**

Final evaluation Report

**Real Assets through Improved Skills and Education for Adolescent Girls in the Philippines (RAISE)**

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Acronyms and Abbreviations

|  |  |
| --- | --- |
| 4Ps | Pantawid Pamilyang Pilipino Program (Government of Philippines) |
| ADM | Alternative Delivery Model |
| A&E | Accreditation and Equivalency |
| ALS | Alternative Learning System |
| ASRH | Adolescent Sexual and Reproductive Health |
| BALS | Bureau of Alternative Learning System |
| BCA | Barangay Children’s Association |
| BLGU | Barangay Local Government Unit |
| BLP | Basic Literacy Program |
| CBO | Community-Based Organizations |
| CDF | Community Development Facilitator |
| CNO | Plan International Canada (National Office) |
| CSG | Community Savings Group |
| DALSC | District ALS Coordinator |
| DepEd | Department of Education |
| DSWD | Department of Social Welfare and Development |
| ES | Elementary School |
| FE | Final Evaluation |
| FGD | Focus Group Discussion |
| FICS | Family, Individual, Community and School |
| FLEMMS | Functional Literacy, Education and Mass Media Survey |
| FPOP | Family Planning Organization of the Philippines |
| GAD | Gender and Development |
| GBV | Gender-Based Violence |
| GE | Gender Equality |
| IGA | Income-Generating Activity |
| ILRT | Independent Learning Readiness Test |
| IM | Instructional Manager |
| IRA | Internal Revenue Allotment |
| IRI | Informal Reading Inventory |
| KII | Key Informant Interview |
| LGBT | Lesbian, Gay, Bi-Sexual and Transgender |
| LGU | Local Government Unit |
| MAG | Monitoring and Advocacy Group |
| MIS | Management Information System |
| MISOSA | Modified In-School, Off-School Approach |
| MLGU | Municipal Local Government Unit |
| MPS | Mean Percentage Score |
| MTR | Mid-Term Review |
| NAT | National Achievement Test |
| NHS | National High School |
| OBE | **Oplan Balik Eskwela** |
| OHSP | Open High School Program |
| OOSCY | Out-of-School Children and Youth |
| PARDO | Pupil At Risk of Dropping Out |
| PBB | Performance-Based Bonus |
| Phil-IRI | Philippines Informal Reading Inventory |
| PMF | Performance Measurement Framework |
| PNP | Philippines National Police |
| POPCOM | Commission on Population |
| pp | Percentage Point |
| PTA | Parent-Teacher Association |
| QRT | Qualitative Research Team |
| RAISE | Real Assets through Improved Skills and Education for Adolescent Girls in the Philippines |
| SARDO | Student At Risk of Dropping Out |
| SDS | Schools Division Superintendent |
| SGC | School Governing Council |
| SII-DORP | School Initiated Initiatives for Drop-Out Reduction Program |
| SIM | Self-Instructional Material |
| SIP | School Improvement Plan |
| SS | Secondary School |
| SSG | Supreme Student Government |
| STI | Sexually Transmitted Infections |
| TESDA | Technical Education and Skills Development Authority |
| TOT | Training of Trainers |
| TSAP | Targeted School Assistance Program |
| VAWC | Violence Against Women and Children |
| WCPU | Women and Child Protection Unit |
| YPE | Youth Peer Educator |

Acknowledgement

The qualitative component of this final evaluation report was submitted to Plan International Philippines and Plan International Canada by TANGO International, an independent consultant, in March 2017. TANGO International also conducted a comprehensive mid-term review of the RAISE project, which concluded in May 2016. Endline data collection was led by Plan International Philippines, with technical and management support from Plan International Canada. This report presents the combined findings of these exercises. The cooperation of the Department of Education, teachers and students at RAISE-supported schools and other key partners in Masbate and Northern Samar, Philippines, was critical to this process. This work was funded by the Dubai Cares Foundation, with contributions from Al Ansari Exchange.

Executive Summary

RAISE Final Evaluation

The *Real Assets through Improved Skills and Education for Adolescent Girls* (RAISE) project supports children and youth from poor rural households who have dropped out of school or are at risk of dropping out in two of the poorest provinces of the Philippines — Masbate and Northern Samar. The general objective of RAISE is to ensure marginalized children and youth in the two targeted rural provinces can make better life choices as a result of improved access to relevant primary level, secondary level and alternative education programs and increased investments in their social, personal and financial assets. The US$3.24 million project was primarily funded by Dubai Cares Foundation, with contributions from Al Ansari Exchange, and was implemented by Plan International Philippines (or Plan Philippines) and Plan International Canada. The project ran from July 2013 to January 2018.

The RAISE project strategy was developed to respond to and support key priorities of the Government of the Philippines, and to complement existing activities identified within national policies and plans. It was designed to align with the Philippines Education for All 2015 Plan that points to an urgent need to respond to the learning requirements of children and youth, particularly girls, who have never been to school, have dropped out and/or lack skills to find jobs. Specific major activities under RAISE included:

* Piloting of flexible learning options in eight RAISE-supported schools to reach at-risk children and youth — namely the Modified In-School, Off-School Approach (MISOSA) and the Open High School Program (OHSP)
* Supporting out-of-school youth to access Alternative Learning System (ALS) programs of the Department of Education (DepEd)
* Strengthening reading programs in targeted elementary schools to support pupils at risk of dropping out (PARDOs) succeed in school
* Supporting school-driven initiatives to prevent at-risk secondary students (SARDOs) from dropping out
* Strengthening community-based organizations and school-based structures to function as education, advocacy and monitoring groups to monitor at-risk students and support their retention and completion of secondary school
* Organizing and strengthening school- and community-based peer-to-peer activities (e.g., Youth Peer Educators (YPEs), Sali Kabataan and Child-led activities) to build better understanding and promote action on issues such as adolescent sexual and reproductive health (ASRH), teenage pregnancy, anti-smoking, gender equality and anti-bullying, in partnership with Family Planning Organization of the Philippines (FPOP) and the Commission on Population (POPCOM)
* Facilitating community sensitization sessions (including for parents/caregivers) on child rights, child protection and issues undermining girls’ access to and performance in school such as harmful gender norms related to the division of household labour
* Working with men and boys as allies by training them on masculinities, gender-based violence (GBV) and encouraging them to advocate for women and girls’ rights to protection
* Organizing community savings groups (CSGs), providing targeted grants and delivering financial literacy training to promote savings and assist with school-related costs
* Documenting good practices in reaching out-of-school children and youth (OOSCY) and at-risk children and youth through educational innovations and providing platforms for knowledge dissemination
* Advocating for mainstreaming and scale up of educational innovations in public schools

The purpose of the Final Evaluation (FE) is to provide an assessment of the achievements of the project against its expected outputs and outcomes, identify lessons learned and offer recommendations based on the findings that can help shape future programming. The evaluation matrix identifying specific questions that the FE focused on can be found in **Annex D**. The FE adds to the findings of an objective and independent Mid-Term Review (MTR) completed in May 2016 by TANGO International. Since the MTR, the project began implementation of RAISE Higher, which expanded the project into 11 new elementary schools and five new secondary schools, and other interventions not previously reviewed, including a Reading Enhancement Program and a School Initiated Initiatives for Drop-Out Reduction Program (SII-DORP). Funding for RAISE Higher also supported the strengthening of ongoing interventions in the original RAISE target areas.

The methodology of the FE is based on a mixed methods approach. The Plan-led quantitative component includes a review and analysis of output and outcome data from the project’s Management Information System (MIS), as well as endline teacher and secondary student surveys and other data collection. TANGO International was engaged to conduct the qualitative field work for the FE, and to build on existing ‘good practices’ documentation. Fieldwork for quantitative and qualitative collection took place towards the end of the 2016-17 school year (January-February 2017). An internal performance assessment of the RAISE project and an assessment of the relevance of the project’s design was covered by the MTR and is outside the scope of the FE.

**Main Findings**

*Effectiveness*

Qualitative and quantitative findings show that the RAISE project demonstrated effective models to address the issues of absenteeism and dropout among pupils and students at risk of dropping out (P/SARDOs). The MISOSA, OHSP, ALS and reading program and YPE were strengthened during the project implementation and a structured approach of implementation exists for these core interventions. Key results include the following:

* Elementary dropout rates in project-supported schools declined from 0.6% for girls and 1.1% for boys in 2013-14 to 0.3% and 0.4%, respectively, in 2016-17. Secondary school dropout rates at RAISE-supported schools decreased to 1.1% for girls and 2.5% for boys in 2016-17, from 3.5% for girls and 7.3% for boys in 2013-14.
* MISOSA and OHSP had been fully rolled out in seven of eight pilot schools by the 2016-17 school year. Of these schools, five achieved a zero-dropout rate.
* Direct observation in schools indicates that almost all elementary teachers trained on addressing the learning needs of non-readers and frustrated-level readers have organized functional reading corners/areas. Teachers interviewed as part of the qualitative research indicated that improved reading has contributed to better comprehension skills and improved school performance amongst target students.
* Eight ALS centres were established as multi-purpose facilities by the project and RAISE-supported Instructional Managers (IMs) enrolled a total of 2,396 OOSCY (988F: 1,408M) from 47 barangays of Masbate and Northern Samar, including marginalized girls in hard-to-reach areas. This exceeds the project’s total target of enrolling 2,099 (839F: 1,260M) OOSCY into ALS.
* 78 community savings groups were established by the project to encourage parents of P/SARDOs to save. A further 16 savings groups for in-school and out-of-school youth and one teachers’ savings group were also trained by the project. Data from 2015 shows that the main use of savings and loans was for school expenses and health check ups.
* YPE is functional in 18 of 20 secondary schools and have rolled out sessions integrating ASRH as a core topic, reaching 1,376 girls and 965 boys. At endline, 90.0% of adolescent girls and 76.0% of adolescent boys can identify at least three key ASRH messages and their practical application, up from 62.5% and 52.7% at baseline, respectively.
* 3,550 parents/community members (2,825F:725M) were reached through trainings on gender equal relations in the family and creating an enabling home environment for youth. Pre-/post-tests showed an improvement in both male and female participants’ practical knowledge of adolescent parenting skills standards.

The strong partnerships established with key stakeholders to support implementation of the project was an important factor contributing to the success of project interventions. Barangay and municipal governments contributed to several project initiatives, including by providing space and match funds for ALS centre construction, learning space for ALS sessions in the barangays and additional honoraria for IMs. Equally important is the partnership forged with DepEd. Both regional and divisional levels of DepEd worked with RAISE to implement planned initiatives that complemented DepEd’s programs. The project also partnered with the Technical Education and Skills Development Authority (TESDA) for the skills training of ALS learners, POPCOM and FPOP for the technical inputs on ASRH, and with the women’s desk of the Philippines National Police for support on child protection, referral systems and YPE activities. These partnerships were effective in promoting ownership of the programs for improvement and sustainability.

There were, nevertheless, some challenges to the successful delivery of the project and realization of some planned results, as discussed below:

* Gender equality (GE) orientation was integrated into the reading program training of trainers (TOT) and rollout for elementary teachers, and GE discussions were held as part of the review/alignment of the alternative delivery model (ADM)/ALS modules to the new K-12 curriculum. However, although some messaging on gender topics included in the teacher training was appropriately matched by practical skills training on how to address GE in the classroom, this GE content was not consistently provided across the intervention.
* Topics such as gender stereotypes in terms of gendered roles and responsibilities and positive masculinity were largely absent from POPCOM and FPOP-delivered YPE trainings and, therefore, were not taken up widely by youth for YPE sessions.
* A high percentage of male and female ALS learners became inactive due to lost interest in the program (partly attributable to the frequent postponement of the ALS Accreditation and Equivalency (A&E) exams by DepEd) and economic reasons, leading them to prioritize work either within or outside of their communities.
* Delays with the procurement of equipment and supplies for school-initiated dropout reduction initiatives meant that these interventions were not operational until SY2016-17/SY2017-18. It is, therefore, too early to assess their impact on SARDOs.
* Monitoring and Advocacy Groups were initially established to cover all 71 project-supported elementary/primary (51) and secondary schools (20) but were not fully functional as a structure to identify and monitor P/SARDOs.
* School assistance grants were discontinued in 2016 as this type of assistance was found by the mid-term review to have limited scope to make a significant contribution to project outcomes and, since the project was designed, DepEd expanded its coverage of the conditional cash transfer program called Pantawid Pamilyang Pilipino Program (4Ps), reaching RAISE-targeted areas.

*Impact*

Over its duration, RAISE reached a total of 18,660 children and youth (9,550F: 9,110M) and 7,800 (5,970F: 1,830M) adults in 46 barangays of Masbate (20) and Northern Samar (26). Evidence of the impact of project interventions on girls’ and boys’ learning outcomes is somewhat limited. Due to DepEd’s postponement of the National Achievement Test (NAT), results for 2015-16 and 2016-17 school years are not available and, thus, the performance of RAISE-targeted schools following the implementation of key project interventions compared to provincial averages are not available. However, from 2012-13 to 2016-17, elementary and secondary school completion rates increased for both girls and boys in Masbate and Northern Samar and exceeded end-of-project targets. The transition rate to secondary school also increased in both provinces between 2012-13 and 2016-17, but only the end-of-project target for girls in Northern Samar was met. It should be noted, however, that RAISE covered just 4.1% of elementary schools and 7.8% of secondary schools in Masbate. In Northern Samar, the project supported 5.0% of elementary schools and 14.3% of secondary schools.

**Though ALS programs are designed as 10-month module-based learning interventions, learners may take more or less than 10 months to work through their individual learning plans. Completion of the 10-month program is, therefore, not an indicator that is well aligned with the program’s goal of offering flexible education based on learners’ availability. In addition,** ALS A&E exams were held in November 2017 after multiple postponements but results for project-supported learners were not available for consideration in this evaluation. **Where results are known from exams written in 2016 or earlier, at 50.0% female passers and 38.5% male passers, the pass rates for RAISE-supported ALS learners are higher than the total national passing rate of about 20%.**[[1]](#footnote-1) **Moreover, feedback from female ALS learners in focus group discussions conducted as part of the qualitative research indicated that participation in ALS has helped them to increase their confidence and self-esteem by allowing them to connect with other learners and become part of a group.**

With regards to pregnancy-related school dropouts, school heads/teachers in project-supported schools, such as Milagros National High School, noted a drop in teenage pregnancies and attribute this to YPE and the ASRH roll out in schools. Data on teenage pregnancies was, however, not systematically collected at the school level. The latest available provincial level data on facility-based births to adolescent mothers shows a decline in Masbate (from 2013 to 2015) but given the small scale of the project and possible issues with the quality of this secondary data, the extent to which RAISE contributed to this result is unclear.

RAISE has also produced some perceived impacts on its intended intermediaries and beneficiaries. Teachers, school management and district/divisional education officials generally supported the project and recognized its effect on improving their competencies and strategies to reduce school dropouts and the contributions of the project to develop effective practices promoting the successful use of ADMs. Parents and community members showed awareness and support to the project through their participation in annual education campaigns, community savings groups and parenting of adolescents training, and recognized the benefits of ADM. Female and male secondary students had improved overall perceptions about their social, personal and financial assets from baseline to endline. The most notable improvements relative to baseline were in perceptions of personal assets among both girls and boys, particularly around ASRH, health and decision making, which are areas covered by the YPE rollout in secondary schools.

*Sustainability*

Qualitative findings show that the project interventions have varying scope for future replication and scaling up. MISOSA and OHSP are scalable models and, during its extension period, the project supported the training of school heads and teachers from an additional 54 RAISE and non-RAISE elementary and secondary schools in Masbate and Northern Samar. An ADM orientation was also conducted for 62 Plan staff (22M:40F) from Eastern Samar, Western Samar, Northern Samar and Mindoro provinces to ensure continued support and advocacy for ADM replication beyond the RAISE project. The scalability and sustainability of ADM is supported by the signing of the *Open High School System Act* into law in 2015, DepEd’s encouragement of the application of MISOSA and OHSP, and allocated budgetary support for schools, divisions and regions that are willing to implement ADM. The availability of a package of interventions (i.e., trainings, self-instruction materials) that can easily be replicated/adopted by schools also supports implementation. As such, MISOSA and OHSP have the potential to be sustained in schools, if principals and teachers are motivated and committed.

Other interventions with potential for continuity include:

* The reading program as there is a pool of trainers who are able to support teachers, a system to reproduce new reading material and the reading sessions are easily integrated into classroom activities and recess time
* SII-DORP as many initiatives have been designed to be revenue generating
* CSGs, which are part of Plan Philippines’ Country Strategic Plan for 2017-2021 and will be scaled up through Plan’s regular programming structure beyond the RAISE project
* YPE activities due to the measures undertaken to formalize the group and their activities at the school level, such as the organization of YPEs as a club, the linkage of YPEs to Supreme Student Government and the training of second- and third-liner YPEs

Some RAISE interventions are not likely to be sustained, as discussed below:

* Discussions with Municipal Local Government Units (MLGUs) to provide funding for IMs led to commitments by two municipalities to retain RAISE IMs and to operate the ALS centres, and in one municipality to expand the ALS program and fund literacy volunteers (DepEd’s equivalent to IMs). In other target municipalities, the ALS sessions initiated by the project will be discontinued if funds are unavailable to cover allowances to RAISE IMs.
* Though government-mandated, many School Governing Councils did not meet regularly unless meetings were convened and facilitated by RAISE Community Development Facilitators (CDFs). As such, the role of School Governing Councils (SGCs)/Monitoring and Advocacy Groups (MAGs) in monitoring P/SARDOs and advocating for and promoting education will be challenging to sustain.
* Community-based activities such as Sali Kabataan have also been organized mostly with the CDFs’ initiative, in collaboration with barangay councils. Though some barangays have committed funds to continue child-led activities, without lead organizers of events, Sali Kabataan has limited scope to continue after RAISE in most barangays.

**Lessons Learned & Recommendations**

With this accumulated experience, key RAISE interventions can be replicated, with some modifications and refinements to further increase the effectiveness of future efforts, as captured in the below recommendations.

*Partnerships for Sustainability*

1. Invest in relationship building with key stakeholders from the start of the project and throughout the project cycle and regularly involve them in project planning and decision making to ensure efficiency in implementation.
2. Provide all project staff with a practical orientation on the government’s planning and budgeting process and timelines, to identify formal entry points to institutionalize project activities within the local governance system.
3. Provide capacity building of institutional actors to improve monitoring and data collection and commit adequate resources for M&E.

*Adoption of ADMs to Address Dropout*

1. Sensitize teachers and school management on key topics relevant to the project (e.g., issues facing P/SARDOs and their roles in addressing these issues) to generate awareness, support and action to address issues, to build their commitment to the cause and to ensure continuity of actions.
2. Take a six-step approach to the formal roll out of ADM: 1) inform the division office of the interest to implement ADM through a letter to get DepEd support and follow through; 2) assign a teacher by the school head as the MISOSA/OHSP coordinator; 3) conduct an orientation to teachers on how to implement ADM; 4) integrate ADM formally into the annual plan and teachers’ schedule; 5) organize an advocacy campaign; and 6) identify P/SARDOs and select candidates for MISOSA/OHSP.
3. Make training on MISOSA/OHSP more concrete and practical.
4. Establish a formal mechanism through which current and potential ADM implementers can connect and learn from each other.
5. Integrate clear targets in school plans (i.e., zero dropout) and link to staff performance assessment system.
6. Provide support to schools to routinely and systematically document processes and results to facilitate continuity and build an evidence base through experience.
7. Complement ADM implementation with other strategies to address the needs of P/SARDOs.

*Skills Training*

1. Ensure skills training interventions respond to local market needs and are accompanied by other supports such as life skills training, business/financial literacy orientation, career counselling and linkages to employers.

*YPE*

1. Provide stronger practical support, consistent and culturally-appropriate messages, and clear guidance to YPEs and advisors on how to navigate sensitive discussions in peer sessions.
2. Use direct training, whenever possible, and cascade modality only when the aim of the training is to transfer knowledge rather than to change attitudes, perceptions or behaviours.

*Breadth & Depth of Future Programs*

1. In future project designs, include fewer interventions to achieve depth, to contribute to higher level project outcomes and impact on the target beneficiary population.
2. Inform future project designs by a deeper gender analysis of the local context.

1. Introduction

According to the Functional Literacy, Education and Mass Media Survey (FLEMMS), one in every ten, or about four million, Filipino children and youth were out-of-school[[2]](#footnote-2) in 2013.[[3]](#footnote-3) The main reasons for not attending school were cited as:

* Entering a union or marriage (36.2% females; 1.7% males)
* Insufficient family income to send child to school (17.0% females; 22.7% males)
* Lack of personal interest in schooling (10.3% females; 33.1% males)
* Housekeeping (13.7% female; 1.8% males)
* High cost of education (8.6% female; 9.8% male)
* Illness/disability (5.8% female; 12.2% male)
* Employment or looking for work (4.0% female; 8.0% male)

In all regions of the Philippines, the proportion of out-of-school children and youth (OOSCY) was higher among girls than boys. The difference was particularly pronounced for the 15 to 24 age group, with 24.0% and 11.2% of out-of-school girls and boys, respectively. The reasons for not attending school vary along gender lines, with a larger percentage of girls identifying marriage/union and household chores as reasons for not going to school, while more boys do not go to school due to lack of interest. About two in three OOSCY reside in rural areas and around 44.5% belong to households in the poorest 20% of per capita income distribution.[[4]](#footnote-4)

# 1.1 Project Overview

To address the realities of education in the Philippines, between July 2013 and October 2017, the *Real Assets and Improved Skills and Education for Adolescent Girls* (RAISE) project was implemented by Plan International Philippines and Plan International Canada (CNO), with US$3.24 million in funding, primarily from Dubai Cares.[[5]](#footnote-5) The RAISE project employed a dual strategy of reducing barriers and building key social, personal and financial assets of marginalized children and adolescents, especially girls, through quality formal and alternative education opportunities. It was implemented in Masbate and Northern Samar — two rural provinces that are amongst the poorest in the country — and targeted to directly reach 19,432 children and adolescents (62% female). The project’s three planned outcomes were as follows:

1. Children at risk of dropping out, especially girls, have improved access to primary education
2. More marginalized adolescents, especially girls, have improved access to secondary school
3. Marginalized adolescents, especially girls, develop improved social, personal and financial assets

RAISE aimed to mainstream gender across all interventions to ensure that families, communities and partners work together to equally address the needs of girls and boys and promote their interests. Specifically, gender equality considerations were integrated across all project activities to enhance:

* Social/community perceptions and support regarding the importance of education of girls and boys
* Institutional structures within the education sector that create an enabling environment for both girls and boys that is devoid of gender stereotypes and biases
* Support for the personal and social capabilities of girls and boys, particularly through targeted asset creation

# 1.2 Evaluation Objectives

The mid-term review (MTR) of RAISE, which was finalized in May 2016, included an objective assessment of the relevance and efficiency of the project. Building on the MTR, this final evaluation (FE) applies the key criteria of effectiveness, sustainability and impact. The principle objectives of the FE are to:

* Assess progress on outcomes and outputs of the project against expected results
* Analyse the reasons behind and determinants of the achievement (or not) of project objectives
* Generate evidence on how to best meet the formal and non-formal learning needs of adolescent girls and boys who have dropped out or are at risk of dropping out of school
* Consolidate lessons learned to inform future programming

Since the MTR, the project began implementation of RAISE Higher and other interventions not previously reviewed, including a reading enhancement program and a school-initiated drop-out reduction program. RAISE Higher expanded the project into 11 elementary schools and five (5) secondary schools and supported the strengthening of existing project interventions in the original RAISE target schools and communities. The FE covers results across these additional intervention areas.

Given the on-going importance of developing effective gender-responsive formal and alternative education models that can facilitate improved learning outcomes and positive life choices for marginalized girls and boys in the Philippines, as well as Plan’s work globally, the evaluation seeks to maximize the transferability of findings, where relevant. The evaluation findings are expected to be used by Plan International, the Philippines Department of Education (DepEd), Dubai Cares and other development partners to further improve gender-responsive alternative learning models in the Philippines and elsewhere.

2. Background

# 2.1 General Context

When the RAISE project commenced in 2013, approximately four million children and youth aged 6 to 24 in the Philippines were out of school.[[6]](#footnote-6) Many of these children and youth were from the most marginalized and poorest areas of the country — including the project’s target provinces of Masbate and Northern Samar, which had poverty incidence rates of 43.5% and 40.6%, respectively, in 2012.[[7]](#footnote-7) The combined number of OOSCY in Masbate and Northern Samar was 163,196 in 2011-12 — 52% of whom were boys and 92% of whom were of secondary school age.[[8]](#footnote-8) Data from DepEd shows that while national level education outcomes for the Philippines were on track to meeting the Millennium Development Goals by 2015, Masbate and Northern Samar were falling behind. While the national elementary school completion rate in 2012-13 was 73.7%, Masbate and Northern Samar had lower rates at 67.1% and 67.2%, respectively. [[9]](#footnote-9) Both provinces also recorded lower completion rates at the secondary level in comparison to the national average — 64.7% in Masbate and 70.3% in Northern Samar, versus a 74.8% nationwide.[[10]](#footnote-10)

There are many reasons for why children and youth do not complete school, including:

* ***Adolescent pregnancy and early marriage:*** Teenage pregnancy and early marriage perpetuated by societal norms, religious practices, poverty and inadequate access to ASRH information and services is a top reason for why girls drop out of school. According to the 2013 Young Adult Fertility and Sexuality Study, the proportion of youth who engage in sex before age 18 increased sharply from 12.1% of young females and 20.2% of young males in 2002 to 23.5% and 25.1%, respectively, in 2013.[[11]](#footnote-11) Over the same period, the percentage of young people (15-24 years) using protection against pregnancy or sexually transmitted infections (STIs) during the first premarital sex remained low at 12.4% among females and 26.6% among males, while the proportion of 15 to 19 year old females who have begun childbearing doubled from 6.9% to 13.7%. Although the expulsion and non-admission of girls and women from schools and work due to early pregnancy or pregnancy outside of marriage is prohibited by law in the Philippines (Magna Carta for Women), pregnant girls may drop out voluntarily or are pressured to do so by an unfriendly environment. Moreover, young married women may have to stay home and care for their children due to a lack of alternatives.
* ***Lack of finances to pay for incidental schooling costs:*** While public school in the Philippines is free, both at the elementary and secondary levels, there are incidental costs to schooling (e.g., daily allowance for food, transport, uniforms, textbooks, school supplies and miscellaneous school contributions). Plan Philippines’ 2010 baseline study showed that about 21.8% of female and male children aged 6-17 years did not attend school because they lacked enough money for school fees and supplies.[[12]](#footnote-12) These costs are unaffordable for impoverished families, especially those with many children of school age. Consequently, families often have no choice but to not send their children to school.
* ***Lack of quality, inclusive education:*** An inadequate, resource-poor learning environment is cited as a major reason why children do not attend school, especially among older children.[[13]](#footnote-13) This includes overcrowded classrooms, a lack of basic infrastructure and facilities, low quality of teaching, and an insufficient supply of quality teaching and learning materials. Overcrowded classrooms and classroom shortages push children out of school. These and other supply-side issues where the curriculum and learning methodologies are not deemed relevant to the needs and experiences of children and adolescents may be the reason for children and youth’s disinterest in their schooling. In the 2010 Plan Philippines baseline, 24.5% of female and male children/youth aged 6-17 years (36% of boys and 19% of girls) cited “lost interest” as a reason for leaving school.[[14]](#footnote-14)
* ***Illness/disability:*** Limited flexible learning options may lead children or youth with a chronic illness or disability to drop out of school. Having a parent with a disability can also affect a child or youth’s schooling. The likelihood of 7- to 16-year-olds never attending school increases by 25 percentage points (pp) in the Philippines with having a poor parent with a disability.[[15]](#footnote-15)
* ***Gender norms and behaviours:*** Because of household poverty and gender norms, families often rely on girls for domestic chores, to care for siblings, undertake unpaid labour, or supplement household income through paid labour (often through unsafe or illegal work). Boys are often expected to earn and contribute to the family income and are, therefore, pulled out of school. This is compounded by the fact that parents travel out of the country to find work (Hong Kong and the Gulf Cooperation Countries, in particular), leaving older girls with additional childcare and domestic responsibilities and boys with income generating responsibilities. Girls also engage in *‘pasuhol’* or low paid labour, such as cleaning the house, washing dishes or washing clothes, to earn money to help their parents and support their personal necessities. This has significant implications on school retention and performance. Girls in rural areas who drop out face few options for continuing education or finding decent and dignified work. The unfortunate trajectory for many of these girls leads to more domestic activities, work in the informal economy, low wages and risk of various forms of exploitation. When they become adults, their own children, in turn, are more likely to repeat this cycle. Boys’ educational achievement has also become a problem in many middle-income countries, including the Philippines. In 2012-13, elementary school dropout rates for boys in Masbate and Northern Samar were about double that for girls — 1.1% for boys versus 0.6% for girls in Masbate and 2.1% for boys versus 1.0% for girls in Northern Samar.[[16]](#footnote-16) The same is true at the secondary level, where the dropout rate among boys in Masbate and Northern Samar was 6.6% in 2012-13, compared to 2.9% and 3.3% for girls, respectively.
* ***Child labour and other forms of exploitation:*** A baseline study conducted by Plan Philippines in 2010 revealed that Masbate and Northern Samar had high numbers of children involved in hazardous labour — 239 girls and 387 boys in Masbate and 132 girls and 405 boys in Northern Samar.[[17]](#footnote-17) Ninety (90) per cent of children involved in farm labour were boys, while 80% of the cases related to domestic labour were girls.[[18]](#footnote-18) Other types of work included deep-sea fishing, charcoal making, working in mines and plantations and street vending. Lastly, village records examined by Plan from 2009 showed that children in both provinces experience disproportionately high levels of physical and sexual abuse compared to other provinces — especially in Northern Samar where 75 out of 193 reported physical and sexual abuse cases involved children. These levels of abuse are partially linked to the hazardous and risky nature of labour in which children are involved in.
* ***Parental perceptions and appreciation of value of education:*** Primary school enrolment also suffers from late entry in school, particularly as some parents do not follow DepEd’s official entry age (6 years old) in primary school. Some parents think a 6-year-old child is too young to go to school or fail to recognize the benefits of sending children to school, as they themselves did not attend school. It is not uncommon for poor families to forego the long-term returns of education for the short-term economic gains of having their children, particularly those of secondary school age, work in or outside of the household.

# 2.2 Project Description

Though there are numerous barriers that impede children and youth’s realization of their right to education, supporting them to complete their education will have lasting impacts not only on their lives but on the lives of their families and communities. This is especially true for girls, as girls face a unique set of gender-related barriers to education, and educated girls have a significant positive impact on the development of their families and communities.

The RAISE project was designed to enable marginalized female and male children and youth in two of the country’s poorest provinces — Masbate and Northern Samar — to complete primary school, transition to and complete secondary school and have access to opportunities that enhance their personal, financial and social assets, while enabling them to make better life choices. The project aimed to employ a dual strategy of:

1. Reducing barriers to access and improving the quality provision of education opportunities, including by mainstreaming gender across all educational interventions to ensure that families, communities and governmental stakeholders work together to ensure that the needs of both girls and boys are equally met.
2. Building key social, personal and material assets for adolescent girls through quality formal and alternative education opportunities.

Key expected results of the RAISE project are presented in **Figure 1**.

|  |  |  |
| --- | --- | --- |
| **Figure 1. Expected project outcomes** | | |
| **Ultimate Outcome** | | |
| Marginalized children and adolescents, especially girls, in two rural provinces of the Philippines complete primary school and transition to and complete secondary school and have access to opportunities that will enhance their personal and social assets that will enable them to make better life choices | | |
| **Intermediate Outcomes** | | |
| 1. Children at risk of dropping out, especially girls, have improved access to primary education | 1. More marginalized adolescents, especially girls, have improved access to secondary school | 1. Marginalized adolescents, especially girls, develop improved social, personal and financial assets |
| **Immediate Outcomes** | | |
| * 1. Reduced financial and school-related barriers for at-risk children, especially girls that inhibit primary school completion and transition to secondary school | * 1. Increased capacity of secondary schools to accommodate marginalized adolescents, especially girls at risk of dropping out due to community and school-based interventions   2. Improved capacity of Alternative Learning Systems to be gender responsive and better accommodate out-of-school adolescent girls | * 1. Increased access for marginalized adolescents, especially girls, to sexual and reproductive health information and services, life skills training for leadership, child protection and financial literacy |

**Annex A** presents the project’s full Logic Model and **Annex B** provides the Performance Measurement Framework (PMF). The project was implemented in Plan’s Program Units in Masbate and Northern Samar provinces as indicated in the map of project locations in **Annex C**.

Through activities delivered under intermediate outcome areas 1 and 2, RAISE aimed to promote gender equality in access to school and girls’ and boys’ experience within school. Intermediate outcome area 3 intended to achieve transformative change by addressing the root causes of gender inequality amongst children and the community through building of personal, financial and social assets, outreach and awareness-raising.

The RAISE project strategy was developed to respond to and support key priorities of, and complement existing activities identified within the national policies and plans of the Government of the Philippines. It was designed to align with the Philippines Education for All 2015 Plan that points to an urgent need to respond to the learning requirements of children and youth, particularly girls, who have never been to school, have dropped out and/or lack skills to find jobs. It particularly identifies the need for a more effective Alternative Learning System (ALS) that can contribute to improved economic and social outcomes for disadvantaged adolescents. Specific major activities under RAISE included:

* Supporting flexible learning options (FLOs) to reach at-risk children and youth — namely, the Modified In-School, Off-School Approach (MISOSA) and the Open High School Program (OHSP)
* Supporting school-driven initiatives to prevent students at risk of dropping out (SARDOs) from dropping out of secondary school
* Strengthening reading programs in targeted elementary schools to support pupils at risk of dropping out (PARDOs) succeed in school
* Strengthening community-based organizations (CBOs)/school-based structures to function as education, advocacy and monitoring groups to monitor at-risk students and support their retention and completion of secondary school
* Supporting out-of-school youth to access ALS programs, including in communities not previously covered by DepEd
* Organizing and strengthening school- and community-based peer-to-peer activities (i.e., Youth Peer Educators and Sali Kabataan facilitators/child animators) to build better understanding and promote action on issues such as ASRH, teenage pregnancy, anti-smoking, gender equality and anti-bullying, in partnership with FPOP and POPCOM
* Facilitating community sensitization sessions (including for parents/caregivers) on child rights, child protection and issues undermining girls’ access to and performance in school such as harmful gender norms related to the division of household labour
* Working with men and boys as allies by training them on masculinities, gender-based violence (GBV) and encouraging them to advocate for women and girls’ rights to protection
* Organizing community savings groups (CSGs), providing targeted grants and delivering financial literacy training to promote savings and assist with school-related costs
* Documenting good practices in reaching OOSCY and at-risk children and youth through educational innovations and providing platforms for knowledge dissemination
* Advocating for mainstreaming and scale up of educational innovations in public schools

**More details on these intervention areas are provided in the sub-sections that follow.**

### **MISOSA & OHSP**

The Modified In-School, Off-School Approach is an alternative delivery program developed by DepEd and implemented at the elementary school level (for grades 4, 5 and 6). It is intended to address issues of congestion in schools resulting from lack of classrooms, shortage of teachers, overpopulation and other factors. The approach also targets seasonal absentees, those living in conflict/disaster areas, the chronically ill, indigenous populations and those who work. Under one MISOSA modality, the class is grouped into two:

1. *“In-school” group with the classroom teacher:* The “in-school” group has formal lessons using basic textbooks and teacher manuals. The teacher prepares a lesson plan according to the K-12 curriculum and supplements his/her instructions with the aid of textbooks. Learning is further enhanced through prepared activities and exercises.
2. *“Off-school” group with the teacher facilitator:* The “off-school” approach, on the other hand, uses self-instruction materials (SIMs) or modules that contain lessons to be learned for the day based on the different learning areas. SIMs contain the daily lessons, including learning objectives, activities, exercises to work on, questions to answer and enrichment activities using community resources. Pupils can learn independently in an alternative venue other than the regular classroom, using the modules under the supervision of the para-teacher/assigned regular teacher.

Another modality is implemented in schools where the issue being addressed is seasonal absenteeism (e.g., helping family during farming/harvesting season, being sick, taking care of younger siblings when parents are away). In this case, students who are absent from school are provided with SIMs for them to take home and use to study while away from school. The student agrees to go to school at scheduled times to take tests. When the student no longer has a reason to be absent, s/he then goes back to regular schooling at regular times.

At the secondary school level, DepEd has adopted a Drop-Out Reduction Program that includes the Open High School Program. OHSP is an alternative mode of secondary education that uses distance learning and addresses the learning needs of youth who cannot join regular class programs due to justifiable reasons such as illness (of student or family member), physical impairment, part-time employment or seasonal work, financial difficulties and/or distance from home to school. Because distance learning is its main feature, OHSP requires that the learner can manage his/her own learning. To be eligible for OHSP, students are required to undergo and pass the Independent Learning Readiness Test (ILRT) and the Informal Reading Inventory (IRI). OHSP uses learning modules which students study at their own pace and consult with teachers and capable persons, as needed. Teachers and students agree on the date, time and manner of assessing learning outcomes. Students plan and manage their own learning using a Student Learning Plan and are allowed up to six years to complete secondary education (junior high school). During the period they are in OHSP, students have the option to go back to regular class.

### **School Initiated Initiatives**

The School Initiated Initiatives for Drop-Out Reduction Program (SII-DORP) is a DepEd intervention for schools to develop and implement action plans to address dropout in schools. It includes income-generating projects to help them in their day-to-day operations and provide assistance to learners most at risk of dropping out from school. In support of this, the RAISE project trained key actors (i.e., school heads, parent-teacher association (PTA) president, guidance counsellor) on school improvement planning, focusing on drop-out intervention planning. The training was intended to build the capacity of schools to track, plan for and support SARDOs and to develop action plans to address their needs. Additionally, the project set aside funds to support 20 secondary schools with the most promising drop-out reduction initiatives targeting the highest numbers of students. The initiatives are based on students’ needs and focus on preventing at-risk students from leaving school. Examples of SII include school canteens, school gardens and free transportation solutions to service impoverished students who live far from schools.

### **Reading Enhancement Program**

Results of the 2012 Philippine Informal Reading Inventory (Phil-IRI) in Masbate Division indicated that 109,480 of 131,460 Grades 4 to 6 pupils (or 83.2%) who took the test were either non-readers or frustration level readers.[[19]](#footnote-19) In Northern Samar, 2013 Phil-IRI results indicated that 36.1% of 62,955 pupils who took the test from Grades 3 to 6 were non-readers/frustration level readers. The poor reading ability of pupils is linked to poor performance in all subject areas since reading is the foundation of learning and a major predictor of success in school. Furthermore, an initial profile of PARDOs in project sites reveals that most PARDOs are among the poorest performers in reading and in other learning areas. This situation makes it hard for PARDOs to survive, much less thrive in school. It also makes them ineligible to access alternative modalities of basic education, such as the MISOSA, which requires independent reading skills. RAISE, therefore, facilitated the initiation/reactivation/enhancement of reading programs at project schools through trainings for teachers and school heads, provision of reading materials and building on other initiatives to address the learning and educational needs of marginalized pupils.

### **School Governing Councils**

School Governing Councils (SGCs) are the government-mandated mechanism for schools to work closely with barangay officials to monitor attendance. SGCs include school representatives, barangay officials, parents and other community members. The challenge being addressed by RAISE is to strengthen the existing structure and ensure that this mechanism is functioning. The RAISE project, therefore, supported the formation and training of Monitoring and Advocacy Groups (MAGs) organized from members of SGCs at both the primary and secondary school levels. MAGs were composed of the school head (lead convenor), Punong Barangay, Kagawad on education, PTCA chair, school teachers (or guidance counsellor or other designate), day care worker, barangay health worker, barangay nutrition scholar, CBO representative and PGO/Supreme Student Government (SSG) representative. They were established to play a role in monitoring P/SARDOs by: coordinating with schools to collect data/information on children at risk of dropping out, including attendance records and individual performance (grades); monitoring or conducting home visits and informal interviews to validate P/SARDOs; and reporting/providing information on the results of the monitoring. MAGS were also intended to monitor school assistance and beneficiaries of the RAISE project by: conducting regular meetings with beneficiaries and parents; preparing reports/updates about the beneficiaries; coordinating with the school and the teacher about the beneficiary’s performance in school (attendance, punctuality, project); and consolidating individual beneficiary reports. Other functions of MAGs included:

* Conducting mappings of out-of-school children in the respective barangays
* Collecting information on the population of school-age children in their respective community
* Leading the advocacy on “keeping children in school” in the community using the data/information collected as a basis
* Participating in community development planning

### **Alternative Learning System**

ALS is another flexible learning strategy used by DepEd to meet the basic needs of OOSCY and adults. ALS provides a viable alternative to the existing formal education instruction using non-formal and informal methodologies and reaching those over 11 years old.[[20]](#footnote-20) Through the Bureau of Learning Delivery, DepEd implements two major ALS programs:

1. ***Basic Literacy Program (BLP)***, which aims at eradicating illiteracy among OOSCY and adults (in extreme cases school-aged children) by developing basic literacy skills of reading, writing and numeracy.
2. ***Continuing Education Program – Accreditation and Equivalency***, which aims to provide an alternative pathway of learning for OOSCY and adults who are basically literate but who have not completed the first 10 years of basic education (Grades 1-10) mandated by the Philippine Constitution.

ALS programs can be delivered in various ways, including independent learning, e-Skwela[[21]](#footnote-21)/computer-based and face-to-face. Learning sessions can take place at community learning centres, barangay multi-purpose halls, libraries, learners’ home and other available venues within a sitio or barangay. It is managed by ALS learning facilitators, such as mobile teachers, district ALS Coordinators and Instructional Managers (IMs), at an agreed schedule and venue between the learners and facilitators, using learning modules that cover various strands or subjects. For upper elementary and secondary levels, modules are designed for self-learning. At the basic and lower elementary levels, learning modules come with a facilitator’s guide.

### **Youth Peer Educators and Child Animators**

To support strengthening of girls’ social and personal assets, the RAISE project aimed to organize and build up school-based youth peer educators (YPEs) to rally and guide a wider network of adolescent girls and boys to build better understanding of and action on issues such as gender equality and ASRH. Youth and children in communities were also mobilized to organize peer-to-peer activities through community-based peer-to-peer activities (or Sali Kabataan). Sali Kabataan, which provides a venue for children to play and learn, helped to reach OOSCY, ALS learners, students who regularly attend school, participants in MISOSA and OHSP and those children in schools that do not currently have a YPE or ADM program. Through Sali Kabataan activities, trained child animators were able to provide age-appropriate ASRH information, as well as information about the importance of education, gender equality and other important issues.

