



All Children Reading – Asia  
All Children Reading – Philippines

Report on e-Resource Development Workshops (September 8-21, 2020)  
and Review

Submission Date: January 4, 2020

AID-OAA-TO-16-00017 Number: REQ-ASIA-16-00017  
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This document was produced for review by the United States Agency for International Development.

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# List of Exhibits

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# Abbreviations

ABC+	Advancing Basic Education in the Philippines
ACR	All Children Reading
BLD	Bureau of Learning Development
BLR	Bureau of Learning Resources
DepEd	Philippines Department of Education
e-	Electronic (as in electronic resources, e-resources)
HT	Head Teacher
ICT	information and communication technology
ICTS	Information and Communication Technology Service
IT	Information Technology
LRMDS	Learning Resources Management and Development System
MLE	multilingual education
MTB	mother-tongue based
PDO	Program Development Officer
SH	School head
TE	Teacher
USAID	United States Agency for International Development

# Introduction

## Activity Description

All Children Reading (ACR) Philippines, as part of its Information and Communications Technology (ICT) technical assistance scope of work, planned an activity in support of DepEd's EdTech Unit to provide technical assistance and research related to their flagship Open Educational Resources (OER) initiative via the DepEd Commons. This includes developing and or curating more early grade reading resources to put on the DepEd Commons' website and evaluating its usage and effectiveness.

This activity originally planned a series of in-person workshops to develop early learning digital or "e-"resources that could be used in classrooms and accessed via the DepEd Commons. However, the COVID-19 pandemic forced the Philippines education system to close making it even more important to develop methods and resources for remote learning. The DepEd Commons was launched more quickly than expected, and is in constant development. In connection with this, DepEd chose to convert all educational textbooks from printed to electronic format across grades K-12. DepEd chose the e-Book development software "Kotobee" for this purpose, and during the months of May – August had trained on their own initiative an estimated 300,000 teachers to use the software to develop e-resources. ACR-Philippines responded to a request from ICTS and BLD to purchase software licenses for this editor in order to benefit from the features not available in the unlicensed versions.

RTI agreed to support this request, and in an effort to track the distribution and use of these licenses, requested to review the prospective recipients' draft K-3 learning materials, to discuss quality guidelines, and ask each participant to agree to quality assurance practices and processes as provided by ACR-Philippines. Participants in each workshop were asked to present their draft K-3 learning materials, comment on each other's materials, and describe enhancements to be made with the licensed version. This was not a training workshop on how to use the software, but rather an attempt to set a common understanding of what kind of digital features add value in teaching and learning, and also to get commitment from the authors that they would return their editable files to RTI for final publication.

The main objective of the online e-Resource Development Orientation workshop was to support DepEd in its objective to provide high quality and relevant resources of different technologies such as printed, television, radio and digital or online. To guide the process, RTI also developed an e-Resources review toolkit.<sup>1</sup> After each workshop, participants who participated actively and provided their contact information were sent a copy of the eResources toolkit along with a serial number providing access to the licensed version of Kotobee. They were also requested to send their editable Kotobee file to RTI for final review and upload to DepEd Commons (see section 'Next Steps').

## Schedule and participants

The workshops took place over 8 days in the month of September 2020 (September 8-11, 14-15 and 21), with up to two sessions per day. The schedule was established between ACR Philippines and a representative from each Region who also nominated the e-resource authors who would receive the licenses. Scheduling was a challenge since this was the time when DepEd was busy preparing for the school opening. However, we were unable to start

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<sup>1</sup> See <https://shared.rti.org/content/eresources-review-toolkit>

earlier in August, as planned, pending an official memo from the Undersecretary of Curriculum and Instruction authorizing teachers allocate time for this official activity.

To receive a license, the participants were required to actively attend the two-hour orientation, and sessions were schedule by region so regional participants could also coordinate among themselves.

The list of participants was recommended by DepEd, the Bureau of Learning Resources (BLR), the Bureau of Learning Development (BLD) and ICT from different Regions nationwide. The prerequisites for participation were that they are currently working on their draft K-3 literacy or numeracy learning materials and prior to this they were trained on the Kotobee software using the free version. Most of the developers were either School Heads (SH), Teachers (TE), Mother Tongue Coordinators (MT) or Head Teachers (HT). Some ICT Coordinators (IT), Regional Directors, staff of the Schools Division Office (Program Development Officers-PDO), Education Program Supervisors (EPS) and Librarians (LIB) were also present even if they did not expect to be developing e-resources themselves.

Sessions were hosted remotely using the Zoom webinar platform, either from 1:30 to 3:30 pm or 03:30 to 5:30, PST. Each participant was given time to present their draft K-3 literacy and learning materials which they started using the free version of the license. They were given time to ask questions before the presentations.

