT PER PMP INDICATORS

Indicator type	Indicator description	LoP Target	2013	2014	2015	2016					LOP Accomplishment	Notes
						Q1	Q2	Q3	Q4	Total		
												December 2016, Basa trained 305 new/unique administrators on LAC. Awaiting final guidance from USAID on how to report this indicator.
Custom gender indicator (Type: Outcome)	I.4 Proportion of participating school heads, supervisors, and teachers reporting that they have increased gender awareness in their management and teaching	Increase of 25%				Increase of 34%					Increase of 34%	In 2013, 35% of teachers and administrators (n=4,835) have been trained on gender awareness through their school management and teaching courses and workshops.

TABLE 25. PROGRESS REPORT PER PMP INDICATORS

Indicator type	Indicator description	LoP Target	2013	2014	2015	2016					LOP Accomplishment	Notes
						Q1	Q2	Q3	Q4	Total		
												In 2016, the figure increased to 69% (n=7,683).
F-Indicator 3.2.1-38: Number of laws, policies or guidelines developed or modified to improve primary grade reading programs or increase equitable access (Type: Output)	2.1 Number of reading standards for grades 1-3 developed	2			2				1	1	3	DepEd Order No. 35, s2016 was issued last June 2016. The text of this policy document was drafted as part of the Basa-sponsored DepEd National LAC Policy Workshop held in January 2015. The

TABLE 25. PROGRESS REPORT PER PMP INDICATORS

Indicator type	Indicator description	LoP Target	2013	2014	2015	2016					LOP Accomplishment	Notes
						Q1	Q2	Q3	Q4	Total		
												policy institutionalizes the use of LACs as vehicles for school-based continuous teacher professional development .
F-Indicator 3.2.1-33: Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output)	3.1 Number of early grade reading materials for learners and teachers provided	5,700,000	28,498	2,057,150	4,118,263		1,802,893		104,113	1,907,006	8,110,917	Q4 figure is the total number of materials distributed and validated in Q3 and Q4.
F-Indicator 3.2.1-36: Number of schools using Information and Communication Technology due to USG support (Type: Output)	3.2 Number of schools using ICT to improve reading	69 unique			74		9			9	83	

FINANCIAL SUMMARY

The first table below provides a summary of Year 4 spending, while the next two tables project monthly spending for the first quarter of project Year 5 and the quarterly spending projections for the entire Year 5.

TABLE 26. PROJECT SPENDING SUMMARY THRU YEAR 4

CATEGORY	TOTAL APPROVED BUDGET	TOTAL ACTUAL EXPENSES THRU 09/30/16	ACTUAL EXPENSES 10/1/16-12/31/16	TOTAL ACTUAL EXPENSES THRU 12/31/2016	BALANCE OF AWARDED AMOUNT
Result 1	\$24,192,553.00	\$10,453,792	\$855,587	\$11,309,379	\$12,883,174
Result 2	\$3,130,676.00	\$2,155,133	\$1,646	\$2,156,779	\$973,897
Result 3	\$9,900,734.00	\$9,328,532	\$30,432	\$9,358,964	\$541,770
Special Activities	\$956,036.50	\$668,320	\$11,158	\$679,478	\$276,558
Typhoon	\$1,500,000.00	\$1,476,410	\$(10,714)	\$1,465,697	\$34,303
Total	\$39,680,000	\$24,082,188	\$888,109	\$24,970,297	\$14,709,702

TABLE 27. PROJECTED EXPENDITURES FOR QUARTER I, YEAR 5

	JANUARY 2017	FEBRUARY 2017	MARCH 2017	TOTAL FOR Q1/2017	CUMULATIVE TOTAL
Total	\$313,637	\$435,707	\$257,740	\$1,007,083	\$25,977,381

TABLE 28. PROJECTED YEAR 5 PROJECTIONS BY QUARTER

	Q1	Q2	Q3	Q4	TOTAL FOR YEAR 5
Total	\$1,007,083	\$3,073,918	\$3,729,340	\$3,784,533	\$11,594,874

CONCLUSION

Owing to the strong support by USAID and DepEd, the Basa Pilipinas program extension will provide additional resources to consolidate and deepen gains made in reading achievement, and invest in the Kindergarten program as an integral and vital part of the recognized early grade literacy cycle.



To ensure and further strengthen DepEd’s capacity to sustain Basa innovations and approaches during the extension period, Basa will pursue the principles and practices on sustainability and institutionalization that have been successfully demonstrated during the past four years. This will include continuing to vet all main Basa activities and to solicit guidance from the Basa Program Management Committee (PMC) co-chaired by USAID and the Undersecretary for Curriculum and Instruction. The PMC reinforces DepEd’s role as project driver and ensures Basa alignment with DepEd’s mainstream programs, priorities, research and standards. Basa will also continue to involve and build the capacity of counterpart DepEd central offices such as the Bureau of Learning Delivery (BLR) for curriculum improvement, literacy tools (i.e. EGRA and SCOPE) and teacher training; the Bureau of Learning Resources (BLR) for materials development, and provision and adoption for wider use when requested; and the regional/division offices for ground level literacy practices and sustainability. With the planned introduction of new approaches and innovations (i.e. education technology), DepEd’s capacity to install and maintain working systems and sustain related operational costs will be Basa’s primary considerations and success factors.

All of our activities will be assessed through a robust monitoring and evaluation plan, which will enable us to track activities and evaluate the effectiveness of our new interventions. We will also respond to DepEd’s request to conduct research for data to inform policy and practice around early grade reading instruction. The proposed activities will result in reaching an estimated additional 100,000 students, 4,000 teachers for the Kindergarten activities, and corresponding additional student reach for the continuing support for Grade 1—3.

We look forward to productive discussions with USAID and DepEd focused on expanding access to Basa-developed teaching and learning materials and best practices in teacher professional development. With DepEd’s full support at all levels and USAID’s strong leadership, we are anticipating that Basa activities during the coming year will provide the necessary reinforcement and support to teachers, school administrators and DepEd to sustain and advance early grade literacy gains.

ANNEXES