The YPE trainings were organized as five-day training of trainers (TOTs), targeting two or three students and a teacher/guidance counsellor from the school. The TOTs were facilitated by FPOP in 2014 and 2015 and focused on five key topics —anti-smoking, teenage pregnancy, STIs, including HIV/AIDS, and anti-bullying and gender equality. TOTs were also held for facilitators of Sali Kabataan referred to as child animators. Many of the child animators were active YPE members in the school. A limited number of OOSCY were also trained as child animators. The YPE and child animators facilitating sessions in Sali Kabataan have participated in additional trainings, including leadership and organizational development training and training on positive masculinities/anti-GBV targeting males.

### **Community Savings Groups**

The RAISE project supported the creation and training of CSGs for parents of P/SARDOs and youth. CSGs — Philippines’ adaptation of Village Savings and Loan Associations popular in many parts of the globe — are a self-selected group of people (usually unregistered) who pool their money into a fund from which members can borrow to cover emergencies (health and education) and unforeseen events (through insurance), unanticipated expenses (by way of savings and credit) and investments in microenterprise (by means of credit). It promotes self-reliance through internal fund generation and does not depend on donated capital or external credit from micro-finance incorporated, or micro-finance institutions, to extend loans.

Plan conducted community orientations to introduce the concept of CSGs and encouraged parents to adopt the habit of saving for education-related expenses. Parents were educated on the key steps to organize their own CSGs. The RAISE project supported interested parents to form groups of 8-15 members. RAISE has also supported the set-up of youth CSGs. CSGs received a two- or three-day training covering topics related to financial literacy, importance of savings and on household financial management aspects. Once formed and trained, the CSGs received a “CSG Kit,” which included a cash box and locks. CSG members meet regularly and contribute savings to the group’s social fund. Members of the group can make a request to the group to take a loan from the social fund and are required to inform the body of the planned use.

### **School Assistance Grants**

Many schools, while free in theory, impose ‘graduation’ fees. To enable students to transition from primary to secondary school, the RAISE project provided transition grants to incoming first year students. The transition grant is intended to assist children to cover these fees, as well as other costs that may be needed, such as school supplies, uniforms, shoes, payment for school expenses and project materials. Supplies such as umbrellas and raincoats were also provided to pupils of Grades 4, 5 and 6 identified as PARDOs to enable them to go to school during rainy seasons. The grants were delivered to families via cash remittance, which is a safe and efficient way to transfer funds. Pupils were selected for transition grants through a process that began with identification of pupils by teachers using DepEd’s Family, Individual, Community and School (FICS)[[22]](#footnote-22) analysis tool. If the tool identified a greater number of PARDOs than grant funds available, this step was followed by a participatory wealth ranking exercise to determine those PARDOs most in need of financial assistance. The wealth ranking involved children, parents, teachers and barangay representatives, which was then validated by home visits in partnership with MAGs to ensure the most vulnerable would receive grants. Social contracts were signed with parents and children committing to utilize funds for the schooling needs of the child. RAISE worked with SGCs comprised of children, parents and school and community officials in implementing this program. SGC members, together with project staff, also assisted in the release of grants to parents or guardians at the remittance centre to guide and to assist them in case of data mismatch.

The same process for identifying beneficiaries of transition grants was conducted for secondary school beneficiaries of the targeted school assistance program (TSAP). Depending on the needs of the child, TSAP can include school supplies, transportation assistance or food support. The cash ($50 each) was provided via remittance service in two instalments and was used to meet immediate schooling needs such as school supplies, transportation and food. TSAP is aimed to target children 13-15 years old at the secondary school, but SARDOs are often older than this predefined age group. However, the Philippines has a high incidence of over-age school enrolment, particularly in the project sites. At the national level, students not within the official school age range make up 17% of the primary school age population and 23% of the secondary school age population.[[23]](#footnote-23)

# 2.3 Reach and Beneficiaries

With a total budget of US$3.24 million, the 4.5-year RAISE project targeted to reach a total of 24,433 children, youth and adults in Masbate and Northern Samar through a wide range of activities that focus on improving quality and relevance of education and creating a supportive, nurturing environment for girls to learn and thrive in. This includes at least 19,432 children and adolescents (12,020 girls and 7,412 boys) in the two rural provinces who directly benefit from the primary level education and alternative secondary level education programs and life skills. Parents were targeted through community savings and loans schemes and financial support to reduce the financial burden of education-related costs. Other intended intermediaries of the RAISE project included elementary and secondary school heads/teachers, ALS IMs, local government officials and community members who participate in trainings and awareness-raising events.

# 2.4 Key Partners and Stakeholders

The Department of Education of the Philippines is a key institutional partner in the implementation of RAISE project activities and the achievement of project deliverables. To address the challenges children and adolescents in the Philippines face in realizing their right to quality education, it is the role of DepEd to formulate, plan, implement and coordinate the policies, plans, programs and projects in both formal and non-formal basic education. It supervises all levels of basic education — kindergarten, elementary, secondary and the Alternative Learning System (ALS). RAISE collaborated with DepEd in the implementation of alternative delivery models (ADMs) of education for children and adolescents at risk of dropping out of school and drop-outs, as well as in the expansion of ALS in communities without coverage. Within DepEd, key stakeholders include the Bureau of Curriculum Development and the Bureau of Learning Delivery, Regional Directors, School Division Superintendents, Public School District Supervisors, school heads and teachers, as well as district ALS coordinators and IMs.

Other key implementing and/or strategic partners of the RAISE project included:

* Municipal Local Government Units: MLGUs were key project partners and were engaged in all RAISE project activities. The RAISE project worked closely with MLGUs to provide venues for off-site community schools and act as funding counterparts for ALS centres. MLGUs also assisted with the monitoring and support of pupils at risk of dropping out by conducting home visits and referral support and were important partners in community education campaigns to change local perceptions, attitudes and practices that undervalue education. In the municipality of Placer, Masbate, YPE roll-outs were conducted with support from the Rural Health Unit Nurse on topics such as STDs/STIs/HIV. Where possible, RAISE integrated educational programs with on-going activities of MLGUs. For example, MLGUs and other government agencies have supported RAISE to integrate the parenting of adolescents community rollout with the Department of Social Welfare and Development (DSWD) 4Ps meetings.
* Barangay Local Government Unit (BLGU) – Barangay chairs, School Governing Councils and Monitoring and Advocacy Groups: BLGUs were strong implementing partners in the RAISE project. They provided support on conducting Sali Kabataan (community-based peer-to-peer activities), community ALS sessions, ALS orientations/sessions in the partner barangays, CSG meetings, and other community-based activities. BLGUs also assisted with the delivery of the Technical Education and Skills Development Authority’s (TESDA) skills training for ALS learners by providing venues, daily meals, transportation, starter kits and assessment fees. In Cawayan, Masbate, three barangays provided additional honoraria to IMs and venues for learning sessions. Finally, BLGUs actively spearheaded community roll-out of the parenting of adolescents training. Support varied from one barangay to another, but most offered their public halls and structures such as day care centres, clinics, or community meeting spaces as venues of project activities. The barangay chairs and their councils, tanods and barangay health workers are the main mobilizers and aided implementing RAISE project activities, especially on child protection.
* *School heads, teachers and students:* The project’s main stakeholders and end users are the school heads, teachers and the learners. School management continuously provides support that contributes to implementing ADMs, school-led initiatives and reading programs. School heads and teachers conduct weekly visits to feeder communities to campaign for the ADM programs. Likewise, they mobilize community support for SII and reading programs.
* *The Family Planning Organization of the Philippines:*  FPOP is a reproductive health service provider and an advocate of ASRH. Plan Philippines collaborated with FPOP to train sexual and reproductive health counsellors and peer educators. FPOP was also a key strategic partner, providing Plan with recommendations for the enhancement of project community groups and partners on ASRH.
* *Technical Education and Skills Development Authority:*  TESDA is the government agency tasked to both manage and supervise technical education and skills development. RAISE worked with TESDA to deliver skills training to ALS learners/trainees. TESDA provided skilled trainers on four skills courses: shielded metal arc welding, electrical installation management, automotive repair and horticulture.
* *The Commission on Population (POPCOM):*  POPCOM is the government agency responsible for promoting responsible parenthood and reproductive health, adolescent health, and youth development in the country. Regional agency staff served as the resource persons in RAISE project activities: 1) TOT of parenting of adolescents; 2) training on positive masculinities; and 3) gender-based violence (in Masbate).
* *Women and Child Protection Unit (WCPU)*:WCPU personnel in Northern Samar, including the women’s desk of the Philippines National Police (PNP), served as resource persons during the TOTs on parenting of adolescents and positive masculinities and supported YPE activities. They provided inputs on child protection and referral systems, GBV and laws accompanying and protecting the rights of women and children. Aside from provincial trainings, support was also provided with inputs in community roll-outs in Northern Samar.
* *Community-based groups:*  Other key stakeholders include Barangay Councils and Sangguniang Kabataan (Youth Councils).

3. Methodology

# 3.1 Evaluation Design

The overall evaluation methodology of the final evaluation takes a non-experimental, pre- and post-single group design to compare baseline and endline findings. A mixed-methods approach, which included monitoring data, surveys, focus group discussions (FGDs) and key informant interviews (KIIs), was used to triangulate findings. The evaluation matrix is provided in **Annex D**. It outlines the specific questions and sub-questions that steered the final evaluation. The evaluation matrix also specifies the data sources and methods of analysis for each area of inquiry. Quantitative research and analysis was conducted by Plan International Philippines and Plan International Canada (or Plan). TANGO International, an independent consultant, was engaged to enrich the evaluation with qualitative data, including case studies.

### **Quantitative Research and Analysis**

Led by Plan, the quantitative component of the FE included the analysis of output and outcome data from the project’s Management Information System (MIS), as well as endline surveys. The endline surveys consisted of a Teacher Knowledge & Application Survey and an Adolescent Knowledge & Assets Survey (both also applied at baseline), which were administered by external enumerators recruited, trained and supervised by Plan Philippines. The teacher survey gathered information on gender equality issues, strategies to address drop-outs, the classroom setting and lesson delivery — including instructional resources, teaching methods and classroom management. The student survey captured triangulated information on adolescents’ social (e.g., peer networks, men and boys as allies), financial (e.g., financial literacy and supports) and personal assets (e.g., health, self-esteem, decision making). See **Annex E** for the survey tools.

**Figure 2** defines the scope of the surveys in terms of the PMF indicators that were covered. All other indicators included in the PMF are captured in the project’s MIS and were collected using the following tools (see **Annex B** for the PMF indicators):

* Provincial and District Education Data Compilation Form
* Targeted Schools Data Compilation Form
* SII Interview with Checklist
* Reading Program/Level Tracking
* ALS Program Compilation Form
* ALS Centres Observation with Checklist
* Functionality of School Governing Council/Monitoring and Advocacy Group Survey
* Functionality of MISOSA & OHSP Survey
* Parenting Skills Training Pre-/Post-Test
* Training/Events Tracking

|  |  |
| --- | --- |
| **Figure 2. PMF indicators covered by endline surveys** | |
| **Teacher Knowledge and Application Survey** | |
| 1.1a | % of trained teachers that have applied at least 3 strategies to address gender equality issues in schools |
| 1.1b | % of school heads, teachers, para-teachers that have applied at least 3 key strategies for addressing dropouts in schools |
| **Adolescent Knowledge and Assets Survey** | |
| 3.a | Improved social, personal and financial assets as perceived by targeted students |
| 3.1a | % of adolescents trained who can identify at least 3 key ASRH messages and their practical application |
| 3.1b | % of adolescents trained who can identify at least 4 key competencies in life skills and financial literacy standards and their practical application |
| 3.1d | % of men/boys who can identify at least three practical actions to reduce gender-based violence and promote the rights of women and girls |

### **Qualitative Research and Analysis**

TANGO International conducted the MTR of the RAISE project, which was completed in May 2016. For purposes of continuity and consistency, TANGO was engaged to support the project’s final evaluation. The role of TANGO in the final evaluation was to conduct the qualitative data collection as a key input for the final evaluation analysis conducted by Plan, including helping to ‘unpack’ the findings of the surveys and available monitoring data, particularly on the core interventions of the project. The qualitative research included FGDs and KIIs with project beneficiaries and stakeholders intended to interrogate findings from analysis of project data and to better understand trends in project indicators and the pathways to change. TANGO utilized a set of topical outlines with main topics and sub-topics to guide the FGDs and KIIs and allow for the identification of specific gender-related issues amongst respondents. The topical outlines were developed in consultation with Plan through a two-step process:

1. Review of key documents, including selected project information to inform additional reflection on TANGO’s analysis from the MTR and a document prepared by Plan CNO that provides an update of activities in each of the RAISE intervention areas, following project MTR recommendations. This, together with the evaluation matrix, informed a basic draft of the topical outlines to guide questioning for the qualitative research.
2. Review of project MIS data and endline data analysis shared by Plan. Based on this, TANGO refined the lines of inquiry regarding progress made on the output and outcome areas of the project, and strength of attribution to project activities.

The following final topical outlines are presented in **Annex F**:

* MISOSA and OHSP beneficiaries (students) and facilitators (teachers/school heads)
* Reading program beneficiaries (students) and facilitators (teachers)
* ALS beneficiaries (ALS learners, particularly those who received vocational training) and facilitators (RAISE IMs and government IMs)
* YPEs/ASRH beneficiaries (students) and YPE advisors
* RAISE project staff and project stakeholders (e.g., DepEd and MLGU officials)

The qualitative component of the FE also included capturing information and examples of ‘good practices’ at five of the eight pilot ADM schools under the project, using a case study approach developed by Plan (see Annex G for the template).[[24]](#footnote-24) Specific questions needed to address the case study template were included in the topical outlines for the qualitative field work. TANGO used the findings collected against the topical outlines to complete the case study template after data collection. Plan previously documented lessons learned at one MISOSA school and two OHSP schools in Northern Samar. This report combines the findings and identifies commonalities and unique features of ADM implementation modalities and strategies in all eight RAISE pilot schools. Through the qualitative component of the FE, TANGO also identified specific lessons learned regarding ALS and YPE interventions. Lessons learned in relation to other aspects of the project were documented by RAISE project staff and management and technical advisors at CNO over the life of the project.

An internal performance assessment of the RAISE project was well covered by the MTR and was, therefore, not revisited as part of the FE. The extent to which MTR recommendations were acted on and the effectiveness of adjustments that were made to the project was, however, considered.

# 3.2 Sampling

### **Endline Surveys**

**Table 1** below provides the breakdown of the number of teachers at RAISE/RAISE Higher elementary schools (ES), as well as the number of teachers and enrolled students at targeted secondary schools (SS) in 2016-17.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 1. Target population of endline teacher and secondary student surveys, SY2016-17** | | | | | | | | | |
|  | **Masbate** | | | **Northern Samar** | | | **Total** | | |
| Female | Male | All | Female | Male | All | Female | Male | All |
| **Elementary Teachers** | 251 | 55 | 306 | 190 | 41 | 231 | 441 | 96 | 537 |
| **Secondary Teachers** | 131 | 55 | 186 | 169 | 96 | 265 | 300 | 151 | 451 |
| **Secondary Students** | 2,928 | 2,615 | 5,543 | 4,599 | 4,137 | 8,736 | 7,527 | 6,752 | 14,279 |
| *Source:* RAISE-supported schools | | | | | | | | | |

For both the teacher and secondary student endline surveys, the sample sizes were determined by first specifying the precision of estimation desired and then calculating the necessary total sample size (pooled across both sexes and provinces). A 95% confidence interval, 5% margin of error and estimated prevalence of 50%[[25]](#footnote-25) was used to ensure the maximum sample size. The resulting figure was then adjusted by 10% to account for non-response.

The total sample size (n) was determined by the following formula:

where:

* = sample size
* = standard variate at a given confidence level (1.96 at 95%)
* = estimated prevalence (50%)
* = population size
* = margin of error (0.05)
* = non-response adjustment (10%)

For the Teacher Knowledge and Application Survey, proportional allocation[[26]](#footnote-26) was used to determine the sample by type of school and province. As shown in **Table 2**, a total sample size of 310 teachers (234 female and 76 male) in 35 RAISE/RAISE Higher ES and 18 SS in Masbate and Northern Samar was proposed for the survey — or nearly 60% of all secondary teachers who received training from RAISE. The achieved sample size was 309 teachers (232 female and 77 males) in the targeted schools. The inclusion criteria for the sample of project schools included: all ADM pilot schools; schools that were included in the baseline survey; and at least five RAISE Higher schools. Given the increase in intervention schools with RAISE Higher, the endline survey sample size was larger than the baseline.[[27]](#footnote-27)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 2. Proposed *(Achieved)* sample for the Teacher Knowledge and Application Survey** | | | | | | | | | |
|  | ***Number of Teachers*** | | | | | | | | |
| **Masbate** | | | **Northern Samar** | | | **Total** | | |
| Female | Male | All | Female | Male | All | Female | Male | All |
| **Elementary** | 73  *(73)* | 16  *(16)* | 89  *(89)* | 72  *(71)* | 16  *(16)* | 88  *(87)* | 145  *(144)* | 32  *(32)* | 177 *(176)* |
| **Secondary** | 46  *(46)* | 20  *(20)* | 66  *(66)* | 43  *(42)* | 24  *(25)* | 67  *(67)* | 89  *(88)* | 44  *(45)* | 133 *(133)* |
| **Total** | 119 *(119)* | 36  *(36)* | 155  *(155)* | 115  *(113)* | 40  *(41)* | 155 *(154)* | 234 *(232)* | 76  *(77)* | 310 *(309)* |
|  | ***Number of Schools*** | | | | | | | | |
| **Masbate** | | | **Northern Samar** | | | **Total** | | |
| **Elementary** | 18 *(18)* | | | 17 *(17)* | | | 35 *(35)* | | |
| **Secondary** | 9 *(9)* | | | 9 *(9)* | | | 18 *(18)* | | |
| **Total** | 27 *(27)* | | | 26 *(26)* | | | 53 *(53)* | | |

For the Adolescent Knowledge and Assets Survey, the sample was proportionally allocated by province and sex of student (see **Table 3**). Though results are presented by sex and province, due to resource constraints, the sample was not drawn to be representative at these levels. [[28]](#footnote-28) The sample of schools included: all ADM pilot schools; schools that were included in the baseline; and at least two RAISE Higher schools. A total of 415 secondary students in targeted sample schools who benefit directly or indirectly from RAISE’s interventions were surveyed using the self-administered tool, which was facilitated by enumerators in group sessions. Of these, 161 surveys were administered in Masbate (to 85 girls and 76 boys) and 254 in Northern Samar (to 134 girls and 120 boys). This exceeds the total proposed sample size of 410 students (216 girls and 194 boys). It also represents a larger total sample size than the baseline survey due to the increase in coverage with RAISE Higher.[[29]](#footnote-29)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 3. Proposed *(Achieved)* sample for the Adolescent Knowledge and Assets Survey** | | | | | | | | | |
|  | **Masbate** | | | **Northern Samar** | | | **Total** | | |
| Female | Male | All | Female | Male | All | Female | Male | All |
| SS Students | 84  *(85)* | 75  *(76)* | 159  *(161)* | 132  (134) | 119  (120) | 251  *(254)* | 216  (219) | 194  (196) | 410  *(415)* |

### **Key Informant Interviews & Focus Group Discussions**

The qualitative research covered 11 barangays in seven municipalities of Northern Samar and Masbate. Locations for the qualitative field data collection were selected using purposive sampling, guided by the following considerations:

* Pre-selection of five ADM schools and barangays for gathering information for the case studies on ADM.
* Inclusion of one school (Polangi National High School) to explore scalability and replication potential of ADM.
* Intensity of programming and the type of interventions. Barangays with combined ALS, ASRH and reading program activities were targeted to most efficiently meet the KII/FGD needs highlighted in the evaluation matrix, and to allow for assessment of the integrated project approach.
* Accessibility of field sites in Northern Samar to maximize data collection time. For example, barangays that required river crossing were not considered.

The final sample represents four out of seven municipalities with project activities in Masbaste and three out of five municipalities with project activities in Northern Samar (see **Table 4** for details).

**Table 5** outlines the number of participants in KIIs and FGDs. FGDs consisted of 4 to 8 participants. All student groups were gender separate. See Annex H for more details.

|  |  |
| --- | --- |
| **Table 4. List of municipalities and barangays covered by KIIs and FGDs** | |
| **Municipality** | **Barangay(s)** |
| **Masbate** | |
| Cawayan | Begia, Poblacion |
| Mandaon | Alas |
| Milagros | Bangad |
| Palanas | Nabangig |
| **Northern Samar** | |
| Catarman | Cervantes, Polangi |
| Catubig | Irawahan, Sagudsuron, Poblacion |
| San Roque | Dale, Zone 1 |

|  |  |  |
| --- | --- | --- |
| **Table 5. Number of KII and FGD participants by type** | | |
| **Participant Type** | **Females** | **Males** |
| MISOSA/OHSP beneficiaries | 7 | 11 |
| MISOSA/OHSP facilitators | 15 | 4 |
| Reading program beneficiaries | 7 | 0 |
| Reading program facilitators (trained teachers) | 6 | 1 |
| ASRH/YPE beneficiaries | 8 | 11 |
| ALS learners | 16 | 5 |
| IM/DALSC | 3 | 4 |
| Positive masculinity (YPE students, ALS learners, IMs) | n/a | 6 |
| DepEd official | 0 | 1 |
| MLGU | 0 | 2 |
| Project staff | 5 | 7 |

# 3.3 Data Collection and Analysis

### **Quantitative Research and Analysis**

The endline surveys of teachers and secondary students were conducted from 9 to 20 January 2017 in Masbate and Northern Samar. The research team was composed of: two supervisors (RAISE M&E Officer in Masbate and RAISE Community Development Facilitator (CDF) in Northern Samar); 10 enumerators for Masbate (8 female and 2 male); 12 enumerators for Northern Samar (7 female and 5 male); and two encoders (1 in Masbate and 1 in Northern Samar).

Enumerators and encoders took part in a two-day training on the survey tools conducted by the RAISE M&E Officer and Gender Specialist in both Masbate and Northern Samar. The CDF who served as a supervisor also participated in this training. The objective of the training was to ensure that participants: were able to speak knowledgeably about Plan as an organization and the RAISE project; understood the purpose of the surveys; were familiar with the data collection tools and procedures; and know the Gender Equality and Child Protection Policy of Plan. It also helped to ensure that enumerators had a common understanding of how to facilitate the self-administered student survey and record observations, ask questions and capture participant responses for the teacher survey/observation.

Enumerators started each survey/interview with an explanation of its purpose and request for consent. For the secondary student survey, teachers identified students (from all grade levels) who have participated in RAISE activities. Student surveys were self-administered, with the support of enumerators, as needed. Between 15 and 25 students were included per session. On average, students took about one hour to complete the survey, which had been translated to Filipino.

Teachers who participated in training under the RAISE project were selected to take part in the interview/observation. Trained teachers were replaced by other teachers at RAISE/RAISE Higher schools in cases where the teacher had transferred to another school or was not available. Due to the varying school sizes, the number of teachers surveyed differed in each school, ranging from 3 to 11 teachers. Each teacher interview took approximately 30 to 40 minutes. Lesson observations lasted about 30 to 35 minutes (of the one-hour school sessions) and were in most cases performed by the enumerator who conducted the interview. For each observation, enumerators either sat silently at the back of the classroom or observed through a window to minimize disruptions and ensure the normal practice of the teacher and students.

Data entry/coding was completed at the end of each day. The data was checked by the RAISE project M&E Officer and subsequently by the CNO M&E Advisor using the following quality assurance (value, range and logic checks) steps:

* The expected number of surveys were completed at each school
* Skip logic is followed, where applicable
* Data entries are internally consistent
* Data entries take on the expected range of values
* Valid codes are used
* No duplicate observations are recorded
* Records with excessive missing values are dropped

The raw data was coded in Excel to provide analysis of responses to individual questions and to calculate the relevant PMF indicators, as described in Annex E. The results were disaggregated by sex to understand the different perceptions and practices of male and female students/teachers. Results were also disaggregated by province and trained/not-trained to explore differences by location and level of engagement in project activities.

### **Qualitative Research and Analysis**

Qualitative field work was initiated on February 13, 2017 and concluded on February 24, 2017 with an in-country de-brief with the RAISE project team and Plan CNO (via Skype) to discuss and validate findings. TANGO’s Qualitative Research Team (QRT) consisted of an off-site supervisor (male), lead researcher (female) and a locally-recruited assistant for translation purposes (female). The QRT was accompanied by the RAISE project’s M&E Officer who provided logistical support throughout the field work process.

An evidence-based approach was used by TANGO to analyse the qualitative data, linking back responses to the relevant evaluation questions. Anecdotal feedback was also considered, particularly for the case studies. Plan CNO integrated qualitative and quantitative data to triangulate findings.

# 3.4 Challenges and Limitations

Monitoring data, endline surveys, project documents and TANGO’s qualitative work have provided valuable data on the progress of the RAISE project. Some challenges were experienced in the process of data collection and analysis. These are listed below.

* Given the considerable number of project Barangays and limited time available for field data collection (due to the exam preparatory period in March and the close of the 2016-17 school year on 7 April 2017), the qualitative sample was drawn purposefully. Hard-to-reach project locations were dropped due to the time constraint.
* The limited budget and time for the qualitative assessment meant a reduced scope of work. The scope of the qualitative analysis based on the evaluation matrix focused on selected program intervention areas — ADM, ALS, YPE/ASRH and reading enhancement program. The field data collection was designed accordingly. The scope of feedback from FGDs and KIIs at school level was limited to broadly analyse trends on school completion rates at provincial level.
* For the endline surveys, proportional allocation of a simple random sample of the total population was done instead of stratified sampling by province, level of education (ES vs. SS) and sex of student/teacher. A stratified sampling strategy would have been more representative by strata but would have resulted in much larger sample size, requiring more budget and time.
* The required number of teachers was not available at some targeted schools at the time of the survey/observation. Supervisors added teachers from adjacent schools, where necessary. Further, the typhoon in Northern Samar during the data collection period meant that several call-backs were required to complete the surveys.
* Ability to recall on project activities implemented in the past by the qualitative research target groups. The QRT found it challenging that the FGD groups and KII interviewees (particularly school heads, teachers, first-liner YPE facilitators) took time to recall processes and provide in-depth feedback on trainings and project activities conducted in 2014 and 2015. The QRT took more time than expected to probe and guide the discussions. This affected the documentation of ADM case studies (particularly the level of depth covered in the methodological approach sections).
* On the endline survey, questions were time-bound to the last school year to minimize recall bias. The survey did not capture if a teacher had “ever” received training, therefore, delivery coverage may be under-reported. In addition, some teachers trained through the RAISE project had transferred schools or were not available to take part in the survey/observation.
* Some key project activities, including the reading program and SIIs, were not fully rolled out at the time of the qualitative field work. Approval for a six-month no-cost extension of the RAISE project (from April 2017 to October 2017), and a subsequent three-month no-cost extension (from October 2017 to January 2018), came only after the final evaluation work was initiated.
* Staff turnover, particularly during the project’s extension period, was a constraint on the availability of some monitoring data.
* While there may be differences between baseline and endline results, it is not possible to fully attribute differences to the RAISE project due to other intervening factors.

4. Main Findings

# 4.1 Access to Elementary and Secondary Education

Intermediate outcomes 1 and 2 of the RAISE project focus on improved access to elementary and secondary education, respectively, through reducing barriers to quality formal and alternative education opportunities. Recognizing the strong linkage between these outcomes, these results streams are examined together. Refer to Annex B for the project’s PMF.

### School-Based System

**Enrolment**: A total of 51 elementary schools (25 in Masbate and 26 in Northern Samar) and 20 secondary schools (9 in Masbate and 11 in Northern Samar) in the targeted provinces were supported by the RAISE project. **Between 2014-15 and 2016-17, cumulative enrolment in RAISE-supported elementary schools totalled 21,464 girls and 24,042 boys, which exceeds the project’s targets of 20,397 girls and 23,088 boys. Cumulative enrolment targets for secondary schools supported by the project were also exceeded, with a total of 18,261 girls and 16,449 boys enrolled from 2014-15 to 2016-17, compared to targets of 13,657 girls and 12,084 boys.**

**While** cumulative enrolment over the duration of the project exceeded targets due to the addition of RAISE Higher schools in 2015, enrolment at RAISE-supported elementary schools in 2016-17 was lower when compared to enrolment in 2013-14 (as shown in **Figure 3**). The decrease in elementary school enrolment was seen among both girls and boys. Teachers/school heads attribute the decline in enrolment to the out migration of families/learners for environmental, economic and other reasons, as well as the lower number of school-age children in the communities for Kinder and Grade 1. Both Northern Samar and Masbate provinces are vulnerable to extreme weather, including typhoons and significant rainfall. Three major typhoons hit Region 8 during the project’s life — including Typhoon Nona in December 2015, which struck its center in Northern Samar, affecting internal and in- and out-migration in RAISE partner communities. At the provincial level, five-year trend data show year-over-year declines in elementary school net and gross enrolment rates in Masbate and Northern Samar for both girls and boys (see **Annex I**, Table 1 for details). Also, 2010 census-based population projections released by the Philippines Statistics Authority showed a slight expected decline in the age 5 to 14 years population in Northern Samar by 2015.[[30]](#footnote-30)

|  |  |
| --- | --- |
| **Figure 3. Cumulative enrolment in RAISE elementary schools met targets, but annual enrolment declined from 2013-14 to 2016-17 among both female and male pupils** | |
|  |  |
| **CUMULATIVE ENROLMENT** | **ANNUAL ENROLMENT** |
|  | RAISE only  Includes RAISE Higher |
| ***Source:* Project-supported elementary school records**  **\* Does not include enrolment at RAISE Higher schools.**  **\*\* Includes RAISE Higher schools.** |  |

|  |  |
| --- | --- |
| **Figure 4. Cumulative enrolment in RAISE secondary schools surpassed targets and annual enrolment among both female and male students increased from 2013-14 to 2016-17** | |
|  |  |
| **CUMULATIVE ENROLMENT** | **ANNUAL ENROLMENT** |
|  | RAISE only  Includes RAISE Higher |
| ***Source:* Project-supported secondary school records**  **\* Does not include enrolment at RAISE Higher schools.**  **\*\* Includes RAISE Higher schools.** |  |

**At the secondary level, enrolment at RAISE-supported schools increased from 2013-14 to 2016-17 (see Figure 4). Moreover, unlike at the elementary level, more female students were enrolled in secondary school compared to male students each year between 2014-15 and 2016-17. This is consistent with the findings of a 2010 study by the Asia Development Bank that shows males in the Philippines are less likely than females to attend secondary school, especially over-aged boys.**[[31]](#footnote-31)

**To promote school enrolment in the targeted communities, the RAISE project supported DepEd’s Northern Samar and Masbate Divisions, District offices and schools to deliver annual education campaigns called Oplan Balik Eskwela (OBE), or Operation Back-to-School. OBE addresses issues faced when school resumes, such as safety and security, traffic management and LGU coordination. Brigada Eskwela, which is a nationwide volunteer activity where parents and teachers help clean schools, repair fixtures and paint facilities, is also part of OBE. OBE also served as an opportunity to encourage parents to enroll their children in school. RAISE conducted orientations with parents, students and teachers during multiple events, to explain the project, why it is important for girls to be in school, alternative modalities for children and youth unable to attend formal schools for justifiable reasons, how mothers and fathers can support the education of their daughters and sons, and how they can get involved.**

**Dropout Rates:Elementary dropout rates in project-supported schools declined from 0.6% for girls and 1.1% for boys in 2013-14 to 0.3% and 0.4%, respectively, in 2016-17 (see Figure 5). This meets the targeted dropout rate for boys and falls just shy of the target for girls of 0.2%. Secondary school dropout rates at RAISE project schools were 1.1% for girls and 2.5% for boys in 2016-17, which is down from 2013-14 rates of 3.5% for girls and 7.3% for boys and below the targets of 2.8% and 5.5% for girls and boys, respectively (see Figure 6).**[[32]](#footnote-32)

**RAISE contributed to this result through: (1) teacher training and material supports for the implementation of alternative delivery models in eight pilot schools; (2) training and investments in school-initiated dropout reduction initiatives in 20 project-targeted secondary schools; (3) training and support in the initiation/strengthening of reading programs in elementary schools; and (4) training and ongoing support to school-based structures (MAGs, SGCs/PTAs) to monitor pupils and students at risk of dropping out. Results of the endline teacher survey indicate that *98.5% of teachers in targeted schools have applied at least three key strategies for addressing dropouts in their classrooms*, *which is up from 84.2% in 2014-15 and above the project’s target of 90%*. These strategies include: home visits, talking to parents/guardians of P/SARDOs, speaking directly with at-risk students and their friends, parent conferences and tracking attendance/student performance.**

|  |  |  |
| --- | --- | --- |
| **Figure 5. Dropout rates at RAISE elementary schools trended downwards since 2013-14, but remained slightly above combined provincial target for females** | | |
|  | |  |
| **FEMALES** | | **MALES** |
|  | |  |
| ***Source:* Project-supported elementary school records** | |  |
| **Figure 6. Dropout rates at RAISE secondary schools declined each year since 2013-14, dipping below the combined provincial target for females by 2014-15 and for males by 2015-16** | | |
|  |  | |
| **FEMALES** | **MALES** | |
|  |  | |
| ***Source:* Project-supported secondary school records** |  | |

**Completion Rates:Elementary and secondary school completion rates for both girls and boys in Masbate and Northern Samar exceeded end-of-project targets, as shown in Figures 7 and 8. In Masbate, the elementary completion rate was 93.1% for girls and 86.9% for boys in 2016-17. This represents an 18.9 percentage point (pp) increase for girls relative to 2012-13. The increase in the elementary school completion rate between 2012-13 and 2016-17 was even higher for boys at 26.0pp. In Northern Samar, from 2012-13 to 2016-17, the elementary completion rate grew from 72.8% to 93.8% for girls and from 62.3% to 87.9% for boys (or increases of 21.0pp and 25.7pp, respectively).**

|  |  |  |
| --- | --- | --- |
| **Figure 7. Elementary school completion rates in Masbate and Northern Samar trended upwards between 2011-12 and 2016-17, and were above targets in 2016-17** | | |
|  |  | |
| **MASBATE** |  | **NORTHERN SAMAR** | |
|  |  |  | |
|  |  |  | |
| ***Source:* DepEd, Northern Samar and Masbate Divisions** |  | |

**Increases in completion rates were more modest at the secondary level. The secondary completion rate for girls in Masbate climbed 3.8pp from 70.4% in 2012-13 to 74.2% in 2016-17. For boys in Masbate, the secondary completion rate was 58.9% in 2012-13 and 62.3% in 2016-17, which reflects a 3.4pp increase. In Northern Samar, girls’ secondary completion rate was 8.3pp higher in 2016-17 (81.1%) compared to 2012-13 (72.8%), while the secondary completion rate for boys grew by 5.4pp over the same period (from 67.6% in 2012-13 to 72.9% in 2016-17).**

|  |  |  |
| --- | --- | --- |
| **Figure 8. Secondary completion rates in Masbate and Northern Samar were above targets in 2016-17** | | |
|  |  | |
| **MASBATE** |  | **NORTHERN SAMAR\*** | |
|  |  |  | |
|  |  |  | |
| ***Source:* DepEd, Northern Samar and Masbate Divisions**  **\* 2011-12 secondary completion rates for Northern Samar are not available.** | | |

**Transition Rates:As shown in Figure 9, transition rates to secondary school were similar in Northern Samar and Masbate between 2012-13 and 2016-17. In Masbate, the transition rate increased marginally between 2012-13 and 2016-17 for both girls and boys, from 96.3% to 97.1% and 92.4% to 93.7%, respectively. In Northern Samar, there was a 2.7pp increase in the transition rate for girls (95.4% in 2012-13 and 98.0% in 2016-17) and a 1.5pp increase in the transition rate for boys (93.0% in 2012-13 and 94.5% in 2016-17). With regards to the project’s transition rate targets, only the target for girls in Northern Samar was realized. However, the results for boys in Northern Samar and girls and boys in Masbate were close to targets.**

**It is important to note that these results are at the provincial level and represent all schools in Masbate and Northern Samar, while RAISE covered only 51 elementary schools and 20 secondary schools in these provinces. The proportion of elementary schools supported by RAISE was 4.1% (25 of 609 ES) in Masbate and 5.0% (26 of 521 ES) in Northern Samar. At the secondary level, RAISE covered 7.8% of high schools in Masbate (9 of 116 HS) and 14.3% (11 of 77 HS) in Northern Samar. Given the low saturation, the project’s ability to influence provincial level results was limited.**

|  |  |  |
| --- | --- | --- |
| **Figure 9. Secondary school transition rate targets were met only for females in Masbate by 2016-17** | | |
|  |  | |
| **MASBATE** |  | **NORTHERN SAMAR\*** | |
|  |  |  | |
|  |  |  | |
| ***Source:* DepEd, Northern Samar and Masbate Divisions**  **\* 2011-12 secondary transition rates for Northern Samar are not available.** | | |

**National Achievement Test Scores: Similar to completion and transition rates, baseline National Achievement Test (NAT) results and targets were based on provincial data. While NAT scores from RAISE schools feed into provincial averages, conclusions about their influence on aggregate results cannot be made. Moreover, only two consecutive years of NAT results were available at the time this report was written (2013-14 and 2014-15) and these years preceded the implementation of key RAISE interventions such as the reading program.**[[33]](#footnote-33) **That said, based on 2014-15 results, none of the targets on mean percentage scores (MPS) on NAT were met, either at the provincial level or at RAISE-supported schools.**

**More than half of project-supported elementary schools and just over one-third of secondary schools saw increases in their NAT results between 2013-14 and 2014-15. On average, however, NAT results at RAISE-supported schools decreased from 2013-14 to 2014-15, except at the elementary level in Masbate where it increased slightly from 68.6% to 69.4% (see Figure 10). The largest decline in NAT MPS was at the elementary level in Northern Samar, which saw an 11pp drop from 68.3% in 2013-14 to 57.3% in 2014-15. Only NAT MPS at RAISE-supported elementary schools in Northern Samar were higher than the provincial average of 51.1% in 2014-15. At the secondary level, NAT MPS for RAISE-supported schools declined by 2.5pp in Masbate (38.6% to 36.1%) and 7.3pp in Northern Samar (42.2% to 34.8%) from 2013-14 to 2014-15.**

|  |  |
| --- | --- |
| **Figure 10. Mean percentage NAT scores\* at RAISE schools decreased from 2013-14 to 2014-15, except at the elementary level in Masbate** | |
|  |  |
| **ELEMENTARY SCHOOL** | **SECONDARY SCHOOL** |
|  |  |
| ***Source:* DepEd, Northern Samar and Masbate Divisions**  **\* The error bars represent standard deviations in NAT MPS.** |  |

**The sub-sections that follow discuss the effectiveness of specific RAISE-supported interventions at the school level that were intended to contribute to the above results — specifically:**

* **MISOSA & OHSP**
* **Reading program, including gender equality trainings for teachers and school heads**
* **SII-DORP**
* **School Governing Councils**

**MISOSA & OHSP**

**MISOSA and OHSP are alternative delivery models of education developed by DepEd. Launched over a decade ago, less than 1% of the country’s 46,663 elementary and secondary schools implement the models.**[[34]](#footnote-34) **To demonstrate the effectiveness of models in supporting needs of children/youth at risk of dropping out, the RAISE project supported the piloting of MISOSA and OHSP in a total of eight schools in Masbate and Northern Samar as an intervention to reduce dropout incidence. MISOSA was piloted by RAISE in four elementary schools characterized by large class sizes and/or high absenteeism (3 in Masbate and 1 in Northern Samar). OHSP, which uses distance learning and addresses the learning needs of youth who cannot join regular classes due to justifiable reasons (e.g., illness, part-time employment or seasonal work, distance from home to school), was piloted in four secondary schools (2 in Masbate and 2 in Northern Samar).**

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| **Figure 11. Five of seven ADM pilot schools\* achieved a dropout rate of zero in SY2016-17** |
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| ***Source:* Project-supported school records**  **\* As of SY2016-17,** Arriesgado-Sevilleno High School, the eighth pilot ADM school, had not yet implemented OHSP. |

Main Results & Effectiveness: **Seven of the eight pilot schools**[[35]](#footnote-35) **had rolled out ADMs by the 2016-17 school year, and 268 learners (131F:137M) were enrolled in MISOSA or OHSP at RAISE-supported schools between 2014-15 and 2016-17.**[[36]](#footnote-36) **Sixty more learners were enrolled in MISOSA at pilot schools than targeted — 160 (71F:89M) versus 100 (40F:60M). OHSP pilot schools enrolled 108 learners (60F:48M), which is fewer than targeted due to various reasons, including the initial delays in implementation in three of the four pilot schools, challenges in operationalizing the program and the lower then expected number of eligible youth as per their ILRT results. Further, some OHSP learners were able to enroll in regular classes by their second year.**

**As shown in Figure 11, five of the seven implementing ADM pilot schools achieved a zero-dropout rate by 2016-17. School heads interviewed as part of the qualitative research attributed the realization of a zero-dropout rate to the implementation of MISOSA or OHSP. The two ADM pilot schools not yet achieving a zero-dropout rate are both high schools and in Northern Samar — Catubig Valley and Washington National High Schools (NHS). Catubig Valley NHS had a dropout rate of 0.2% in 2016-17 but started from a higher rate relative to other pilot schools (5.3% in 2013-14). Washington NHS saw a decrease in its total dropout rate from 2.6% in 2013-14 to 1.8% in 2016-17.**

**Teachers interviewed as part of the qualitative research also indicated increased grade-level promotion rates in their schools. Table 6 presents the status of MISOSA and OHSP learners in 2016-17. Among MISOSA pupils, 88.4% of females and 83.1% of males had been promoted to the next grade level or graduated in the previous school year. The proportion of OHSP learners who were promoted or graduated as of 2016-17 was 38.6% for females and 63.4% for males. About two in five OHSP learners were enrolled only as of 2016-17 or discontinued the**

“Because of MISOSA, our school achieved zero dropout rate this school year. But more than that, MISOSA has saved a lot of our children …” – Sylvia, School Principal and MISOSA Implementer, Northern Samar

**program. According to the OHSP Coordinator at Catubig Valley NHS, which accounted for about three-quarters of students who did not continue with OHSP, some students enrolled in OHSP eventually decide to return to formal school so that they may re-join school-based activities. It is important to note that OHSP allows flexibility in completion, allowing enrollees a maximum of six years to finish the program — meaning that students may fast track or slow down, depending on their circumstances.**

“Had it not been because of OHSP, I never thought I still have a chance to go to high school. There are times I have to take my children along with me while attending sessions with my teacher. It’s not possible in formal school. Before, as a mother, my dreams are only for my children. OHSP made me dream again” — Joselyn, 19, a young mother of three children and OHSP student, Northern Samar

**Interviews conducted with both male and female learners indicated that MISOSA and OHSP have helped them to better manage their time and focus on learning despite not being able to attend school regularly — which serves to motivate them to complete schooling or to advance to the next grade. Some learners indicated that they are motivated to come back to school after a long absence because they can keep up with the school work due to the self-study they do while absent using SIMs.**