**Table I: Meeting schedule**

Agenda		
These was the flow of the program/orientation:		
<ul style="list-style-type: none"> <li>• Introduction to the ACR Philippines Project.</li> <li>• Introduction of the participants (using the chat feature)</li> <li>• Participants were asked to discuss what they understand an eResource to be</li> <li>• ACR Staff discuss what RTI means by eResources</li> <li>• Project Manager explains ACR Philippine Project Mandate/Collaboration with DepEd.</li> <li>• Project Manager also explains e-Resources review Toolkit</li> <li>• Question and answer part</li> <li>• Presentation of participants on their draft K-3 learning materials.</li> </ul>		
Schedule by day		
Region	Date	Time (PST)
I	September 8	1:30 – 3:30 PM
II	September 8	3:30 – 5:30 PM
III	September 9	1:30 – 3:30 PM
IV (A and B)	September 9	3:30 – 5:30 PM
V*	September 10	1:30 – 3:30 PM
VI*	September 10	3:30 – 5:30 PM
VII and XI	September 11	1:30 – 3:30 PM
VIII	September 11	3:30 – 5:30 PM
IX,X,XII,XIII	September 14	3:30 – 5:30 PM
BARRM	September 15	3:30 – 5:30 PM
CARAGA	September 18	1:30 – 3:30 PM

## Facilitator and content

The training session was hosted by Education Research Officer for ACR-Philippines, Mr. Sadaam Bazer (since resigned). He started with introduction of the Project Manager, Ms. Sarah Pouezevara and asked each participant to introduce himself/herself by mentioning their name, region, about their job, what do they do and why they were selected to do this. They were also asked what they are currently doing and their plan to develop it further. The participants were able to discuss the meaning of e-Resources in their own words and understanding after which Mr. Bazer explained how RTI defines an eResources.

For RTI, it was important to communicate that eResources for learning to read or developing oral language skills in a non-native language should consist of more than a digital version of what might have been done on paper (for example, a pdf). The audio, video and interactive features available in the software can add value to the learning process as well as an entertainment value. The participants were given time to ask questions, suggestions, or any concerns. The Project manager discussed the ACR Philippines mandate and its collaboration with DepEd. She also reviewed the content of the eResource Development Toolkit, and encouraged participants to use it as a guide when developing and finalizing the materials. This introduction usually lasted about 45 minutes, leaving 1.25 hours for participants to present the material they were working on.

## Overview of sessions by Region

### I. Region I – Ilocos

Region I is the narrow area on the Western coast between the Cordillera Central mountain range and the South China Sea, reaching south towards the National Capital Region. The region is composed of four provinces: Ilocos Norte, Ilocos Sur, La Union and Pangasinan. Its regional center is San Fernando City, La Union. The predominant languages are Ilokano and Pangasinan, as well as Tagalog.

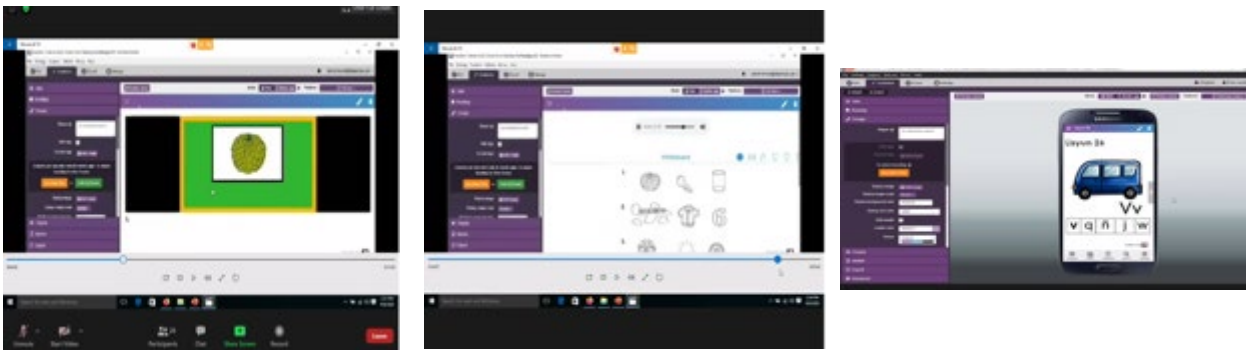
The Region I Orientation was set on September 8 at 1:30-3:30 in the afternoon. There were twenty recipients of the institutional license from this Region or 11% of the total recipient nationwide.

**Table 2: RI Participant Overview**

Total	IT	EPS	SH	TE	PDO	LIB	MT	HT
20	1	3	3	9	1		2	1



Some of the materials presented included MTB-MLE materials for Pangasinan language and literacy development (see images, below).