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| **Table 6. Percentage of female and male pupils/students enrolled in RAISE pilot ADM schools in 2016-17 by status1** | | | | | | |
| **Status in SY2016-17**  **(% of enrollees)** | **MISOSA** | | | **OHSP** | | |
| **Female** | **Male** | **Total** | **Female** | **Male** | **Total** |
| **Graduated** | **14.5%** | **9.0%** | **11.4%** | **0.0%** | **0.0%** | **0.0%** |
| **Promoted to next grade level** | **73.9%** | **74.2%** | **74.1%** | **38.6%** | **63.4%** | **50.6%** |
| **Currently attending (i.e., newly enrolled)** | **10.1%** | **11.2%** | **10.8%** | **27.3%** | **14.6%** | **21.2%** |
| **Currently attending but retained to same grade** | **1.4%** | **2.2%** | **1.9%** | **0.0%** | **0.0%** | **0.0%** |
| **Temporarily stopped2** | **0.0%** | **0.0%** | **0.0%** | **15.9%** | **0.0%** | **8.2%** |
| **Did not continue2** | **0.0%** | **3.4%** | **1.9%** | **18.2%** | **22.0%** | **20.0%** |
| ***Source:* RAISE MIS**  ***Notes:***   1. **Excludes 23 OHSP students from Milagros National High School (Masbate) who enrolled in 2014-15 but whose status in 2016-17 was not available.** 2. **Students may continue within six years of enrolling, so temporarily stopping or discontinuing the program does not necessarily imply a full stop.** | | | | | | |

**MISOSA and OHSP have, in practice, also shown to be a flexible learning approach that can be contextualized to the needs of a school and that of its P/SARDOs. Teachers interviewed by the QRT indicated that MISOSA is applied on a temporary basis to catch up on absences and/or on a regular basis depending on the needs of the learner. At the pilot schools, MISOSA was applied to manage large class sizes in schools. It was also administered to learners who face absenteeism due to illness or due to the need to assist in domestic work or labour (including seasonal work such as harvesting/planting or fishing). For example, refer to Box 1 for Niko’s story, a MISOSA learner who must balance studies with farm work to support his family. At Alas Elementary School, learners attended school once a week while they engaged in seasonal work. Similarly, students in Cervantes Elementary School inform their advisors and the school’s MISOSA Coordinator when they must work and are given modules, which they must complete ahead of returning to their classes.**

**KIIs with teachers and school heads indicated that there are more absences among boys than girls because more boys show a lack of interest in studying than girls, and if illness occurs, boys are more likely to take longer absences than girls. Feedback from teachers indicated that absent boys who state illness as a reason may be referring to fatigue due to fishing and farm work. This is consistent with feedback from male MISOSA pupils participating in the FGD who mentioned not “feeling well” after fishing and, therefore, taking absences from school. OHSP has also been applied in similar contexts where secondary students face regular attendance issues for reasons such as participation in labour work of the family, childrearing and assistance in domestic chores. It is also delivered to students who have given up on formal schools and those who experience early marriage and/or teenage pregnancy.**

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| **Box 1. A mother’s wish** | |
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| *“Wake up, wake up children, today you will not go to school. Instead, you will come with me to the farm so we can get something to sell to buy food.”*  This was the everyday routine of Virginia Mercado, a native of Catarman, Northern Samar. At age 51, she still cares for the youngest five of her twelve children.  For 20 years the family lived in Manila, where they were informal settlers and children were all out of school. Virginia worked double time as a laundry woman to support her family’s needs, while her abusive husband seldom provided for the family. When she contracted tuberculosis, she made the decision to return to Northern Samar with her five young children who were still with her.  When the family finally returned to Northern Samar their life was only marginally easier and they continued to work hard to survive. Virginia’s dream for her younger children is for them to finish school, to find good jobs, and to secure better lives.  Niko, the eldest of the five children at home was in the 6th grade when he enrolled in MISOSA. He was often absent from school helping his mother work on the farm, which affected Niko’s normally good school performance. His mother used to worry that Niko might not be able to finish elementary schooling.  Virginia says, *“I prayed for a miracle, prayed that Niko and his brothers finish school. One day, Niko told me that he enrolled in the MISOSA program that requires him to report to school every Monday and Friday, but still allows him to learn the same lessons and finish school as in regular classes. I cried and thanked God* | *for answering my prayers. I felt so happy and [due] to my excitement I immediately went to [the] school and asked Mrs. Banga, the school principal if it is true. I cried in front of her and thanked her for this great opportunity. Now, I am assured that my son will be able to continue schooling and will not drop out. Niko is my only support in providing for our needs, but it is his dream to continue his studies,”* she explained.  Being enrolled in the MISOSA program worked best for Niko and his mother because it allowed him to help with farming while continuing to go to school, completing modules and consulting with his teachers twice a week. Niko graduated from elementary school in March 2016 and transitioned t0 secondary school. He successfully completed Grade 7 and is now enrolled in Grade 8 in the regular program as the secondary school closest to his home did not have OHSP. He continues to find it challenging to balance his work at home with his studies. However, Niko’s secondary school attended the RAISE-supported training on ADMs in September 2017, during which teachers learned how to implement OHSP. The school has now submitted their request to the Department of Education to implement OHSP and will soon be able to offer ADM for youth such as Niko. ♦  IMG_20151205_120922.jpg |

**Students interviewed expressed a high level of satisfaction with the support they receive from their teachers and on the ability to independently follow the modules. Amongst male OHSP students interviewed, there is, however, a perception that girls have more time to do self-study as girls are more likely to stay at home to take care of children and engage in domestic chores, while boys take up labour work in the fields or go fishing for most of the day. Feedback from both male and female students also indicated a culture where girls are expected to stay at home while boys can go out at any time of the day to spend time with friends. This was seen to affect boys’ motivation to spend sufficient time for self-study and that there is some supervision of girl’s activities at home by parents. Teachers interviewed also indicated that, based on observation, girls are more independent learners than boys. This belief appears to be based more on socialized roles than actual evidence.**

**Though ADM is best suited for independent learners as it requires self-study, interviews with teachers and school heads highlighted that, in practice, teachers engage non-independent learners in MISOSA/OHSP to encourage them to stay in formal school and to motivate them to catch up and become independent learners over time. Teachers support non-independent learners through home visitations, one-on-one tutorials during break time and reading support. This is primarily done at lower grade levels. Para-teachers are also used, where available, to support non-independent learners.**

**Further, according to school heads, some schools have successfully re-integrated OOSCY by providing the option of flexible learning. Teachers also stated that MISOSA has the unintended benefit of motivating parents to send their children back to regular school and improve their children’s attendance. This is partly because MISOSA requires students to learn at home with support from parents/adults, which some parents find to be too burdensome or challenging due to limited literacy among parents, their limited familiarity with the SIM and lack of time to supervise home study.**

While MISOSA and OHSP have been shown to be effective in addressing the needs of P/SARDOs at the ADM pilot schools, the approaches ran into some challenges at the early stages of implementation. During the FGDs, school heads/teachers identified the following challenges, as well as emerging good practices:

* *Apprehension from parents and students to enrol in MISOSA/OHSP:*  Parents and students were initially concerned that participating in MISOSA/OHSP would mean the removal of the student from formal schooling. This was particularly concerning to parents as eligibility to receive cash assistance through the government’s 4Ps requires school going-age children in the family to be in school. Teachers, therefore, had to confirm that MISOSA/OHSP has no implication on the enrolment status of the student at school. During the FGDs, teachers stated they were able to assure and demonstrate to parents that MISOSA/OHSP will not affect the teachers’ reporting to the DSWD officer every semester on the child’s enrolment status at the school, which is the information DSWD relies on, to release the cash assistance to 4Ps families.
* *Apprehension amongst teachers on their role and implications of ADM implementation at the school:* Teachers themselves had initial apprehensions about ADMs due to their limited familiarization with the MISOSA/OHSP modules, as well as the perception that MISOSA/OHSP will involve additional roles of teaching and not having clarity on how to assess students. This was addressed through several steps. For one, school level sessions for teachers by the MISOSA/OHSP focal point and school head to familiarize them on the modules and reiterate that the modules are closely aligned to the regular curriculum and contents, with the only difference being that the modules are easier to follow as they are designed as self-instructional material. According to teachers, this helps to build teachers confidence to use the modules. Second, to address the issue of timing, teachers were informed that MISOSA/OHSP tasks can be managed within regular teaching schedules. Some teachers stated that they conduct MISOSA/OHSP sessions for students during the remedial time while other teachers spend time with MISOSA/OHSP students during class hours and/or during free periods. In some cases, when teachers work outside of school hours, school principals arranged for those teachers to be given services credits. Finally, regarding assessment methodology, teachers were informed that the same class tests are administered to MISOSA/OHSP students who are required to attend periodical examinations at the school. Sensitizing teachers on the issues facing P/SARDOs and teacher/staff appraisal processes can further improve teachers’ interest in MISOSA/OHSP.
* *Ensuring that ADM is utilized only by those learners who have a valid need for it:*  Not ‘overselling’ ADM is another potential challenge or concern raised by schools planning to implement OHSP. Feedback from school heads and teachers from the pilot schools indicated that during advocacy of MISOSA/OHSP, parents and students may opt for the FLO simply for convenience and without a valid need for it. School heads and teachers noted that this can be avoided by verifying the information collected from the FICS tool through home visits or parent meetings to ensure that there is reasonable cause for administering MISOSA/OHSP to the student. This can also be addressed during community meetings where the intent and target beneficiaries of MISOSA/OHSP are emphasized. At one ADM pilot school in Northern Samar, OHSP students dropped from 17 in 2015-16 to 5 in 2016-17. According to the OHSP Coordinator and YPE Advisor at this school, some students enrolled in OHSP eventually decided to return to formal school so that they may join more school-based activities. These students were drawn to OHSP because it is modular and allows more flexibility than formal school. Better targeting of at-risk students over time has been a key reason behind the decline in OHSP enrolment at this school. Other enrolled students who are inactive may have just slowed down their pace, which is allowed as for as long as agreed with teachers.
* *Financial constraints to produce the SIM and cover costs of a para teacher over the longer term:* Some school heads and the respective MISOSA/OHSP coordinator have attended municipal sessions and secured resources from MLGU’s Special Education Fund to cover costs of producing the SIM materials. The financial constraints to cover costs of a para teacher over the longer term, beyond the RAISE project life time, for the school administering MISOSA was also identified as a concern. The MISOSA focal point at one school has requested the DepEd for an additional teacher while at the same time the school is lobbying with BLGU to partially cover the para teacher’s fees, for which the BLGU has responded positively.
* *P/SARDOs eligibility for MISOSA/OHSP as majority are not independent learners:* MISOSA/OHSP requires the students to be independent learners so that they can conduct self-study at home. However, the majority of P/SARDOs are not independent leaners due to their frequent absenteeism. In some cases, teachers stated that they administer MISOSA/OHSP even if the student is not an independent learner, to give them the opportunity to remain in school, to motivate them and to eventually help them become independent learners. Some teachers mentioned spending extra time with students to help them catch up while in other cases, teachers encourage parents and their elder siblings to help them study at home. In many MISOSA schools, it is administered on a temporary or seasonal basis, so teachers manage the additional time to help students catch up even if they are not independent learners. Teachers and school heads also stated that the reading program supported by the RAISE project will help them in the future to address the issue as the reading enhancement program targets non-readers and slow readers.
* *Students do not meet the agreed schedule of school visit:*  Some teachers mentioned that some of the MISOSA/OHSP students fall behind the planned schedule as they do not come to school at the designated time. During the FGDs, teachers stated that students do not meet the schedule due to time management at home/labour requirements at the farm and/or due to lack of interest in studying. Monitoring of the MISOSA/OHSP is key to addressing this issue and can be done by inquiring with the parent over the phone or doing home visits. For this reason, teachers stated that integrating their MISOSA/OHSP tasks to the formal schools scheduling is important. Other teachers stated that during the student’s visit to the school, teachers not only focus on administering the SIM to the student but, in addition, spend time with them to provide counselling and moral support which motivates the student to show interest in studying and proved to be effective in ensuring that students adhere to the schedule. In some schools, the school head coordinates with BLGU and utilizes Barangay Tanod to monitor absenteeism, including non-attendance of MISOSA/OHSP students to the school.
* *Transition of MISOSA students to secondary school:*Teachers administering MISOSA highlighted that there are currently limited opportunities for MISOSA students to enrol in OHSP when they graduate from elementary school as nearby secondary schools do not offer OHSP. The school head at one of the RAISE ADM pilot schools noted that she has mobilized the support of the BLGU to conduct a workshop for schools in the barangay on ADM for which she would act as a free resource person.

Project Activities: **RAISE contributed to the achievement of the above noted results through support for trainings, learning visits and material provisions to the pilot schools. In 2014, 64 school heads and teachers in Masbate (47F:17M) and 35 school heads and teachers in Northern Samar (26F:9M) were trained on MISOA and OHSP. This was followed in 2015 with training on the utilization of instructional materials for 77 ADM implementers (63F:14M) in the two provinces. Exposure visits and module reviews were also supported for pilot schools to learn from the experience of schools that have implemented the ADMs outside of the provinces of Masbate and Northern Samar. Besides training, pilot ADM schools were provided with SIMs. In addition, to support the replication of ADM in other schools, RAISE supported ADM training of 186 elementary and secondary school teachers (120F:66M) from 54 additional RAISE and non-RAISE schools (29 elementary and 25 secondary) during the project’s extension period. This training was delivered by the ADM implementers of the RAISE pilot schools, who are now recognized as part of DepEd’s pool of trainers of ADM in both divisions.**

**RAISE also supported efforts to bring ADM modules in line with the new K-12 curriculum rolled out by DepEd starting in 2013-14. This new curriculum differed in scope and some content areas from the basic education curriculum on which ADMs were based. RAISE supported the exercise to align MISOSA and OHSP modules to the new curriculum. A total of 34 module reviewers (18F:16M), including from DepEd Region VIII, participated in the workshop to review and revise MISOSA modules for grades 4-6. The OHSP module review process was led by the DepEd CLMD-Region V and included 55 secondary teachers, school heads and district/divisional education officials (34F:21M). The RAISE project’s involvement in the process supported the integration of gender messages in the curriculum content, including a revision of illustrations to present more gender equal roles and highlighting the shared role of girls and boys, men and women in household responsibilities. RAISE pilot ADM schools were provided with printed revised modules, and Regional DepEd offices were given additional copies to distribute to those schools who have submitted letters of intent to implement MISOSA. Revised OHSP modules are currently being used by RAISE and non-RAISE schools in Region V, as well as other regions.**

**A key challenge in the implementation of ADM was lack of operational guidelines on its implementation. To partly address this, RAISE also supported the development of MISOSA and OHSP manuals to guide schools in implementing the ADMs. The manuals contain a step-by-step guide as well as best practices and lessons learned from pilot schools. These manuals were shared with all pilot schools, other schools in the provinces and regional and national participants in RAISE-supported advocacy events. Finally, to draw attention to the success of ADM in addressing dropout in pilot schools and advocate for its sustainability and replication outside of the pilot schools, RAISE also supported provincial and national knowledge dissemination events. These events focused on sharing experiences, lessons learned and best practices in RAISE in rolling out the ADM and effectively reducing dropout in pilot schools.**

Sustainability: MISOSA/OHSP in the pilot schools has demonstrated strong potential for sustainability given the clear results achieved such as zero drop-out rates due to implementation and due to the commitment from school management and teachers to the intervention. Interviews with school heads indicated that the schools have integrated MISOSA/OHSP interventions in their School Improvement Plans (SIP), which were pending approval from DepEd at the time this evaluation was conducted. With accumulated experience, the ADM activities can be readily replicated provided the training content/methodology is strengthened and are tied to advocacy, the roll-out processes are structured and simplified and if the revised ADM modules are reproduced sufficiently and disseminated. The pilot schools serve as a resource base for promoting replication and mentoring new schools. Feedback from school heads indicated that teachers who transfer from the pilot schools can also be tapped to initiate ADM in the new schools.

The *Open High School System Act* was signed into law in 2015, encouraging schools to implement OHSP to especially serve marginalized youth. Interest in MISOSA and OHSP has further peaked since the successes of the RAISE pilot schools. DepEd in Northern Samar has issued a memo recognizing RAISE supported pilot schools as ADM learning centres. As such, they are encouraged to sustain initiatives and to continually document experiences for sharing to other schools. As learning centres, they are authorized to host learning visits and to encourage other schools, districts and divisions to expand ADM. This recognition from DepEd acts as a commitment to support ADM in these schools and other schools beyond the lifetime of the RAISE project. Efforts to secure a similar memo for Masbate were ongoing at the time of this evaluation. Further, the 2017 Flexible Learning Strategies National Conference organized by DepEd and Plan Philippines, will potentially lead to the replication of MISOSA/OHSP beyond RAISE-targeted provinces. The contribution of the RAISE project on module alignment with the K-12 curriculum may also potentially encourage more schools to implement ADM.

Indeed, other schools have requested more information and support for the implementation of the innovation in their schools. In response, the project supported the training of school heads and teachers from an additional 54 elementary and secondary schools in Masbate and Northern Samar during its extension period, and also developed a number of knowledge products to address the dearth of materials to guide schools on how to implement MISOSA and OHSP — including user-friendly step-by-step guides for schools to implement ADM and an easy to understand guide which discusses common myths surrounding ADM. The training was part of the project’s thrust to support DepEd to expand the implementation of the ADM and was led by DepEd and partner division offices. Trainers were teachers from the RAISE pilot schools and were since then recognized by DepEd division offices as part of the official division pool of trainers for the ADM. RAISE staff also conducted an ADM orientation for 62 Plan staff (22M:40F) from Eastern Samar, Western Samar, Northern Samar and Mindoro provinces, to share lessons learned in RAISE and facilitate continued support and advocacy for ADM replication beyond the project.

**Reading Enhancement Program & GE Training for Teachers**

Main Results & Effectiveness: **The RAISE project supported the implementation of the reading enhancement program for students at 51 partner elementary schools. The reading assistance involves reading sessions at school in English and Filipino language and is targeted to non-readers and readers with frustration reading levels. In some schools the reading time is facilitated during free time/recess, during synchronized reading time and after school sessions. Some schools have a dedicated reading teacher who does one-on-one sessions, while in other schools the class teachers provide guidance or facilitate peer-reading. The target readers are identified using the assessment tool, Phil-IRI and pre-and post-tests are conducted to determine progress. Table 7 describes the types of reading interventions being delivered at a sample of project-targeted elementary schools.**

“Before I can only read A, B, C but now I can read and understand phrases and sentences.” — Vince, 8 years old, a Grade 3 pupil of Dale Elementary

**Direct observation in schools by the QRT indicated that almost all trained teachers have established reading corners in their classrooms, using the materials developed and reading materials provided by Plan. According to school heads and teachers interviewed, because of the reading program, they have been able to reduce the number of non-readers and frustrated level readers. Teachers stated that improved reading has contributed to better comprehension skills and improved school performance amongst target students. According to teachers in MISOSA pilot schools, the reading program complements implementation of MISOSA as it prepares students to become independent learners and transition to flexible learning should the need arise. Interviews with both male and female pupils indicated that they were satisfied with the reading assistance, that they have made progress on reading and have acquired an interest in books, due to the intervention.**

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| **Table 7. Percentage of RAISE-supported elementary schools\* with reading interventions by type** | | | |
|  | **Masbate** | **Northern Samar** | **Total** |
| **Organized functional reading corner/area** | **83.3%** | **100%** | **92.9%** |
| **Pair reading / Team reading** | **66.7%** | **87.5%** | **78.6%** |
| **Remedial reading instructions (20 min. daily)** | **66.7%** | **75.0%** | **71.4%** |
| **Drop Everything and Read (DEAR)** | **66.7%** | **75.0%** | **71.4%** |
| **Special reading program for slow/non-reader** | **50.0%** | **87.5%** | **71.4%** |
| **Peer Teaching/Reading** | **50.0%** | **87.5%** | **71.4%** |
| **Differentiated reading activities** | **66.7%** | **62.5%** | **64.3%** |
| **Little teacher** | **50.0%** | **75.0%** | **64.3%** |
| **Child-to-child approach** | **33.3%** | **75.0%** | **57.1%** |
| **A Story a Week / A Word A Day** | **50.0%** | **37.5%** | **42.9%** |
| **Pull-out system** | **50.0%** | **37.5%** | **42.9%** |
| **Use of multi-media presentations** | **33.3%** | **37.5%** | **35.7%** |
| **Monthly/weekly literacy competition** | **33.3%** | **12.5%** | **21.4%** |
| ***Source:* RAISE MIS**  **\* Based on 14 project-supported elementary schools, representing all targeted municipalities.** | | | |

**The RAISE project integrated a gender equality orientation in the reading enhancement TOT and roll out trainings, which included practical strategies for breaking down gender stereotypes in the classroom and through the development of materials that respond to gender bias. RAISE CDFs facilitated follow up GE dialogues on an on-going basis with teachers during their monitoring visits to the school, in a less formal manner. According to teachers interviewed by the QRT, the gender equality discussions were useful as it helped them to be mindful of gender stereotypes when developing the reading materials. The endline teacher survey/observation shows that *69.9% of teachers have applied at least three strategies to address gender equality issues in classrooms of targeted schools. Though this is higher than the 58.7% of teachers seen at baseline, it is below the target of 80.0%,* as shown in Figure 12.**

“We got used to having reading materials that highlights male accomplishments and downplays girls’, now we know that not everything that we get used to is correct.” — Annie, 50, Teacher

**It should be noted that the endline teacher survey/observation was conducted in January 2017, less than two months after the reading enhancement training TOT concluded and before the**

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| **Figure 12. Proportionally more teachers were applying strategies to address gender equality issues in the classroom at endline than at baseline, but the target of 80% was not met** |
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| ***Source:* RAISE Teacher Knowledge and Application Survey**  ***Note:* 1. Trained in the 12 months prior to the survey.**  **\*\*\* p<0.01 (significantly different at 99%), \*\* p<0.05 (significantly different at 95%), \*p<0.1 (significantly different at 90%).** |

**rollout wrapped up in March 2017.**[[37]](#footnote-37) **About 1 in 5 teachers participating in the endline survey/observation (53 in total) said they received reading enhancement training and, hence the session on GE. Among these teachers, 79.2% scored at least 70% on the measure of their application of strategies to address GE issues in their classrooms. As well, a greater proportion of teachers directly trained in any area within the 12 months prior to the survey (70.5%) and teachers who participated in the reading enhancement training (79.2%), which included an orientation session on gender equality, scored higher than non-trained teachers (61.9%) and teachers who did not take part in the reading enhancement training (68.0%). These results are, however, not statistically significant as the sample for the endline teacher survey/observation was not drawn to be representative based on participation in various types of training (see Table 2 in Annex I for details).** In other words, while the data suggests that there might be a difference in trained teachers’ use of good GE practices in classrooms versus teachers who have not been trained, it is not conclusive. There is, however, evidence that teachers’ application of strategies to address GE issues differs between the elementary level (78.4%) and **secondary level (58.6%) at endline (p-value < 0.01).** This result is not unexpected as there were more entry points in the project for training or awareness-raising on GE among elementary teachers relative to secondary teachers.

**The qualitative research conducted by TANGO finds that the gender integration to the reading program was most effective among the gender trainings and sessions supported by the RAISE project, as teachers were able to explain simple and practical application techniques in the classroom such as discussing that both boys and girls should engage equally in taking part in chores in the classroom such as sweeping, integrated seating arrangements for boys, classroom discussions on career aspirations where teachers are mindful not to encourage stereotypes and to avoid gender-based stereotyping while developing reading materials and teaching aids.** **According to the qualitative research findings, several factors contributed to the effectiveness of the gender training approach for the reading program, including the following:**

* **The gender topics were focused (on gender stereotyping).**
* **The gender topics were delivered in a practical manner with practical actions that teachers can readily apply in the classroom.**
* **The messaging on avoiding gender stereotyping was very clearly explained, with examples.**
* **The gender session was given equal emphasis in the TOT and in the roll-out.**
* **The formal gender sessions in the TOT and roll-out trainings were complemented with follow up discussions by the CDF, which helped to reinforce key messages.**

**The QRT led by TANGO concluded that the TOT was designed appropriately and that the roll-out plans developed as part of the TOT were clear. Teachers interviewed for the qualitative component of the endline research indicated that the TOT and the roll-out trainings were beneficial and that they learned new techniques for providing reading assistance, such as reading by sounds and new skills to guide beginning readers, to assign the appropriate reading materials to students based on their reading ability and on developing gender-responsive reading materials.**

Project activities: **RAISE’s support for an enhanced reading program began in July 2015 when the project, in collaboration with DepEd, initiated and facilitated a consultative meeting, bringing together 48 elementary level public school heads and principals from Northern Samar and Masbate. The meeting emphasized the need to deal with the learning needs of PARDOs and combat functional illiteracy by developing effective and efficient reading programs in schools that take into consideration the children’s social, cultural and economic contexts. At the end of the workshop, the participating schools developed reading program intervention plans for their Divisions or Districts. These plans contained specific activities, schedules, persons in charge, and monitoring schemes aimed at enhancing the reading programs of participating schools.**

**In 2016, DepEd and the RAISE project organized TOTs for 148 elementary teachers and school heads in target schools (123F:25M). The training involved enhancing teachers’ knowledge on conducting reading assessments using the DepEd tool Phil-IRI, on facilitating reading for non-readers and frustrated readers with beginner level support such as using phonic rules and on developing appropriate reading materials for different reader levels. After the training, the trained teachers and assigned reading coordinator or advisor of the school, with the assistance of the school head and CDF who also took part in the TOT, led the roll out of the training to all teachers in the target schools. The roll-out training by TOT participants were conducted through a one-day training in a cluster approach where two or three nearby schools jointly coordinated and implemented the roll-out training on the conduct of the reading enhancement program. A total of 486 elementary school teachers/school heads (380F:106M) participated in the roll-out training on the reading program. The training was complemented by school-based weekly sessions where teachers engaged in collaborative learning, identified opportunities for the application of reading strategies in the classroom and jointly addressed challenges. Plan, through RAISE, also provided partner schools with reading materials such as books suitable for different reading levels and materials such as paper and stationary for teachers to develop reading materials.**

Sustainability: The reading program has potential for continuity as there is a pool of trainers who can train and support teachers, a system to reproduce new reading material and the reading sessions can be easily integrated into classroom activities and recess time according to teachers. Teachers have been equipped with the skills to continue producing new reading material, which they can rotate between teachers, while target schools have also trainers who took part in the ToT, who are equipped to conduct future trainings for teachers. The QRT notes that the rotation system can be cluster-based from school to school. As for the additional time required by teachers to dedicate for the initiative, teachers appear to be willing to continue as this helps them to overcome challenges in teaching. Feedback from teachers indicated that peer-led reading support is effective for teachers’ time management. Interviews with school heads, the reading coordinators and teachers indicated that they will continue to be motivated to implement the reading enhancement program as it would help them to achieve educational targets such as zero-non-reader target, zero drop-out rate and improved scores in national achievement tests and rankings for the school. The QRT finds that the sustainability of the program depends on improved monitoring of the reading program and recognition of schools that implement the program, as this is a mandatory program schools are supposed to implement as part of a DepEd order. Feedback from school heads indicated that reading program monitoring can be linked up to the pre-and post-tests conducted annually for DepEd as it is the same tool that is being used for both activities. Schools which are implementing separate one-on-one reading sessions in addition to the classroom hours may not be able to sustain them in the future, depending on availability of teachers’ time.

The division-wide reading conferences supported by RAISE became a venue for the different government and non-government institutions to pledge their support for the reading program. Government officials encouraged principals to visit their offices to discuss school needs, such as training or material support. In Mandaon, the barangay official of Alas committed to establishing a reading space in the barangay center. The Barangay Chair collected books and scheduled reading programs for community children and youth, which are now well underway. The **Masbate Division Office has an on-going evaluation of the 25 RAISE schools to assess the effectiveness of the reading program. The Division will use evidence from this evaluation to support the replication of the reading program across the province.**

**SII-DORP**

Main Results & Effectiveness: Funds to support school-initiated dropout reduction initiatives were redirected from the discontinued school assistance grants in 2016-17. The RAISE project provided materials to support the implementation of school-initiated interventions (SIIs) to reduce dropouts at 20 secondary schools in Masbate and Northern Samar. Proposals were encouraged to integrate gender considerations and identify opportunities for income generation for students, where possible. Some schools are setting up canteens where fresh produce will be grown in school gardens, and food will be sold in the school, with part of the profits being used to support SARDOs by providing a monthly stipend for basic school needs. In other canteen/food processing initiatives, SARDOs will have the opportunity to work part-time at the canteens to earn wages, while other youth at the school would benefit from a feeding program and the use of the facility as a learning venue for students enrolled in the technical-vocational-livelihood track. Two schools have initiatives to transport SARDOs who are unable to attend school regularly due to distance from school using a ‘taxi motorcycle’. This initiative will also provide transportation services to non-SARDOs for payment, enabling the tricycle to generate funds for the school and for support to SARDOs. Other SIIs relate to computer and printing services. ***Sixteen of the 20 secondary schools with approved SII proposals were assessed to be on track to implementing their plans. This is above the target of 14 schools.*** **Box 2** highlights the experience of Galutan National High School in implementing its SII. Once fully implemented, the 709 students (233F:476M) assessed to be SARDOs at the 20 RAISE-supported secondary schools in 2017-18, together with the 15,048 additional students (7,936F: 7,112M) that make up the broader population of these schools, will benefit, either directly or indirectly. The effectiveness of SIIs in improving the school retention of SARDOs is too early to assess, as most initiatives became operational only in SY2017-18 due to delays with procurement of equipment and supplies.

Project Activities: Besides the provision of materials for the SIIs, with the assistance of DepEd, the RAISE project delivered trainings and workshops for a total of 277 participants (177F:100M), including secondary teachers/school heads and SII coordinators, on the operation, management and monitoring of dropout reduction initiatives. Schools were trained on financial management to support their careful stewardship of funds throughout implementation. The workshops also included guidance on how to craft monitoring tools, how to sustain the program and how the program can best support SARDOs.

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| **Box 2. Galutan National High School – “School inside a canteen”** | |
|  |  |
| Galutan National High School is a public secondary school in Catarman, Northern Samar that has historically underperformed on key education indicators. According to the school, the retention rate was 86.5% in 2015-16, compared to a provincial average of 89.8%. Many students of Galutan come from low income households in remote communities. Poor health of learners and early marriage, especially among girls, are other reasons identified by the school as reasons leading students to drop out. At the start of the 2017-18 school year, 46 students (7F:39M) were assessed to be at risk of dropping out.  To address the dropout problem at the school, Galutan’s school management and governing council (SGC) developed a proposal for a school canteen where students at risk of dropping out (SARDOs) could work on a part-time basis during their free time to earn money. The canteen project has an estimated set up cost of 104,520 pesos (US$2,000). The primary objective of the initiative is to achieve a zero-dropout rate, by enabling SARDOs to earn income, improve their nutritional and health status, build financial literacy skills and address behavioural issues. It is also intended to serve as a learning venue for the senior high students who are enrolled in the entrepreneurship course, and junior students studying under the technical-vocational-livelihood track.  In July 2016, the RAISE project supported the school’s management and SGC to conduct a consultative meeting to discuss plans for the school canteen. Following the approval of the school’s SII proposal, RAISE procured equipment, including an oven, stove, pots and | pans and furniture and provided 10,000 pesos (~US$200) towards food supplies. Teachers at Galutan demonstrated their commitment to the initiative by each contributing 500 pesos (~US$10) in starting capital, which will be paid back gradually once the canteen generates sufficient profit. The school’s maintenance and other operating expenses allocation was used to fund the construction of the canteen building, with the barangay local government providing construction materials.  By July 2017, Galutan had successfully operationalized its canteen, catering to its 932 enrolled students (497F:435M) and 32 teachers. The school’s canteen had an estimated income of 70,000 pesos (~US$1,400) and was able to support a feeding program for 187 students. In the 2017-18 school year, 65 students are using the canteen facilities to conduct their practicum on baking and cooking. The school is in the process of finalizing guidelines to utilize its canteen profits to support the education needs of SARDOs, such as transportation costs or school supplies. ♦  C:\Users\Nickson Gensis\Pictures\GALUTAN\Success Story\20170726_092857.jpg |

**School Governing Councils**

Main Results & Effectiveness: The RAISE project targeted the strengthening of Monitoring and Advocacy Groups (MAGs) in 51 elementary schools and 20 secondary schools to identify and monitor P/SARDOs and to advocate for and promote education. Trainings were held for 729 members (515F:214M) of 47 MAGs for elementary schools and 20 MAGs for secondary schools between November 2014 and October 2015. The 47 elementary school MAGs cover all 51 project-supported schools as four barangays have both primary schools (supporting just lower grades) and elementary schools (up to grade six) and decided to organize a combined MAG. After the training, each MAG was to develop an action plan to support monitoring of progress. FGDs with MAGs and KIIs with project staff conducted as part of an MTR of the project in 2016 found that many MAGs did not have an operational action plan. The MTR also concluded that MAG activities were led by individual members and were not well coordinated.[[38]](#footnote-38)

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| **Table 8. Aggregate weighted scores on functionality of school-based structures by province and year** | | | | | | | |
| **Domain** | **2014-15** | | | | **2016-17** | | |
| **Masbate** | **N. Samar** | **Total** | **Masbate** | | **N. Samar** | **Total** |
| 1. **Roles & Responsibilities**   **(well-defined & understood)** | **72.8%** | **61.1%** | **68.1%** | **61.6%** | | **66.7%** | **64.2%** |
| 1. **Participation** | **40.7%** | **29.6%** | **36.3%** | **38.4%** | | **47.1%** | **42.8%** |
| **Average number of times group met in past 6 months** | 1.3 | 0.9 | 1.2 | 1.2 | | 1.3 | 1.2 |
| **Average number of members attending group meetings** | N/A | N/A | N/A | 11 | | 11 | 11 |
| **Minutes taken** | 70.4% | 22.2% | 51.1% | 54.5% | | 70.6% | 62.7% |
| **Women’s participation** | 73.1% | 55.6% | 65.9% | 63.6% | | 87.3% | 75.6% |
| **Student participation** | 14.8% | 46.3% | 27.4% | 43.4% | | 49.0% | 46.3% |
| 1. **Resources** | **48.1%** | **22.2%** | **37.8%** | **35.4%** | | **28.4%** | **31.8%** |
| 1. **Linkages w/ other orgs.** | **39.5%** | **35.2%** | **37.8%** | **46.5%** | | **43.6%** | **45.0%** |
| 1. **Planning and Execution** | **32.1%** | **53.7%** | **40.7%** | **43.8%** | | **48.0%** | **46.0%** |
| **Action plan (% yes)** | 51.9% | 88.9% | 66.7% | 75.0% | | 85.3% | 80.3% |
| **Gender actions** | 25.0% | 26.9% | 25.8% | 46.7% | | 41.8% | 44.1% |
| **Progress on implementation** | 26.5% | 17.3% | 22.5% | 44.6% | | 33.7% | 38.9% |
| ***Source:* RAISE MIS** | | | | | | | |

Following the MTR, RAISE worked through existing structures within schools, particularly SGCs and PTAs, to do the work expected of MAGs, rather than pulling out individual members from SGCs/PTAs to form MAGs, given the confusion on roles. Yet a survey of existing SGCs/PTA members conducted in 2016-17 reveals that the effective functioning of monitoring groups continues to be a challenge (see **Table 8**). **Despite this, there have been some notable improvements since 2014-15, including an increase in the participation of members — 42.8% in 2016-17 versus 36.3% in 2015. This includes an increase in the share of SGCs/PTAs where women actively participate — from 65.9% in 2014-15 to 75.6% in 2016-17. Finally, more monitoring groups had action plans in 2016-17 (80.3%) relative to 2014-15 (66.7%).**

More scho0l-based structures report undertaking monitoring functions in 2016 compared to 2015, as shown in **Table 9**, but the percentage of SGCs/PTA members actively monitoring P/SARDOs was low. ***Only about 31.5% and 45.5% of trained SGC/PTA members actively monitor PARDOs and SARDOs, respectively — which is below the target of 70%.* And no teachers surveyed at endline in Masbate and fewer than 1 in 10 teachers surveyed in Northern Samar identified seeking support from SGCs/PTAs as the most effective strategy to keep at-risk students in school. Only school-based representatives on the SGCs have the facility to monitor P/SARDOs because they can actively observe the issue with dropouts at the school and can identify relevant interventions. The low percentage of SGCs reporting that members are active in monitoring S/PARDOs is due to the composition of the group, which includes community and school-based representatives. The transfer of trained teachers to other schools is one factor affecting the functionality of SGCs/MAGs. While the term of SGC members is three years, teachers and school heads may be transferred to other schools in this time.**

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| **Table 9. Percentage of school-based structures that monitor S/PARDOs ‘sometimes’ or ‘regularly’ in the six months prior to the interview** | | | | | |
| |  |  | | --- | --- | |  | **>15 percentage point increase** | | **Elementary** | | **Secondary** | |
| **2015** | **2016** | **2015** | **2016** |
| **Assisted teachers in the identification of S/PARDOs** | 53.1% | 53.5% | 61.5% | 47.4% |
| **Suggested appropriate interventions for S/PARDOs** | 56.3% | 46.5% | 46.2% | 47.4% |
| **Suggested specific appropriate interventions for female S/PARDOs** | 46.9% | 59.0% | 46.2% | 47.1% |
| **Assisted in the selection of TSAP grant recipients** | 71.0% | 86.7% | 69.2% | 71.4% |
| **Ensured girls received and benefited from cash assistance** | 62.1% | 81.8% | 53.8% | 71.4% |
| **Followed up S/PARDO and provided direct support/advice** | 54.8% | 76.7% | 38.5% | 63.2% |
| **Monitored use of cash assistance provided to S/PARDOs** | 41.4% | 59.0% | 30.8% | 56.3% |
| **Conducted meeting w/ school management to discuss drop out status and particular need of students at risk** | 43.8% | 58.1% | 30.8% | 42.1% |
| **Joined the team that visits SY drop-outs to provide direct support/advice** | 50.0% | 52.3% | 30.8% | 42.1% |
| **Tracked OOSC in the community** | 59.4% | 65.1% | 46.2% | 52.6% |
| **Reported findings to other bodies/institutions** | 54.8% | 64.1% | 38.5% | 58.8% |
| **Carried out specific advocacy, lobbying and campaigning initiatives on S/PARDOs** | 53.1% | 55.8% | 30.8% | 63.2% |
| ***Source:* RAISE MIS** | | | | | |

Sustainability: SGCs are a bridge between schools and barangays and will continue to monitor the school attendance of children and adolescents. To strengthen this existing structure, RAISE had trained MAG members who are in fact members of the institutionalized SGCs. SGC meetings have shifted from quarterly to monthly to ensure regular engagement and follow up on key responsibilities, including the tracking of P/SARDOs.

RAISE-supported SGCs have been active in large part due to the involvement of CDFs. Though government-mandated, SGCs of some schools do not meet unless meetings are convened and facilitated by CDFs. In these schools, this activity will, therefore, be challenging to sustain beyond the life of the project.