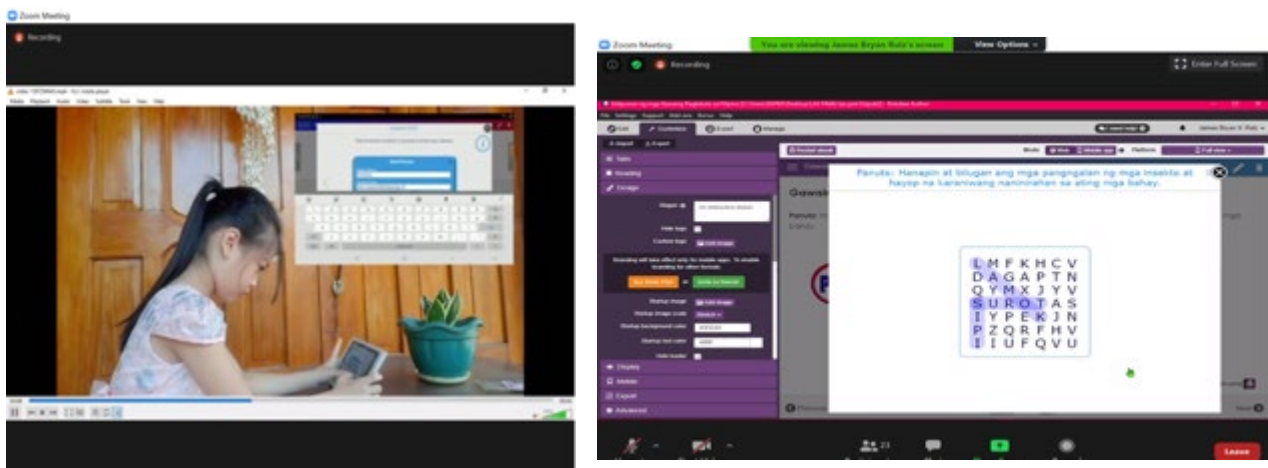
## 2. Region II – Cagayan Valley Region

Ilokano is the commonly used mother tongue in this region. It is composed of five provinces, namely: Batanes, Cagayan, Isabela, Nueva Vizcaya, and Quirino and three major cities: Cauayan City, the regional center (Tuguegarao), and the commercial center (Santiago City). The predominant language is Ivatan, although Ilokano is also spoken and Filipino and English are generally spoken and understood.

The Region 2 Orientation was set on September 8 at 3:30-5:30 in the afternoon. There were fourteen recipients of the institutional license from this Region or 7% from the total.

**Table 3: R2 Participant Overview**

Total	IT	EPS	SH	TE	PDO	LIB	MT
14	1	4	0	7	1	0	1



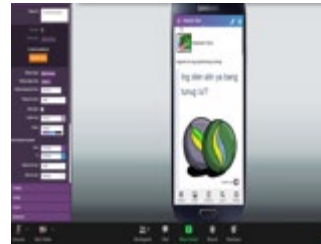
## 3. Region III – Central Luzon

Central Luzon serves 7 provinces of the central plain of the island of Luzon (the largest island). The region contains the largest plain in the country and produces most of the country's rice supply. Its provinces are: Aurora, Bataan, Bulacan, Nueva Ecija, Pampanga, Tarlac, and Zambales. They speak predominantly Tagalog in and in some parts, Ilokano, and Kapampangan.

The Region 3 orientation was set on September 9 at 1:30-3:30 in the afternoon. There were fourteen recipients of the institutional license from this Region or 7% from the total recipient.

**Table 4: R3 Participant Overview**

IT	EPS	SH	TE	PDO	LIB	MT
2	3	0	6	0	1	2



#### 4. Region 4: Calabarzon and Mimaropa

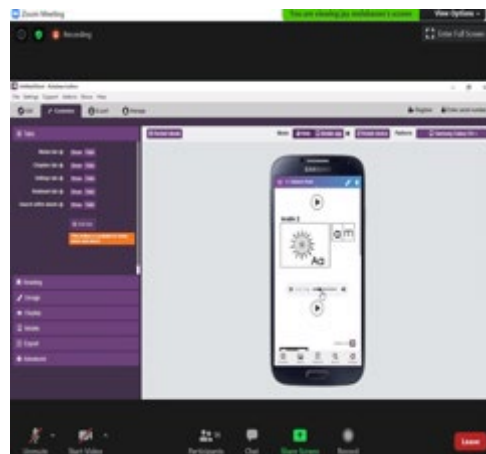
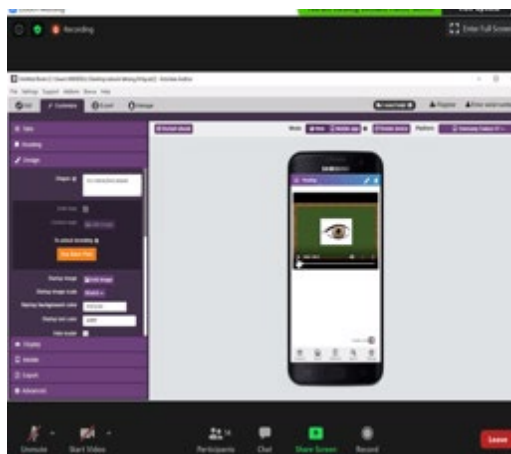
Region IV has two distinct geographic divisions. CALABARZON (designated as Region IV-A) is composed of five provinces, namely: Cavite, Laguna, Batangas, Rizal, and Quezon from which the region's name is formed. Its regional capital is Calamba City in Laguna.

MIMAROPA is one of only two regions of the Philippines having no land border with another region, and is designated as Region IV-B. The name is also formed from the names of its provinces, which are: Occidental Mindoro, Oriental Mindoro, Marinduque, Romblon and Palawan. Tagalog is the mother tongue used in both IV-A and IV-B.

Region IV Orientation was set on September 9 at 3:30-5:30 in the afternoon. There were nine recipients of the institutional license from this Region or 5% of the total recipient.

**Table 5: R4 Participant Overview**

IT	EPS	SH	TE	PDO	LIB	MT
1	1	1	4			2



#### 5. Region 5: Bicol

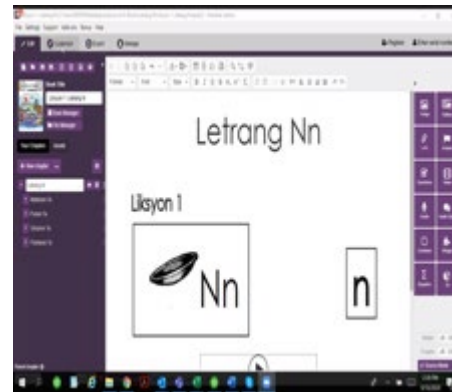
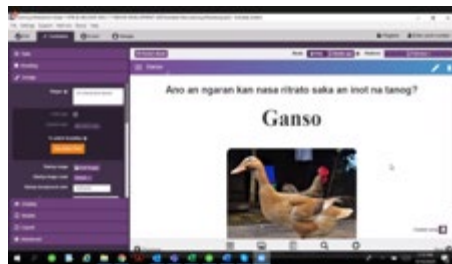
The Bicol Region consists of six provinces namely, Albay, Camarines Norte, Camarines Sur, Catanduanes, Masbate, and Sorsogon. The main urban areas are Legazpi City, the region's political and administrative center, Naga City, and Sorsogon City. The people of the Bicol region, called Bicolanos, speak any one of the several varieties of Bicol.

Region V Orientation was set on September 10 at 1:30-3:30 in the afternoon. There were nine recipients of the institutional license from this Region or 5% of the total recipient. This is

also one of the USAID/ABC+ regions and some of the participants will support eResources development in support of project objectives.

**Table 6: R5 Participant Overview**

IT	EPS	SH	TE	PDO
2			7	



**6. Region Western Visayas**

6:

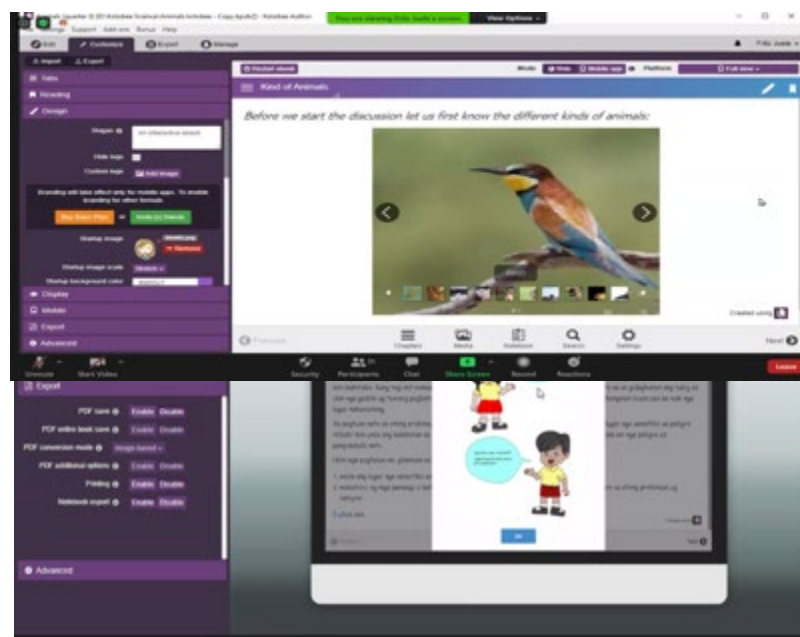
Region 6 consists consists of six provinces in the island of Western Visayas: Aklan, Antique, Negros Occidental, Capiz, Guimaras and Iloilo. The center of regional office is in Iloilo City and Bacolod City is another highly urbanized area of the 16 major cities.