### ****Alternative Learning System****

Main Results & Effectiveness:

***Enrolment of ALS Learners***

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|  | **Figure 13. RAISE IMs enrolled more OOSCY than targeted in all project-supported ALS programs, except A&E HS where the target for males was not met** |
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|  | ***Source:* RAISE MIS** |
|  |  |

**As shown in Figure 13, RAISE-supported IMs enrolled a total of 2,396 OOSCY (988F: 1,408M) from the project barangays into the ALS Basic Literacy Program (BLP) and Accreditation and Equivalency (A&E) Programs for elementary and high school (HS) dropouts — which is above the overall target of 2,099 OOSCY (839F: 1,260M). Consistent with targets, more males were enrolled in project-supported ALS programs than females. RAISE IMs were, however, able to engage marginalized girls in hard-to-reach areas by conducting sessions in learners’ homes, which is typically not done by DepEd IMs as they often have two or three barangays to cover. Program-specific enrolment targets were met for female learners. For male learners, enrolment in the secondary-level A&E program fell short of target by 113 learners; however, targets for BLP and elementary-level A&E program enrolment were exceeded by a total of 261 learners.**

**Feedback from both male and female ALS learners in FGDs indicated that ALS sessions have helped females who left school due to marriage and/or early pregnancy to complete their schooling, reached males who left school to work to help their parents, and engaged discouraged learners who often have problems with alcohol and substance abuse. Female ALS learners indicated that participation in ALS has helped them to increase their confidence and self-esteem by allowing them to become part of a group of learners as opposed to staying at home as housewives. They also indicated that their participation in ALS has encouraged them to pursue their career aspirations. Box 3 presents the story of Mary Ann, a young mother of seven children who is also an ALS learner and successful skills trainee. Male ALS learners, particularly in Northern Samar, indicated that ALS sessions have helped them to become more focused, including changing their alcohol and idling habits, but were not able to express as clear goals on higher education and employment as female ALS learners.**

**To improve enrolment of OOSY in ALS, ALS IMs and RAISE project CDFs assisted District ALS Coordinators (DALSCs) to conduct community-based mappings of OOSY, to advocate for ALS in the target barangays with Barangay officials, parents and youth and to conduct house-to-house visits. Many ALS learners were 4Ps beneficiaries and received information on ALS sessions and opportunity to enrol in ALS through information shared during the DSWD meetings with 4Ps beneficiaries by the RAISE IM, DALSC and/or the DSWD official conducting the meeting. A total of 48 community campaigns (25 in Masbate and 23 in Northern Samar) were conducted to promote ALS, reaching 1,455 women/girls and 769 men/boys in the two provinces.** **Feedback from ALS learners, DALSCs and IMs indicated that the following strategies were effective in ALS enrolment: (1) home visits by IMs; (2) flexible and mobile learning sessions; (3) advocacy on ALS during the DSWD sessions with 4P beneficiaries; (4) school-ALS referral system where, when a child/youth drops out of school, the school informs DALSC to recruit the child in ALS**[[39]](#footnote-39)**; and (5) e-Skwela for learners below 25 years of age.**

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| **Box 3. RAISE raised me up** | |
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| I am Mary Ann, 27 years old, of Barangay Polangi, Catarman. I got pregnant when I was 16 years old. I was in 4th year high school then. My pregnancy was the main reason why I stopped schooling and was not able to finish secondary school. I’ve been a housewife and a mother of 7 children ever since. To support my family, I sell food along the streets of the university in Catarman. This has been my routine for the past 11 years.  I always feel jealous whenever I see my friends and classmates with good jobs and better lives. As a young parent with a big family and responsibility, I always asked myself what I can do. I knew that I could never finish school and the hope of a better life for myself and my family remains a remote dream.  Things changed when during one of our regular meetings in the Department of Social Work and Development’s 4Ps Program, somebody discussed the Alternative Learning System (ALS) program of the Department of Education. I became interested and immediately inquired how I can avail the program.  Rheane, the Instructional Manager of the RAISE project, visits our community regularly and invited me to attend the learning sessions every Saturday. I agreed and attended the ALS session since February 2015 and teacher Rheane supported me all throughout the program. She was a very good and kind teacher to us. She told me that I can take the Accreditation & Equivalency (A&E) Exam as long as we work hard together in finishing the sessions using the modules. Our hard work paid off when I passed the A&E exam in April 2016. I finally finished my secondary education. | Better opportunities did not stop after I graduated in high school. The RAISE project gave me again another opportunity to improve my capacities and get closer to my dream of a better life through the Skills Training facilitated by the Technical Education and Skills Development Authority (TESDA). I was chosen as one of the scholars to attend the 15-day training in Shielded Metal Arc Welding. While I was in the training my husband took the responsibility of taking care of our children for about half a month. After the training, the students take a practical assessment which if they pass, provides them an official government certification that qualifies them for employment, here and abroad. I was very glad that I passed and received the NC II and Certificate of Training. This is a huge step for me towards finding a good and decent job and better life for my family.  I want to continue my TESDA training and proceed to the Gas Metal Arc Welding (GMAW) course. I want to be a professional welder and I know that being a woman is not a hindrance to become one, as I have learned in our gender session during an orientation at the start of the training. ♦ |

***ALS Learner Retention and Completion***

**Though learners were successfully enrolled in project-supported ALS programs, the proportions of learners who are active or completed their program were lower than targeted (see Table 10). In 2016-17, 44.2% of enrolled female ALS learners and 40.6% of enrolled male ALS learners were active in their studies, which is above 2014-15 rates (38.6% females and 29.4% males), but below the project’s targets of 75% and 70%, respectively.**[[40]](#footnote-40) **Overall, fewer than 15% of female and male learners have completed their program as of December 2017. Completion of ALS programs means the achievement of an individual learning agreement developed by IMs and learners. It should be noted that while ALS programs are designed as 10-month module-based learning interventions, learners may take more or less than 10 months to work through their learning agreement. Moreover, learners may self-evaluate as being prepared to write the ALS test for their program before finishing the learning modules. Forty-four inactive ALS learners (17F:27M) have written their exam.**[[41]](#footnote-41)

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| **Table 10. Actual and targeted proportions of RAISE-supported ALS learners by current status** | | | | | | |
| **Learner Status** | **Masbate** | | **Northern Samar** | | **Total** | |
| Female | Male | Female | Male | Female | Male |
| Completed | 10.3% *(45%)* | 6.2% *(35%)* | 21.2% *(45%)* | 21.2% *(35%)* | 14.7% | 12.2% |
| Active | 37.7% | 35.2% | 55.4% | 50.3% | 44.2% *(75%)* | 40.6% *(70%)* |
| Temporarily Stopped | 22.8% | 16.8% | 6.1% | 9.2% | 16.6% | 14.0% |
| Currently Inactive | 39.5% | 48.1% | 38.5% | 40.5% | 39.1% | 45.3% |
| *Source:* RAISE MIS | | | | | | |

**ALS learners temporarily stop their program or become inactive for various reasons, but mainly due to economic reasons that are outside of the project’s influence. Specifically, 68.7% females and 75.9% of males left the ALS program to focus on earning an income either within or outside of their community. Feedback from female and male ALS learners in FGDs and DALSCs confirmed that ALS learners become inactive due to temporary migration and seasonal work or due to relocation to seek employment. A few female ALS learners in FGDs indicated disapproval from their spouse or parents as reasons for discontinuing the ALS program. Also worthy of note is the gender-based difference in the share of inactive learners identifying marriage and family duties as a reason for not completing their ALS program — 5.8% of inactive female learners compared to 1.4% of inactive male learners. Overall, barriers related to burden of work (productive and reproductive) continue to have a greater impact on females. In addition, interviews with RAISE IMs indicated that ALS learners who finished their sessions were demotivated to complete the program due to the frequent postponement of scheduled ALS A&E tests by DepEd between 2015 and 2017. In Masbate, 16.3% of inactive female learners and 17.0% of inactive male learners said they lost interest in their program. Figure 14 reflects other reasons ALS learners give for temporarily stopping the ALS program or becoming inactive.**[[42]](#footnote-42)

**On the flip side, interviews with female and male ALS learners indicated peer motivation as a key factor to continue with ALS sessions. After leaving school, many leavers, particularly girls, isolated themselves from social activities. The opportunity afforded by the ALS to participate in a social environment motivated them to join or complete the program. In a FGD, a male ALS learner indicated that he encouraged his peers to join ALS but as soon as he was promoted to A&E secondary, his peers who were in ALS elementary sessions stopped attending the sessions.**

**Retention of ALS learners in the target municipalities was also supported by RAISE IMs who functioned as DepEd’s ALS mobile teachers, providing flexible learning schedules and accessible learning sessions. Feedback from both male and female ALS learners in FGDs indicated a high level of satisfaction with the support they receive from IMs. According to both male and female ALS learners, the IMs were very accommodating in scheduling ALS sessions and prioritizing the learners’ availability as much as possible. Male and female ALS learners also stated that IMs were good at delivering the ALS sessions in a clear manner and at motivating and counselling them to continue studying and to plan for their future. Feedback from the DepEd Education Specialist for ALS division in Northern Samar indicated that ALS through social media is being used by DepEd to ensure that the relocation of ALS learners does not affect their access to learning. Interviews with DALSCs also indicated the use of Facebook ALS as a key solution to temporary absence of ALS learners, particularly if they migrate to find work.**

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| **Figure 14. Most ALS learners who become inactive do so to focus on working for pay either within or outside of their community** | | | |
|  | **MASBATE** | **NORTHERN SAMAR** | **TOTAL** |
| **Left community to search for work** |  |  |  |
| **Remain in same community, but need (or prefer) to focus on earning money** |  |  |  |
| **Lost interest in the program** |  |  |  |
| **Family has relocated to another area** |  |  |  |
| **Married and focusing on his/her family** |  |  |  |
| **Has a health problem or met with an accident** |  |  |  |
| **Other** |  |  |  |
| *Source:* RAISE MIS |  | | |

***Skills Training for ALS Learners***

**Besides peer motivation, the support of RAISE IMs and flexibility, the opportunity to participate in skills training courses and to obtain a National Certification – level 2 (NC2) acted as a potential incentive for ALS learners to complete ALS sessions and take the A&E exam. NC2 certification can improve ALS learners’ likelihood of finding work, but secondary level qualifications remain a pre-requisite for employment and higher education eligibility. According to the IMs and DALSCs, the NC2 certification, therefore, helps to attract and retain ALS learners.**

**RAISE partnered with TESDA in mid-2016 to incorporate an informal education component to its ALS programs. This undertaking, which was in response to the findings and recommendations of the project’s mid-term review, has a two-fold objective to: (1) increase enrolment in ALS, particularly among girls and young women; and (b) build personal and social assets of girls and young women by supporting them to obtain vocational/technical training and ASRH services. In 2016-17, a total of 279 ALs learners/trainees (121F:158M) participated in skills training courses of up to 15 days. Follow up work readiness training was provided to 117 learners (52F:65M) to equip them with the skills necessary to take the next steps in the job search process (e.g., resume writing, interview skills).**

**In Northern Samar, the skills training options included small engine repair, welding, food and bakery and spa services. In Masbate, a food processing training was offered in selected barangays. Feedback from male and female trainees indicated that it helped them to acquire a new skill and obtain NC2 certification. It was, however, noted that some welding trainees in Northern Samar were not able to obtain their certification as they are required to complete a three-month on-the-job training component. Some male trainees were not able to attend, as they do not have the funds to cover transport to the employer’s office, while female trainees indicated that they cannot commit full-time for three months due to household responsibilities and apprehension from their spouses to travel every day.**

**At the time of field work for the qualitative research, the trainings had just concluded in Masbate. Interviews with the food processing trainees, both male and female, indicated that they apply skills at home for household use but do not have the necessary equipment, capital or the market to set up and run a business. Some trainees have, however, been able to translate the training into earnings. For example, Mary Cris, a 19-year-old ALS learner and a mother to a one-year old child, started to earn an income by providing nail care services after participating in the skills training in cosmetology in Irawahan, Catubig: “*An additional skill allows me to earn income for my daughter when there is no farming season*,” she shared.**

**A limited number of project-targeted barangays in Northern Samar integrated gender orientation sessions into the skills training. FGDs with both male and female ALS learners in these barangays indicated that they found the gender sessions useful as it helped to improve respect and reduce bullying of girls and Lesbian, Gay, Bi-Sexual and Transgender (LGBT) members in ALS sessions. Feedback from female ALS learners and a few LGBT ALS learners indicated that the gender sessions encouraged some of them to take up skills training in welding and small engine repair as a step to challenge gender stereotypes. However, most of these female ALS learners also indicated that their decision was based on the choice of their peers, who selected the same.**

***ALS Centres and e-Skwela***

**Facilitating computer-based learning opportunities is another way the RAISE project sought to attract, motivate and retain ALS learners. RAISE established eight (8) ALS centres as multi-purpose facilities to support e-Skwela learners, as well as regular ALS classes, training events and other community purposes focused on education. Six of the eight centres were constructed with co-funding from RAISE and LGUs, with LGUs contributing about 30% of the cost of construction. All the centres were equipped with desktop computers (10 each), tables and chairs, a printer and instructional materials, and designed with child care facilities and sex-segregated latrines.**

**The qualitative research finds that the value-add of the eight ALS centres constructed by the project, based on its current utilization, is that it provides a platform to conduct computer-based ALS sessions using the e-Skwela modules. According to ALS learners, the computer-based learning is more interactive and interesting to them. An added advantage is that ALS learners have gained computer literacy, as most learners stated that they had never used a computer before the e-Skwela sessions.**

**DALSCs interviewed indicated that e-Skwela has created an interest among young learners (below 25 years) to both enrol and stay on in ALS, as ALS centres with internet access facilitate access to job portals and career information for ALS learners. However, DALSCs have noted that there are challenges with providing internet due to limited service availability and no funds to cover subscription costs. Table 11 provides the results of assessments of ALS centres constructed by the RAISE project. All centres scored low on internet access (under infrastructure and equipment).**

**While ALS centres include space for play and breastfeeding to encourage young mothers to attend ALS sessions, according to feedback from both male and female learners, most female learners do not bring their children to the centre as they will have to be accompanied by an additional adult to look after the child during the session. The qualitative research, therefore, finds no specific impact on female learners’ enrolment or retention due to the ALS centre.**

**Consistent with ALS centres’ multi-purpose design, partners, such as DepEd ALS Bureau, have been using the centres for trainings and workshops. In San Roque, the ALS centre facilitated a public employment service to provide residents with summer jobs, a computer literacy program and initiatives to promote community service. RAISE CDFs have also used the centres to conduct ASRH sessions with OOSCY. ALS centres have also been used by students of the University of Eastern Philippines and have potential for revenue generation to further support ALS learners and operational costs.**

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| **Table 11. Standardized scores on the adequacy of RAISE-established ALS centres by assessment area** | | | | |
| **ALS MPLC/ Location** | **Location** | **Physical Conditions & Environment** | **Infrastructure & Equipment** | **Overall Standardized Score (out of 100)** |
| **Northern Samar** | **97** | **96** | **88** | **91** |
| **Catarman** | **97** | **96** | **88** | **92** |
| **Catubig** | **97** | **96** | **89** | **92** |
| **San Roque** | **97** | **96** | **85** | **90** |
| **Masbate** | **97** | **100** | **87** | **92** |
| **Cawayan** | **97** | **100** | **88** | **92** |
| **Mandaon** | **97** | **100** | **87** | **92** |
| **Milagros** | **97** | **100** | **85** | **91** |
| **Palanas** | **97** | **100** | **85** | **91** |
| **Placer** | **97** | **100** | **88** | **92** |
| **Total** | **97** | **98** | **87** | **91** |
| ***Source:* RAISE MIS** | | | | |

***A&E Test Takers & Pass Rates***

**As presented in Figure 15, a total of 389 project-supported ALS learners (202F:187M) have taken the A&E test to date. This represents 20.4% of all enrolled female learners and 13.3% of enrolled male learners. Where results are known, the pass rate among female learners is also higher at 50.0%, compared to 38.5% for male learners. These pass rates are higher than the total passing rate on the A&E test, which, according to a 2016 World Bank study, is about 20%.**[[43]](#footnote-43)

**Test results for the 175 ALS learners (92F:83M) who sat for exams in November 2017 in Masbate and Northern Samar were not yet available at the time this report was written.**

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|  | **Figure 15. Proportionally more female learners in project-supported ALS programs pass the A&E exam compared to male learners** |
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|  | ***Source:* RAISE MIS** |
|  | ***\** The results of the A&E exams held in November 2017 were not available when this report was written.** |

Project Activities: Though ALS programs were available as a flexible learning option in Masbate and Northern Samar prior to the implementation of the RAISE project, they were not easily accessed by the most marginalized adolescents, including girls. The quality of ALS delivery was also low, as demonstrated by a low national pass rate, contributing to the failure of learners to qualify for secondary school accreditation. According to data released by DepEd, in 2013, just 24.5% of elementary test takers (6,135 of 24,998 applicants) and 32.5% of secondary level test takers (72,076 of 221,598 applicants) were successful.[[44]](#footnote-44) The RAISE project, therefore, supported adolescent girls and boys in the two targeted provinces to access an improved ALS program. **Project documents show that assistance in targeted municipalities included:**

* **Recruiting and providing honoraria to 35 IMs to facilitate ALS sessions in 47 barangays**
* **Training of 68 ALS IMs, government’s mobile teachers and DALSCs, including on e-Skwela modules (33F:35M)**
* **Reproducing and providing ALS modules (420 in print and 80 digitized)**
* **Constructing eight ALS centres, equipped with computers, learning space, sex-segregated latrines, breastfeeding room, kitchen and a play corner for learners’ children**
* **Administering e-Skwela modules in ALS sessions at the eight ALS centres**
* **Providing school materials and supporting the costs of 383 ALS learners’ participation in national A&E exams (196F:187M)**[[45]](#footnote-45)
* **Providing skills training opportunities through TESDA for 279 ALS learners in Masbate and Northern Samar (121F:158M), as well as orientation on work readiness for 117 ALS learners (52F:65M)**

Additionally, the project contributed to the review of ALS modules and supported DepEd to align the ALS modules to the new Kindergarten to Grade 12 (K-12) school curriculum, with considerations to strengthen gender sensitivity in the module content. **Like the challenges faced in the implementation of MISOSA and OHSP after the launch of the K-12 curriculum, ALS facilitators found the existing ALS modules inadequate when compared to the breadth of competencies and topics covered in the new curriculum. RAISE, therefore, supported the review and revision of ALS modules to align with the K-12 curriculum. The review exercise was led by DepEd Regional Office V. RAISE supported the printing of the revised modules to be distributed to communities running the ALS program. As ALS is a modular approach, RAISE also provided self-instructional modules for the learners and teachers’ guide to IMs.**

The project has successfully established close partnerships with LGUs and this was evident by the way in which BLGUs/MLGUs contributed to supplement fees of RAISE IMs, to cover operational costs of ALS centres. Project staff conducted dialogues with BLGUs and MLGUs to obtain commitment and funding for retaining ALS IMs post-RAISE. However, the QRT finds that, in general, project staff are not sufficiently familiar with the LGU planning and budgeting processes to strategically influence decision making to gauge funds for project activities such as fees of IMs and transport fees for ALS learners to attend ALS centres.

Sustainability: ALS implementation in the target barangays of the project are likely to discontinue if funds are unavailable to cover allowances for RAISE IMs, however, ALS learners can access existing DepEd sessions run by mobile teachers. Dialogue with BLGUs to provide funding for IMs is on-going but, at the time of field work, no concrete plan or commitment to provide funding was stated. The municipalities of Palanas and Cawayan are exceptions. Palanas secured 806,100 Php (about US$17,316) to support: capacity building support and honoraria of 13 ALS IMs and associated supplies to continue supporting ALS learners in 13 barangays; transportation support for ALS learners to attend e-skwela in ALS centres; sustained support to the YPE/SGC in RAISE schools and expanded YPE programming throughout the whole municipality. This was achieved by tapping into the 5% Internal Revenue Allotment (IRA) for Gender and Development (GAD) at municipal level. Feedback from project staff indicated that the Palanas MLGU is lobbying for an ordinance to make these allocations permanent so that any government transitions will not affect budget allocation for these activities. In Cawayan, four IMs were hired by the municipal government to continue the ALS program in that community as a result of the project’s advocacy activity. In Milagros, the project, together with the DepEd ALS implementers, successfully lobbied for the expansion of the ALS program to 27 barangays. The LGU passed an ordinance to fund the ALS program, specifically honoraria of literacy volunteers, to continue the program into 2018. Further, the National Education Budget has increased in absolute figures in 2018, and the DepEd Secretary has been prioritizing alternative education. Seven RAISE IMs have so far been hired by DepEd in various functions. Another possibility is for DepEd to support the rest of the RAISE communities, as and when funds become available.

**To ensure sustained support to the ALS centres established by the project, they are managed by DepEd, with clear roles and responsibilities for the DepEd and LGU. A number of LGUs provided in-kind support, such as for utilities.** The QRT notes that the close collaboration established with DepEd also allows for creating a close working relationship between schools and DALSCs to tap the e-classroom infrastructure for ALS e-Skwela sessions in the barangays that do not have easy access to the ALS centres. The qualitative research finds that e-Skwela sessions and coverage can be expanded using the school e-classroom infrastructure in the barangays that are located far from the ALS centres. The ALS centre users will be limited to nearby barangays once the RAISE project stops financing the transport fares for travel, and feedback from ALS learners indicated that most ALS learners are likely to stop travelling to attend the e-Skwela sessions if the transport fare is not covered. **That said, establishing e-Skwela in schools would necessitate firm scheduling and sharing of resources with formal learners, which could result in limited availability for ALS learners before/after school hours or on weekends. Further, not all barangay schools have computer facilities and are near an existing ALS centre. This would, therefore, prevent e-Skwela from being flexible and easily accessible to ALS learners.**

### **Educational Assistance**

**Community Savings Groups**

Main Results & Effectiveness: CSGs were established by the project to encourage parents of PARDOs/SARDOs[[46]](#footnote-46) to save to meet the needs associated with school expenses. The project trained 78 CSGs (41 in Masbate and 37 in Northern Samar), consisting of 1,769 parents (1,645F:124M). Once trained, CSGs received a “CSG kit” that included a cash box and locks. CSG members are primarily mothers of PARDOs/SARDOs, while some are mixed groups of parents of both PARDOs/SARDOs and other parents in the community. Barangay leaders were engaged by the project to act as champions to encourage more men to join CSGs. Other entry points such as drivers’ associations were also tapped to increase male engagement and promote the shared responsibility of both women and men to save for their children’s education.

According to the RAISE MTR, CSG group members validated that the orientation and participation in CSGs have improved their attitudes towards savings and the importance of managing household expenses and has allowed them greater access to loans. [[47]](#footnote-47) CSGs were also found to be generally functional and group members participating in FGDs for the MTR indicated that delayed payments and defaults were not a significant problem. The primary use of savings and loans was for school expenses and health check ups, as shown in **Figure 16**.

The MTR concluded that CSGs have limited scope to contribute to higher-level project outcomes on reducing barriers to education as financial gains from CSGs are not likely to influence decisions on keeping children at home to take care of siblings in order to allow parents to work or to engage children in cash earning activities, which is a more serious risk to education continuity.[[48]](#footnote-48) However, RAISE used CSGs not just as a strategy for building financial assets to support education, but also as an entry point for further awareness building and training of parents. For example, representatives from CSGs have been trained as trainers on parenting of adolescents, and some have also been trained in positive masculinities and GBV. RAISE also integrated disaster risk reduction training to improve readiness in typhoon-prone locations.

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| **Figure 16. Most CSG members will use savings and loans for education and health expenses** | |
|  |  |
| *Source:* RAISE MIS (2015) | |

Although not an initial objective of the project, RAISE trained a further 376 (211F:165M) in-school and out-of-school youth on savings groups, leading to the formation of 16 youth savings groups in Masbate (1) and Northern Samar (15). This was initiated as an offshoot of the financial literacy training provided to youth to help instill the value of saving. A teacher’s savers group was also facilitated in Sagudsorun, Northern Samar, including the training of 15 teachers (13F:2M).[[49]](#footnote-49) The group, which consists of elementary school teachers at Sagudsorun Elementary School and nearby non-RAISE schools, was formed in January 2017. Funds are being used by the member elementary school teachers for both personal reasons and to purchase instructional materials.

Sustainability: According to the MTR, some CSGs will sustain beyond the life of the project but require further support to develop practical strategies to grow their financial capacity and link to livelihood opportunities. Without this support, the MTR concludes that the continuation of CSGs would be at levels that do not make a meaningful contribution to reducing barriers to education. CSGs are part of Plan Philippines’ Country Strategic Plan for 2017-2021 and will be scaled up through Plan’s regular programming structure beyond the RAISE project (e.g., Disaster Risk Management and Youth Economic Empowerment Programs).

**School Assistance Grants**

Main Results & Effectiveness: To address non-enrolment in school due to economic issues, the RAISE project provided direct individual financial or material support to 4,400 marginalized students (54.1% female) from RAISE-supported elementary and secondary schools. This includes grants to 1,313 girls and 1,276 boys in elementary school, to assist with school-related fees, including graduation (or 92.1% of the total target). It also includes 1,543 girls and 1,032 boys in secondary schools who received TSAP grants (91.3% of the total target). The MTR found that TSAP grants have “*limited scope to contribute to higher level project outcomes on reducing barriers to education with limited ability to bridge the more serious financial needs associated with keeping students in school such as the opportunity cost of students watching siblings to allow parents to work or the students engaging in cash employment themselves.”[[50]](#footnote-50)* Moreover, since the project was designed, DepEd significantly expanded its coverage of the conditional cash transfer program (4Ps) across RAISE targeted areas, resulting in duplication between RAISE and DepEd support. School assistance grants for both elementary and secondary students were, therefore, discontinued as of June 2016. Funds were reallocated to other drop-out reduction activities to support at-risk students.

# 4.2 Social, Personal and Financial Assets

Aside from education, other key elements to girls’ empowerment are social, personal and financial assets that help to raise their self-confidence, self-worth and their belief in their own ability to control their lives (intermediate outcome 3). **Figure 17** presents the results of the endline secondary student survey (also see **Annex I** for more details). According to the survey, 80.4% of adolescent girls and 77.0% of adolescent boys had a standardized score of 70% or more on an index measuring their perceptions of their social, personal and financial assets. This meets the project’s targets for both females and males. The results also show increases over the baseline values of 62.0% for females (p-value < 0.01) and 58.7% for males (p-value < 0.01). While Masbate had higher overall results compared to Northern Samar, the difference is not statistically significant and can be explained, at least partially, by the inclusion of RAISE Higher secondary schools in the endline survey (all of which are in Northern Samar). RAISE Higher schools would have received fewer rounds of trainings.

The largest improvements relative to baseline were in perceptions of personal assets, especially around ASRH (p-value < 0.01 for both girls and boys), health (p-value < 0.05 for girls and p-value < 0.01 for boys) and decision making (p-value < 0.01 for both girls and boys). In contrast, scores on perceptions around financial support, participation in school management (p-value < 0.01 for girls only), institutional support and social networks (p-value < 0.05 for boys only) have decreased since baseline. Though both adolescent girls and boys reported that student representatives are actively involved in their school (74.4% of girls and 78.1% of boys), fewer than half of respondents reported being able to voice their concerns to school management and local authorities. This result is contrary to expectations as YPEs are to become part of SSGs. On institutional support, 66.7% of adolescent girls and 71.4% of adolescent boys report that there are referral and reporting systems in place for students who have been abused. Further, 87.2% of adolescent girls and 78.6% of adolescent boys say counselling services are available and accessible in their schools. However, students’ perceptions about the confidentiality of disclosing issues is not as strong, particularly in Masbate where 47.1% of girls and 51.3% of boys say that there is a disclosure/confidentiality system allowing students to report issues without the risk of being exposed (73.1% for females and 71.7% for males in Northern Samar).

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| **Figure 17. Both girls and boys in RAISE-supported secondary schools had improved overall perceptions about their social, personal and financial assets1 from baseline to endline, meeting targets**2,3 | |
|  |  |
| **FEMALES** | **MALES** |
|  |  |
| *Source:* RAISE Adolescent Knowledge and Assets Survey, 2015 and 2017  *Notes:*   1. As perceived by secondary students at RAISE-supported schools. 2. **Baseline vs. Endline: \*\*\* p-value <0.01 (significantly different at 99%), \*\* p-value <0.05 (significantly different at 95%), \*p-value <0.1 (significantly different at 90%).** 3. Females vs. Males at Endline: **### p<0.01 (significantly different at 99%), ## p-value <0.05 (significantly different at 95%), #p-value <0.1 (significantly different at 90%).** | |

Teachers surveyed at endline identified financial/economic problems as the most common reason for students being at-risk. With the discontinuation of the school grants, perceptions on financial support have declined somewhat amongst both adolescent girls and boys surveyed. At endline 54.8% of girls and 63.3% of boys scored 70% or more on financial support, compared to 58.8% and 66.7%, respectively, at baseline.[[51]](#footnote-51) Though the difference between baseline and endline is not statistically significant for either girls or boys, the lower result for girls at endline compared to boys is statistically significant (p-value < 0.10).

**The main RAISE interventions that contributed to the achievement (or non-achievement) of the objective to improve adolescents’, especially girls’, social, personal and financial assets are discussed in the sub-sections that follow.**

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|  | **Figure 18. Proportionally more adolescent girls and boys can identify at least three key ASRH messages and their practical application1 at endline compared to baseline, with the target for girls met2,3** |
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|  | ***Source:*** RAISE Adolescent Knowledge and Assets Survey, 2015 and 2017  *Notes:*   1. **Respondents scoring ≥ 70% on ASRH-related questions.** 2. **Endline is significantly different from baseline at 99% for both girls and boys (p-value < 0.01).** 3. At endline, the difference in girls’ and boys’ score is significant at 99% (p-value < 0.01). |

### **Youth Peer Educators**

**ASRH & Health**

Main Results & Effectiveness: A total of 147 youth and adults (97F:50M) were trained as YPEs on ASRH. The roll-out sessions integrated ASRH as a core topic in all RAISE schools and reached a total of 1,376 girls and 965 boys.[[52]](#footnote-52) As presented in **Figure 18**, the endline survey of secondary students shows that ***90.0% of adolescent girls and 76.0% of adolescent boys can identify at least three key ASRH messages and their practical application, which is up from 62.5% (p-value < 0.01) and 52.7% (p-value < 0.01), respectively, at baseline***. Data on pregnancies at project-supported schools were not systematically collected, however, at least one school (Milagros National High School) attributes its drop in teenage pregnancies to YPE and the ASRH roll out: “*Before YPE, the school averages 20 teenage-pregnancy related drop outs. That is why I really support the implementation of YPE because it has helped students, especially girls, gain information and awareness on ASRH that can help them decide for their future*,” said Efipania, school head of Milagros National High School. In 2016-17, Milagros recorded one pregnancy, but the student was able to continue her studies while pregnant because of OHSP.

According to data from the Masbate POPCOM Office (Adolescent Health and Youth Development Program), the number of facility-based deliveries by adolescent girls in Masbate declined from 537 in 2013 to 506 in 2015, but as these figures are at the provincial level, they are not directly attributable to the project.[[53]](#footnote-53) In Northern Samar, data from the provincial health office shows that the number of deliveries by adolescent mothers swung from 148 in 2013, to 1,701 in 2015 to 608 in 2016. These large fluctuations suggest possible data quality issues. For example, the reported data may not be consistent, with some annual figures reflecting only selected municipalities or less than a calendar year of data.

Qualitative findings show that while the ToT on ASRH was comprehensive, involving practical sessions such as condom use demonstrations, its application at school level through the YPE roll out sessions differed from school to school. Most schools strongly emphasized abstinence and did not discuss condom use during the ASRH sessions. Some schools discussed it but not in detail. Yet one school visited during the evaluation covered ASRH topics in-depth in the YPE roll out sessions. During the qualitative field work, the YPE facilitators in only one school confirmed that they discussed condom use in classroom sessions and that they also did condom use demonstrations. Feedback from the YPE facilitators in the school indicated that to manage the sensitivities associated with the topic, they explained the purpose of the discussion, which is to make students aware of the consequences of unsafe sex and that just because they discuss it does not mean that students should engage in sex, which they view as an irresponsible attitude.

FGDs with both male and female YPE facilitators indicated that many YPE facilitators refrain from discussing condom use and safe sex as they may be portrayed by students and parents as promoting sexual behaviour. They also noted that these topics were not as extensively covered in the second liner trainings as was done in the ToT. Feedback during FGDs with female YPEs particularly indicated a strong apprehension to discussing condom use. In one school visited as part of the qualitative research, female YPE facilitators indicated that they participated in a barangay hearing to talk about the provision of free condoms in schools which they rejected firmly with the Barangay officials. Feedback from another second liner female YPE facilitator FGD indicated that they do not feel comfortable discussing condom use because they have never seen and were not familiar with condoms. Male YPE facilitators in FGDs showed more openness towards discussions on condoms and are more positive towards the potential government policy of availing free condoms in schools. YPEs across the board stated that discussion on STIs and HIV/AIDS was the most difficult topic.

“When I became a YPE, I learned so much like the health risks of teenage pregnancy. I want to share this information to my friends because we live very far from the city, we have to travel by boat and land just to get to a hospital and these things are not openly discussed to us. I think the knowledge I have can help me in my decisions in life and my friends too.” — Jean, Youth Peer Educator, Northern Samar

In short, the qualitative research finds that while the YPE ToTs provided comprehensive knowledge on ASRH, the ToTs did not fully guide the YPE facilitators on messaging and managing sensitivities around the topic, which limited the effective application of the ASRH information in YPE activities. Hence, while the YPE serves an important avenue for disseminating ASRH information, the approach to ASRH was not fully effective.[[54]](#footnote-54)

Project Activities: The first YPE ToT facilitated by FPOP was held in 2014, followed by re-orientation in 2016. The training used participatory approaches that included supporting YPEs to identify gender-based barriers to education, such as teenage pregnancy, bullying, GBV and other issues within their schools. YPEs were also supported to introduce action plans to address these issues in their schools and to integrate rollout activities into the school calendar. POPCOM and the Provincial GAD Office of Northern Samar led a second ToT for new facilitators, considering lessons learned from implementation from 2014-2015. To promote sustainability, YPEs were supported to cascade knowledge to the second and third liners. ASRH materials such as flipcharts produced by FPOP and Plan were also distributed to the partner secondary schools to be used for information dissemination. The flipcharts cover the basic concepts of ASHR, including teenage pregnancy. In Northern Samar, videos created and produced by youth trained on film making on ASRH-related topics were debuted in 11 secondary schools with YPE. Despite representation from 20 secondary schools in the ToT, only 18 schools implemented roll out activities. The two schools that did not formally roll out YPE conducted ad hoc activities.

**Gender Equality Training for Students**

Main Results & Effectiveness: On gender stereotypes, there has been an improvement relative to baseline for both adolescent girls (p-value < 0.05) and boys (p-value < 0.01) in secondary school, but the results are still low (see **Figure 17**). At about 3.7%, the percentage of girls scoring 70% or more on this domain is lower than boys at 14.8% (p-value < 0.01). Most male respondents to the endline Adolescent Knowledge and Life Skills Survey also report taking actions to support gender equality, as presented in **Figure 19**. This could be because training on gender equality for boys was more recently reinforced through the anti-GBV/positive masculinities training. The survey questions may also be a factor as they ask about student’s observations (what ‘is’) rather than their attitudes (what ‘should be’).

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| **Figure 19. The majority of male students report taking actions in support of gender equality** |
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| *Source:* RAISE Adolescent Knowledge and Life Skills Survey, 2017 |

The topic of gender equality was not initially integrated into YPE ToTs conducted by FPOP and subsequent roll out. The ToT implemented for YPEs in 2014 and 2015 mainly focused on five topics and while gender was discussed during the training, it was not formally presented as a YPE topic for roll-out. Interviews with some CDFs indicated that they facilitated gender sessions in the second liner YPE training in 2016 and, as a result, in a limited number of the schools, gender equality is now one of the key YPE topics for classroom discussions. Interviews with YPE facilitators indicated that they took part in gender-focused trainings such as the training on positive masculinities and anti-GBV and attended gender sessions in the leadership training. According to YPE facilitators, both male and female, these trainings enhanced their individual knowledge on gender issues, which they do discuss at times in classrooms but gender equality as a specific topic is not covered in the YPE activities, as a result of their participation in these trainings.

On the topic of gender equality, the YPE sessions were mostly centred on the recognition of equality based on gender and sexual orientation and are associated with respect and anti-bullying of LGBT. The feedback from YPE facilitators showed that the specific coverage of topics on gender stereotypes, anti-GBV and positive masculinity did not occur except for one school (Polangi National High School), as only selected YPE members have a good understanding of these topics due to their participation in the leadership and positive masculinities trainings conducted by RAISE, but these messages have not been widely applied or disseminated through the YPE platform. The feedback from YPE facilitators during the FGDs indicated that they do not cover importance of education or self-esteem development as much in the classroom discussions although the reducing of bullying has helped to build self-esteem particularly among LGBT members. The reason for this is that the YPE sessions are organized based on five key topics and aspects of importance of education and building self-esteem are not designated topics for YPE classroom discussions.

Qualitative findings show that the YPE activities have potential to influence behavioural change amongst adolescents but require time as the key messages need to be reinforced. In the current roll-out schedule, the YPEs were able to cover one topic per class per week and in many cases the topical discussions have not taken place more than once for each class. The feedback from YPE facilitators indicated that although the topic of GE was not specifically addressed in a session, they are observing a gradual shift in their peers’ attitudes about ASRH, gender and anti-smoking. Examples stated include creating an environment of respect among students, especially towards girls and LGBT members, more awareness on the impact of teenage pregnancy on youth such as inability to continue schooling, financial obligations of raising a child, initiating integrated activities of boys, girls and LGBT such as sports activities and having mixed teams running for SSG elections for the very first time.

CDFs facilitated gender sessions in the second liner YPE training, while many YPEs took part in the ToT for Sali Kabataan and facilitated sessions on the rights of the child during the Sali Kabataan. Interviews with YPE facilitators, both first and second liners, indicated clear knowledge on child protection mechanisms, which contributes to reducing abuse against female and male children. According to YPE facilitators, the knowledge on child protection mechanism were gained partially from the YPE TOTs and second liner trainings facilitated by the CDFs that integrated gender sessions, partially from community activities that they took part in such as Sali Kabataan ToT and Sali Kabataan sessions and through other trainings and information shared by teachers and guidance counsellors at school level. Feedback from YPE facilitators during the FGDs indicated knowledge on how to report abuse at school level to the school principal and or the guidance counsellor and how the reporting will be addressed at the barangay level. Interviews with male and female YPE facilitators in Palanas indicated that some of the YPE members participate in the Municipal Child Protection Committee meetings facilitated by the MLGU. Similarly, the YPE facilitators, both male and female, in Palanas stated GAD trainings conducted at schools, which discussed rights of children, mechanisms for reporting abuse and to some extent GBV.

Examples of gender stereotyping stated by female and male YPEs in the FGDs/interviews are on employment profiles (e.g., men are mostly associated with profiles such as policemen or soldiers), stereotyping in games where boys are associated with basketball while some local games are seen to be played only by women. The qualitative findings did not show any difference amongst the perception of girls and boys on these issues. Similarly, among YPE facilitators who are familiar with the topic, males as much as females acknowledged the importance of recognizing women’s role in sports, in the economy and in employment profiles in military or police. Similarly, the cultural norm in the Philippines where girls are expected to stay at home while boys often have the freedom to go out and socialize and stay out late are acknowledged as ‘unfair’ for the girls, by both female and male YPEs.

**Recognition of YPEs as a Social Network**

Main Results & Effectiveness: Qualitative findings show that the YPE is an effective model for peer education if organized in a structured manner. The qualitative research finds that since the 2015-16 school year, the YPE organization at school level and their activities have been strengthened. Interviews with YPE facilitators and YPE school advisors/coordinators indicated that the YPE activities have become more systematic where schedules are developed, YPE facilitators are organized into groups and classroom discussions are facilitated during agreed Inter-cultural Learning periods or values education periods with class teachers, on a weekly basis replacing the more-ad-hoc peer-to-peer dialogue that was initially implemented at the start of the YPE activities, as observed during the RAISE project MTR. Interviews with YPE facilitators, both male and female, indicated that their activities involved classroom discussions, while some YPE facilitators indicated that they also conduct peer-to-peer or one-on-one sessions.

The qualitative findings show that the YPE facilitators are recognized as leaders and facilitators in their respective schools and that they are a source of support for students facing different problems. During the FGDs, some YPE facilitators, both male and female, stated examples where peers have confided issues such as abuse to the YPE facilitator and the YPE facilitator acted by reporting it to the school guidance counsellor and principal, which ensured that the case was formally investigated. Other examples include peers dropping out of school and the YPEs visiting their homes to motivate them to return to school, which was successful in one case out of two that they dealt with. During the FGDs, some female YPE facilitators also mentioned that they advise their female friends about their intimate relationships and that they try to make them aware of consequences of unsafe sex and risk of teenage pregnancy. Despite this, the percentage of girls and boys scoring 70% or more on the social network domain of the RAISE Adolescent Knowledge and Life Skills Survey decreased from 71.8% for girls and 75.3% for boys at baseline to 66.7% and 65.3%, respectively, at endline.

There is also some evidence that YPEs may exert influence at the school level that goes beyond just their social networks. Specifically, preliminary findings of a study commissioned by Plan International UK on youth-led or youth-oriented programs in the achievement of the Sustainable Development Goals highlights a positive shift in the attitudes of teachers at one RAISE-supported school towards the engagement of students in school planning.[[55]](#footnote-55)

*Training Approach*

FPOP was contracted to train secondary students (girls and boys), teachers, guidance counsellors and school nurses as YPEs on ASRH. The training focused on building an understanding of basic concepts of gender equality and its relationship to sexual and reproductive health as well as overall health and well-being. Youth learned about reproductive systems, how to prevent STIs/HIV and the negative effects of teenage pregnancy, alcoholism, drug abuse and cigarette smoking. DepEd’s child protection policy and the schools’ child protection committee and reporting and referral system were also presented to the students. Youth also gained knowledge and skills in facilitation and active learning. Once the YPEs were trained, they worked together with trained teachers/guidance counsellors and school nurses to plan and prepare the roll out of the trainings to their peers in their secondary schools.

Qualitative findings show that the TOT approach to training YPEs and child animators was appropriate and, according to students and YPE advisors, the quality of resource persons and delivery of the training were good. The five-day trainings provided sufficient information and time to acquire knowledge on the key YPE topics. However, feedback from students and teachers indicated that the TOTs can further be strengthened to build in facilitation skills, clear messaging on topics such as gender, teenage pregnancy, ASRH and practical approaches for application of knowledge in their respective YPE activities. The qualitative research finds that these aspects of the training are particularly important for addressing the sensitivities of the topics and to achieve the objective of influencing behavioural change.

Both male and female YPE students and teachers also indicated the need for scenario building and role play during the TOTs to practice difficult and sensitive questions and comments that students make and to develop standardized and common responses for the roll-out sessions. The YPE advisors also highlighted the need for follow up practice sessions after the TOT or second liner trainings, before facilitators move to the classroom discussion stage. YPE advisors/teachers need guidance to be able to effectively support the facilitators, particularly on messaging.

Despite differences in endline secondary student survey results between Masbate and Northern Samar, the qualitative research did not uncover any differences between the provinces with regards to the content, methodology and in the delivery of trainings, including the quality of resource persons. There are no apparent cultural differences or local factors between Masbate and Northern Samar that might affect the attitudes, absorption and application of knowledge from the trainings by the YPEs and the child animators. While YPEs and child animators living in urban areas may be more open to discussing sensitive topics such as ASRH and may be more interactive during the trainings than those from rural areas, this applies to the rural and urban contexts of both provinces.

Sustainability: YPE roll outs that are regular and systematized continue to be led by trained YPEs across the provinces, without requiring support from RAISE. The YPE activities, therefore, show potential for sustainability due to the measures undertaken to formalize the group and their activities at the school level. This includes the organization of YPEs as a club, the linkage of YPEs to SSG and the training of YPE second liners and in some cases third liners. YPEs are also included in SIPs, which are 3-5-year plans that can obligate new staff to sustain the commitments and it can assist in resource mobilization/budget planning. Interviews with students and YPE advisors indicated the formalizing of YPEs as a school club in some schools while in other schools the YPEs are linked to the SSG as many YPE facilitators are SSG members. This increases the recognition of the YPEs a school network/entity and the likelihood of the YPE sustainability in schools. Interviews with YPE facilitators indicated that the YPE activities have strengthened their own facilitation skills, confidence and leadership abilities. The QRT finds that this is particularly evident among the first batch of YPE trainees who demonstrated thorough understanding and application of topics. Interviews with first batch trainees and second liners indicate that the second liners need more experience to gain the same level of confidence and facilitation skills, but the prepping of second liners increases the sustainability of activities when the first batch graduates.

In addition, the identity of YPEs will be levelled up through institutionalization, confederation and participation in the provincial government through the ‘Strengthening Social Protection, Resilience and Inclusive Development for Marginalized People through Citizens and Civil Society Engagement’ (or ‘Social Protection Project’). The mandate of YPEs would remain the same and be distinct from that of SSGs. Some YPEs are already engaged in advocacy work, including by sitting in municipal meetings (e.g., municipal council for protection of children). YPEs have also participated in GAD planning by raising the issue of early pregnancy/ASRH. There is also potential for linkage with the National Youth Commission which gathers annually. It should, however, be noted that the involvement of YPEs/youth in advocacy work depends on the openness of LGUs to their engagement in budgeting/planning processes.

The QRT notes that it is also important for the SSG advisor/teacher to be oriented on YPE activities and to recognize YPE as a formal role of the SSG. The orientation of YPE to teachers is also an important enabling factor, as teachers’ cooperation is necessary to develop schedules for classrooms discussions and to reinforce YPE messages in lessons. A YPE advisor also highlighted that to avoid scheduling conflicts YPE activities including training of second and third liners can be planned for post-examination periods, at the end of each semester as students tend to be free during that time. Interviews with YPE advisors highlighted the need for having the necessary support from the school heads in terms of organizing school level activities by YPE and to allocate budgets for developing YPE promotional/instructional materials. In selected schools, YPE advisors stated the integration of YPE in SIPs as an important step for ensuring commitment of the school to continue YPE activities even if leadership and staff change.

DepEd’s recently issued ‘Gender-Responsive Basic Education Policy’ (DO 32 s 2017) has the potential to further support the sustainability of YPE. This policy commits to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights in the provision and governance of basic education. The policy includes identified steps that DepEd personnel and school administrators should take to make schools more gender-responsive — including training school personnel to respond to bullying and discrimination in schools; and integrating gender, sexuality and human rights into teacher training programs and school curricula. A key highlight of the policy is the SRH services in every school, the establishment of mechanisms to disseminate GAD-related information/advocacy campaigns and establishment of Violence Against Women and Children (VAWC) desks. DepEd Regional Offices recognized the contributions of the RAISE project in achieving the mandate through activities such as the gender integration in modules review, teachers’ training on gender responsive teaching strategies and heightened support in functionality and strengthening of ASRH information dissemination, anti-VAWC and bullying through the YPE and child protection mechanisms.