Local languages are Hiligaynon, Kinaray-a, Akeanon, Malaynon, and Cebuano (or Sinugbuanong Binisaya).

Region VI Orientation took place on September 10 and 21 from 1:30-3:30 pm. There were thirty-five recipients of the institutional license from this Region or 19% of the total recipient which consists of the leading recipient among all regions.

**Table 7: R6 Participant Overview**

IT	EPS	SH	TE	PDO	LIB	MT	ADA	HT
5	4		16	3		4	1	2



## 7. Region 7 – Central Visayas

A region of the Philippines located in the central part of the Visayas island group. It consists of four provinces — Bohol, Cebu, Negros Oriental, and Siquijor — and the highly urbanized cities of Cebu City, Lapu-Lapu City, and Mandaue City . The region is dominated by the native speakers of Cebuano (Sinugbuanong Binisaya).

**Table 8: R7 Participant Overview**

IT	EPS	SH	RTI	DepEd	ADA	HT
1	4					

## 8. Region 8 – Eastern Visayas

Eastern Visayas consists of six provinces: Biliran, Eastern Samar, Leyte, Northern Samar, Samar and Southern Leyte. Waray-Waray is predominant language, mostly spoken on the island of Samar, Biliran, Tacloban and north-eastern Leyte. Abaknon is spoken in the island of Capul in Northern Samar and Cebuano is spoken in western, central, and southern parts of Leyte and in Southern Leyte. Other languages spoken in Eastern Visayas are Baybayanon, which is spoken in Baybay with 10,000 speakers and Kinabalian, which is spoken in the municipality of San Juan, Southern Leyte.

There were seven recipients of the institutional license from this Region or 4% of the total recipient.

**Table 9: R8 Participant Overview**

IT	EPS	SH	TE	PDO
1	2		2	2



## 9. Region 9 – Zamboanga Peninsula

This region is on the island of Mindanao, but is not part of the BARMM, although it borders closely this administrative region. It has three provinces and five cities: Zamboanga del Norte, Zamboanga Sibugay, and Zamboanga del Sur as well as the cities of Dapitan, Dipolog, Pagadian, Zamboanga, and Isabela. The people of Zamboanga speak Chavacano, a local dialect composed of Eighty percent (80%) Spanish words and the remaining Twenty percent (20%) a mixture of other local dialects such as Visayan, Ilonggo, Subanon, Yakan and Tausug.



There were seven recipients of the institutional license from this Region or 7 % of the total.

**Table 10: R9 Participant Overview**

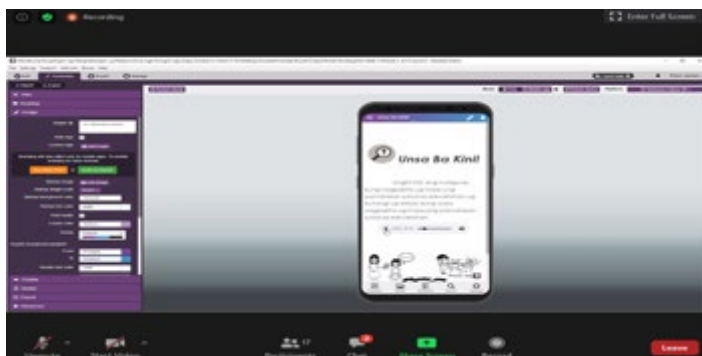
IT	EPS	SH	TE
	2		11

## 10. Region 10 – Northern Mindanao

Region 10, usually called Northern Mindanao, is composed of 5 provinces: Misamis Oriental, Misamis Occidental, Bukidnon, Camiguin and Lanao del Norte. It is comprised of 9 cities: Cagayan de Oro, Gingoog, El Salvador, Ozamiz, Tangub, Oroquieta, Malaybalay, Valencia, and Iligan.

Native languages are still used like Higaonon in Misamis Oriental, Meranaw in Lanao Del Norte, Subanen in Misamis Occidental, Binukid in Bukidnon and Kinamiging in Camiguin. English and Tagalog are also understood but not usually spoken.

The Regional IT Officer , Mr. Elson Jamero was the only recipient of the institutional license in this region.