### **Community-Based Activities**

Main Results & Effectiveness:

**Sali Kabataan & Child-Led Activities**

Children who are at risk of dropping out have limited opportunities to engage in community-based and school-based learning opportunities that build awareness of rights. The RAISE project, therefore, aimed to provide opportunities for girls and boys, especially those at risk of dropping out and OOSCY for participation and decision-making in civic society through Sali Kabataan (peer-to-peer community-based activities).

A total of 210 ‘animators’ (119F:91M), mostly children and youth, were trained in peer-to-peer methodology, facilitation, understanding on gender issues and leadership. These animators were from the Barangay Children’s Association (BCA),[[56]](#footnote-56) YPEs, elementary and secondary students, ALS learners, OOSCY or other community members who committed to taking on the responsibility of leading monthly peer-to-peer activities. Following a TOT of identified animators in selected RAISE barangays, the trained animators conducted Sali Kabataan[[57]](#footnote-57) weekend sessions to every *purok* (small clusters of community which forms a barangay) within the barangay to reach far flung areas and encourage and promote participation from children who are socially excluded and/or marginalized by various reasons. The sessions aimed to empower both in-school and out-of-school children, especially girls, to engage in school and community activities that promote children’s interests and rights. It further served as a platform for girls working with boys and different gender identities as allies in issues affecting children such as gender-based barriers to completing school, harmful gender stereotypes, and GBV, among others. Each month focused on a topic relevant to children and youth, such as child rights, gender equality, ASRH or financial literacy. Animators, with the support of the RAISE project, led these sessions. For some topics, sessions were split between girls and boys to enable a safe space for discussion of issues.

The group of children animators or children leaders also identified a small activity or project in their communities to challenge local perceptions and attitudes undervaluing the importance of education, especially to girls or other gender-based issues in the community that lead to discrimination and inequality. In Barangay Caligang, for example, child leaders identified the lack of participation of girls in sports activities and boys in theatrical activities, so they conducted a child-led activity of summer sports fest to encourage the participation of both girls and boys. Because of the theater skills acquired through child-led activities, child leaders in Barangay Washington staged a fundraising campaign during their presentation in the community and used the proceeds to donate school supplies to underprivileged children. A total of 5,635 children and youth participated in Sali Kabataan events (3,048F: 2,587M) and 2,117 (1,125F:992M) took part in child-led activities. Sali Kabataan also became an avenue for ALS IMs to map and reach OOSCY and advocate on attendance to ALS sessions.

**Positive Masculinities/Anti-GBV Messaging**

Within this initiative, the RAISE project introduced parent-child dialogue and girl-boy dialogues to help mainstream more gender-friendly perspectives among parents and youth. Incorporating violence prevention work with men and boys was an essential piece towards creating a safer, more equitable environment for girls and women. However, one of the essential challenges is convincing men and boys that the struggle for gender equality has a benefit for all. RAISE aimed to promote the rights of girls and help ensure that the goal of gender equality is advocated and achieved. Male champions/advocates against GBV, members of the local community group Men Opposed to Violence Everywhere (MOVE), were utilized to support training and sessions to men and boys in the RAISE covered areas, especially those areas with high prevalence of GBV.

“If we cannot erase discrimination and violence against women in the dictionary, at least in our own actions as men and members of the community, we can do so through our positive actions.” — Randy Brenzuela, 24, a male Barangay official of Liberty, Catarman, Northern Samar

Gender-focused trainings for children and youth supported under the RAISE project included the training on positive masculinities and anti-GBV (209 males trained in total[[58]](#footnote-58)) using modules developed by POPCOM and gender sessions integrated into the leadership program. Interviews with boys and male youth who attended the training (who included YPEs, ALS IMs, male ALS learners and volunteers of Sali Kabataan) indicated that the training was very helpful for them to understand gender-based stereo-typing and the importance of recognizing the role of women in the economy and society. Feedback from the training participants indicated that they understood that household chores and child rearing are not just the responsibility of women, but rather these responsibilities should be shared. They also understood the importance of the role of women in public life including employment. They discussed that employment and job profiles are often stereotyped and they were able to discuss the risks of objectification of women in media and advertisements.

The FGD feedback indicated that while the trainings covered broad knowledge on a range of topics on the rights of women and GBV, no practical guidance was given on how they apply it at home, in the school and in their day-to-day activities. The qualitative research found that most participants were not familiar with ways to apply the knowledge they gained from the training. This is consistent with the endline student survey results, which shows that***37.2% of adolescent boys can identify at least three practical actions to reduce gender-based violence and promote the rights of women and girls. While this is higher than the figure of 18.7% at baseline (p-value < 0.01), it falls well below the targeted 60.0%.***  Few FGD participants indicated that they discussed these topics with peers while the RAISE IM, who attended the trainings, highlighted that he integrated these topics in the ALS discussions. The qualitative research finds that these trainings should be simplified and should promote clear-cut and practical actions that can be applied to promote rights of women and girls and prevent GBV.

**Parenting of Adolescents**

|  |  |
| --- | --- |
|  | **Figure 20. Both female and male parents/caregivers showed improved practical knowledge of adolescent parenting following training (pre-test vs. post-test)** |
|  |  |
|  | ***Source:* RAISE MIS** |

Attitudes towards gender equality in the household are also critical to creating an environment conducive to promoting a trajectory of empowerment and building the personal and social assets of adolescents, especially girls. The RAISE project’s parenting of adolescents sessions aimed to build the knowledge of parents, especially parents of S/PARDOs, on gender-equal relations in the family and the unique rights of the girl-child, on promoting the role modeling of women as income-earners and decision makers, and the importance of non-violence in parenting and conflict resolution. **In Northern Samar, trainings were provided by Plan, with the provincial GAD and through the Women and Child Protection Unit of Northern Samar. In Masbate, the training was provided by POPCOM.**

Following a TOT for 125 community volunteers (88F:37M), who are parents themselves, conducted sessions in their respective communities aimed to increase the practice of good parenting skills. One of the targets of sessions was the formed group of CSGs in the community. The roll-out reached 2,825 female parents and 725 male parents. Pre- and post-training tests show an improvement in the percentage of both female and male parents/caregivers who can identify at least three adolescent parenting skills standards and their practical application — from 72.2% to 88.2% amongst females and from 75.3% to 87.1% amongst males. **Figure 20** presents pre- and post-training test results by province.

“My daughter got pregnant at the age of 19 and her boyfriend left her. This session made me realize that at that time I should have talked to her and made her feel I am always at her side which I never did. Now that I have learned how to handle adolescents, I will correct my mistakes this time. I still have 3 girls who will become adolescents 3 years from now, I will do better. I will talk to them, listen to them and share to them experiences as a woman. I will teach them what I had learned from here.” — Wilma, 54, female parent, Barangay Dale

**Financial Literacy Training**

As shown in **Figure 21**, based on the results of the endline student survey, ***95.9% of adolescent girls and 91.8% of adolescent boys can identify at least four key competencies in life skills and financial literacy standards and their practical application***. This is above the baseline (2014-15) results of 75.0% of adolescent girls (p-value < 0.01) and 71.3% of adolescent boys (p-value < 0.01), as well as the targets of 85.0% and 80.0%, respectively. As shown in **Figure 17**, there was positive movement on the life skills measures but not much change on the financial literacy score for secondary students. A total of 343 children/youth (145F:198M) received training on life skills and financial literacy. Of these children/youth, 69 were secondary students (45F:24M). Other participants in financial literacy trainings were ALS learners or OOSCY.

|  |  |
| --- | --- |
|  | **Figure 21. Adolescents show improved practical knowledge of financial literacy and life skills1 between baseline and endline, exceeding project targets for both girls and boys2,3** |
|  |  |
|  | ***Source:***  RAISE Adolescent Knowledge and Assets Survey, 2015 and 2017  *Notes:*   1. **Respondents scoring ≥ 70% on relevant questions.** 2. **Endline is significantly different from baseline at 99% for both girls and boys (p-value < 0.01).** 3. At endline, the difference in girls’ and boys’ score is significant at 90% (p-value < 0.10). |

Sustainability: Feedback from child animators indicated that the Sali Kabataan has been organized mostly with CDF’s initiative in collaboration with Barangay councils and RAISE covers the refreshments costs. While each CDF has a plan to implement at least five Sali Kabataan sessions, in most of the target Barangays this target has not been met due to unavailability of community members and facilitators to run Sali Kabataan. This indicates that the Sali Kabataan has limited scope to continue when the project ends as there are no lead organizers of the event and it requires considerable time on the part of volunteers and facilitators to organize the event. Interviews with some volunteers indicated that they will continue Sali Kabataan by raising voluntary donations to the event. Some barangays have also committed funds to sustain child-led activities through 2018. The effectiveness of Sali Kabataan activities, including its scope to influence behavioural change, will depend on its continuity on a regular basis, positive turn out from the community and the reinforcement of clear messages in the sessions.

# 4.3 Beneficiary/Intermediary Reach

RAISE reached a total of 26,460 children, youth and adults (15,520:10,940M) in 46 barangays of Masbate (20) and Northern Samar (26) — exceeding the project’s targeted reach of 24,433 (see **Table 12**). This includes 18,660 children and youth (9,550F: 9,110M), which was below the target of 19,432 (12,020F: 7,412M), largely due to:

* *A change in the design of learning events:* The RAISE project had initially intended to roll-out separate school-level learning events; however, based on discussions with DepEd, it was recommended that it would be strategic to bring reading program implementers together with DepEd representatives at the provincial level in two provincial events to collectively discuss experiences and lessons learned that will enable all schools to further refine and strengthen their reading programs. With the change in the design of the activity, 449 (282F:167M) elementary students from Masbate and Northern Samar participated in provincial-level reading conferences, versus the targeted 6,000 children based on school-level learning events.
* *Delays with procurement of equipment and supplies for school-initiated drop out reduction initiatives in secondary schools:* This meant these initiatives were not operational in most cases until SY2017-18. Beneficiaries under this activity reflect SARDOs in only one school year — 709 (233F:476M) compared to the targeted 2,196 (1,164F: 1,032M).
* *Suspension of school assistance grants in 2016:* School assistance grants were suspended in 2016, with donor approval, following mid-term review findings that the grants do not significantly contribute to project outcomes and because of the duplication with the government’s conditional cash transfer program. School assistance was provided only for the 2014-15 and 2015-16 school years.

Though more children/youth were reached through activities such as Sali Kabataan, child-led activities, the YPE rollout of ASRH trainings in secondary schools, the reading program (due to addition of RAISE Higher elementary schools) and ALS than targeted at the start of the project, these gains were not sufficient to fully offset the above noted shortfalls. This is partly because about one in five children/youth beneficiaries were engaged in the project through more than one activity.[[59]](#footnote-59)

The project’s initial gender quota of 70:30 was also not met, as 22.9% more boys and 20.5% fewer girls than targeted were reached. The MTR conducted by TANGO International concluded that this target was “*not realistic*” as “*the education continuity of girls and boys are almost equally affected when households face poverty and financial difficulties*.”[[60]](#footnote-60) Moreover, studies show that girls in the Philippines have been doing better than boys in key education access and performance indicators.[[61]](#footnote-61) To engage the majority of the child/youth population in each community, especially in-school and out-of-school girls, RAISE initiated weekend community-based activities in 2015. Despite this, the on-the-ground reality of the girl-to-boy ratio meant that 51.2% of children/youth reached were girls.

| **Table 12. Number of beneficiaries and intermediaries by sex (where applicable), province and type** | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of Beneficiary/ Intermediary** | **Masbate** | | | **Northern Samar** | | | **Total** | | |
| F | M | Total | F | M | Total | F | M | Total |
| **Total beneficiaries & intermediaries** | **7,450** | **5,060** | **12,510** | **8,070** | **5,880** | **13,950** | **15,520** | **10,940** | **26,460** |
| Child/youth beneficiaries | 4,690 | 4,380 | **9,070** | 4,860 | 4,730 | **9,590** | 9,550 | 9,110 | **18,660** |
| Adult beneficiaries/ intermediaries | 2,760 | 680 | **3,440** | 3,210 | 1,150 | **4,360** | 5,970 | 1,830 | **7,800** |
| **Barangays reached** |  |  | **20** |  |  | **26** |  |  | **46** |
| **Education/ community structures** |  |  | **130** |  |  | **150** |  |  | **280** |
| Elementary schools |  |  | 25 |  |  | 26 |  |  | 51 |
| Secondary schools |  |  | 9 |  |  | 11 |  |  | 20 |
| ALS programs |  |  | **21** |  |  | **26** |  |  | **47** |
| ES MAGs/SGCs |  |  | **24** |  |  | **23** |  |  | **47** |
| SS MAGs/SGCs |  |  | **9** |  |  | **11** |  |  | **20** |
| CSGs organized |  |  | **42** |  |  | **53** |  |  | **95** |
| *Source:* RAISE MIS | | | | | | | | | | |

5. Conclusions

*Effectiveness*

The overall conclusion of this final evaluation is that key interventions of the RAISE project have proved to be valid and feasible education approaches for the Philippines context. Evidence gathered from the targeted schools and provinces has indicated that the project had a positive effect on students, teachers, education officials, parents and community members, thus contributing to reducing barriers to education and building the social, personal and material assets of children and youth. Specifically, based on the main findings of the evaluation, the RAISE project demonstrated effective models to address the issues of absenteeism and dropout among P/SARDOs. The MISOSA, OHSP, ALS, reading program and YPE were strengthened during the project implementation and a structured approach of implementation exists for these core interventions.

*Impact*

The impact of project interventions on girls’ and boys’ learning outcomes at provincial level is, however, less clear due in part to the small scale of the intervention relative to the total schools and limitations on data availability.

* From 2012-13 to 2016-17, elementary and secondary school completion rates increased for both girls and boys in Masbate and Northern Samar and exceeded end-of-project targets. The transition rate to secondary school also increased in both provinces between 2012-13 and 2016-17.
* W**here results are known from exams written in 2016 or earlier, the pass rates for RAISE-supported ALS learners are higher than the national passing rate, particularly for female learners.**
* With regards to pregnancy-related school dropouts, school heads/teachers in project-supported schools such as Milagros National High School attribute a drop in teenage pregnancies to YPE and the ASRH roll out.
* Teachers, school management and district/divisional education officials generally supported the project and recognized its effect on improving their competencies and strategies to reduce school dropouts and the contributions of the project to develop effective practices promoting the successful use of ADMs.
* Parents and community members showed awareness and support to the project through their participation in annual education campaigns, community savings groups and parenting of adolescents training, and recognized the benefits of ADM.
* Female and male secondary students had improved overall perceptions about their social, personal and financial assets from baseline to endline, meeting end-of-project targets.

*Sustainability*

MISOSA and OHSP are scalable models, provided that principals and teachers are motivated and committed to its implementation. The scalability and sustainability of ADM is supported by the signing of the *OHSP Act* into law in 2015, DepEd’s budgetary support for schools, divisions and regions that are willing to implement ADM, and the availability of a package of interventions (i.e., trainings, self-instruction materials) that can easily be replicated/adopted by schools. The scalability of ALS is also supported by increased national funding of ALS as a priority program of the current administration. The following interventions also have strong potential for continuity:

* The reading program as there is a cadre of trainers who can support teachers, a system to reproduce new reading material and the reading sessions can be integrated into classroom activities and recess time;
* SII-DORP as many initiatives have been designed to be revenue generating;
* CSGs, which are part of Plan Philippines’ Country Strategic Plan for 2017-2021 and will be scaled up through Plan’s regular programming structure beyond the RAISE project; and
* YPE activities due to the measures undertaken to formalize the group and their activities at the school level, such as the organization of YPEs as a club, the linkage of YPEs to SSG and the training of second and third liner YPEs.

Discussions with BLGUs to provide funding for IMs led to commitments by two municipalities to retain RAISE IMs and to operate the ALS centre. In some target barangays, ALS implementation will be discontinued if funds are unavailable to cover allowances to RAISE IMs. In others, ALS implementation may be supported by an expanded ALS program of DepEd in keeping with its national strategy of prioritizing ALS to reach the most difficult to reach OOSCY and achieve Sustainable Development Goal 4 (ensure inclusive and quality education for all and promote lifelong learning). The role of SGCs/MAGs in monitoring P/SARDOs and advocating for and promoting education will also be challenging to sustain. Though government-mandated, many School Governing Councils did not meet unless meetings were convened and facilitated by RAISE CDFs. Finally, because community-based activities such as Sali Kabataan have been organized mostly with CDFs’ initiative, in collaboration with barangay councils, they have limited scope to continue post-RAISE.

6. Lessons Learned & Recommendations

**The RAISE project offered many lessons learned and recommendations for future programming of a similar scope and scale, as described below. These recommendations are intended to inform the design and implementation of future FLO and YPE programmes. They are primarily directed at schools currently or newly using ADMs and DepEd as the main promoter of the implementation of MISOSA, OHSP and ALS. A few recommendations are directed internally and to other development partners working to improve learning outcomes of girls and boys in the Philippines. The are not listed in any order of priority but are grouped by intervention type or theme.**

***Partnerships for Sustainability***

**Lesson 1: Stakeholder involvement and partnerships are important to successful implementation and sustainability of ADM and ALS.**

A key contributing factor to the positive results and sustainability of the RAISE interventions is the close partnership Plan has established with DepEd to implement the project. In an interview with the QRT, the Divisional Education Specialist in Northern Samar highlighted the positive relationship DepEd has with Plan, recognized Plan’s value add in increasing coverage and quality of DepEd’s program and noted that DepEd has gained from Plan’s project management and monitoring approaches used in the RAISE project. The qualitative research further finds that partnership has resulted in the project closely aligning its interventions to existing DepEd programs such as ADM and ALS. This partnership has helped the project-supported training programs to utilize DepEd materials and resource persons and it has created an opportunity for Plan to contribute at a policy level to the review and enhancement of self-instructional materials for MISOSA, OHSP and ALS, in line with the new K-12 curriculum. The close working relationship with DepEd has also helped implement project activities in schools in an efficient manner.

In Masbate, the enabling system for implementing project activities was less supportive than that in Northern Samar, mainly due to the operational approach of the Divisional DepEd office in Masbate, where there is a need for more formality and longer approval systems to implement activities at school level. While the QRT finds no difference between the two provinces on the quality of delivery of project activities, the difference in working relationships with the divisional office did affect project scheduling and delays in Masbate, which limited the time project staff had to monitor and address any implementation challenges for a given activity. The high turnover at the Schools Division Superintendent (SDS) level in both provinces was also a challenge and highlighted the need for strong relationship building at different levels within DepEd and identification of more than one champion to ensure support and continuity of key interventions. In Masbate, feedback from the OHSP coordinator and school head in one secondary school indicated that plans to integrate OHSP cannot be rolled out due to lack of support from the SDS. According to the school, the Schools Division felt that OOSY support overlaps with the ALS program. This highlights that to motivate school management and teachers to implement ADM, support from DepEd divisional and district office to the school and positive recognition of schools’ initiative to implement ADM by DepEd is critical.

The QRT further finds that the close collaboration established with DepEd allows for further strengthening the inter-linkages in the program, such as creating a close working relationship between schools and DALSCs to tap the e-classroom infrastructure for ALS e-Skwela sessions. Feedback from school heads visited during the field work indicated that school management and teachers recognized and valued Plan’s partnership with DepEd and the way project interventions contribute to achieving school’s compliance with DepEd orders. This builds in ownership of project activities, at the school level and local government level, which contributes to the effectiveness and sustainability of project activities.

**Recommendation 1:**

**Invest in relationship building with key stakeholders from the start of the project and throughout the project cycle and regularly involve them in project planning and decision making to ensure efficiency in implementation.**

**Lesson 2: Engagement of local government is critical to the sustainability of project interventions.**

Qualitative findings show that the project has successfully established close partnerships with BLGUs and MLGUs to implement project activities. This was evident by the way in which BLGUs/MLGUs contributed to supplement fees of RAISE IMs, contributions to the construction of ALS centres and to cover operational costs of ALS centres. BLGUs also collaborated in the monitoring of P/SARDOs and in conducting Sali Kabataan. This has been achieved due to the CDF’s close working relationship established with LGUs, the training opportunities created by Plan for BLGU/MLGU officials and the effectiveness of project’s advocacy to gauge support for RAISE implementation in the target barangays.

Feedback from project staff to the QRT indicated that they are conducting dialogues with BLGUs and MLGUs to obtain commitment and funding for continuity of project activities. The QRT finds that the project staff is, however, not sufficiently familiar with the LGU planning and budgeting processes to strategically influence decision making to gauge funds for project activities such as fees of IMs and transport fees for ALS learners, to attend ALS centres or for Sali Kabataan. Milagros is an exception as the project and DepEd ALS implementers were successful in lobbying for the expansion of the ALS program to 27 barangays. Another exception is Palanas municipality where the feedback from Municipal Administrative coordinator indicated that the MLGU has secured 806,100 Php for ALS centres and to retain RAISE funded IMs as well as additional budget for SGCs to conduct YPE activities (20,000 Php per school). This was achieved by tapping into the 5% IRA allocation for GAD at municipal level, the information for which was gained from a provincial GAD forum organized with support from RAISE. Feedback from project staff indicated that the Palanas MLGU is lobbying for an ordinance to make these allocations permanent so that any government transitions will not affect budget allocation for these activities. The QRT finds that Palanas Municipality has demonstrated the potential for successful resource mobilization to enable the continuity of project activities and can serve as a good practice model for other project municipalities. Feedback from project staff to the QRT further indicated that the BLGUs and MLGUs are a strategic platform to build project linkages with other externally/internally funded projects, such as livelihoods and skills training, that can be tapped for ALS learners.

**Recommendation 2:**

**Provide all project staff with a practical orientation on the government’s planning and budgeting process and timelines, to identify formal entry points to institutionalize project activities within the local governance system.** It may be equally important to ensure that local governments are supported to develop resolutions and memos, in order to ensure that contributions or actions are followed/sustained. Clarifying expected advocacy results and articulating a clear advocacy and sustainability plan is also important for strengthening efforts to influence policy.

**Lesson 3: The availability of valuable data is necessary to make better decisions for modifying project activities and planning for future ones.**

Several indicators in the project’s PMF, especially at the ultimate outcome level, rely on secondary data. Though secondary data is cost-efficient and generally has a pre-established degree of validity given that it is coming from official government sources, it can present some problems, including:

* Data may be inconsistent across various sources and over time (due, for example, to changes in definitions, methodology for collection and reporting)
* Coverage of secondary data might not be at the level required, particularly when the project works in a few schools and communities within the province
* Data might be out-of-date due to infrequent collection or delays in releasing updates
* Data might be over- or under-reported in education systems where performance ratings and funding depend on how well schools do on certain indicators

Often when secondary data are inadequate, primary data is gathered. However, primary data collection requires significant commitments of time and budget for M&E. The limited M&E budget for RAISE necessitated a “light touch” baseline and endline. Quantitative surveys were conducted at the school level only (secondary students and elementary and secondary teachers), and the sample size was not always sufficient for analysis of disaggregated results.

Collection and dissemination of quality data and evidence on key issues addressed by the project should be part of future project designs to ensure that adequate budget is allocated for activities to support effective advocacy, planning and decision making. Strengthening the capacity of government agencies to collect, monitor and analyze relevant data is also important. From project onset, key stakeholders should be oriented on data needs and how they can be used to support the realization of broader goals such as improving learning outcomes.

The QRT’s KII with the DepEd Education Specialist in Northern Samar Division office indicated that RAISE project implementation has provided DepEd an opportunity to understand the importance of monitoring, data collection and review. The DepEd Education Specialist as well as RAISE project staff feedback indicated that overall, DepEd in Northern Samar has demonstrated increased readiness for building their internal capacity on monitoring its programs and reviewing progress towards project goals such as improving school completion rates. This indicates an opportunity for projects to provide the necessary capacity building support directly to DepEd to strengthen their institutional support to schools, to address issues of P/SARDOs. The advocacy on improving attendance and reducing drop-outs can also be strengthened through improved monitoring of 4Ps beneficiaries by DSWD. Feedback from teachers indicated that DSWD monitors enrolment of children in the school on a quarterly basis but they do not check whether the student has achieved the minimum 85 percent attendance, as required in the 4Ps program. Further, learner resource numbers (e.g., one-time registration) are not properly utilized to monitor ALS learners, especially when they leave their communities for work or other reasons. This is needed to track their progress.

**Recommendation 3: Provide capacity building of institutional actors to improve monitoring and data collection and commit adequate resources for M&E.**

*Adoption of ADMs to Address Dropout*

**Lesson 4: Effective advocacy at the school level and alignment of project interventions to established goals are key to garnering the commitment of school officials.**

Qualitative findings show that, at the school level, the commitment of school heads and teachers was critical to the achievement of project results, and the involvement of SGC, PTA and SSG contributes to the continuity of project activities and advocacy for P/SARDOs. The commitment of school management to project activities, particularly ADM, reading program and SII are high. The commitment of school managements in project targeted schools, for YPE activities is high in most schools but low in some schools.

The motivation and commitment of school heads and the teachers have been achieved due to several reasons. For one, according to school heads, CDFs have been able to establish trust and close working relationship with the school. Second, according to the QRT, the project delivered good quality training programs which helped to strengthen knowledge and skills of teachers regarding issues facing P/SARDOs and their roles in supporting P/SARDOs. These training opportunities further boost the teachers’ profile and experience and increases prospects for future promotions and performance-based bonuses (PBB). Finally, the school staff unanimously recognized that project interventions contributed directly to achievement of DepEd targets such as zero-drop out and helps schools to become compliant with DepEd orders. The project interventions and achievement of zero drop-out have created opportunities for performing well in appraisals and has increased the potential for improved PBBs. Most importantly, feedback from school heads, teachers and the QRT’s observation indicated a major shift in school staffs’ attitude towards P/SARDOs in all project schools visited, which was indicative of the effectiveness of school level advocacy conducted by Plan.

**Recommendation 4:**

**Sensitize teachers and school management on key topics relevant to the project (e.g., issues facing P/SARDOs and their roles in addressing these issues) to generate awareness, support and action to address issues, to build their commitment to the cause and to ensure continuity of actions.**

**Lesson 5: Formal roll-out of ADM at schools requires a step-by-step approach and the right messaging (i.e., do not ‘oversell’).**

The experience of Don Juan Avalon High School is that OHSP must be rolled out formally in the school so that teachers, parents and students have a common and clear understanding of ADM and its implications for these target groups in terms of implementation. According to teachers and school heads, a formal roll-out should include:

* Meeting parents and discussing the options and schedule
* Signing an agreement with the parent
* Beginning implementing and monitoring students, which includes home visits. Teachers are supposed to conduct home visits to address absenteeism. Some schools collaborate with BLGU and the Barangay Tanud, to conduct the monitoring.

School heads emphasized the importance of right messaging and advocacy to not ‘oversell’ MISOSA/OHSP options to those who might enrol in it for convenience purposes than due to a need. Feedback from teachers also indicate that the trainings should dedicate time for identifying the simplified process/steps for rolling out MISOSA/OHSP as appropriate for the school and the training should result in a plan for roll-out. The QRT finds that the trainings should be designed in a TOT modality so that trained teachers and school heads can roll it out at school level.

**Recommendation 5: Take a six-step approach to the formal roll out of ADM.** The recommended steps, described below, assume that key staff from the school have attended a formal training on ADM organized by RAISE and/or DepEd.

1. Submit a letter of intent to the Curriculum and Learning Management Division of the Division Office through the District Supervisor, outlining interest to implement ADM. Included with this should be a plan with the rationale for the ADM, the issue to be addressed, activities to be undertaken and budget required.
2. Assign a teacher by the school head as the MISOSA/OHSP focal point for the school to coordinate advocacy activities, review progress and report results at school level.
3. Conduct an orientation to teachers on how to implement OHSP/MISOSA in very practical terms. This includes complete information on how to develop schedules with the student, how to convince parents on the benefits of MISOSA/OHSP, how to give grades and assessments to OHSP students and how to monitor students.
4. Integrate MISOSA/OHSP formally into the annual plan and teachers’ schedules. This includes time for monitoring students, parent meetings, home visits and additional time spent with the student to guide them on the SIM.
5. Organize an advocacy campaign through barangay assembly meetings to inform parents of this option. Some schools have timed this to the beginning of the school year and have coincided with the advocacy with the Parents, Teachers and Community Association forum after the Brigada E-skwela (a pre-enrolment activity conducted before the start of the school year).
6. Identify P/SARDOs and select candidates for MISOSA and OHSP. This can be done by conducting the FICS analysis and validating the information through parent meetings and or home visits. A further assessment on whether the students are independent learners or not can be conducted using the pre- and post-test data gathered through the Phil-IRI, which schools undertake at the beginning and end of each school year as per instruction from DepEd. If the school intends to reintegrate OOSCY some schools have used teachers’ records of recent drop out students to identify and offer MISOSA/OHSP option of learning for them. Other schools have reintegrated OOSCY identified through BLGU and/or District Alternative Learning System Coordinator (DALSCs)/ALS mobile teachers.

Beyond roll out, seeking official recognition from DepEd as an ‘ADM school’ can help sustain the program in schools.

**Lesson 6: The MISOSA/OHSP training program for implementers must be more practical.**

One of the key improvements required in ADM implementation is the training program conducted on MISOSA/OHSP. Feedback from teachers who participated in the first training organized by RAISE in 2014 indicated that a lot of information and terminology were introduced without any emphasis on concept and practical implementation, while the follow up training in 2015 was more appropriate as the concept and process were simplified.

**Recommendation 6: Make training on MISOSA/OHSP more practical by:**

* Placing equal importance on how to motivate teachers, parents and students with appropriate messaging, as well as a focus on a good situational analysis of P/SARDOs and what can be concretely done by various players to help them in and out of school
* Outlining steps in implementing ADM and including scenario building and role-play to enhance communication and counselling skills required for advocacy of MISOSA/OHSP among teachers, parents, students and the community

**Lesson 7: Exposure visits should be organized as networking events**

Feedback from teachers and school heads also indicated that exposure visits to MISOSA/OHSP should be organized as networking events where schools establish a communication/coordination system for receiving advice during roll out. Currently teachers who visited MISOSA/OHSP stated that the visits were helpful, but they do not maintain any contact or seek advice from the people they met during the visit.

**Recommendation 7: Establish a formal mechanism through which current and potential ADM implementers can connect and learn from each other.**

**Lesson 8: Target setting is important to motivate and build commitment of school staff and management as well as local government.**

Interviews with teachers and school heads highlighted the importance of target setting. Targets could include zero drop-out for the school, zero-non-reader school, 100 percent ALS passers and zero-teenage pregnancy. Zero drop-out, for example, can be lobbied at barangay and municipal level to achieve zero drop-out municipality or barangay status as this will be in line with broader national education policy. Clear target setting will enable effective advocacy as clear targets will be easier to promote, plan for, integrate into budgets, school and BLGU plans (e.g., SIPs, LDPs) and monitor.

According to school heads, strategies to strengthen and sustain MISOSA/OHSP programs in the schools include the integration of the initiative in SIPs, the Annual Improvement Plans and budget planning, although these processes need to be further strengthened at school level. Integration of MISOSA/OHSP in SIP will ensure the school’s commitment to the intervention for a period of 3-5 years which enables continuity even in a context of management/staff transition. Interviews with school heads of the pilot ADM schools indicated that they have integrated ADM in their SIPs. These SIPs were being reviewed by DepEd and a formal approval by DepEd was pending at the time of this evaluation.

The feedback from one MISOSA school indicated that the zero-drop-out target is an indicator for performance appraisals of teachers and school heads, which can serve as a basis for bonuses and promotion. The school head of one pilot school reported an increase in teachers’ bonuses from 5,000 to 10,000 Php in the 2015-16 school year because of achieving the zero drop-out target, which she attributed to MISOSA implementation.

**Recommendation 8: Integrate clear targets in school plans (i.e., zero dropout) and link to staff performance assessment system.**

**Lesson 9: Process documentation is important.**

The QRT finds from the experience of Alas Elementary school to pilot MISOSA that the importance of documentation at school level on the process of MISOSA/OHSP and the results to date. A simple PowerPoint presentation can ensure that new staff and school heads are readily briefed and oriented on the program. This documentation should list out the activities, dates and results (for example, trainings that the school participated in, the advocacy activities, the roll out process, number of students for each school year that MISOSA/OHSP has been implemented in, any challenges, on-going activities, etc.). The QRT further finds that identification of two ADM coordinators (one focal point and one alternative focal point) per school for continuity purposes to avoid gaps associated with staff turnover and emphasis on appropriate hand-over and orientation steps for any new staff or leaving staff, are good practices.

**Recommendation 9: Provide support to schools to routinely and systematically document processes and results to facilitate continuity and build an evidence base through experience.**

Process documentation is recommended at two levels. The first type of process documentation is to document activities implemented by RAISE at the school level. The recommendation is to prepare a brief PowerPoint presentation that indicates the set of activities, timelines and results or achievements of the school due to the intervention. This can be prepared for the YPE, ADM, and reading enhancement program and for the activities of the SGC. The purpose of this documentation is that the school has readily available information on implemented activities that can be shared with external visitors such as DepEd officials and with any new staff joining the school. This aims to address issues of memory as was faced during the field work for this evaluation, with teachers, school heads and YPE facilitators, while discussing school activities supported by the RAISE project. The presentations can also be used as an advocacy tool where school heads or designated teachers can present the information in Barangay sessions or Municipal sessions to mobilize resources and partnerships. The presentations/briefs can be developed and updated by the designated MISOSA/OHSP focal point at the school, the YPE advisor and YPE facilitators, the reading program coordinator respectively and designated coordinator of the SGC and the focal point can be tasked to share the information with external visitors, new staff or during any lobbying with BLGU or MLGU.

The second type of process documentation is to prepare a simple guide on implementing key interventions supported by the RAISE project, such as ADM, YPE and the reading enhancement program, with the aim of promoting replication of the activities by schools and or DepEd. The guide should be simple and user-friendly and include:

* Key steps involved in implementing the program
* A ‘frequently asked questions’ section that highlights key scenarios and potential challenges that may be encountered in implementing the intervention and how these issues can be addressed
* Costing of interventions and expected human resource input required at school level
* Details of resource persons who can conduct training for the school (including TOT participants of reading enhancement program, ADM coordinators, YPE advisors, contacts of DepEd trainers that conducted trainings for RAISE project)
* A list of mentors from RAISE schools for all the interventions.

During its extension period, RAISE developed several knowledge products that can be utilized by DepEd in its future scaling up of ADM, ALS and the reading enhancement program.

**Lesson 10: Complementary strategies facilitate MISOSA/OHSP implementation.**

Complementary strategies that facilitate effective MISOSA/OHSP implementation include: 1) home visits; 2) the annual application of Phil-IRI; 3) use of pre- and post-tests data for identification of suitable candidates for MISOSA/OHSP; 4) reading enhancement program that can enable students to become independent learners; 5) SII supported by RAISE to provide funds for school expenses of P/SARDOs; and 6) school feeding and monitoring of P/SARDOs through SGC, PTA and or barangay officials.

Some schools have strengthened their relationship with the BLGU by having school head and/or teachers attending Barangay sessions, particularly on education which has helped to gauge BLGU support for monitoring P/SARDOs, MISOSA/OHSP and to replicate ADM in schools in the Barangay.

**Recommendation 10: Complement ADM implementation with other strategies to address the needs of P/SARDOs.**

*Skills Training*

**Lesson 11: Mobility assessments should be part of any skills assessments.**

A key lesson from the ALS program is that to design skills training interventions, the project should integrate mobility assessments to any skills assessments that are conducted. Feedback from ALS learners who received skills training from the project indicated that the willingness to relocate, willingness to commute/travel and willingness to dedicate time as full-time or part-time, has implications for ALS learners to successfully complete skills certification and to obtain employment. Similarly, skills trainings that are intended to support the development of small businesses should be conducted with appropriate value chain assessments. The QRT notes that in Masbate, the market feasibility for food processing was not explored in the design of the skills training, which is a key factor for establishing and sustaining a food business. Feedback from DALSCs and IMs indicated that vocational prospects of ALS learners can be further strengthened with career counselling, life skills coaching and support to participation in job fares whereas skills training to build entrepreneurship should be complemented with entrepreneurship and business development orientation and financial literacy.

**Recommendation 11: Ensure skills training interventions respond to local market needs and are accompanied by other supports such as life skills training, business/financial literacy orientation, career counselling and linkages to employers.**

*YPE*

**Lesson 12: YPEs need clear guidance on how to manage sensitive topics.**

Qualitative findings show that YPE is an effective model for peer education on issues such as ASRH, gender equality and health, at school level. YPE activities have become organized and systematic, where topics are divided among groups, schedules are developed mostly on a weekly basis and YPE sessions are facilitated through classroom sessions. However, the effectiveness of this peer education depends on ensuring that:

* YPEs and advisors are provided with clear guidance on how to manage sensitive discussions
* Messaging is culturally-appropriate, focused and consistent to manage sensitivities around the topics discussed
* Messaging responds to barriers and issues identified by the youth themselves
* YPE sessions are structured and activities are systematic
* Sessions continue in the longer term, and are reinforced through multi-faceted approaches, as changes in attitudes and behaviour take time.

**Recommendation 12****: Provide stronger practical support, consistent and culturally-appropriate messages, and clear guidance to YPEs and advisors on how to navigate sensitive discussions in peer sessions.**

This recommendation is threefold:

1. The project should provide clear and contextualized key messages with structured guidance on how youth can navigate sensitive issues such as GBV. The key messages should be developed for all the main issues covered and discussed in the YPEs and it can be provided as ‘frequently asked questions’, with standard responses or messages for scenarios where there is potential resistance from different stakeholder groups. The messaging should be simple and practical with reference to examples as much as possible.
2. The messaging on these topics need to be reinforced through as many channels as possible, beyond YPE classroom discussions. YPE sessions repeat topics over a long time given that the sessions are weekly, and breaks are observed for exam periods. The project should re-orient YPE facilitators on the messaging while this orientation should also be extended to teachers and SGC/PTA members. Teachers should be oriented on how to apply the same messaging in the classroom (and in key subjects such as values education, biology/sciences) and PTA can be oriented on how to apply the same messaging at home. The messaging guide can also be integrated to other community-based activities of the project, including the Sali Kabataan, the parenting sessions and CSGs. Other Barangay level committees such as the Barangay Child Protection Committee, service providers such as the Rural Health Units and DSWD can be oriented on these messages for further dissemination of information to the public.
3. To facilitate the above, a stronger materials review and development process at project start up is necessary for YPE-related activities. Strong partner engagement to ensure effective messaging on gender equality, adequate capacity for training of youth and follow-up support is also required.

**Lesson 13: The cascade modality can be an effective training approach for knowledge transfer.**

The cascade modality was effective for aspects of YPE and the reading enhancement program and this can be further applied to ADM trainings as well. KII with DepEd’s Education Specialist in Northern Samar Division office indicated that, in general, the RAISE project supported trainings were of high quality and the delivery of the training by assigned resource persons were well monitored. The cascade modality also increases the local resource base for future trainings with increased number of trainers for a given intervention. The MISOSA/OHSP trainings can be designed as a ToT with clear roll-out plan. It should prioritize concept and application, simplified step-by-step process for roll-out and monitoring and it should integrate advocacy on how to motivate teachers, students and parents to support MISOSA and OHSP in the school. ToT participants at the end of the training should be fully equipped with facilitation skills, training materials, simplified and practical messaging and a clear roll out plan.

The cascade model of training is most appropriate for trainings that aim more at knowledge transfer rather than changing attitudes, perceptions or behaviours. It is less suitable for complex and sensitive topics that require deep learning and a highly skilled facilitator. In particular, limited cascaded trainings are less effective in the transfer of gender equality messages, attitudes and behaviour change.

**Recommendation 13: Use direct training, whenever possible, and cascade modality only when the aim of the training is to transfer knowledge rather than to change attitudes, perceptions or behaviours.**

*Breadth & Depth of Future Programs*

**Lesson 14: Scale up ADM to achieve critical mass.**

The RAISE project has demonstrated the effectiveness of several interventions to address the issues of P/SARDOs. Consistent with the conclusion of the MTR, the QRT finds that the project design included too many activities with limited scale to contribute to higher level outcomes of the project.

**Recommendation 14: In future project designs, include fewer interventions to achieve depth, to contribute to higher level project outcomes and impact on the target beneficiary population (e.g., P/SARDOs).**

Based on the RAISE experience, it is recommended that future project design centrally focus on scaling up ADM at provincial level, due to the following reasons:

* Out of all the RAISE project interventions, the ADM support addressed directly, the specific needs of P/SARDOs.
* The ADM piloting has demonstrated direct results on drop-out rates in the target schools in a short implementation timeframe and it has prevented children and youth from becoming OOSY/C.
* The target schools have successfully piloted ADM, addressed ways to iron out implementation challenges and they have proven that ADM can be institutionalized at school level.
* The pilot schools serve as a resource base for future expansion of ADM across schools and tapping these eight schools will make replication cost-effective.

**Lesson 15: Key messages must align with the gender analysis of the project context and be value-based.**

The gender specific analysis of project context and results indicated that more boys than girls are affected by absenteeism. Feedback from both male and female YPE students indicated a cultural norm where boys have the freedom to go out at any time of the day or evening, to spend time with friends and have less supervision at home by parents. According to students, this exposes boys more to alcoholism and delinquency and the limited supervision from parents discourages boys to study. This issue should be investigated further and relevant topics on socializing and parental care, particularly for boys, should be integrated in the school-based advocacy for P/SARDOs through the SGC/PTA and in parenting training sessions that the RAISE project has implemented.

The gender orientation sessions and dialogues were found most effective in the gender topics and messages integrated to the reading enhancement program. The feedback from teachers who were trained during the rollout indicated clear and practical messaging on gender stereotypes which they could apply in developing the reading materials and in classroom discussions. The selective gender orientations to YPEs, child animators and ALS leaners during various activities indicated that gender topics are most effective when linked to value-based messages such as having respect for each other, being helpful to each other and working together as teams.

**Recommendations 15: Inform future project designs by a deeper gender analysis of the local context.**

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Annexes

1. **Logic Model**
2. **Performance Measurement Framework**
3. **Map of Project Locations**
4. **Evaluation Matrix**
5. **Quantitative Tools (Endline)**
6. **Qualitative Tools (Endline)**
7. **Case Study Template**
8. **List of FGD Participants**
9. **Additional Data Tables**

# A. Logic Model

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ultimate Outcome** | Marginalized children and adolescents, especially girls, in two rural provinces of the Philippines complete primary school and transition to and complete secondary school and have access to opportunities that will enhance their personal and social assets that will enable them to make better life choices | | | |
|  |  |  | |  |
| **Intermediate Outcomes** | 1. Children at risk of dropping out, especially girls have improved access to primary education | 2. More marginalized adolescents, especially girls, have improved access to secondary school | | 3. Marginalized adolescents, especially girls, develop improved social and personal and financial assets |
|  |  |  |  |  |
| **Immediate Outcomes** | 1.1 Reduced financial and school-related barriers for at-risk children, especially girls that inhibit primary school completion and transition to secondary school | 2.1 Increased capacity of secondary schools to accommodate marginalized adolescents, especially girls at risk of dropping out due to community and school-based interventions | 2.2 Improved capacity of ALS to be gender responsive and better accommodate out-of-school adolescent girls | 3.1 Increased access for adolescents, especially girls, to Sexual and Reproductive Health (SRH) information and services, life skills training for leadership, child protection and financial literacy |
|  |  |  |  |  |
| **Outputs** | 1.1.1 Learning events for boys and girls supported *(linked with 1.1.8)* | 2.1.1 Targeted School-assistance for Grades 7, 8, 9 provided | 2.2.1 Community sessions held to promote ALS, identify and select ALS learners | 3.1.1 SRH counsellors, peer educators, volunteers trained |
| 1.1.2 Children’s organizations (BCAs) trained *(merged with 2.1.2)* | 2.1.2 Children’s organizations (BCAs) trained | 2.2.2 Support provided to learners attending ALS sessions | 3.1.2 Children trained on ASRH |
| 1.1.3 School Governing Council members trained as monitoring groups | 2.1.3 School Governing Council members trained as monitoring groups | 2.2.3 Support provided to learners taking the A&E test | 3.1.3 ASRH materials developed |
| 1.1.4 Education campaigns supported | 2.1.4 Community Savings Groups (parents of SARDOs) organized | 2.2.4 ALS modules printed and reproduced | 3.1.4 Community-based peer-to-peer activities conducted |
| 1.1.5 Community Savings Groups (parents of PARDOs) organized | 2.1.5 Open High School implemented for students at risk of dropping out | 2.2.5 ALS multi-purpose learning centre constructed and equipped | 3.1.5 Training on Parenting of Adolescents conducted |
| 1.1.6 School Assistance Program for Grades 4, 5, 6 in place | 2.1.6 Support to school-based dropout reduction initiatives | 2.2.6 ALS curriculum reviewed and recommendations provided to DepEd | 3.1.6 Information packages on Barangay Child Protection referral systems for SRH, girls who were sexually abused, exploited or trafficked provided to schools |
| 1.1.7 MISOSA implemented for pupils at risk of dropping out |  | 2.2.7 DepEd officials and instructional managers (IMs) supported in the delivery of ALS sessions |  |
| 1.1.8 Reading programs for non-readers and frustration level readers in primary schools |  | 2.2.8 Learning Conferences conducted for ALS practitioners |  |
| 1.1.9 School-based dropout reduced initiatives supported |  | 2.2.9 Advocacy activities conducted |  |

# B. Performance Measurement Framework

|  |  |  |  |
| --- | --- | --- | --- |
|  | Target Met |  | Target Not Met |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ULTIMATE OUTCOME** | | | | | | | | |
| Marginalized children and adolescents (10-19), especially girls, in two rural provinces of the Philippines complete primary school and transition to and complete secondary school and have access to opportunities that should enhance their personal and social assets and enable them to make better life choices. | | | | | | | | |
| **Verifiable Indicator** | **Level of Disaggregation** | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| Masbate | N. Samar | Masbate | N. Samar | Masbate | N. Samar |
| Mean percentage score in NAT of students in targeted schools | Elementary Schools | *RAISE:* 68.6% | *RAISE:* 68.3% | 74.4% | 68.0% | N/A | N/A | **PMP Change:** Baseline has been updated to include SY2013-14 results for targeted schools *(calculated as average of NAT scores at project schools – weighted by SY2013-14 total enrolment)*. NAT targets were set based on provincial-level averages for SY2013-14 as school-level results were not available at the time the project’s PMP was finalized.  Note that the NAT was not administered in SY2015-16 and SY2016-17 (see DepEd memo annexed in the RAISE final narrative report) and the results of the tests written in October 2017 (SY0217-18) were not available at the time this report was written. Though targeted school- and provincial-level results for SY2014-15 are available, they do not reflect the achievement of RAISE, as key project activities supporting this result, such as the reading enhancement roll out, were not yet implemented at the time the test was administered. |
| *Province:* 73.4% | Province:  67.0% |
| Secondary Schools | RAISE 38.6% | RAISE: 42.2% | 49.0% | 50.2% | N/A | N/A |
| *Province*:  47.5% | *Province:*  48.7% |

| **Verifiable Indicator** | **Level of Disaggregation** | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Masbate | N. Samar | Masbate | N. Samar | Masbate | N. Samar |
| # of reported teenage pregnancies in the past year in targeted provinces | N/A | 537 | 148 | 510 | 140 | 506  (in 2015) | 608 | **Result:** The number of facility-based deliveries by adolescent mothers is used as a proxy for teenage pregnancies. Data obtained from the Provincial Health Office of Northern Samar shows that the number of deliveries by adolescent mothers swung from 148 in 2013, to 1,701 in 2015 to 608 in 2016. These large fluctuations may point to issues with data quality. For example, the reported data may not be consistent, with some years reflecting only selected municipalities or less than a calendar year. The latest year for which data is currently available for Masbate is 2015. This highlights a key issue with the use of secondary data, where the project does not have control over when it is collected and is vulnerable to adjustments based on new definitions or methodology, as well as data quality problems. |
| Primary education completion rate in targeted provinces | Females | 74.2% | 72.8% | 82.0% | 70.0% | 93.1% | 93.8% | **PMP Change:** ***Masbate*** – Baseline was previously for SY2013-14 (80.7% Females: 69.7% Males) but has been changed to SY2012-13 to match the secondary completion baseline rate which was for SY2012-13. Targets not adjusted. ***Northern Samar*** – Baseline and target values for N. Samar were not sex-disaggregated as this data was not available at the time the PMP was finalized. The original value, which was for SY2012-13, was 68.4%. The combined result for SY2016-17 is 90.7%.  **Result:** RAISE covered 4.1% of elementary schools in Masbate and 5.0% in Northern Samar. Thus, RAISE is only contributing to this overall result. |
| Males | 60.9% | 62.3% | 71.0% | 86.9% | 87.9% |
| Transition rate to secondary school in targeted provinces | Females | 96.3% | 95.4% | N/A (baseline + 1.3pp) | N/A (baseline + 1.5pp) | 97.1% | 98.0% | **PMP Change:** ***Masbate*** – Latest provincial-level education statistics collected from DepEd Division Office do not align with data used for the baseline. Original baseline was: 78.7% Females and 79.4% Males. Targets were: 80% Females and 81% Males. Baseline values have been updated using currently available data on primary transition rate. Original targets are no longer applicable. ***Northern Samar*** – Data available at baseline was not sex-disaggregated (87.5%). Previous target of 89% is no longer applicable. The combined result for SY2016-17 is 96.1%.  **Result:** RAISE covered 4.1% of elementary schools in Masbate and 5.0% in Northern Samar. Given the low saturation rates, the ability of the project to influence and contribute to this and other provincial level results is small. |
| Males | 92.4% | 93.0% | N/A (baseline + 1.6pp) | 93.7% | 94.5% |
| Secondary school completion rate in targeted provinces | Females | 70.4% | 72.8% | 72.0% | 68.0% | 74.2% | 81.1% | **PMP Change:** ***Masbate*** – No change (original data was for 2012-13 and consistent with currently available DepEd data). ***Northern Samar*** – Baseline values have been updated to reflect sex-disaggregated data, which were not available at the start of the project (66.7%). Reason for combined baseline value that is lower than both the rate for girls and boys is unclear; possible change to DepEd data (but not confirmed). The combined result for SY2016-17 is 76.9%.  **Result:** RAISE covered 7.8% of high schools in Masbate and 14.3% in Northern Samar. RAISE, therefore is only contributing to this overall result. |
| Males | 58.9% | 67.6% | 60.0% | 62.3% | 72.9% |
| % of students enrolled in project ALS programs that have completed the 10-month cycle | Females | 0.0% | 0.0% | 45.0% | 45.0% | N/A | N/A | **Result/PMP Change:** Completion of ALS programs means the achievement of an individual learning agreement developed by IMs and leaners. It should be noted that while ALS programs are designed as 10-month module-based learning interventions, learners may take more or less than 10 months to work through their learning agreement. Moreover, learners may self-evaluate as being prepared to write the ALS test for their program before finishing the learning modules. Efforts are underway at the national/regional levels to review this indicator to fully align with program goal of offering flexible education based on availability of learners. Forty-four inactive ALS learners (17F:27M) have written the A&E exam.  A total of 389 project-supported ALS learners (202F:187M) have taken the A&E test to date. Where results are known, the pass rate among female learners is higher at 50.0%, compared to 38.5% for male learners. These pass rates are higher than the total passing rate on the A&E test, which according to a 2016 World Bank study,[[62]](#footnote-62) is about 20%. |
| Males | 0.0% | 0.0% | 35.0% | 35.0% | N/A | N/A |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **INTERMEDIATE OUTCOMES** | | | | | | | | |
| Intermediate 1: Children at risk of dropping out, especially girls (10-12) have improved access to primary education | | | | | | | | |
| **Verifiable Indicator** | | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| Females | Males | Females | Males | Females | Males |
| # of primary school enrolees in project supported schools | | 6,799 | 7,544 | 20,397 | 23,088 | 21,464 | 24,042 | **Results:** The baseline and target values do not include enrolment at RAISE Higher schools, which were added in 2015. The results, however, do include enrolment at RAISE Higher schools, which account for enrolment of 3,270 girls and 3,508 boys from 2015-16 to 2016-17.  It should be noted that cumulative enrolment over the duration of the project exceeded targets, but enrolment at RAISE-supported elementary schools in 2016-17 was lower when compared to enrolment in 2013-14. The decrease in elementary school enrolment was seen among both girls and boys. Teachers/school heads attribute the decline in enrolment to out migration of families/learners for environmental, economic and other reasons, as well as the lower number of school-age children in the communities for Kinder and Grade 1. |
| Primary school dropout rates in project supported schools | | 0.6% | 1.1% | 0.2% | 0.4% | 0.3% | 0.4% | **PMP Changes:** Baseline values have been rounded to one decimal point for consistency. The validated school-level data shows some changes from baseline; however, at an aggregate level, the changes are small and align with rounded original baseline values.  **Result:** Five of the seven ADM pilot schools that have implemented ADM achieved a zero-dropout rate by 2016-17. School heads interviewed as part of the qualitative research attributed the realization of a zero-dropout rate to the implementation of MISOSA/OHSP.  **Note:** Consistent with the formula used at baseline, the results are based on DepEd’s “simple dropout rate” calculation – i.e., # of dropouts in SY/enrolment in SY. |
| Intermediate 2: Marginalized adolescents (13-19), especially girls, have improved access to secondary school | | | | | | | | |
| **Verifiable Indicator** | | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| Females | Males | Females | Males | Females | Males |
| # of secondary school enrolees in project supported schools | | 4,375 | 3,871 | 13,657 | 12,084 | 18,261 | 16,449 | **Result:** RAISE Higher schools are not included in the baseline and targets as they were added only in 2015. The results, however, do reflect enrolment at RAISE Higher schools, which account for enrolment of 4,378 girls and 3,793 boys from 2015-16 to 2016-17.  More female students were enrolled in secondary school compared to male students each year between 2014-15 and 2016-17. |
| **Verifiable Indicator** | | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| Females | Males | Females | Males | Females | Males |
| Secondary school dropout rates for grades 7-10 in project supported schools | | 3.5% | 7.3% | 2.8% | 5.5% | 1.1% | 2.5% | **Result:** Five of the seven (71%)  ADM pilot schools that have implemented ADM achieved a zero-dropout rate by 2016-17. School heads interviewed as part of the qualitative research attributed the realization of a zero-dropout rate to the implementation of OHSP/MISOSA.  **Note:** Consistent with the formula used at baseline, the results are based on DepEd’s “simple dropout rate” calculation – i.e., # of dropouts in SY/enrolment in SY. |
| % of students enrolled in 10-months ALS program supported by the project that are active | | 38.6% | 29.4% | 75.0% | 70.0% | 44.2% | 40.6% | **Result:** Active learners are defined as all those who have not stopped temporarily or permanently.  ALS learners who temporarily stop their program or become inactive do so for various reasons, but mainly due to economic reasons that are outside of the project’s influence. Specifically, 68.7% females and 75.9% of males left the ALS program to focus on earning an income either within or outside of their community.  In addition, interviews with RAISE IMs indicated that ALS learners who finished their sessions were demotivated to complete the program due to the frequent postponement of scheduled ALS A&E tests by DepEd between 2015 and 2017. Amongst inactive learners, 14.5% of females and 13.8% of males said they lost interest in their program.  As in completion rate, this indicator is being reviewed by DepEd to fully align with goal of offering flexible education based on availability of learners |
|  | | | | | | | |  |
| Intermediate 3: Marginalized adolescents (12-19), especially girls, develop improved social and personal and financial assets | | | | | | | | |
| **Verifiable Indicator** | | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| Females | Males | Females | Males | Females | Males |
| Improved social, personal and financial assets as perceived by targeted students | | 62.0% | 58.7% | 80.0% | 75.0% | 80.4% | 77.0% | **PMP Change:** Baseline value for males changed to unrounded figure. |
|  | | | | | | | |  |
| **IMMEDIATE OUTCOMES** | | | | | | | | |
| Immediate 1.1: Reduced financial and school-related barriers for at-risk children (10-12), especially girls that inhibit primary school completion and transition to secondary school | | | | | | | | |
| **Verifiable Indicator** | | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| % of trained teachers that have applied at least 3 strategies to address gender equality issues in classrooms of targeted schools | | 58.7% | | 80.0% | | 69.9% | | **Result:** The endline teacher survey/observation was conducted in January 2017, less than two months after the reading enhancement training ToT concluded and before the rollout wrapped up in March 2017. About 1 in 5 teachers participating in the endline survey/observation (53 in total) said they received reading enhancement training and, hence the session on GE. Among these teachers, 79.2% scored at least 70% on the measure of their application of strategies to address GE issues in their classrooms, but this result is not statistically significant. |
| % of school heads, teachers, para-teachers that have applied at least 3 key strategies for addressing dropouts in classrooms in targeted schools | | 84.2% | | 90.0% | | 98.5% | |  |
| % of trained Monitoring and Advocacy Group (MAG) members actively monitoring PARDOs | | 0.0% | | 70.0% | | 31.5% | | **Results:** Only school-based representatives on the SGCs have the facility to monitor PARDOs because they can actively observe the issue with dropouts at the school and can identify relevant interventions. The low percentage of SGCs reporting that members are active in monitoring P/SARDOs is due to the composition of the group, which includes both community and school-based representatives. The transfer of trained teachers to other schools is one factor affecting the functionality of SGCs/MAGs. While the term of SGC members is three years, teachers and school heads may be transferred to other schools in this time. |
|  | | | | | | | |  |
| Immediate 2.1: Increased capacity of secondary schools to accommodate marginalized adolescents, especially girls (13-16) at risk of dropping out due to community and school-based interventions | | | | | | | | |
| **Verifiable Indicator** | | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| # of targeted schools on track on the implementation of their School Improvement Plans | | 0 | | 14 | | 16 | | **PMP Change:** The indicator was previously “”# of targeted schools on track on the implementation of their school improvement plans”. |
| **Verifiable Indicator** | | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| % of trained Monitoring and Advocacy Group (MAG) members actively monitor SARDOs | | 0.0% | | 70.0% | | 45.5% | | **Results:** Only school-based representatives on the SGCs have the facility to monitor SARDOs because they can actively observe the issue with dropouts at the school and can identify relevant interventions. The low percentage of SGCs reporting that members are active in monitoring S/PARDOs is due to the composition of the group, which includes both community and school-based representatives. The transfer of trained teachers to other schools is one factor affecting the functionality of SGCs/MAGs. While the term of SGC members is three years, teachers and school heads may be transferred to other schools in this time. |
|  | | | | | | | |  |
| Immediate 2.2: Improved capacity of ALS to be gender responsive and better accommodate out-of-school adolescent girls (13-19) | | | | | | | | |
| **Verifiable Indicator** | **Level of Disaggregation** | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| Masbate | N. Samar | Masbate | N. Samar | Masbate | N. Samar |
| # of students enrolled in 10-months ALS program supported by the project | BLP | 1 | 3 | 15 | 23 | 68 | 141 |  |
| A&E Elem. | 33 | 74 | 118 | 178 | 157 | 321 |  |
| A&E HS | 67 | 72 | 706 | 1,059 | 763 | 946 |  |
| # of ALS centres constructed by the project that are aligned with national standards | N/A | 0 | | 8 | | 8 | |  |
|  | | | | | | | |  |
| Immediate 3.1: Increased access for adolescents (12-19), especially girls, to Sexual and Reproductive Health (SRH) information and services, life skills training for leadership, child protection and financial literacy | | | | | | | | |
| **Verifiable Indicator** | | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| Females | Males | Females | Males | Females | Males |
| % of adolescents trained that can identify at least 3 key ASRH messages and their practical application (disaggregated by sex) | | 62.5% | 52.7% | 85.0% | 80.0% | 90.0% | 76.0% | **Result:** Qualitative findings show that while the ToT on ASRH was comprehensive, involving practical sessions such as condom use demonstrations, its application at school level through the YPE roll out sessions differed from school to school. As well, ToTs did not fully guide the YPE facilitators on messaging and managing sensitivities around the topic, which limited the effective application of the ASRH information in YPE activities. |
| % of adolescents trained that can identify at least 4 key competencies in life skills and financial literacy standards and their practical application (disaggregated by sex) | | 75.0% | 71.3% | 85.0% | 80.0% | 95.9% | 91.8% |  |
| % of parents who can identify at least 3 adolescent parenting skills standards and their practical application (disaggregated by sex) | | 72.2% | 75.3% | N/A | N/A | 88.2% | 87.1% | **Result:** Targets were not set for this indicator. Pre- and post-training tests were used to measure baseline and endline values. |
| **Verifiable Indicator** | | **Baseline** | | **Target** | | **Result** | | **Notes:** |
| % of men/boys can identify at least three practical actions to reduce gender-based violence and promote the rights of women and girls | | 18.7% | | 60.0% | | 37.2% | | **Result:** Baseline and endline values for this indicator are based on the results of the Adolescent Knowledge and Skills surveys, which were conducted in a sample of RAISE-supported secondary schools.  Qualitative research indicated that while the trainings covered broad knowledge on a range of topics on the rights of women and GBV, no practical guidance was given on how men/boys apply it at home, in the school and in their day-to-day activities. |

| **OUTPUTS** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Component 1: Provide support for children to complete primary school and transition to secondary school | | | | | | | | | | | | | |
| **Verifiable Indicator** | **Target**  *(Baseline is 0 or NA for all output indicators)* | | | **Results** | | | | | | | | | **Notes:** |
| Masbate | | | Northern Samar | | | Total | | |
| *F* | *M* | Total | *F* | *M* | Total | *F* | *M* | Total | *F* | *M* | Total |
| 1.1.1 Learning events for boys and girls supported | | | | | | | | | | | | |  |
| # of learning events conducted |  |  | **2** |  |  | 1 |  |  | 1 |  |  | 2 | School-level learning events were replaced with two province-wide reading congresses. As such, the targets for the number of learning events and participants at those events have been revised from the project’s original PMF.  As agreed with DepEd, school-level learning events were replaced with province-wide reading congresses. As such, the targets for the number of learning events and participants at those events have been revised from the project’s original PMF. |
| # of children/youth participating in learning events |  |  |  | *26* | *25* | 51 | *256* | *142* | 398 | *282* | *167* | 449 | Original target of 6,000 is not relevant given the change from school-level events to province-wide conferences.  677 (423F:254M) total participants, including teachers/school heads, district/divisional education official and community members. |
| 1.1.2 Children’s organizations (BCAs) trained | | | | | | | | | | | | |  |
| *Activity merged with 2.1.2* | *N/A* | *N/A* | N/A | *N/A* | *N/A* | N/A | *N/A* | *N/A* | N/A | *N/A* | *N/A* | N/A |  |
| 1.1.3 School Governing Council members trained as monitoring groups | | | | | | | | | | | | |  |
| # of Monitoring and Advocacy Groups (MAG) trained |  |  | **51** |  |  | 24 |  |  | 23 |  |  | 47 | Four communities have two target elementary/primary schools each. Each community organized one MAG, representing two schools. All targeted schools are represented by MAGs. |
| # of MAG members trained | 368 | 230 | **598** | 230 | 83 | 313 | 177 | *67* | 244 | *407* | *150* | 557 | In some municipalities, trainings on MAG for ES and SS were done together. For these locations, it is not possible to separate community members trained to track PARDOs vs. SARDOs. They are, therefore, counted under both 1.1.3 and 2.1.3. |
| 1.1.4 Education campaigns supported | | | | | | | | | | | | |  |
| # of education campaigns supported |  |  | **4** |  |  | 2 |  |  | 2 |  |  | 4 | Two-year Brigada Eskwela campaign supported through provision of Tarp & other materials in 2 Provinces. |
| # of sets of education campaign materials printed/ reproduced |  |  | **40** |  |  | 25 |  |  | 26 |  |  | 51 | Tarp on Brigada Eskwela or Balik-eskwela campaigns provided to Elementary schools. |
| 1.1.5 Community Savings Groups with PARDO parents organized | | | | | | | | | | | | |  |
| # of savings groups established |  |  | **42** |  |  | 27 |  |  | 24 |  |  | 51 | Includes Parents of PARDOs and Mixed groups (incl. the teachers' savings group in Sagudsuron). |
| # of parents belonging to Community Savings Groups | *776* | *294* | **1,070** | *447* | *33* | 480 | *362* | *52* | 414 | *809* | *85* | 894 | Based on training data. Includes parents of PARDOs in mixed groups (i.e., Parents of PARDOs/SARDOs). Offshoot CSGs were also replicated outside of RAISE, providing other options to parents. |
| 1.1.6 School Assistance Program for Grade 4, 5, 6 in place | | | | | | | | | | | | |  |
| # of students in elementary school receiving transition grants | 2,005 | 805 | **2,810** | 689 | 587 | 1,276 | 624 | 689 | 1,313 | 1,313 | 1,276 | 2,589 | Corrects for double counting (as indicator is 'number of students' and not 'number of grants'). Due to delays in the distribution of school assistance grants to Grade 6 students, some school grants recipients were already in Grade 7.  Assistance was provided to the actual number of pupils identified as at risk of dropping out.  As approved by Dubai Cares, the school assistance program was discontinued in 2016 and funds were reallocated to support school dropout reduction initiatives. |
| 1.1.7 MISOSA implemented for pupils at risk of dropping out (PARDOs) | | | | | | | | | | | | |  |
| # of schools implementing MISOSA |  |  | **4** |  |  | 3 |  |  | 1 |  |  | 4 |  |
| # of school heads, teachers, para-teachers trained on MISOSA | *28* | *12* | **40** | *26* | *4* | 30 | *72* | *27* | 99 | *98* | *31* | 129 |  |
| # of children enrolled in MISOSA | *40* | *60* | **100** | *67* | *83* | 150 | *4* | *6* | 10 | *71* | *89* | 160 |  |
| # of copies of MISOSA materials produced |  |  | **100** |  |  | 50 |  |  | 35 |  |  | 85 | RAISE provided 10 sets each for the pilot ADM schools, as well as an additional 45 sets of MISOSA modules to both divisions, expanding the reach to non-pilot and non-RAISE schools. All pilot schools have sufficient modules to meet the needs of learners. |
| 1.1.8 Reading programs for non-readers and frustration level readers in primary schools | | | | | | | | | | | | |  |
| # of elementary schools supported to start reading program |  |  | **51** |  |  | 25 |  |  | 26 |  |  | 51 |  |
| # of teachers who participated in reading enhancement program ToT | *100* | *50* | **150** | *59* | *15* | 74 | *64* | *10* | 74 | *123* | *25* | 148 | Reflects elementary teachers/school heads in ToT only. Note that 15 (12F: 3M) secondary teachers and community members also participated in the ToT. |
| # of teachers who participated in reading enhancement program roll out[[63]](#footnote-63) |  |  |  | *208* | *59* | 267 | *172* | *47* | 219 | *380* | *106* | 486 | This indicator has been added to the approved RAISE PMF to reflect the number of teachers reached through the reading enhancement roll out.  Rollout participants only (elementary teachers/school heads) - excludes ToT participants who also participated in the rollout (119 in total). This indicator is not in the PMP (but is included in the final report). |
| # of elementary students participating in reading program (Roll out) | *1,700* | *1,880* | **3,580** | *1,053* | *1,161* | 2,214 | *689* | *770* | 1,459 | *1,742* | *1,931* | 3,672 | 23% of enrolment at project-supported elementary schools.  Program targets primarily frustration-level pupils. |
| # of lessons learned and best practices on reading program studies conducted |  |  | **1** |  |  |  |  |  |  |  |  | 1 | Desk review of ALS and reading program and KIIs conducted with IMs, teachers and staff. |
| 1.1.9 School-based dropout reduction initiatives supported | | | | | | | | | | | | |  |
| # of elementary schools trained on SIP & Student Tracking System (STS) |  |  | **51** |  |  | 25 |  |  | 26 |  |  | 51 | Trainings covered all RAISE-supported elementary schools. |
| # of elementary school teachers trained on SIP, proposal development and STS[[64]](#footnote-64) |  |  |  | *53* | *22* | 75 | *35* | *15* | 50 | *88* | *37* | 125 | This indicator has been added to the approved RAISE PMF. |
| 2.1.1 Targeted school assistance for Grades 7, 8, 9 provided | | | | | | | | | | | | |  |
| # of secondary students receiving school assistance[[65]](#footnote-65) | 2,082 | 738 | **2,820** | 795 | 380 | 1,175 | 748 | 652 | 1,400 | 1,543 | 1,032 | 2,575 | Corrects for double counting (as indicator is 'number of students' and not 'number of grants').  School assistance was provided to the actual number of students identified as at risk of dropping out.  As approved by Dubai Cares, the school assistance program was discontinued in 2016 and funds were reallocated to support school dropout reduction initiatives. |
| 2.1.2 Children’s organizations (BCAs) trained | | | | | | | | | | | | |  |
| # of BCAs trained[[66]](#footnote-66) |  |  | **42** |  |  | 20 |  |  | 26 |  |  | 46 | RAISE did not organize BCAs, but attendees of leadership trainings were from existing BCAs. |
| # of children in BCA’s trained | *126* | *84* | **210** | *39* | *38* | 77 | *52* | *31* | 83 | *91* | *69* | 160 | In an effort to represent greater diversity among those to be trained as child animators supporting 3.1.4, available children from BCAs were trained as well as elementary and secondary students, OOSY and ALS learners. |
| 2.1.3 School Governing Council members trained as monitoring groups | | | | | | | | | | | | |  |
| # of Monitoring and Advocacy Groups (MAGs) trained |  |  | **20** |  |  | 9 |  |  | 11 |  |  | 20 | In some municipalities, trainings on MAG for ES and SS were done together. For these locations, it is not possible to separate community members trained to track PARDOs vs. SARDOs. They are, therefore, counted under both 1.1.3 and 2.1.3. |
| # of MAG members trained | *140* | *120* | **260** | *170* | *67* | 237 | *55* | *27* | 82 | *225* | *94* | 319 | In some municipalities, trainings on MAG for ES and SS were done together. For these locations, it is not possible to separate community members trained to track PARDOs vs. SARDOs. They are, therefore, counted under both 1.1.3 and 2.1.3. |
| 2.1.4 Community Savings Groups with SARDO parents organized | | | | | | | | | | | | |  |
| # of savings groups established |  |  | **37** |  |  | 14 |  |  | 14 |  |  | 28 | Includes Parents of SARDOs only. |
| # of parents belonging to Community Saving Groups | *666* | *259* | **925** | *451* | *26* | 477 | *398* | *15* | 413 | *849* | *41* | 890 | Based on training data. Excludes parents of SARDOs in mixed groups.  Offshoot CSGs were also replicated outside of RAISE, providing other options to parents. |
| # of children/youth savings groups established |  |  |  |  |  | 1 |  |  | 15 |  |  | 16 |  |
| # of children/ youth belonging to community savings groups |  |  |  | *10* | *13* | 23 | *201* | *152* | 353 | *211* | *165* | 376 |  |
| 2.1.5 Open High School implemented for students at risk of dropping out (SARDOs) | | | | | | | | | | | | |  |
| # of children enrolled in OHSP | *48* | *72* | **120** | *40* | *29* | 69 | *20* | *19* | 39 | *60* | *48* | 108 | Represents those who met DepEd criteria for enrolment in OHSP and agreed to participate in OHSP. |
| # of copies of OHSP materials reproduced |  |  |  |  |  | 14 |  |  | 24 |  |  | 38 | Five (5) sets of modules were provided to each of the pilot OHSP schools in 2015, followed by an additional 18 sets provided to the DepEd and to non-pilot schools. |
| # of teachers trained on the implementation on OHSP | *28* | *12* | **40** | *49* | *29* | 78 | *103* | *72* | 175 | *152* | *101* | 253 |  |
| # of schools implementing OHSP |  |  | **4** |  |  | 1 |  |  | 3 |  |  | 4 |  |
| 2.1.6 School-based dropout reduction initiatives supported | | | | | | | | | | | | |  |
| # of schools supported in their drop-out reduction school-based initiative (SII-DORP) |  |  | **20** |  |  | 9 |  |  | 11 |  |  | 20 |  |
| # of students participating in SII-DORP | *1,164* | *1,032* | **2,196** | *95* | *237* | 332 | *138* | *239* | 377 | *233* | *476* | 709 | Based on list of SARDOs for 18 of 20 schools implementing SIIs. (Missing G. Bangalisan National High School in Masbate and Malobago-Pagsang-an National High School in Northern Samar.) Interventions such as the establishment of school canteens, transportation services and computer/printing services will benefit the broader school population. Delays meant that SIIs were only operational for one year before project end. |
| # of teachers/school heads trained on SIP and Student Tracking System | *40* | *20* | **60** | *40* | *26* | 66 | *35* | *36* | 71 | *75* | *62* | 137 |  |
| 2.2.1 Community sessions held to promote ALS, identify and select ALS learners | | | | | | | | | | | | |  |
| # of BCC set of materials to promote ALS reproduced and distributed |  |  | **42** |  |  | 20 |  |  | 26 |  |  | 46 | Refers to materials used when conducting community awareness sessions for ALS promotions. |
| # of community campaigns to promote ALS conducted |  |  | **47** |  |  | 25 |  |  | 23 |  |  | 48 |  |
| 2.2.2 Support provided to learners attending ALS sessions | | | | | | | | | | | | |  |
| # of ALS learners that receive transportation allowance | *840* | *1,260* | **2,100** | *89* | *120* | 209 | *58* | *85* | 143 | *147* | *205* | 352 | Includes ALS learners aged 30 years or under. Transportation allowances were to be provided to ALS learners who attend sessions at the ALS center, including on computer literacy. Initial delays in the construction of the ALS centres meant that learners only started to access the centres in late 2015/early 2016.  Transportation allowances were to be provided to ALS learners who attend sessions at an ALS center, including on computer literacy, and those who will take the A&E test for review. Initial delays in the construction of the ALS centres meant that learners only started to access the centres in late 2015/early 2016. Further, the A&E test was postponed for two years, which meant that the transportation budget related to travel to exam sites was under-utilized during this period. |
| # of ALS learners that received school supplies | *840* | *1,260* | **2,100** | *592* | *840* | 1,432 | *396* | *568* | 964 | *988* | *1,408* | 2,396 | Includes ALS learners aged 30 years or under. |
| 2.2.3 Support provided to learners taking the A&E test | | | | | | | | | | | | |  |
| # of ALS learners supported with their A&E test related expenses | *420* | *630* | **1,050** | *97* | *100* | 197 | *99* | *87* | 186 | *196* | *187* | 383 | Includes all ALS learners under 30 years of age who wrote the A&E exam.  The A&E test was postponed for two years, which meant that many ALS learners left their communities to pursue other opportunities. About 46% of female learners and 47% of male learners who temporarily stop the ALS program or are inactive left their communities to search for work. |
| 2.2.4 ALS modules printed and reproduced | | | | | | | | | | | | |  |
| # of ALS modules reprinted and distributed |  |  | **300** |  |  | 260 |  |  | 160 |  |  | 420 | Printed copies of modules were provided to all partner communities. Sets were also placed in the ALS centers for use. Digitized modules were obtained for free through the DepEd ALS department and were installed in the computers. |
| # of ALS digitized modules redistributed |  |  | **64** |  |  | 50 |  |  | 30 |  |  | 80 | All computers in ALS centers were equipped with digitized ALS modules. |
| 2.2.5 ALS multi-purpose learning centre constructed and equipped | | | | | | | | | | | | |  |
| # of ALS multi-purpose learning centres constructed |  |  | **8** |  |  | 5 |  |  | 3 |  |  | 8 |  |
| # of sets of computer equipment provided |  |  | **80** |  |  | 50 |  |  | 30 |  |  | 80 |  |
| # of tables and chairs (set) purchased for ALS learning centre |  |  | **80** |  |  | 50 |  |  | 30 |  |  | 80 |  |
| 2.2.6 ALS curriculum reviewed and recommendations provided to DepEd | | | | | | | | | | | | |  |
| # of ALS curriculum reviewed |  |  | **1** |  |  | 1 |  |  | 0 |  |  | 1 |  |
| 2.2.7 DepEd officials and IMs/MTs supported in the delivery of ALS sessions | | | | | | | | | | | | |  |
| # of IMs trained | *14* | *20* | **34** | *16* | *4* | 20 | *12* | *8* | 20 | *28* | *12* | 40 |  |
| # of IMs provided with honoraria | *9* | *12* | **21** | *13* | *4* | 17 | *12* | *7* | 19 | *25* | *11* | 36 |  |
| 2.2.8 Learning conferences conducted for ALS practitioners | | | | | | | | | | | | |  |
| # of learning conference conducted |  |  | **4** |  |  | 2 |  |  | 1 |  |  | 3 | 3 learning conferences have been conducted (2 encampments in Masbate and April 5th ALS review in Northern Samar). |
| # of ALS practitioners that participated in the ALS learning conference | *47* | *43* | **90** | *24* | *15* | 39 | *33* | *43* | 76 | *57* | *58* | 115 | Includes ALS-IMs, ALS-Mobile Teachers/DALSCs and District/Division Education officials only. |
| 2.2.9 Advocacy activities conducted | | | | | | | | | | | | |  |
| # of advocacy events conducted |  |  | **32** |  |  | 20 |  |  | 26 |  |  | 46 |  |
| 3.1.1 SRH counsellors, peer educators, volunteers trained | | | | | | | | | | | | |  |
| # of SRH counsellors, peer educators, and volunteers trained | *60* | *40* | **100** | *39* | *17* | 56 | *58* | *33* | 91 | *97* | *50* | 147 | Includes all participants (secondary students, teachers, district/division officials, LGU and community members) in ToT for YPEs. |
| 3.1.2 Children trained on ASRH | | | | | | | | | | | | |  |
| # of children trained on ASRH | *900* | *400* | **1,300** | *555* | *343* | 898 | *821* | *622* | 1,443 | *1,376* | *965* | 2,341 | The following indicator has been removed as forums for secondary schools were not conducted: *Number of children that attended ASRH for a.* |
| 3.1.3 ASRH materials developed | | | | | | | | | | | | |  |
| # of sets of ASRH materials developed |  |  | **20** |  |  | 9 |  |  | 11 |  |  | 20 |  |
| 3.1.4 Community-based peer-to-peer activities conducted | | | | | | | | | | | | |  |
| # of Sali Kabataan events conducted |  |  | **42** |  |  | 40 |  |  | 35 |  |  | 75 |  |
| # of children that participated in Sali Kabataan events | *3,150* | *1,300* | **4,450** | *1,292* | *1,178* | 2,470 | *1,756* | *1,409* | 3,165 | *3,048* | *2,587* | 5,635 |  |
| # of children participating in child-led activities |  |  |  | *419* | *351* | 770 | *706* | *641* | 1,347 | *1,125* | *992* | 2,117 | This indicator has been added to the approved RAISE PMF for this project.  Following indicator removed: # of girls participating in girl’s rights symposium. |
| # of men/boys trained on positive masculinities and anti-gender-based violence |  | *210* | **210** |  | *115* | 115 |  | *94* | 94 |  | *209* | 209 |  |
| 3.1.5 Training on parenting of adolescents conducted | | | | | | | | | | | | |  |
| # of parents/community members on parenting of adolescents | *520* | *520* | **1,040** | *1,142* | *187* | 1,329 | *1,683* | *538* | 2,221 | *2,825* | *725* | 3,550 | This indicator replaces the following two indicators from the project’s original PMF: (1) Number of parents trained on PES; and (2) Number of male parents trained on ERPAT. In coordination with POPCOM and FPOP, training content focused on parenting of adolescents was adapted (with some integration of PES and ERPAT content).  122 (69F:53M) children/youth also participated in these trainings. |
| 3.1.6 Information packages on Barangay Child Protection referral systems for SRH, girls who were sexually abused, exploited or trafficked provided to schools | | | | | | | | | | | | |  |
| # of schools that received information packages |  |  | **55** |  |  | 34 |  |  | 37 |  |  | 71 | All high schools and elementary schools were provided with CP referral system maps. |

# C. Map of Project locations

|  |
| --- |
| **Masbate** |
|  |
| ***Note****:* Brgy. Pasiagon, Placer was replaced by Brgy. Locso-an, Placer in 2015. |

|  |
| --- |
| **Northern Samar** |
| **C:\Users\Prisco Llesol\Pictures\Clipart images\NS map 3.jpg** |

***Note:*** Communities in the light green boxes are original RAISE-targeted areas and those in the dark green boxes are RAISE Higher areas. Not listed are communities added in 2015, Gulatan in Catarman and Poblacion in San Roque (both in Northern Samar).