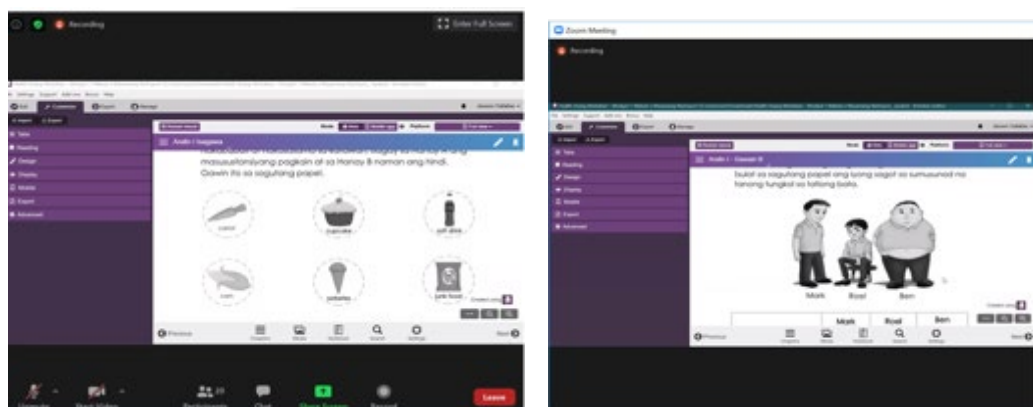
## 11. Region XI – Davao Region

Davao Region is the 11th region of the Philippines that is situated at the South- Eastern part of Mindanao. It comprises of 5 provinces; Compostela Valley, Davao Del Norte , Davao Des Sur , Davao Oriental ,Davao Occidental and highly urbanized city Davao City. A variety of languages including Maguindanaw, Waray, Cebuano and more are spoken.

There were eleven recipients of the institutional license from this Region or 6 % of the total recipient.

**Table 11: RII Participant Overview**

IT	EPS	SH	TE	PDO
1	1			9



## 12. Region XII: SOCCSKSARGEN

SOCCSKSARGEN, officially designated as Region XII, is an administrative region in the Philippines occupying the southern-central section of Mindanao. It covers 4 provinces, namely, Cotabato, Sarangani, South Cotabato, and Sultan Kudarat, as well as 1 highly urbanized city (General Santos) and the independent component city of Cotabato. The regional center is the City of Koronadal.

Languages: Tboli, Blaan, Manobo, Tagabanwa

The Regional IT Officer, Mr. Aldwin Opre was the only recipient of the institutional license in this region.

## 13. Region XIII: Caraga

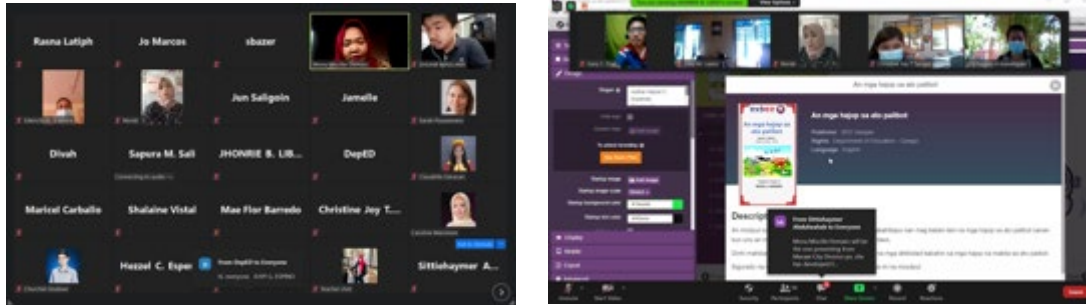
Caraga is in the northeastern section of Mindanao. It covers 5 provinces, namely, Agusan del Norte, Agusan del Sur, Dinagat Islands, Surigao del Norte, and Surigao del Sur, as well as 1 highly urbanized city. The regional center is the City of Butuan.

Majority of the inhabitants of the region are of Visayan lineage. The ethnic groups include the Manobo, the Mamanwa, Banwaon, Kamayo, Higa-onon, Umayamnon, and Kalagan.

There were Seventeen recipients of the institutional license from this Region or 9 % of the total recipient.

**Table 12: R13 Participant Overview**

IT	EPS	SH	TE	PDO	LIB	MT
2	1		13			1



14.