# D. Evaluation Matrix

| **Evaluation Criteria/ Question** | **Sub-Questions** | | **Data Source(s)** | **Method(s) of Analysis** |
| --- | --- | --- | --- | --- |
| **EFFECTIVENESS** | | | | |
| 1. What results (positive or negative, direct or indirect, intended or unintended) has the RAISE project produced? | 1.1 | How effective are Alternative Delivery Models (ADMs) in reaching pupils/students (female and male) at risk of dropping out (P/SARDOs) and reducing drop-outs? | -- | -- |
| 1. Is the Modified-In-School, Off-School (MISOSA) approach effective at reaching girls and boys who attend school irregularly and is it reducing drop-outs? Are there differences in its effectiveness for boys compared to girls and, if so, why? | Project MIS and documents | Review of project data and documents |
| KIIs/FGDs | Primary data analysis |
| 1. Is the Open High School Program (OHSP) and Drop out Reduction Program effective at reaching both female and male students who have difficulty attending classes regularly and those who are at risk of dropping out? Are there differences in its effectiveness for male students compared to female students and, if so, why? | Project MIS and documents | Review of project data and documents |
| KIIs/FGDs | Primary data analysis |
| 1.2 | How effective is the Alternative Learning System (ALS) as a model to reach the most marginalized children and adolescents (female and male), especially those who are out of school, and enable them to continue their education? Are there differences in its effectiveness for (adolescent) boys compared to (adolescent) girls and, if so, why? | Project MIS and documents | Review of school and project data |
| KIIs/FGDs | Primary data analysis |
| 1.3 | To what extent are parents using savings to support basic school expenses? | Project MIS and documents | Review project data (incl. endline survey data), Document review |
| 1.4 | Is the project’s training strategy/approach effective in facilitating the desired behaviour changes? If not, what are the main challenges?   1. Which trainings are appropriate for a ‘cascade modality’? Which are not? 2. How were trainings delivered (content and methodology) in Northern Samar vs. Masbate? Any differences? 3. Was the training on gender equality in classrooms that RAISE delivered successful? Was the coverage of the training in terms of number of teachers included sufficient? Was the quality of the training itself of sufficient quality? | Project MIS | Project MIS (incl. endline survey) |
| KIIs/FGDs | Primary data analysis |
| 1. Is training of Youth Peer Educators (YPEs) on ASRH sufficient and effective to achieve peer-to-peer learning to influence behaviour change in youth (female and male)? Why or why not? 2. Are there differences in how YPEs take on their roles and/or understand ASRH? 3. Are YPE groups recognized by secondary students as a social network they can access for support? If no, why not? 4. How was the YPE approach different in Masbate vs. Northern Samar, if at all? Is the YPE/peer-to-peer model the right approach to roll out messages on ASRH, GE, health and other key issues? 5. How did the YPE approach address gender-specific issues and why has RAISE met the target for girls but not for boys? | Project MIS and documents | Review of project data, Document review |
| KIIs/FGDs | Primary data analysis |
|  | 1. Are men/boys aware of practical actions to reduce GBV and promote the rights of women and girls? If not, why not?    1. Are factors influencing girls’ observations and perceptions of gender stereotypes different from that of boys?    2. To what extent are interventions on GBV and the rights of women and girls being reinforced through entry points other than the anti-GBV/positive masculinities training? | Project MIS | Review of project data (incl. endline survey data) |
| KIIs/FGDs | Primary data analysis |
| 1. Are parents (female and male) of adolescent girls and boys aware of parenting skills standards and their practical application? | Project MIS | Review of project data |
| **1.5** | Have Reading Enhancement Programs at elementary schools for non-readers and frustration-level readers (female and male) been effectively implemented? Was the integration of gender equality in this training effective? Why or why not? | Project MIS and documents | Document review, Review of project data |
| KIIs/FGDs | Primary data analysis |
| **1.6** | Do school-based dropout reduction initiatives (SIIs) effectively respond to the specific issues at targeted schools? | SII proposals, Interview/Checklist | Primary data analysis |
| 2. What factors (external, internal/school-based) has affected the achievement of project results? | 2.1 | Are there any differences in the following results by sex (girls vs. boys), school and/or community? If yes, why?   1. Primary school completion 2. Transition to secondary school 3. Secondary school completion 4. Enhanced personal, social and financial assets (including identification of ASRH messages and their practical applications) | Project MIS | Review of EBEIS statistics, Review of project data, Review of school data, Review of endline survey data |
| KIIs/FGDs | Primary data analysis |
| 2.2 | Were adjustments made to the program as a result of MTR recommendations effective? | Project MIS and documents | Review of project data, Document review |
| 2.3 | What accounts for the high ‘stoppage’ rate among ALS learners? What factors are specific to male learners? What factors are specific to female learners? | Project MIS | Review of project data (ALS tool) |
| KIIs/FGDs | Primary data analysis |
| 2.4 | To what extent was the integration of technical and vocational skills in ALS sessions effective in increasing enrolment and retention in ALS? What lessons, if any, can be drawn from this experience? Was there a difference between boys and girls? | KIIs/FGDs | Primary data analysis |
| 2.5 | What factors contribute to the success (or failure) of child animators as facilitators of community-based peer-to-peer activities aimed at addressing issues affecting girls and boys (e.g., ASRH, self-esteem, importance of education)? What factors, if any, are specific to boys? Was YPE engagement in the ASRH activities effective? | KIIs/FGDs | Primary data analysis |
| **OUTCOMES & IMPACT** | | | | |
| 3. To what extent were the planned results of the project realized? | 3.1 | To what extent has the project contributed to the following outcomes amongst marginalized children and adolescents (female and male) in Masbate and North Samar?   1. Primary school completion 2. Transition to secondary school 3. Secondary school completion 4. Enhanced personal, social and financial assets (including identification of ASRH messages and their practical application) | Project MIS | Review of EBEIS statistics, Review of project data, Review of school data, Review of survey data |
| KIIs/FGDs | Primary data analysis |
| 3.2 | How do ALS learners (females and males) perceive their opportunities and options after completing their schooling? | KIIs/FGDs | Primary data analysis |
| **SUSTAINABILITY** | | | | |
| 4. Is the RAISE/RAISE Higher project positioned to deliver positive results over the longer term? | 4.1 | To what extent are the outcomes of the project for adolescent girls and boys likely to continue when the project ends? | KIIs/FGDs | Primary data analysis |
| 4.2 | How involved were the key stakeholders in the project (e.g., DepEd, Local Government Units, etc.)? What is required on the part of external stakeholders to improve the prospects of sustainability of project results? | Project documents | Document review |
| KIIs/FGDs | Primary data analysis |
| 4.3 | What more can be done to connect ALS learners (female and male) with vocational opportunities? | KIIs/FGDs | Primary data analysis |
| 4.4 | Is there a viable strategy in place to sustain community-level ALS sessions in the project target areas when the project ends? | Project documents | Document review |
| KIIs/FGDs | Primary data analysis |
| 4.5 | What specific strategies are needed to strengthen the supportive environment for P/SARDOs (female and male)? | KIIs/FGDs | Primary data analysis |
| 4.6 | Is the RAISE/RAISE Higher project, or aspects of it, scalable and/or replicable? | -- | -- |
| 1. Are there feasible and clear strategies in place in order to foster replicability of any of the project’s models by relevant stakeholders (e.g., government, other NGOs, etc.)? | KIIs/FGDs | Primary data analysis |
| 1. If the project is to be replicated or scaled up, what are the recommended modifications and what should be continued? | KIIs/FGDs | Primary data analysis |

# E. Quantitative Tools

### **Teacher Survey & Observation**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Form Serial No:** | | |  | | | | | | | |
| **Person Collecting Data:** | | |  | | | | | | | |
| **Data Collection Date (mm/dd/yyyy):** | | |  | | | | | | | |
|  | |  |  | | | | | | | |
| **Province/Division:** | | |  | | | | | | | |
| **Municipality:** | | |  | | | | | | | |
| **Barangay:** | | |  | | | | | | | |
|  | |  |  | |  | |  | |  |  |
| **Name of Teacher:** | | |  | | | | | | | |
| **Sex:** | | |  | Male | | | | | | |
|  | |  |  | Female | | | | | | |
|  | |  |  | |  |  | | |  |  |
| **Name of School:** | | |  | | | | | | | |
| **Level of Education:** | | |  | Primary | | | | | | |
|  | |  |  | Secondary | | | | | | |
|  | |  |  | |  |  | | |  |  |
| **Designation:** | | |  | Teacher | | | | | | |
|  | |  |  | Head Teacher | | | | | | |
|  | |  |  | Para Teacher / Teacher Facilitator | | | | | | |
|  | |  |  | Guidance Counsellor/Designee | | | | | | |
|  | |  |  | |  |  | | |  |  |
| **Grade Taught:** | | |  | Grade *(Insert Grade No.)* | | | | | | |
|  | |  |  | Multi-grade | | | | | | |
|  | |  |  | |  |  | | |  |  |
| **Subject Taught:** | | |  | | | | | | | |
|  | |  |  | |  | |  | |  |  |
| **Number of Students in Classroom:** | | | **Girls:** | |  | | | | | |
|  | |  | **Boys:** | |  | | | | | |
|  | |  |  | |  | |  | |  |  |
| **Modality:** | | |  | | | | Formal | | | |
|  | |  |  | | | | MISOSA | | | |
|  | |  |  | | | | OHSP | | | |
|  | |  |  | |  | |  | |  |  |
| **Did you participate in any training in the past 12 months?** | | |  | | | | Yes | | | |
|  | | | | No | | | |
|  | |  |  | |  | |  | |  |  |
| **If yes, in which areas were you trained?** | | |  | | Modified In-School, Off-School Approach | | | | | |
|  | | |  | | SIP Elementary – Governance, Accountability, Students Tracking | | | | | |
|  | | |  | | SIP Secondary – Drop-out Intervention Planning | | | | | |
|  | | |  | | Parenting of Adolescents | | | | | |
|  | | |  | | ASRH | | | | | |
|  | | |  | | Life Skills | | | | | |
|  | | |  | | Financial Literacy | | | | | |
|  | | |  | | Open High School Program | | | | | |
|  | | |  | | Gender Equality in Schools | | | | | |
|  | | |  | | Monitoring and Advocacy | | | | | |
|  | | |  | | Child Protection | | | | | |
|  | | |  | | Child Rights | | | | | |
|  | | |  | | Other *(specify)*: | | | | | |
|  | |  |  | |  | |  | |  |  |
| **If you were trained, who provided the training?** | | |  | | | | School | | | |
|  | | |  | | | | Government | | | |
|  | | |  | | | | Training supported by PLAN | | | |
|  | | |  | | | | Other *(specify)*: | | | |
|  | | |  | | | | Don’t know | | | |
|  | | |  | |  | |  | |  |  |
|  | | | **Yes** | | | | | **No** | | |
| **Have you received specific training in gender responsive teaching, child rights and child protection?** | | |  | | | | |  | | |
| **Have you received specific training on strategies and actions to address early drop-outs?** | | |  | | | | |  | | |
|  |  | |  | |  | |  | |  |  |
| **A.** | **Drop Out Management** (SY 2016-2017) | |  | |  | |  | |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The school year, did you have a system to track and assess at risk students? | | 4 | Yes | | | |
| 0 | No | | | |
|  |  |  |  |  |  |  |
| Are you familiar with the FICS analysis for assessing at-risk students? | | 4 | Yes | | | |
| 0 | No | | | |
|  |  |  |  |  |  |  |
| How many at-risk students in your classroom this school year *(leave blank if does not know)* | |  | Total | 4 | Knows/references the exact number | |
|  | Female | 1 | Estimates a rough number | |
|  | Male | 0 | Does not know | |
|  |  |  |  |  |  |  |
| How many at-risk students dropped out this school year *(leave blank if does not know)* | |  | Total | 4 | Knows/references the exact number | |
|  | Female | 1 | Estimates a rough number | |
|  | Male | 0 | Does not know | |
|  |  |  |  |  |  |  |
| If you have at-risk students, what were the main reasons for being at risk? *(identify …)* | |  | | 4 | Clearly identifies and explains reasons | |
|  | | 1 | Mentions a few reasons vaguely | |
|  | N/A | 0 | Cannot identify reasons | |
|  |  |  |  |  |  |  |
| Do you have specific strategies/actions to support at-risk students? | | 4 | Yes | | | |
| 0 | No | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| If yes, what are these strategies/actions *(select all that apply)*? | | 1 | Talking to parents/guardians | | | 6 | Clearly states | |
| 1 | Talking to student | | | 2 | Mentions a few vaguely | |
|  | | 1 | Parents conference | | | 0 | Cannot identify reasons | |
|  | | 1 | Tracking attendance/performance | | |  |  | |
|  | | 1 | Seek support from MAG, PTCA | | |  |  | |
|  | | 1 | Other *(specify)* | | |  |  | |
|  | |  |  | | |  |  | |
| If yes, what are these strategies/actions *(select all that apply)*? | |  | Talking to parents/guardians | | | | | |
|  | Talking to student | | | | | |
|  |  |  | Parents conference | | | | | |
|  |  |  | Tracking attendance/performance | | | | | |
|  |  |  | Seek support from MAG, PTCA | | | | | |
|  |  |  | Other *(specify)* | | | | | |
|  |  |  |  |  |  | | |  |
| **B.** | **Classroom Observation** |  |  |  |  | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting** | | | |
| **Check appropriate column based on your observation.** | **Yes** | **Somewhat** | **No** |
| The classroom is clean. | 4 | 1 | 0 |
| Walls have posters, maps, pictures that are inclusive and reflect gender equality. | 4 | 1 | 0 |
| The classroom has at least one good blackboard. | 4 | 1 | 0 |
| There is a desk, or bench/chair space for every child. | 4 | 1 | 0 |
| The classroom furniture can be arranged so that children work in groups. | 4 | 1 | 0 |
| The classroom has textbooks, work books and activity guides that boys and girls could use in group and individual work. | 4 | 1 | 0 |
| Seating arrangement does not reflect gender imbalances (boys sit at the front and dominate/girls huddled in a corner). | 4 | 1 | 0 |
| Classroom has specific latrines or toilets for girls and boys. | 4 | 1 | 0 |
| Classroom has working drinking water system at the centre. | 4 | 1 | 0 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lesson Delivery** | | | |
| Indicate the major instructional resource(s) used in this teaching session. | |  | Reference/text books |
|  | Exercise workbooks |
|  |  |  | Flipcharts/presentation materials |
|  |  |  | Technology/audio-visual resources |
|  |  |  | Other instructional resources *(specify)* |
|  |  |  |  |
| Indicate the major activities of teachers and students during the session. | |  | Formal presentations by teacher |
|  |  |  | Formal presentations by students (e.g., dramatization, role play, etc.) |
|  |  |  | Quiz |
|  |  |  | Text book exercise |
|  |  |  | Practical exercise/coop learning |
|  |  |  | Recitation |
|  |  |  | Other instructional resources *(specify)* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Check appropriate column based on your observation.** | **Yes** | **Somewhat** | **No** | **NA** |
| The teacher used teaching or lesson guides. |  |  |  |  |
| The teacher combined lecturing with work in groups and individual work. |  |  |  |  |
| The teacher motivated children to take initiative, ask questions, seek information and use reasoning to learn. |  |  |  |  |
| When children worked independently or in groups, the teacher facilitated their work and/or hep children who needed guidance. |  |  |  |  |
| The class time was used mainly for teaching/learning activities. |  |  |  |  |
| Teachers draw on examples from the lives of both girls and boys. |  |  |  |  |
| Class chores and tasks were distributed evenly, not along gender lines. |  |  |  |  |
| Teacher treated girls and boys the same in giving praise, setting tasks, giving help and asking questions. |  |  |  |  |
| Girls and boys participated equally in classroom discussions and learning activities. |  |  |  |  |
| Girls and boys had equal access to the learning materials available in the class. |  |  |  |  |

**Indicator Calculation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Step 1:** Exclude respondents with excessive missing values related to the questions relevant to the specific indicator. | | If k, then exclude observation from analysis.  where:  = maximum possible points  = minimum denominator  = non-response  = individual score | | | |
| **Step 2:** Calculate the standardized composite score for each respondent. | | If k, then calculate score as follows:  where:  = standardized composite score for respondent  = number of questions  = maximum possible score  = non-response  = individual score | | | |
| **Step 3:** Calculate the value of the indicator (percentage of respondents with standardized scores greater than 69). | | where:  =  = standardized composite score for respondent  = indicator value  = respondent  = sample size | | | |
| **Indicator** | | | **Questions**  (see Annex E for details) | **Maximum Possible Points**  **(M)** | **Minimum**  **Denominator (k)** |
| 1.1a | % of trained teachers that have applied at least 3 strategies to address gender equality issues in schools | | Section B – Setting, Lesson Delivery | 28 | 20 |
| 1.1 b | % of school heads, teachers, para-teachers that have applied at least 3 key strategies for addressing dropouts in schools | | Section A – Drop-out Management | 36 | 25 |

### **Adolescent Knowledge and Assets Survey**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Form Serial No.:** | |  | | | | |
| **Person Collecting Date:** | |  | | | | |
| **Data Collection Date (mm/dd/yyyy):** | |  | | | | |
|  |  |  |  |  |  |  |
| **Province/Division:** | |  | | | | |
| **Municipality:** | |  | | | | |
| **District** *(when applicable)*: | |  | | | | |
| **Barangay:** | |  | | | | |
|  |  |  |  |  |  |  |
| **Name:** | |  | | | | |
| **Sex:** | |  | Male | | **Age:** |  |
|  |  |  | Female | |  |  |
|  |  |  |  |  |  |  |
| **Enrolment Status:** | |  | In School | | | |
|  |  |  | Out of School | | | |
| **Are you an YPE** *(ToT recipient and cascade)*? | |  | Yes | | | |
|  |  |  | No | | | |
|  |  |  |  |  |  |  |
| **Name of School:** | |  | | | | |
| **Level of Education:** | |  | Primary | | | |
|  |  |  | Secondary | | | |
|  |  |  | ALS | | | |
|  |  |  |  |  |  |  |
| **Did you participate in a training?** | |  | Yes | | | |
|  |  |  | No | | | |
|  |  |  |  |  |  |  |
| **If yes, how many trainings?** | |  | | | | |
| **If trained, were any of the trainings supported by Plan?** | |  | Yes | | | |
|  |  |  | No | | | |
|  |  |  | Don’t Know | | | |
|  |  |  |  |  |  |  |
| **Training area(s):** | |  | ASRH | | | |
|  |  |  | Life skills | | | |
|  |  |  | Financial literacy | | | |
|  |  |  | Understanding gender equality | | | |
|  |  |  | Anti-GBV and positive masculinity | | | |
|  |  |  | Monitoring and advocacy | | | |
|  |  |  | Basic facilitation for children | | | |
|  |  |  | Leadership | | | |
|  |  |  | Video making and photography | | | |
|  |  |  | Child rights | | | |
|  |  |  | Child protection | | | |
|  |  |  | DRR | | | |
|  |  |  | Formulation of SIP/SII | | | |
|  |  |  | Other *(specify)* | | | |
|  |  |  |  |  |  |  |
| **Did you receive advice/guidance/training from a YPE?** | |  | Yes | | | |
|  |  |  | No | | | |
|  |  |  | Do not know | | | |
|  |  |  |  |  |  |  |
| **A.** | **Personal Assets** |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **A1** | **Self-Esteem** | **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| A1.1 | I like myself. | 6 | 4.5 | 3 | 1.5 | 0 |
| A1.2 | I believe that I can achieve my goals. | 6 | 4.5 | 3 | 1.5 | 0 |
| A1.4 | I get along well with my parents. | 4 | 3 | 2 | 1 | 0 |
| A1.5 | My feelings and opinions are valued by the people in my life. | 6 | 4.5 | 3 | 1.5 | 0 |
| A1.6 | I feel I have not much to be proud of. | 0 | 1 | 2 | 3 | 4 |
| A1.7 | Students in my school care about me. | 4 | 3 | 2 | 1 | 0 |

|  |  |  |  |
| --- | --- | --- | --- |
| **A2** | **Decision-Making and Problem-Solving** |  | |
| A2.1 | You have a text mate whom you are texting for quite some time and suddenly texted you to meet face to face or have an ‘eye ball’. What will you do? | Set the schedule when and where to meet my text mate and go there alone | 0 |
| I will ignore the invitation as I don’t know my text mate that much | 0 |
| I will solicit advice from a trusted adult about the invitation and follow their advice | 4 |
| I will ask a friend to accompany me in meeting my text mate | 0 |
| A2.2 | Your friends are influencing you to miss your class to hang around. You will: | Go with your friends as you are afraid of losing them | 0 |
| Politely refuse and suggest that you hang around after your class | 4.5 |
| Turn down their invitation and avoid the peer’s negative influence | 1.5 |
| Politely refuse and suggest not to cut classes as it will not do good to us | 6 |
| A2.3 | You are a younger student and you are being bullied by an older student at school. What should you do? | Inform my teacher and present the incident politely | 4 |
| Tell the students to fight students of their age and not the younger ones | 0 |
| Wait if I am still bullied after a week and threaten the bullied with involvement of the school principal | 0 |
| Share the incident to my peers and plan for fighting back | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **A3** | **Gender Stereotypes** | **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| A3.1 | Boys are always sports-minded and have higher tendencies to play a lot and have longer idle time than girls. | 0 | 1 | 2 | 3 | 4 |
| A3.2 | It is embarrassing for a boy to show emotions and cry. | 0 | 1.5 | 3 | 4.5 | 6 |
| A3.3 | Girls can be relied upon more than boys in helping clean school rooms. | 0 | 1 | 2 | 3 | 4 |
| A3.4 | Girls are more emotional, shy and less interested in physical activities in schools. | 0 | 1.5 | 3 | 4.5 | 6 |
| A3.5 | Boys are less serious in their studies. | 0 | 1 | 2 | 3 | 4 |
| A3.6 | Girls are more inclined and better suited for the arts and humanities and boys for Science and Technology. | 0 | 1 | 2 | 3 | 4 |

|  |  |  |  |
| --- | --- | --- | --- |
| **A4** | **Health** | **True** | **False** |
| A4.1 | Drugs won’t affect health | 0 | 6 |
| A4.2 | Smoking | 0 | 4 |
| A4.3 | Sleep good | 4 | 0 |
| A4.4 | Unclean water does not cause death | 0 | 6 |
| A4.5 | Clean food to prevent diarrhoea | 6 | 0 |
| A4.6 | Drugs reduce ability to think/control body | 4 | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **A5** | **ASRH** | **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| A5.1 | Puberty natural | 6 | 4.5 | 3 | 1.5 | 0 |
| A5.2 | Menstruation natural | 6 | 4.5 | 3 | 1.5 | 0 |
| A5.3 | I will choose when marriage/childbearing | 6 | 4.5 | 3 | 1.5 | 0 |
| A5.4 | I will choose when sexually active | 6 | 4.5 | 3 | 1.5 | 0 |
| A5.5 | Understand and consent | 6 | 4.5 | 3 | 1.5 | 0 |
| A5.6 | I would tell my sexual partner(s) if I thought I had | 6 | 4.5 | 3 | 1.5 | 0 |
| A5.7 | If you love someone you should have sex with that person | 0 | 1.5 | 3 | 4.5 | 6 |
| A5.8 | I know where to go to find information and services | 6 | 4.5 | 3 | 1.5 | 0 |
| A5.9 | It is important to learn about sex and HIV/AIDS | 6 | 4.5 | 3 | 1.5 | 0 |
| A5.10 | A boy should feel embarrassed if he has not had | 0 | 1.5 | 3 | 4.5 | 6 |
| A5.11 | A girl should feel embarrassed if she has not had | 0 | 1.5 | 3 | 4.5 | 6 |
|  |  |  |  |  |  |  |
| **A6** | **Safety and Mobility** | **Strongly Agree** | **Agree** | **Not Sure** | **Disagree** | **Strongly Disagree** |
| A6.1 | Location of school allows safe access for boys |  |  |  |  |  |
| A6.2 | Location of school allows safe access for girls |  |  |  |  |  |
| A6.3 | Schools/communities have mechanisms in place to ensure that girls are able to travel safely to school |  |  |  |  |  |
| A6.4 | Location of school allows for reasonable travel distances for boys and girls |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **A7** | **Aspirations** |  | |
| A7.1 | Finishing high school is important to me | Yes | 4 |
| No | 0 |
|  |  |  |  |
| A7.2 | If important, it is important because | My parents tell me it is | 0 |
| My parents tell me I have to finish | 0 |
| I will have more and better opportunities in my future | 4 |
| I will make more income in the future | 0 |
| Other (specify) | 0 |
|  |  |  |  |
| A7.3 | I am planning on finishing high school | Yes | 6 |
| No | 0 |
|  |  |  |  |
| A7.4 | If I am planning on finishing HS, when I finish | Enrol in a technical/vocational school | 4 |
| Enrol in tertiary education | 4 |
| Find work | 2 |
| Help my parents | 2 |
| Get married and start a family | 0 |
| Do not know | 0 |
| Other (specify) | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **B1** | **Financial Literacy** | **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| B1.1 | Before I buy something I carefully consider whether I can afford it | 6 | 4.5 | 3 | 1.5 | 0 |
| B1.2 | I tend to live for today and let tomorrow take care of itself | 0 | 1 | 2 | 3 | 4 |
| B1.3 | I find it more satisfying to spend money than to save it for the long term | 0 | 1 | 2 | 3 | 4 |
| B1.4 | I am prepared to risk some of my own money when saving or making an investment | 6 | 4.5 | 3 | 1.5 | 0 |
| B1.5 | I keep a close personal watch on my finances | 4 | 3 | 2 | 1 | 0 |
| B1.6 | I have a clear idea of what I want to do with my savings | 4 | 3 | 2 | 1 | 0 |
| B1.7 | Money is there to be spent | 0 | 1.5 | 3 | 4.5 | 6 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **B2** | **Financial Support** | **Yes** | **No** | **Don’t Know** |
| B2.1 | Subsidies and monetary/in-kind contributions that support children schooling are available at your school | 6 | 0 | 0 |
| B2.2 | Subsidies and monetary/in-kind contributions that promote access to school reach girls proportionally | 4 | 0 | 0 |
| B2.3 | I am currently receiving a subsidy supporting my education | 6 | 0 | 0 |
| B2.5 | My parents or other family members are helping to support me to attend school | 6 | 0 | 0 |
|  |  |  |  |  |
| **C.** | **Material Assets** |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **C1** | **Infrastructure and Equipment** | **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| C1.1 | There are enough classrooms for all students. |  |  |  |  |  |
| C1.2 | Classrooms are clean and the walls have posters, maps, pictures. |  |  |  |  |  |
| C1.3 | The school grounds are clean. |  |  |  |  |  |
| C1.4 | There are no dangers for the children in the school. |  |  |  |  |  |
| C1.5 | There is enough space for play and recreation at the school. |  |  |  |  |  |
| C1.6 | There are enough clean and working latrines or toilets. |  |  |  |  |  |
| C1.7 | Sanitation facilities include separate toilets for girls that are available and in a safe location for use by girl students. |  |  |  |  |  |
| C1.8 | There is a working drinking water system at the school. |  |  |  |  |  |
| C1.9 | Every classroom has at least one good blackboard. |  |  |  |  |  |
| C1.10 | There is a desk, or bench/chair space for every child. |  |  |  |  |  |
| C1.11 | The classroom furniture can be arranged so that children work in groups. |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **C2** | **Learning Material** | **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| C1.1 | All students have their own writing materials. |  |  |  |  |  |
| C1.2 | All girls have their own writing materials. |  |  |  |  |  |
| C1.3 | All students have access to text books, reference books and other learning tools. |  |  |  |  |  |
| C1.4 | All girls have access to text books, reference books and other learning tools. |  |  |  |  |  |
| C1.5 | There is a library/learning hub with available resources. |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **D.** | **Social Assets** |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **D1** | **Participation in School Management** | **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| D1.1 | Student representatives are actively involved in school management | 6 | 4.5 | 3 | 1.5 | 0 |
| D1.2 | Male students are able to voice their concerns to school management and local authorities | 4 | 3 | 2 | 1 | 0 |
| D1.3 | Female students are able to voice their concerns to school management and local authorities | 4 | 3 | 2 | 1 | 0 |
| D1.4 | In general, female and male students feel their concerns are acted on by school authorities | 6 | 4.5 | 3 | 1.5 | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **D2** | **Institutional Support** | **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| D2.1 | Counselling services are available and accessible in school | 4 | 3 | 2 | 1 | 0 |
| D2.2 | A female member of staff is assigned as a counsellor for girls | 6 | 4.5 | 3 | 1.5 | 0 |
| D2.3 | There is a referral and reporting systems in place for girls and boys who have been abused – including early forced marriage, inappropriate sexual advances, comments by teachers | 6 | 4.5 | 3 | 1.5 | 0 |
| D2.4 | There is a system in place for reporting and preventing bullying and violence by students | 6 | 4.5 | 3 | 1.5 | 0 |
| D2.5 | There is a disclosure/confidentiality system allowing students to report issues without the risk of being exposed | 4 | 3 | 2 | 1 | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **D3** | **Social Networks** | **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| D3.1 | There are student organizations such as student government, student commissions or clubs | 4 | 3 | 2 | 1 | 0 |
| D3.2 | There is a school-community committee that supports school activities | 4 | 3 | 2 | 1 | 0 |
| D3.3 | Male and female students participate equally in student organizations | 6 | 4.5 | 3 | 1.5 | 0 |
| D3.4 | Informal student peer support networks exist in school (e.g., child rights clubs, study groups, other) | 4 | 3 | 2 | 1 | 0 |
| D3.5 | Informal girl peer support networks exist in school (e.g., ASRH clubs, study groups, other) | 4 | 3 | 2 | 1 | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **D4** | **Engaging Men/Boys**  *(For male respondents only.)* | **Very Often** | **Often** | **Some-times** | **Seldom** | **Never** |
|  | In the past month, have you done the following and how often? |
| D4.1 | Complimenting a girl for her personality and intelligence. | 4 | 3 | 2 | 1 | 0 |
| D4.2 | Respecting a girls’ right to choose or refuse sex. | 6 | 4.5 | 3 | 1.5 | 0 |
| D4.3 | Inviting girls to participate in games and sports that are typically reserved for boys. | 4 | 3 | 2 | 1 | 0 |
| D4.4 | Speaking against other boys when they make sexual or discriminatory comments towards or about a girl. | 6 | 4.5 | 3 | 1.5 | 0 |
| D4.5 | Offering to accompany a girl going home to provide safe company. | 4 | 3 | 2 | 1 | 0 |
| D4.6 | Helping mothers and sisters out with childcare and housework at home. | 6 | 4.5 | 3 | 1.5 | 0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **E** | **Learning Experience** | **Strongly Agree** | **Agree** | **Not sure** | **Disagree** | **Strongly Disagree** |
| E.1 | Teachers combine lecturing with work in groups and individual work |  |  |  |  |  |
| E.2 | Teachers motivate children to take initiative, ask question, work on projects, seek information, explore their surroundings, use reasoning to learn. |  |  |  |  |  |
| E.3 | When children work independently or in groups, teachers facilitate their work and/or help children who need guidance. |  |  |  |  |  |
| E.4 | The teachers use the materials that the school provides and/or make their own teaching materials using local resources. |  |  |  |  |  |
| E.5 | The children have play and recreation activities during recess periods. |  |  |  |  |  |
| E.6 | Teachers/administrators use non-violence forms of discipline (violence includes physical, emotional, psychological and sexual violence). |  |  |  |  |  |
| E.7 | Teachers draw on examples from the lives of both girls and boys. |  |  |  |  |  |
| E.8 | School chores and tasks are distributed evenly, not along gender lines. |  |  |  |  |  |
| E.9 | Teachers treat girls and boys the same in giving praise, giving help, setting tasks, asking questions. |  |  |  |  |  |
| E.10 | Girls and boys participate equally in classroom discussions and learning activities. |  |  |  |  |  |
| E.11 | Girls and boys have equal access to the learning materials and available in school. |  |  |  |  |  |
| E.12 | Boys and girls are taught about gender awareness and the importance of non-discrimination. |  |  |  |  |  |

**Indicator Calculation:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Step 1:** Calculate the standardized composite score for each respondent. | | where:  = standardized composite score for respondent  = number of questions  = maximum possible score  = non-response  = individual score | | |
| **Step 2:** Calculate the value of the indicator (percentage of respondents with standardized scores greater than 69). | | where:  =  = standardized composite score for respondent  = indicator value  = respondent  = sample size | | |
| Indicator | | | **Questions**  (see Annex E for details) | **Maximum Possible Points (M)** |
| 3a. | **Improved social, personal and financial assets as perceived by targeted students** | | **A1-A5,A7,B1-B2,D1-D3** | **298** |
| **A1** | Self-Esteem | | A1.1, A1.2,A1.4-A1.7 | 30 |
| **A2** | Decision-Making and Problem-Solving | | A2.1-A2.3 | 14 |
| **A3** | Gender Stereotypes | | A3.1-A3.6 | 28 |
| **A4** | Health | | A4.1-A4.6 | 30 |
| **A5** | ASRH | | A5.1-A5.9 | 54 |
| **A7** | Aspirations | | A7.1-A7.4 | 18 |
| **B1** | Financial Literacy | | B1.1-B1.7 | 34 |
| **B2** | Financial Support | | B2.1-B2.3, B2.5 | 22 |
| **D1** | Participation in School Management | | D1.1-D1.4 | 20 |
| **D2** | Institutional Support | | D2.1-D2.5 | 26 |
| **D3** | Social Networks | | D3.1-D3.5 | 22 |
| 3.1a | % of adolescents trained who can identify at least 3 key ASRH messages and their practical application | | A5.1-A5.9 | 54 |
| 3.1b | % of adolescents trained who can identify at least 4 key competencies in life skills and financial literacy standards and their practical application | | A2.1-A2.3,A4.1,A4.4-A4.5,A5.3-A5.5,A5.8-A5.9,A7.1-A7.4,B1.1,B1.4-B1.6 | 100 |
| 3.1d | % of men/boys who can identify at least three practical actions to reduce gender-based violence and promote the rights of women and girls | | D4.1-D4.6 | 30 |

# F. Qualitative Tools

### **Topical Outline 1: Alternative Delivery Model (MISOSA & OHSP)**

|  |
| --- |
| **1a. Students** |
| Participants will be students directly benefiting from MISOSA/OHSP (e.g., returning students, in-school group for MISOSA and OHSP learners). The group should be within 4-8 members. The group will include only girls or only boys. No mixed group. If gender separate groups are less than 4, KIIs will be carried out. The discussion will take 45 minutes.  **Barriers to Attending School and Learning:**   * *School attendance:* What are the main difficulties that you face to attend school regularly (financial difficulties/costs, distance to school, special learning needs due to disability, illness, lack of interest or motivation). Are there any specific problems facing girls and boys? What are they? * *School performance:* What are the challenges facing children to perform well in school? What are the difficulties of students who are repeating grades? What are the main reasons for dropping out? * *Dropping out:* Do you think there is a problem with students dropping out in this school? What are the difficulties for students to remain in school? Why do students drop out? What are the main reasons? How do you think most drop-outs spend their time instead of attending school? What are the problems facing drop outs (child labour, violence, abuse, gangs/substance use)? How specific are those problems to girls and boys?   **Flexible Learning Support:**   * *Learning material*: Have you received or used the Self-Instruction Modules (learning materials) from teachers? Are the materials clear? Are the materials sufficient? Are you able to follow the schedule provided? How could the materials be improved? * *Teacher support:* How does your teacher guide/help you to continue learning even if you don’t attend school regularly. Do teachers provide sufficient guidance? Are you satisfied with teacher’s guidance? Are there any challenges? * *School support:*  How does the school help you to do you to continue learning even if you don’t attend school regularly? Do school heads/management monitor you? * *Family support:*  Do your family members support you to do MISOSA or OHSP modules? Do you find enough time at home to do your school work and exercises? Do you face any challenges? Any challenges specific to girls/boys? * *Other support*: Are there any other groups that help you and motivate to continue learning even if you don’t attend school regularly through MISOSA/OHSP? Who are these groups (e.g., SGC, peers, community members, parents of peers)?   **Impact:**   * *School attendance*: How has MISOSA/OHSP helped you to continue learning? Would you have dropped out by now or at some point, if this support was not available? * *School performance:*  How has your school performance and learning changed? Do you feel that you are learning more than before? Are you performing better than before? What actions do teachers take if you fail tests? Are these actions helpful? Are there any challenges? * *Relationship with teacher/school:*  How has the MISOSA/OHSP changed your relationship with teachers (Are teachers more understanding of their circumstances, more helpful, more flexible, more supportive? In what way? In what way? Do you or your parents get to interact with the school head? Is the school head more supportive Do you feel you are getting the necessary support and attention? Are there any challenges? What about your relationship with students and peers? What support do your parents give you? * *Motivation to learn:* Did your approach/motivation to learning change? Do you feel motivated to complete school? To perform well? Why? What are your aspirations now (e.g., finish school/get a job)? How different was it before? * *Motivation to peers:*  Do you have peers who can benefit from MISOSA/OHSP like you do?? Suggest: What will you tell them to convince them to enrol in MISOSA/OHSP? * *Future plans:*  What are your future plans? Will you be considering higher education or employment or another alternative? Has OHSP enhanced your prospects for employment? How? * *Attitude:* How has your self-esteem and confidence changed since ADM started? Has it improved or declined or not changed? Do you get the sense of inclusiveness/belonging in school now (Has it improved or declined or not changed?). How so? * *Returning students (for OHSP only):* How has your life changed since OHSP started. What were you doing as a drop out/how did you spend time and on what? Are you able to follow the lesson plans and self-learning material? Are you grades improving? * *Returning students:* How did you know about OHSP? How did you register? Who helped you to enrol? Take entrance tests? Were there any challenges in enrolment? * *Returning students:* How likely are you to complete school (very, moderate, not very likely). Do you feel more drop outs will be encouraged to join flexible learning? Why? What is it about ADM that makes it attractive to dropouts? How can this be promoted? * *Gender impact:* are there any specific outcomes for girls and boys from flexible learning? Do girls benefit more than boys or vice versa? Why? * *OHSP students who are young mothers:*  How is OHSP assisting young mothers to complete school? Are they any challenges for young mothers to participate in OHSP? * What specific strategies are needed to strengthen the supportive environment for P/SARDOs and dropouts (female and male)? * What can school heads do to support P/SARDO and dropouts? * What can teachers do more to support P/SARDOs and dropouts? * How can classmates support the P/SARDOs’ continued stay in schools? * How can parents support the P/SARDOs so that they continue to stay in school? * How can barangay and other local officials support P/SARDOs and the out-of-school children?   **General Reflection:**   * Overall benefits of the RAISE program support /MISOSA or OHSP Pilot as they pertain to girls and boys * Enabling factors to enrol in flexible schooling * Disabling factors to enrol in flexible schooling * Recommendations (What good practices and lessons have you learned as you took part in MISOSA/OHSP? What recommendations will you make to improve/enhance implementation) |

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| **1b. School Staff/Teachers** |
| Participants will be 4-8 members who have received training in MISOSA/OHSP and are involved in implementation of the pilot. The group can be a mixed group of men and women. The target group typically include school heads, ADM coordinators, teacher advisors and DepEd Alternative Delivery Mode coordinators. The discussion will take 45 – 60 minutes  **Understanding of Concept and Role:**   * *Knowledge of concept:* How does flexible learning through MISOSA/OHSP address needs of P/SARDOs? * *Who are the target groups in MISOSA/OHSP schools?* What are their profiles and needs?   **Best Practice Documentation:**  Implementation in school   * *Stakeholders:*  Who are the main stakeholders e.g., school head, teachers, coordinator, PTA/SGC, Barangay council? ALS centres? DepEd? What are their roles? How are the roles coordinated? * *Launching ADM:*  When was MISOSA/OHSP initiated in this school? How was this done? Why was the initiative taken? What steps were taken to introduce MISOSA/OHSP in school? Please explain in detail (e.g., training of teachers/school actors, development of MISOSA/OHSP school action plan, Identification of school MISOSA coordinator, identification P/SARDOs – how was FICS tool used?, community mobilization, parent engagement. Were any tests given? Provision of modules to schools (SIM), students are oriented on SIM, monitoring. What were some of the challenges you experienced when you initiated MISOSA/OHSP in school? Were there any issues meeting with parents, meeting with students? Is there any resistance from parents/family members, spouses or students to participate in MISOSA/OHSP? How can this be addressed? Have you done any advocacy or promotion ADM to parents/care givers of P/SARDOs? Describe these activities. How was the response and level of interest (high, medium, low)?. How successful have you been in increasing returning students through MISOSA and OHSP? How do you monitor and ensure that they stay in school. * *Learners:* How many students were initially taken (male/female), which grades? How many do you have now? * What were problems the MISOSA/OHSP learners faced? Any gender differences? * Are there any challenges to MISOSA/OHSP implementation? Availability of modules? Missing modules? Reproduction costs? Has it created more demand for flexible learning in the school? Are teachers on board? Do they view this as an additional burden? How are teachers brought on board? Does staff have capacity to manage this demand? What are the solutions to these problems?   **Results**   * What are the results of the MISOSA/OHSP intervention in school? E.g., Zero drop out? Better performance or any reduction in slow learners? Inclusive education/ students no longer feel ashamed or alienated due to their attendance issues or poverty status? Better teacher relationship with P/SARDOs? Better student /peer relationships for P/SARDOs? Better parent relationship/attention to P/SARDOs? Improved student attitudes towards learning? Are the results different for boys and girls? If so, why do you think that is? * If MISOSA/OHSP was not introduced – how many would have dropped out? How many would have become slow learners?   **Success factors**   * What are success factors? E.g., clear school goal: zero dropout; every teacher and school on board this goal, parents and children buy-in, teacher advisers’ motivation, cooperation between teacher advisers and MISOSA/OHSP focal coordinator, home visits made to pupils who are absent from class for a very long time, good communication between and among teachers, parents and village police (barangay tanods) * Financial, human resources, materials – what are the costs? How can this be managed? Have you been informed about the DepEd order that makes available funding support for schools that are interested to implement ADM? (If answer here is yes, proceed to next question.)2. Are teachers more understanding of their circumstances, more helpful, more flexible, more supportive? In what way? DepEd has allocated budgetary support for schools, divisions and regions that are willing to implement OHSP and MISOSA – do schools know about it? Is this sufficient? Can they be accessed easily? Are there bottlenecks? In your experience, how much do schools need to implement MISOSA/OHSP in a year?   **Sustainability**   * Do you think that MISOSA/OHSP will be sustained by your school after the RAISE project has ended? Why or why not? How will you sustain it? How can the MISOSA/OHSP be ensured? Retraining teachers? Alternative coordinators? Do we know why some schools stopped MISOSA/OHSP – it was introduced many years ago initially in the Philippines?   **Replication and upscaling**   * Do you believe that MISOSA/OHSP should be scaled up to other schools? How can this be done? What can your school do to contribute towards the replication to other schools? What can the district office do? What can the division office do? * How can this be achieved? Is the school taking P/SARDOs from nearby schools? Are there challenges to this? What are the solutions? Is the school interested to assist another school take up MISOSA/OHSP? Are there opportunities and or challenges to this? How can this be enabled? Can you take up students from ALS centres? Are there opportunities and or challenges to this? How can this be enabled? Can you tap into drop-outs from school to re-enter? Are there opportunities and or challenges to this? How can this be enabled? * Is there a ready package of interventions (i.e. training, SIMs) that can easily replicated/adopted by other schools? Is it appropriate? Does it need improvement?   **Effectiveness**   * How successful has MISOSA/OHSP been successful in preventing students from dropping out (has it addressed/improved absenteeism/performance)? How successful has the model been to enrol drop outs? * Is the Modified-In-School, Off-School (MISOSA) approach effective at reaching girls and boys who attend school irregularly and is it reducing dropouts? Are there differences in its effectiveness for boys compared to girls and, if so, why? * Is the Open High School Program (OHSP) and Drop out Reduction Program effective at reaching both female and male students who have difficulty attending classes regularly and those who are at risk of dropping out? Are there differences in its effectiveness for male students compared to female students and, if so, why? * What specific strategies are needed to strengthen the supportive environment for P/SARDOs (female and male)? * What can school heads do to support P/SARDOs and dropouts? * What can teachers do more to support P/SARDOs and dropouts? * How can classmates support the P/SARDOs continued stay in schools? * How can parents support the P/SARDOs so that they continue to stay in school? * How can barangay and other local officials support P/SARDOs and the out of school children?   **General Reflection – What needs to change and why?**   * Overall benefits of the RAISE program support /MISOSA or OHSP Pilot * Challenges to implementation and how are these being addressed * What are the best practices and lessons learned identified to date * Lessons and recommendation to improve or enhance implementation |

### **Topical Outline 2: ALS**

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| **2.a Students** |
| Participants will be current ALS student learners *AND* they should have received skills training from the project. The group will include only girls or only boys. No mixed group. If the age range of students is greater than 5 years the students should be split into age specific groups. The group should be within 4-8 members. This discussion will take 45 minutes.  **Barriers to Attending School and Learning:**   * *(For dropouts) Drop out reasons:* Why did you drop out of school? What was the main contributing factor? How do most drop-outs spend their time instead of attending school? * *Risks for drop outs:* What problems do you face when you drop out of school (child labour, violence, abuse, gangs/substance use)? How specific are those problems to girls and boys? * *(For those who have never been to school)* Non-enrolment (never been to school): Did you want to attend school in the past? Why were you not able to enrol in schools? Do you think that reasons for non-attendance differ for boys and girls? How so?   **ALS Sessions:**   * *Enrolment:* How did you come across ALS (school, SGC, community members, parents, LGU)?. What motivated you to join ALS program? Did you take any entrance tests? Were there any challenges to enrolment? Which program are you enrolled on (BLP, A&E)? * *Learning material:* Have you received the ALS Modules? Are the materials clear? Are the materials sufficient? Do you face any difficulties following the learning material? * *ALS facilitator support:* Do the ALS Instructional Managers provide sufficient guidance? Are you satisfied with support from the Instructional Manager’s guidance? What support do they give you? Are there any challenges? * *Multi-purpose ALS Centre support (for those with access to ALS Centres only):* How does the centre help you to do learning? Do you use the centre facilities? What do you use the centre facilities for? Which facilities are most useful? Are there any challenges to access and use of facilities? How would you improve the facilities/utilization? Will you continue to visit the centre when you no longer receive transportation allowances from RAISE? * *Skills training (TESDA):* How did you know about the skills training? How were you selected? How was the enrolment and participation arranged? How was the quality of training and support from instructors? Were there any challenges to the enrolment? Did you complete the training? What were the benefits of the training? Have you found employment due to training? What more can be done to connect ALS learners (female and male) with vocational opportunities? * *Sali Kabataan:* Were you trained as a child animator? Or did you participate in any peer to peer activities? What did you learn from this? Did you feel welcomed? * *Family support:* Do your family members/spouse support you to do ALS learning? Do you find enough time to do your ALS work and exercises? Do you face any challenges? * *Other support:* Are there any other groups that help you and motivate you do ALS? Who are these groups (e.g., peers, community members, parents of peers)? Any CSG support for ALS learners?   **Impact:**   * *ALS attendance:* Do you make more of an effort to attend ALS than you did at school? Do you face any problems with the schedule/flexibilities provided? What accounts for the high ‘stoppage’ rate among ALS learners? What factors are specific to male learners? What factors are specific to female learners? Can this be addressed? How? To what extent has the integration of technical and vocational skills in ALS sessions effective in increasing enrolment and retention of boys and girls in ALS? Do you think this should be replicated elsewhere? What lessons, if any, can be drawn from this experience? * *Performance:* How has your learning changed? Do you feel that you are learning more than before? Are you performing better than before? Are you able to pass tests? What actions do facilitators take if you fail tests? Are these actions helpful? Are there any challenges? * *Motivation to learn:*  Did your approach/motivation to learning change with ALS? Do you feel motivated to attend /complete the program? To perform well? What are your aspirations now (e.g., finish ALS/get a job)? How different was it before? * *Attitude*: How has your self-esteem and confidence changed since ALS learning started? Has it improved or declined or not changed? * *Employment prospects*: How has your employment/income prospects changed with ALS support? How do ALS learners (females and males) perceive their opportunities and options after completing their schooling? * *Reduced risks*: How has your life changed since ALS learning started. Has it reduced the problems/risks you faced as a drop out (low self-esteem, gang/substance habits, violence)? Was ALS learners introduced to ASRH by the project (MTR recommendation). * *Gender impact*: Are there any specific outcomes for girls and boys from ALS? Do girls benefit more than boys or vice versa? Why? * *Effectiveness*: How effective is the Alternative Learning System (ALS) as a model to reach the most marginalized children and adolescents (female and male), especially those who are out of school, and enable them to continue their education? Are there differences in its effectiveness for (adolescent) boys compared to (adolescent) girls and, if so, why? * *Sustainability*: Is there a viable strategy in place to sustain community-level ALS sessions in the project target areas when the project ends?   **General Reflection:**   * Overall benefits of the RAISE program support through ALS * Enabling factors to enrol and continue learning through ALS * Disabling factors to enrol and continue learning through ALS * Recommendations (What good practices and lessons have you learned while being enrolled in ALS sessions? What recommendations will you make to improve/enhance implementation in future) |