### Cordillera Administrative Region

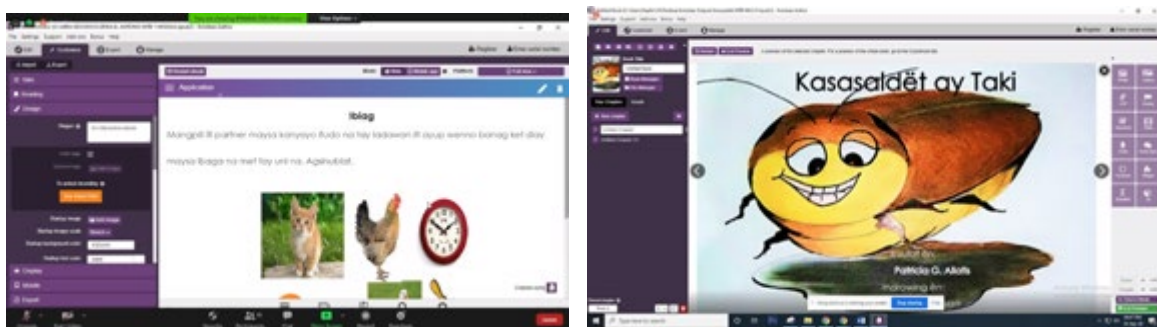
The region commonly referred to as CAR, is in the northern-central section of Luzon. It covers 6 provinces, namely, Abra, Apayao, Benguet, Ifugao, Kalinga, and Mountain Province, as well as 1 highly urbanized city. The regional center is the City of Baguio.

This region has many different mother tongues, including Ilocano, Itneg, Ibaloi, Kalinga, Kalanguya, and Ifugao.

There were Nine recipients of the institutional license from this Region or 5 % of the total recipient.

**Table 13: R14 Participant Overview**

IT	EPS	SH	TE	PDO
3			1	5



### 14. Bangsamoro Autonomous Region of Muslim Mindanao (ARMM)

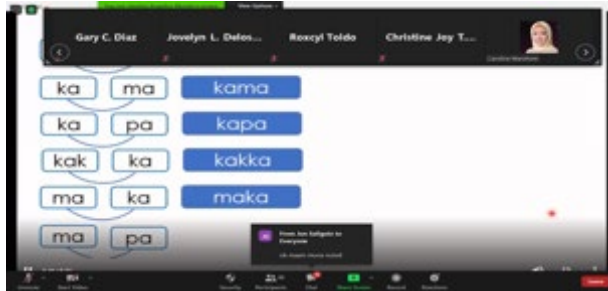
ARMM is an autonomous region of the Philippines, located in the Mindanao island group of the Philippines, that consists of five predominantly Muslim provinces: 1. Basilan (except Isabela City) 2. Lanao del Sur, 3. Maguindanao, 4. Sulu 5. Tawi-Tawi. It is the only region that has its own government. Languages spoken in Basilan include Sama, Tausug and Yakan. In Lanao Del Sur Maranao, Cebuano, Maguindanao, Iranun, and Chavacano. In

Maguindanao, they speak Maguindanawn, Iranun, Tiruray, and finally Sulu and Tawi the predominant languages are Tausug, Sama, and Malay.

There were fifteen recipients of the institutional license from this Region or 8 % of the total recipient.

**Table 14: R15 Participant Overview**

IT	EPS	SH	TE	ICT Coordinator
	6	1	5	3



## Participant summary

Ultimately, we considered a “participant” to be someone who stayed the whole time and demonstrated some kind of active participation by speaking up, presenting or typing in the chat area. These were the participants who were offered a license and the following summary demographics refer to these recipients, and therefore may under-represent the number of individuals who attended the orientation workshops.

### By roles

- 43% of the recipients were teachers from each region nationwide. Elementary school teachers play an important role in the education and development of children. They are directly involved in the preparation of eResources because Elementary school teachers are the ones who develop lesson plans that teach students a variety of subjects.
- 16% were Education Program Supervisor. DepEd defines the roles of the EPS as the ones who coordinate the development (through the Learning Resources Development teams), production and distribution of learning resources for region-wide adoption. They also source, clear copyright as required for third party content, permissions and conditions of use which is important in the preparation and finalization of the learning material, review, quality assure and approve localized learning resources for use. Ensure compliance to LRMS policies, guidelines, standards in development, procurement, production and utilization of learning resources and monitors schools’ implementation and utilization of the learning materials.
- 11% were the Regional and Division IT Officer. The role of the IT officer is to helps in the latest storage techniques, keeping up to date records with all the correct information’s can help the timely delivery of the learning materials to teachers and students.
- 11% of the recipients were also the Project Development Officers of DepEd. They provide technical assistance to school’s management in identifying, assessing and



reducing the risks of disaster to educational facilities, workers and learners DepEd understand the need for them to be included in this orientation because their role is to coordinate with the Local Government, and central government agencies to implement mandated measures, programs and projects including Disaster Response and Risk Management (DRRM) to the schools division so as to prepare and mitigate the effect of disaster on the delivery of basic education.

- 12% of the recipients were the School Heads (3%), Head Teachers (3%) and Master Teachers (6%). School Heads are the leaders responsible in providing leadership in the development and implementation of all educational programs and projects in the school. They play a vital role in achieving the government’s aim to provide quality basic education. While Head teachers are the senior teachers at a school and are also responsible for helping to manage staff and setting policies for the school. Master Teachers help make the needed instructional materials available to teachers and students. They also conduct demonstration teaching, sharing effective techniques or strategies and helps identify potential demonstration teachers.
- 4% were other staff of DepEd. They will also provide assistance to teachers and learners in making sure that learning materials will be accessible to every schools in this coming opening of classes.
- Finally, 6 staff (3%) RTI Staff who also received the institutional license.

As to gender, we can see that female got 101 licenses or 54 % nationwide as compare to 87 licenses from male or equivalent to 46%.

**Table 15: Participants by Gender**

Gender	Total	Percentage
Female	101	54%
Male	87	46%

## By region

The summary shows that Region 6 ranked first in terms of number of recipients nationwide with a total of 35 or equivalent to 19% of the total percentage. This is because it is one of the USAID/ABC+ regions and some additional developers were nominated to help support resources for that project. Next, Region 1 had a total of 20 recipients, or 11%. In general Luzon Island received the most number of recipients with a total of 66 licenses distributed or 35%, whereas Visayas had 47 licenses or 25%, Mindanao including BARMM got 58 licenses or equivalent to 31%. Cordillera Autonomous Region got 9 license or 5% and other recipient from DepEd and RTI staff consist of 5%.

**Table 11: RII Participant Overview by Region**

Region	Total Number Participants	Percentage per Region
1	20	11%
2	14	7%
3	14	7%
4	9	5%
5	9	5%
6	35	19%
7	5	3%

8	7	4%
9	13	7%
10	1	1%
11	11	6%
12	1	1%
13	17	9%
BARRM	15	8%
CAR	9	5%
DEPED	2	1%
ACR	2	1%
ABC	4	2%
<b>Total</b>	<b>188</b>	<b>100%</b>

## Next Steps

During the orientation sessions, participants were encouraged to submit their resources as soon as possible, but ideally before December 31st. This is mostly in an effort to ensure that resources are available for students early in the school year and not because of any ACR-Asia-specific priorities. Over the course of September through December 31, 2020, approximately 191 resources have been submitted to RTI or via a shared drive with DepEd and RTI (the total count is still being finalized by verifying duplicates, etc.) All resources are K-3 reading, math or science resources, but a majority of these are MTB-MLE materials for learning the letters of the alphabet. A full set of resources for the Akeanon, Chavacano, Ibanag, Kampapangan and Sinurigaonan alphabets have been received.

On January 4th, RTI reached out to all of the individuals who received licenses to ask them to fill out a survey describing whether they had used their software license, and if so, what they had created or if not, why. This will also help us cross-check and verify the full impact of the investment since some authors may have created resources not shared with RTI.

A challenge has been that ACR-Philippines was understaffed in September and October due to one project staff resigning and then a delay getting consultants approved. Since November, one consultant has been supporting review and finalization of resources, but this has been insufficient for the number of resources produced. (The second consultant planned for this effort was reoriented to support the start of a separate research study). The biggest challenge is that many of the resources include video and the file size is very large—sometimes as much as 1 or 2 GB, but most often in the range of 300-600 MB. This has made it challenging to try to share, download and upload resources. More importantly, it is unlikely that the target audience will be able to access and use the resources at such large file sizes. Therefore, ACR staff and consultants have been working with the Kotobee developers to try to find solutions for reducing file sizes, and in certain cases, the review process includes separating one eResource into multiple or removing some video and replacing with audio only. This is a time-consuming process, however.

In January, resources will be uploaded to DepEd commons and we will work with BLD to develop a plan for evaluating the effectiveness, even at small scale, of these resources. This is in addition to the already-planned work of evaluating use of the DepEd Commons more broadly.

**Table I2: Summary count of resources submitted by language and region.**

Region	BARMM	R1	R2	R3	R4a	R4b	R5	R6	R8	R13	Total
Akeanon				1				33			34
Bikol							11				11
Chavacano									37		37
English		4		1		1					6
Filipino		3		1		2				1	7
Ibanag			22								22
Ilokano		5									5
Ivatan											1
Kampapangan				29							29
Maguindanaoan	1										1
Sinurigaanon										20	20
Tagalog					5			3			8
Waray									10		10
<b>TOTAL</b>	<b>1</b>	<b>12</b>	<b>22</b>	<b>32</b>	<b>5</b>	<b>3</b>	<b>11</b>	<b>36</b>	<b>37</b>	<b>21</b>	<b>191</b>

During the review process, each resource is branded with the following seal. The QR code links to the eResources Toolkit.



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