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| **2b. ALS facilitators (IMS/ALS managers)** |
| Participants will be 4-8 learning facilitators, instructional managers, ALS mobile teachers, or District ALS coordinators. The group can be a mixed group of men and women. The discussion will take 45 – 60 minutes  **Barriers to Attending School and Learning:**   * *Drop out reasons:* In your experience, why do learners drop out of school? What is the main contributing factor? How do most drop-outs spend their time instead of attending school? * *Risks for drop outs:* In your experience, what problems do children face that lead them to drop out of school (child labour, violence, abuse, gangs/substance use)? How specific are those problems to girls and boys? * *Never been to school:*  In your experience, what factors prevent some children from enrolling in schools? Are there reasons that are unique to boys? Girls?   **ALS Sessions:**   * *ALS Program(s):* What ALS programs do you conduct? (Basic Literacy Program (BLP), Continuing Education: Accreditation and Equivalency (A&E) Program? Which programs are the most effective? Why? Which programs are the least effective? Why? * *ALS organized at barangay or municipal level:* How is ALS organized at the barangay or municipal level? Number of learning facilitators, number of student learners. Year of establishment. * *How many learners are there?* How many OOSY? How many OOSC? How many female? How many male? How do you identify /enrol learners? Do you collaborate with schools? Barangay councils? Do you have support from the school? Why more girls than boys (or more boys than girls)? * *Resources:* Does the centre have sufficient materials for students? Does the centre have sufficient size for students? * *Training:*  Where did the learning facilitators receive their training? Is the training regularly updated? What is the overall quality of the training? Have you received training on e-modules? Please explain the benefits? Were you trained on ASRH? Will you continue ASRH sessions after project ends? : What do you find most difficult to teach? * *Partnerships*: Who are the main stakeholders, e.g., DepEd, Barangay council, schools, PTAs/SGCs, ALS managers? Are the roles clear? How do you collaborate? What can be improved? How was the partnership with TESDA? * *Multi-purpose ALS Centre support (for those with access to ALS Centres only):* How does the centre help ALS learning? Do you use the centre facilities? What are the benefits of the centre facilities for? Is it utilized fully? Which facilities are most useful? Are there any challenges to access and use of facilities? How would you improve the facility utilization?   **Impact:**   * *Results:*  How effective was the TESDA skills training provided to ALS learners by the project? What are the benefits, opportunities and challenges? To what extent was the integration of technical and vocational skills in ALS sessions effective in increasing enrolment and retention in ALS? What lessons, if any, can be drawn from their experience? * *Motivation:* How has ALS motivated OOSY/C to learn? How do you motivate them to attend /complete the program? To perform well? What are their aspirations now (e.g., finish ALS/get a job)? How different was it before? How does ALS change self-esteem and confidence amongst learners? * What accounts for the high ‘stoppage’ rate among ALS learners? What factors are specific to male learners? What factors are specific to female learners? * *Employment prospects*: How do employment/income prospects change for OOSY/C with ALS support? How do ALS learners (females and males) perceive their opportunities and options after completing their schooling? What more can be done to connect ALS learners (female and male) with vocational opportunities? * *Reduced risks*: How has your life changed for ALS learners? Has it reduced the problems/risks they face as a drop out (low self-esteem, gang/substance habits, violence)? Was ALS learners introduced to ASRH by the project (MTR recommendation). * *Gender impact*: Are there any specific outcomes for girls and boys from ALS? Do girls benefit more than boys or vice versa? Why? * *Effectiveness*: How effective is the Alternative Learning System (ALS) as a model to reach the most marginalized children and adolescents (female and male), especially those who are out of school, and enable them to continue their education? Are there differences in its effectiveness for (adolescent) boys compared to (adolescent) girls and, if so, why?   **Sustainability:**   * Is there a viable strategy in place to sustain community-level ALS sessions in the project target areas when the project ends? * What about ALS IMs funded by RAISE? Do you think they will be absorbed into government system? Why or why not? (MTR recommendation). * Do you have sufficient human /financial resources to continue ALS? Can you meet the demand (only DALC)? * What are the success factors for ALS? What are the good practices? * What are your recommendations to improve ALS?   **General Reflection:**   * Overall benefits of the RAISE program support through ALS * Enabling factors to enrol and continue learning through ALS * Disabling factors to enrol and continue learning through ALS * Recommendations (What good practices and lessons have you learned while being enrolled in ALS sessions? What recommendations will you make to improve/enhance implementation in future) * How has the integration of vocational/technical education enhanced ALS implementation in RAISE? |

### **Topical Outline 3: ASRH/Life Skills/Gender Sensitization**

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| **3a. Students** |
| Participants will be Youth Peer Educators (YPEs) and ASRH trainees/financial literacy trainees in secondary schools. Participants will have to have had training on SRH and or gender, financial literacy and or life skills. The group will include only girls or only boys. No mixed group. The group should be within 4-8 members. This discussion will take 45 minutes.  **Implementation:**   * *Peer educators:*  What are the main roles and tasks of the peer educators? What are the roles of YPE advisors? * *Training program:* How long have you been a YPE? How many trainings have you received? What were the topics and contents of the training? Was the trainer able to provide you sufficient guidance? Were presentations and messages clear? Would you change trainings, explain why? * *Knowledge:* To what extent do you feel you have improved your skills/knowledge related to SRH/Gender/leadership/life-skills? (For males, this could be specific to anti-GBV/positive masculinities training. In general, it could seek to validate responses to the gender stereotypes questions in the student endline survey.) * *Training:* To what extent do you feel prepared to perform tasks as a peer educator? To what extent do you feel prepared to train others? What guidance materials and manuals do you follow? Is training of Youth Peer Educators (YPEs) on ASRH sufficient and effective to achieve peer-to-peer learning to influence behaviour change in youth (female and male)? Why or why not? Were second liner YPEs created? Were additional training provided? How is there sustainability ensured? * *Peer to peer activities:* What are the types of peer-to-peer activities that you facilitate? Who are your target audience? How many such activities have you done in the past six months? How well is it received by your target audience? Any difference in how girls and boys responded? Do you target boys and girls separately as groups, or present issues together? What are the activities planned for the next six months? How are you activities encouraging others to volunteer or become peer educators? * *Out of school* (mostly relevant to YPEs only): Have you volunteered to do peer-to-peer activities outside of school (e.g., community-based child animator groups)? What were these events and how was the outcome of these events? * *YPE corners in school:* Do you have a YPE corner in your school? What materials are there? How often do you use the corner/materials for your peer-to-peer activities? * *Reporting:* Do you have to do any reporting on your peer-to-peer activities that you facilitate? How do you provide feedback to school management? Teachers? MAG? Trainers?   **Impact:**   * *Gender barriers:* What are the gender barriers or differences among students in the school? Do girls receive more attention than boys or vice versa (classroom vs extra-curricular activities)? What are the gender differences among P/SARDOs (girls drop out for care giving? Boys for labour?). What are the gender differences/barriers among girls and boys who are out of school (marriage, gender based violence, safety)? * *Gender perceptions*: What are the perceptions or attitudes towards barriers facing girls vs boys in school? At home? In the community? Should these perceptions change? If so, how can these perceptions change? Does your peer to peer activities help to change these attitudes? If so how? Are there any challenges? * *Importance of Sexual and Reproductive Health (SRH):*  Why is SRH education important for children/adolescents? How is the knowledge of SRH among your friends and students (low, ok, high)? What are the most critical issues for your peers (impact of teenage pregnancy, Sexually Transmitted Infections, HIV and AIDS, the male and female reproductive systems, substance abuse and smoking). * *Attitudes to SRH:* How does your peer-to-peer activities help address SRH? Are your activities effective? Are there any challenges? Which areas need most improvement? Have you come across any critical cases where someone needed urgent attention/how did you handle the case? * *Life skills:* What are important life skills for your peers? How are your activities going to encourage leadership, self-esteem among your peers? Are your activities effective? Are there any challenges? * *Importance of education:* Do you encourage SARDOs to participate in peer to peer activities? What problems do they face? Do you address them in peer to peer activities? Which messages /activities are most effective? * *Success factors:* What factors contribute to the success (or failure) of YPEs as facilitators of community-based peer-to-peer activities aimed at addressing issues affecting girls and boys (e.g., ASRH, self-esteem, importance of education)? What factors, if any, are specific to girls? What factors, if any, are specific to boys? Has YPE done any work with community? Have they linked up with ALS learners? Were any ASRH targeted to OHSP learners? * *Sustainability:* To what extent are the outcomes of the project for adolescent girls and boys likely to continue when the project ends? Were YPE’s integrated into any existing school initiatives or clubs?   **General Reflection:**   * Overall benefits of the RAISE YPE program support * What are the enabling/disabling factors for promoting SRH among peers * What are the enabling/disabling factors for promoting gender equality among peers * What are the enabling/disabling factors for promoting school attendance and learning? * Recommendations (What are the good practices and lessons learned in the implementation of this intervention? What improvements and refinements will you suggest for future). |

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| **3b. Teachers /YPE Advisors/Guidance Counsellors** |
| Participants will be guidance counsellors who participated in YPE trainings in the school. The group can be a mixed group of men and women. The group should be within 4-8 members. The discussion will take 45 – 60 minutes.  **Implementation:**   * *Training program:* How many trainings have you received? What were the topics and contents of the training? Who facilitated the training? Was the trainer able to provide you sufficient guidance? Were presentations and messages clear? Would you change trainings, explain why? * *Knowledge:*  To what extent do you feel you have improved your skills/knowledge related to SRH/Gender/leadership/life-skills? What were the main lessons /learning outcomes? * *Capacity to practice:* To what extent do you feel prepared to promote SRH/gender/life skills for students? What guidance materials and manuals do you follow? How was ASRH/YPE re-strategized after RAISE MTR? Were second liner YPEs created? Were additional training provided? How is there sustainability ensured? Do you have support from the school? * *Monitoring:*  Do you monitor peer to peer learning (YPE/BCA). Is it effective? Are there any challenges? * *Out of school:* Do you conduct any activities out of school? Describe these.   **Progress to Date:**   * *Gender barriers:* What are the gender barriers or differences among students in the school? Do girls receive more attention than boys or vice versa (classroom vs. extra-curricular activities)? What are the gender differences among P/SARDOs (girls drop out for care giving? Boys for labour?). What are the gender differences/barriers among girls and boys who are out of school (marriage, gender based violence, safety)? * *Gender perceptions:* What are the perceptions or attitudes towards barriers facing girls vs boys in school? At home? In the community? How can these perceptions change? Have you seen a change in the perceptions of students that have participated in YPE activities? * *Importance of Sexual and Reproductive Health (SRH)*: Why is SRH education important for children/adolescents? How is the knowledge of SRH among students (low, ok, high)? What are the most critical issues for your peers (impact of teenage pregnancy, Sexually Transmitted Infections, HIV and AIDS, the male and female reproductive systems, substance abuse and smoking). * *SRH services*: Are students aware of SRH services available to them? * *Life skills:*  What are important life skills for students? How are your activities going to encourage leadership, self-esteem among students? Are your activities effective? Are there any challenges? * *Importance of education:* Do you track P/SARDOs? What are the problems do they face? Which messages /activities are most effective? * *Case management:* Do you manage cases of sexual abuse, STDs, pregnancy etc? How are they handled? Are there any challenges? * *Success factors:* What factors contribute to the success (or failure) of YPEs as facilitators of community-based peer-to-peer activities aimed at addressing issues affecting girls and boys (e.g., ASRH, self-esteem, importance of education)? What factors, if any, are specific to girls? What factors, if any, are specific to boys? Has YPE done any work with community? Have they linked up with ALS learners? Were any ASRH targeted to OHSP learners? * *Sustainability:* To what extent are the outcomes of the project for adolescent girls and boys likely to continue when the project ends? Were YPE’s integrated into any existing school initiatives or clubs?   **General Reflection:**   * Overall benefits of the RAISE program support on SRH/LS/Gender sensitization? * What are the enabling/disabling factors for promoting SRH in school? * What are the enabling/disabling factors for promoting gender equality in school? * What are the enabling/disabling factors for promoting school attendance and learning? * Recommendations |

### **Topical Outline 4: Reading Program**

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| **4a. Students** |
| Participants will be students directly benefiting from reading program. The group should be within 4-8 members. The group will include only girls or only boys. No mixed group. If gender separate groups are less than 4, KIIs will be carried out. The discussion will take 45 minutes.  **Reading Program:**   * *Participation:* Did you have problems with reading? What kind of problems did you face? Did you take a test before becoming part of the reading program? * *Reading material:* Do you have access to books and reading material from teachers? Are the materials clear? Are the materials sufficient? Are you able to follow the schedule provided? Do you like the books? * *Teacher support:* How does your teacher guide/help you to read?. Do teachers provide sufficient guidance? Are you satisfied with teacher’s guidance? Are there any challenges? Do teachers provide equal support to both boys and girls? * *School support:* How does the school encourage you to read? Do school heads/reading coordinators monitor you?   **Impact:**   * *School performance:*  Has your ability to read improved since taking part in the program? How? How has your school performance and learning changed? Do you feel that you are learning more than before? Are you performing better than before? Have you taken post-tests? What actions do teachers take if you fail tests? Are these actions helpful? Are there any challenges? * *Motivation to learn*: How do you find the reading sessions? Is it fun? Do you enjoying reading with peers? Are you doing more reading at home?   **Effectiveness:**   * Have Reading Enhancement Programs at elementary schools for non-readers and frustration-level readers (female and male) been effectively implemented? * What specific strategies are needed to strengthen the intervention?   **General Reflection:**   * Overall benefits of the RAISE program support * Recommendations- What are some of the good things that your teacher and school are doing that you want to continue into the future to help you and your classmates read better? |

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| **4b. School Staff/Teachers** |
| Participants will be 4-8 members who have received training to administer the reading program and is involved in implementing the activity. The group can be a mixed group of men and women. The target group typically include school heads, reading program coordinators and teachers. The discussion will take 30 – 60 minutes  **Implementation:**   * *Assessment tool:* Is there an effective reading assessment tool? Was it used? What are the causes for non-readers or frustration level readers? What are the solutions? * *Approach:*  Can you describe what reading program/activities you have initiated so far? * *Resources:* What are the main reading program resources? Do you have access to these resources? Are they useful and easy to follow? Are they good quality reading material? Do you suggest any improvements? Are there sufficient reading materials? Did you set up a reading corner? * *Training:* Were teachers trained on the reading program? Was it sufficient? Were teachers equipped with tool? Did teachers receive training on strategies they can use in the classroom to promote gender equality? Was it sufficient? If not, how could it be improved? Do they practice those strategies? * *Reading program launch:* When was reading program initiated in this school? How was this done? Why was the initiative taken? What steps were taken to introduce reading in school? Please explain in detail (e.g., training of teachers/school actors, development of a plan, Identification of school reading coordinator, identification non-readers and readers at frustration levels – how was selection done-did you use a tool? Where there any issues, meeting with parents, meeting with students? Were any tests given? Have you done any advocacy or promotion reading programs to parents/care givers? Describe these activities. How was the response and level of interest (high, medium, low)? How do you monitor and ensure that they stay in school. * How many students were initially taken (male/female), which grades? How many do you have now? * What were problems the reading program students faced? Any gender differences? * Are there any challenges to implementation? Availability of resources? Are teachers on board? Do they view this as an additional burden? How are teachers brought on board? Does staff have capacity to manage this demand? What are the solutions to these problems?   **Impact:**   * *Results:* What are the results of the intervention in school? Were post tests conducted? Has reading performance improved? Are students motivated to read? Has it improved their school performance/grades? How has it helped P/SARDOs? Has it improved MISOSA/OHSP learners in particular? * If reading program was not initiated– how many would remain as non-readers? How many would have become slow learners? How many would have failed exams?   **Success factors:**   * What are success factors? E.g., Clear goal, every teacher and school on board, parents and children buy-in, teacher advisers’ motivation, cooperation between teacher advisers and reading program coordinator? * Financial, human resources, materials – what are the costs? How can this be managed?   **Sustainability:**   * How can the program sustainability be ensured? Retraining teachers? Alternative coordinators? Is it likely to continue when project ends?   **Effectiveness:**   * Have Reading Enhancement Programs at elementary schools for non-readers and frustration-level readers (female and male) been effectively implemented? * What specific strategies are needed to strengthen the intervention?   **General Reflection – What Needs to Change and Why:**   * Overall benefits of the RAISE program support /MISOSA or OHSP Pilot * Challenges to implementation and how are these being addressed * What are the best practices and lessons learned identified to date * Lessons and recommendation to improve or enhance implementation |

### **Topical Outline 5: RAISE Project and Implementing Partner Staff**

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| **5a. Project and Implementing Partners** |
| Participants will be 4-8 implementation officials mainly from MLGU, DepEd, District ALS coordinators, District ADM coordinators and RAISE project staff. The group can be a mixed group of men and women. The discussion will take 30 – 60 minutes.   * *General Background:*  What is your current position? What is your association with the RAISE project? How long have you supported/coordinated activities under RAISE? * *Roles:* What specific activities are you engaged in? Did you receive any training from the project? What were the contents? Was it adequate to help you carry out your responsibilities? * *Project implementation:* Which activities are most successful? Which activities could be further improved? * *MIS data (only for project staff):*  Review progress data on outputs and outcomes and understand which activities contributed to those results. * *Partnerships:* How is the level of collaboration/coordination with DepEd? With PLGU? With MLGU? With BLGU? Are there any challenges? How can the collaboration be improved? * *Training activities:* What were the most successful training activities? What were less successful training activities? Why? How well are training aligned to other DepEd programs government standards? * *ASRH/YPE:* How were activities re-strategized? Are YPEs active now? How will they sustain when project ends? * *Gender:* In what ways was the project successful at integrating gender? And what areas posed the greatest challenges? Why? * *ALS:* How was ALS program strengthened? What has been the impact of skills training? What were the challenges? What are the opportunities to enhance vocational opportunities for ALS learners? Has it impacted enrolment and retention in ALS? * *ADM (MISOSA/OHSP):* What were the most successful flexible strategies for P/SARDOs? What were less successful activities? Why? What are the main lessons and best practices? * *Impact:* Did the project influence school completion rates? Did the project influence school dropout rates? Did the project reduce OOSCY? Did the project enable P/SARDOs with financial and social assets? Which activities contributed most to these results? Which activities did not contribute? * *Learning:* What are the main lessons from the project? What kinds of efforts have been made to publish or advertise the program approach or successes? To what extent is RAISE known in the NGO/Gov’t community? Is there any scope of * *Sustainability:* What are the key steps taken to ensure project sustainability? Which project interventions are likely to sustain when project ends? Why? Which interventions are likely to stop when project ends? Why? Has RAISE and partners built in adequate training and phase-out to ensure sustainability? Do implementing partners (schools, BLGUs, MLGUs) have the necessary resources to continue activities on their own * *Recommendations:* Do you recommend any changes for future project activities/strategies? |

# G. Case Study Template

|  |  |
| --- | --- |
| **Title** |  |
| **Type of document (i.e. info sheet, experience sheet, case study, manual/guidelines)** |  |
| **Publisher** |  |
| **Publication date** |  |
| **Target Audience** |  |
| **Objective of document** |  |
| **Location/geographical coverage** |  |
| **Introduction to intervention: (include purpose, description and brief history of intervention, sex/age of target beneficiary group)** |  |
| **Stakeholders and partners and key responsibilities** |  |
| **Methodological approach** |  |
| **Gender Equality Considerations: (How was GE Considered in the design and implementation)** |  |
| **Results-to-date** |  |
| **Impact (Include GE considerations/results). This section can focus on higher level results/outcomes (the “so-what:”)** |  |
| **Validation** |  |
| **Innovation (Include GE considerations)** |  |
| **Success factors (Include GE considerations)** |  |
| **Constraints (Include GE considerations)** |  |
| **Resources required to implement (e.g. human, financial, materials)** |  |
| **Lessons learned (include GE considerations)** |  |
| **Sustainability** |  |
| **Replicability and/or up-scaling** |  |
| **Contact details** |  |
| **Related resources regarding this innovation** |  |

# H. List of Focus Group Discussions And KII Participants

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Participant Type | Number of Participants | | | Location |
| Total | Males | Females |
| ASRH/YPE-students (female) | 6 | 0 | 6 | Cervantes, Northern Samar |
| ASRH/YPE-students (male) | 5 | 5 | 0 | Cervantes, Northern Samar |
| ASRH/YPE-students (male) | 4 | 4 | 0 | Polangi, Northern Samar |
| ALS learners (female) | 4 | 0 | 4 | Polangi, Northern Samar |
| Positive masculinity (YPE students, ALS learners, IM) | 6 | 6 | 0 | Catubig ALS learning centre, Catubig, Northern Samar |
| Reading program (trained teachers) | 7 | 1 | 6 | Dale Elementary School, San Roque, Northern Samar |
| OHSP teachers | 4 | 1 | 3 | Don Juan Avalon High School San Roque, Northern Samar |
| MISOSA pupils | 7 | 6 | 1 | Behia Elementary School Cawayan, Masbate |
| MISOSA teachers | 5 | 1 | 4 | Behia Elementary School Cawayan, Masbate |
| ALS learners (female) | 8 | 0 | 8 | ALS learning centre, Cawayan West Elementary School |
| ALS learners (male) | 5 | 5 | 0 | ALS learning centre, Cawayan West Elementary School |
| MISOSA pupils (male) | 5 | 5 | 0 | Alas Elementary School Alas, Mandaon, Masbate |
| MISOSA pupils (female) | 6 | 0 | 6 | Alas Elementary School Alas, Mandaon, Masbate |
| Reading program - pupils (female) | 7 | 0 | 7 | Alas Elementary School Alas, Mandaon, Masbate |
| MISOSA teachers | 5 | 1 | 4 | Alas Elementary School Alas, Mandaon, Masbate |
| OHSP teachers | 5 | 1 | 4 | Milagros National High School Bangad, Milagros, Masbate |
| ALS learners (female) | 4 | 0 | 4 | Bangad, Milagros, Masbate |
| ASRH/YPE-students | 4 | 2 | 2 | Rondida Atendido High School Nabangig, Palanas, Masbate |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Title/Position** | **Location/District** | **Date** | **Activity Discussed** |
| **Project Staff** | | | | |
| Ariel Frago | Project Manager | Masbate City | 2/19/2017 | Project results and lessons |
| Desiree Michelle Soreda | Gender Specialist | Northern Samar | 2/19/2017 | Project results and lessons |
| Rochelle Basallote, Roberto Bonavente, Amor Solano (new CDF) | CDF | Cawayan, Placer, Milagros Masbate | 2/19/2017 | Project results and lessons |
| Mar Bustria | Resource specialist |  | 2/13/2017 | Project results and lessons |
| Nickson Gensis | CDF | Polangi, Northern Samar | 2/13/2017 | Project results and lessons |
| Celfredo Sanson | CDF | Washington, Catarman, Northern Samar | 2/13/2017 | Project results and lessons |
| Jhunrey Jalayajay, Lutchie Cañon, Syra Ercilla | CDF | Northern Samar | 2/16/2017 | Project results and lessons |
| Rebecca Rose Enriquez | CDF | San Roque, Northern Samar | 2/17/2017 | Project results and lessons |
| **ASRH/YPE advisers** | | | | |
| Allan Olesco | ASRH/YPE adviser | Cervantes National High School Cervantes, Northern Samar | 2/14/2017 | ASRH/YPE |
| Jairo Gordan | ASRH/YPE adviser | Polangi National High School, Polangi Northern Samar | 2/15/2017 | ASRH/YPE |
| **ALS Learners** | | | | |
| Michael Amiote, Japhet Barcelona, Jonathan Fransuela | ALS learners (male) | Polangi Northern Samar | 2/15/2017 | ALS, skills training, e-skwela |
| Ginson Donieto | ALS learner (male) | Bangad, Milagros, Masbate | 2/22/2017 | ALS, skills training, e-skwela |
| **DepEd official** | | | | |
| Rodel Lutao | Education Program Specialist of DepEd learning system | ALS learning center, Catarman, Northern Samar | 2/15/2017 | ALS, skills training, e-skwela |
| **IM/DALSC** | | | | |
| Antonio Rubenecia, Jonard Beconia | DALSC - Catubig II district, DALSC - Catubig I district | ALS learning center, Catubig, Northern Samar | 2/16/2017 | ALS, skills training, e-skwela |
| Josephine Cueva, Jolie Dalanon | IM | ALS learning center, Cawayan West Elementary School | 2/20/2017 | ALS, skills training, e-skwela |
| Marvin Garcia, Darwin Alovejas | Education Program Specialist-ALS, DALSC | Alas Elementary School Alas, Mandaon, Masbate | 2/21/2017 | ALS, skills training, e-skwela |
| Elenita Baustista | IM | Bangad, Milagros, Masbate | 2/22/2017 | ALS, skills training, e-skwela |
| **OHSP students/MISOSA** | | | | |
| Ren Mark Suelo | Grade 10 OHSP student | Don Juan Avalon High School San Roque, Northern Samar | 2/17/2017 | OHSP |
| Alvin Pasaylo, Jan Jan Buri | Grade 10 OHSP students (male) | Milagros Naional High School Bangad, Milagros, Masbate | 2/22/2017 | OHSP |
| Melanie Legal, Marez Aregadas | Grade 10 and Grade 7 OHSP students (female) | Milagros Naional High School Bangad, Milagros, Masbate | 2/22/2017 | OHSP |
| Vergie Tamayo, Maricar Aragon, Marnellie Garcia | Grade 5 and 6 MISOSA pupils (female) | Nabangig Elementary School Nabangig, Palanas, Masbate | 2/23/2017 | MISOSA |
| Ricardo Gaviola, Mark Mompil, Gabriel Gaviola | Grade 6 and 5 MISOSA pupils (male) | Nabangig Elementary School Nabangig, Palanas, Masbate | 2/23/2017 | MISOSA |
| Imelda Sumalinog, Letecia Abejero, Teresita Monacillo | MISOSA teachers: Grade 6 adviser, grade 5 adviser, school principal | Nabangig Elementary School Nabangig, Palanas, Masbate | 2/23/2017 | MISOSA |
| Jairo Gordan, Julian Calera | ASRH/YPE adviser, School Principal | Polangi National High School, Polangi Northern Samar | 2/15/2017 | OHSP |
| **Salikabataan** | | | | |
| Joyla Mae Lagrimas, Anilyn Cantong | Grade 10 Students - Child animators/YPE | Don Juan Avalon High School San Roque, Northern Samar | 2/17/2017 | Salikabataan |
| John Arvin Dalanon, Mark Kenneth Patiño, Judah Mirasol | YPE 1st and 2nd liners/child animators (male) | Serafin Rosero National High School Milagros, Masbate | 2/22/2017 | Salikabataan |
| Catherine Hilana, Melanie Lucaylucay, Joselle Lou Blancaver | YPE 1st and 2nd liners, 1 child animator (female) | Serafin Rosero National High School Milagros, Masbate | 2/22/2017 | Salikabataan |
| **Reading Program (trained teachers)** | | | | |
| Jenny Rose Morado, Nora Duverte, Aladino Alcantara | Grade 1 teacher, Grade 4 teacher, school principal | Alas Elementary School Alas, Mandaon, Masbate | 2/21/2017 | Reading program |
| **MLGU** | | | | |
| Romson Mejares, Alfonso Son | Municipal Administrator, Senior Secretary to Mayor | Palanas Municipal Hall Palanas, Masbate | 2/23/2017 | MLGU support to ALS, ADM, YPE |

# I. Additional Data Tables

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 1a. Key elementary school education statistics for Masbate and Northern Samar provinces** | | | | | | | | | | | | |
| **Indicator/Rate (%)** | **2011-12** | | **2012-13** | | **2013-14** | | **2014-15** | | **2015-16** | | **2016-17** | |
| F | M | F | M | F | M | F | M | F | M | F | M |
| **Masbate** | | | | | | | | | | | | |
| **Net enrolment** | 97.7 | 96.6 | 95.1 | 94.1 | 94.6 | 93.7 | 92.4 | 90.7 | 89.4 | 88.7 | NA | NA |
| **Gross enrolment** | 121.5 | 126.5 | 118.6 | 123.9 | 114.7 | 120.1 | 109.8 | 114.9 | 105.2 | 110.9 | NA | NA |
| **Dropout** | 0.6 | 1.2 | 0.6 | 1.1 | 0.4 | 0.8 | 1.1 | 1.6 | 0.4 | 0.7 | NA | NA |
| **Retention** | 90.1 | 85.3 | 91.7 | 87.3 | 94.5 | 91.6 | 96.3 | 95.0 | 97.6 | 96.3 | 98.0 | 96.5 |
| **Completion** | 69.0 | 54.8 | 74.2 | 60.9 | 80.7 | 69.7 | 81.7 | 73.7 | 88.0 | 80.8 | 93.1 | 86.9 |
| **Promotion** | 94.7 | 90.3 | 97.8 | 95.0 | 98.3 | 95.4 | 98.3 | 95.6 | 98.8 | 96.6 | 99.2 | 97.3 |
| **Transition** | 96.4 | 93.1 | 96.3 | 92.4 | 96.6 | 93.2 | 96.5 | 94.4 | 97.7 | 95.4 | 97.1 | 93.7 |
| **NAT (Grade VI) MPS** | NA | | 73.1 | | 73.4 | | 73.3 | | No Test | | No Test | |
|  | | | | | | | | | | | | |
| **Northern Samar** | | | | | | | | | | | | |
| **Indicator/Rate (%)** | **2011-12** | | **2012-13** | | **2013-14** | | **2014-15** | | **2015-16** | | **2016-17** | |
| F | M | F | M | F | M | F | M | F | M | F | M |
| **Net enrolment** | 96.9 | 94.3 | 95.3 | 95.0 | 92.8 | 92.4 | 90.0 | 88.7 | 85.2 | 84.2 | 82.0 | 81.5 |
| **Gross enrolment** | 118.2 | 121.1 | 116.0 | 120.3 | 112.4 | 117.3 | 107.4 | 111.8 | 100.5 | 104.9 | 94.2 | 98.2 |
| **Dropout** | 1.3 | 2.3 | 1.0 | 2.1 | 0.7 | 1.2 | 1.1 | 1.8 | 1.8 | 1.2 | 0.3 | 0.4 |
| **Retention** | NA | NA | 93.0 | 89.9 | 95.9 | 92.8 | 92.7 | 93.5 | 97.1 | 95.5 | 98.4 | 96.8 |
| **Completion** | 54.4 | 42.8 | 72.8 | 62.3 | 84.0 | 72.0 | 80.4 | 70.5 | 84.7 | 77.4 | 93.8 | 87.9 |
| **Promotion** | NA | NA | 97.6 | 95.8 | 97.9 | 96.2 | 99.0 | 97.2 | 96.5 | 94.7 | 99.5 | 98.4 |
| **Transition** | NA | NA | 95.4 | 93.0 | 97.9 | 95.6 | 96.7 | 94.4 | 97.7 | 96.4 | 98.0 | 94.5 |
| **NAT (Grade VI) MPS** | NA | | 60.5 | | 67.0 | | 51.1 | | Not test | | No test | |
| *Source:* DepEd, Masbate and Northern Samar Divisions | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 1b. Key secondary school education statistics for Masbate and Northern Samar provinces** | | | | | | | | | | | | |
| **Indicator/Rate (%)** | **2011-12** | | **2012-13** | | **2013-14** | | **2014-15** | | **2015-16** | | **2016-17** | |
| F | M | F | M | F | M | F | M | F | M | F | M |
| **Masbate** | | | | | | | | | | | | |
| **Net enrolment** | 55.3 | 41.3 | 57.4 | 42.4 | 61.4 | 46.2 | 62.1 | 47.1 | 69.0 | 54.1 | NA | NA |
| **Gross enrolment** | 76.7 | 66.4 | 79.9 | 68.2 | 82.3 | 70.2 | 84.8 | 73.0 | 85.7 | 73.2 | NA | NA |
| **Dropout** | 2.7 | 5.3 | 2.9 | 6.6 | 2.6 | 6.1 | 2.8 | 6.6 | 2.2 | 5.1 | NA | NA |
| **Retention** | 89.0 | 83.7 | 89.7 | 83.7 | 90.1 | 84.9 | 91.6 | 87.3 | 91.8 | 86.5 | 86.3 | 86.3 |
| **Completion** | 69.4 | 57.8 | 70.4 | 58.9 | 72.2 | 61.8 | 75.1 | 65.9 | 76.3 | 63.7 | 74.2 | 62.3 |
| **Promotion** | 92.8 | 81.5 | 96.4 | 93.8 | 97.1 | 94.7 | 97.3 | 95.6 | 98.4 | 96.4 | 96.0 | 90.6 |
| **Transition** | 78.9 | 79.5 | 79.1 | 77.2 | 78.6 | 77.1 | 80.4 | 80.9 | 82.9 | 80.5 | 82.2 | 79.3 |
| **NAT (Grade VI) MPS** | NA | | 49.4 | | 47.5 | | 43.6 | | No test | | No test | |
|  | | | | | | | | | | | | |
| **Northern Samar** | | | | | | | | | | | | |
| **Indicator/Rate (%)** | **2011-12** | | **2012-13** | | **2013-14** | | **2014-15** | | **2015-16** | | **2016-17** | |
| F | M | F | M | F | M | F | M | F | M | F | M |
| **Net enrolment** | NA | NA | 60.8 | 47.2 | 64.3 | 51.0 | 62.3 | 48.7 | 66.2 | 52.7 | 62.8 | 51.4 |
| **Gross enrolment** | NA | NA | 81.0 | 69.6 | 85.0 | 72.3 | 83.0 | 72.0 | 82.7 | 72.7 | 79.0 | 70.1 |
| **Dropout** | NA | NA | 3.3 | 6.6 | 3.2 | 5.2 | 2.3 | 4.6 | 2.1 | 3.8 | 0.7 | 1.4 |
| **Retention** | NA | NA | 89.3 | 86.6 | 92.6 | 87.8 | 88.3 | 84.5 | 92.0 | 87.6 | 92.2 | 87.5 |
| **Completion** | NA | NA | 72.8 | 67.6 | 80.0 | 69.2 | 64.7 | 56.2 | 59.2 | 51.9 | 81.1 | 72.9 |
| **Promotion** | NA | NA | 96.2 | 93.7 | 95.2 | 93.9 | 96.0 | 93.5 | 90.8 | 88.4 | 96.5 | 93.0 |
| **Transition** | NA | NA | 86.5 | 86.2 | 87.8 | 86.9 | 85.6 | 84.9 | 87.7 | 87.1 | 87.9 | 83.9 |
| **NAT (Grade VI) MPS** | NA | | 43.6 | | 48.7 | | 41.8 | | No test | | No test | |
| *Source:* DepEd, Masbate and Northern Samar Divisions | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 2a. Percentage of Teachers Scoring ≥ 70% on Key Indicators, by Province and Sex of Teacher** | | | | | | | | | | |
| **Indicator (%)** | | **Masbate** | | | | | **Northern Samar** | | | **Total** |
| Female Teacher | | Male Teacher | | All | Female Teacher | Male Teacher | All |
| % of trained teachers that have applied at least 3 strategies to address gender equality issues in schools | Baseline (BL) % | 54.7%  *(n=137)* | 52.0%  *(n=25)* | | 54.3%  *(n=162)* | | 73.5%  *(n=34)* | 75.0%  *(n=12)* | 73.9%  *(n=46)* | 58.7%  *(n=208)* |
| Endline (EL) % | 74.8%  *(n=119)* | 72.2%  *(n=36)* | | 74.2%  *(n=155)* | | 65.5%  *(n=113)* | 65.9%  *(n=41)* | 65.6%  *(n=154)* | 69.9%  *(n=309)* |
| *p-value (BL vs. EL)* | *0.0011* | *0.1147* | | *0.0003* | | *0.3825* | *0.5539* | *0.2916* | *0.0088* |
| % of school heads, teachers, para-teachers that have applied at least 3 key strategies for addressing dropouts in schools | Baseline % | 80.4%  *(n=112)* | 87.5%  *(n=16)* | | 81.3%  *(n=128)* | | 93.3%  *(n=30)* | 100.0%  *(n=7)* | 94.6%  *(n=37)* | 84.2%  *(n=165)* |
| Endline % | 100.0%  *(n=109)* | 100.0%  *(n=34)* | | 100.0%  *(n=143)* | | 95.8%  *(n=96)* | 100.0%  *(n=36)* | 97.0%  *(n=132)* | 98.5%  *(n=275)* |
| *p-value* | *0.0000* | *0.0431* | | *0.0000* | | *0.5759* | *N/A* | *0.4914* | *0.0000* |
| *Source:* Teacher Knowledge and Application Survey  p-value < 0.01 = significant difference at 99%; p-value < 0.05 = significant difference at 95%; p-value < 0.1 = significant difference at 90% | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 2b. Percentage of Teachers Scoring ≥ 70% on Key Indicators, by Training Status and School Level** | | | | | | | | | | | | |
| **Indicator (%)** | | | | **Training**  **(12 months prior to survey)** | | | **Reading Enhancement (w/ GE Orientation)** | | | **Level** | | |
| Trained | Not Trained | *p-*  *value* | Yes | No | *p-*  *value* | ES | SS | *p-*  *value* |
| % of trained teachers that have applied at least 3 strategies to address gender equality issues in schools | | Baseline (BL) % | | 58.6%  *(n=186)* | 59.1%  *(n=22)* | *0.9649* |  |  |  |  |  |  |
| Endline (EL) % | | 70.5%  *(n=288)* | 61.9%  *(n=21)* | 0.4085 | 79.2%  (n=53) | 68.0%  (n=256) | 0.1093 | 78.4%  (n=176) | 58.6%  (n=133) | 0.0002 |
| *p-value (BL vs. EL)* | | *0.0082* | *0.8523* |  |  |  |  |  |  |  |
| % of school heads, teachers, para-teachers that have applied at least 3 key strategies for addressing dropouts in schools | | Baseline % | | 85.3%  *(n=150)* | 73.3%  *(n=15)* |  |  |  |  |  |  |  |
| Endline % | | 98.4%  *(n=254)* | 100.0%  *(n=21)* | *0.5629* |  |  |  | 98.6%  (n=145) | 98.5%  (n=130) | *0.9125* |
| *p-value* | | *0.000* | *0.021* |  |  |  |  |  |  |  |
| *Source:* Teacher Knowledge and Application Survey  p-value < 0.01 = significant difference at 99%; p-value < 0.05 = significant difference at 95%; p-value < 0.1 = significant difference at 90% | | | | | | | | | | | | |
|  |  | |

**Table 3a. Percentage of Secondary Students Scoring ≥ 70% on Key Indicators, by Province and Sex**

| **Indicator (%)** | | | **Masbate** | | **Northern Samar** | | **Total** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Female | Male | Female | Male | Female | Male | All | *p-value (F vs. M)* |
| **Improved social, personal and financial assets as perceived by targeted students (TOTAL)** | | Baseline (BL) % | 62.4%  *(n=117)* | 56.3%  *(n=103)* | 61.6%  *(n=99)* | 63.8%  *(n=47)* | 62.0%  *(n=216)* | 58.7%  *(n=150)* | 60.7%  *(n=366)* | 0.5169 |
| Endline (EL) % | 83.5%  *(n=85)* | 80.3%  *(n=76)* | 78.4%  *(n=134)* | 75.0%  *(n=120)* | 80.4%  *(n=219)* | 77.0%  *(n=196)* | 78.8%  *(n=415)* | 0.4091 |
| *p-value (BL vs. EL)* | *0.0015* | *0.0012* | *0.0060* | *0.1515* | 0.0000 | 0.0003 | 0.0000 |  |
| Self-Esteem | | Baseline % | 81.2%  *(n=117)* | 71.8%  *(n=103)* | 83.8%  *(n=99)* | 68.1%  *(n=47)* | 82.4%  *(n=216)* | 70.7%  *(n=150)* | 77.6%  *(n=366)* | 0.0087 |
| Endline % | 83.5%  *(n=85)* | 84.2%  *(n=76)* | 79.9%  *(n=134)* | 84.2%  *(n=120)* | 81.3%  *(n=219)* | 84.2%  *(n=196)* | 82.7%  *(n=415)* | 0.4361 |
| *p-value* | *0.6700* | *0.0554* | *0.4393* | *0.0220* | 0.7604 | 0.0028 | 0.0772 |  |
| Decision Making | | Baseline % | 76.1%  *(n=117)* | 72.8%  *(n=103)* | 69.7%  *(n=99)* | 51.1%  *(n=47)* | 73.1%  *(n=216)* | 66.0%  *(n=150)* | 70.2%  *(n=366)* | 0.1428 |
| Endline % | 94.1%  *(n=85)* | 88.2%  *(n=76)* | 97.8%  *(n=134)* | 85.8%  *(n=120)* | 96.3%  *(n=219)* | 86.7%  *(n=196)* | 91.8%  *(n=415)* | 0.0004 |
| *p-value* | *0.0010* | *0.0144* | *0.0000* | *0.0000* | 0.0000 | 0.0000 | 0.0000 |  |
| Gender Stereotypes | | Baseline % | 0.0%  *(n=117)* | 1.0%  *(n=103)* | 1.0%  *(n=99)* | 0.0%  *(n=47)* | 0.5%  *(n=216)* | 0.7%  *(n=150)* | 0.5%  *(n=366)* | 0.7951 |
| Endline % | 3.5%  *(n=85)* | 21.1%  *(n=76)* | 3.7%  *(n=134)* | 10.8%  *(n=120)* | 3.7%  *(n=219)* | 14.8%  *(n=196)* | 8.9%  *(n=415)* | 0.0001 |
| *p-value* | *0.0437* | *0.0000* | *0.1971* | *0.0204* | 0.0203 | 0.0000 | 0.0000 |  |
| Health | | Baseline % | 65.8%  *(n=117)* | 56.3%  *(n=103)* | 74.7%  *(n=99)* | 61.7%  *(n=47)* | 69.9%  *(n=216)* | 58.0%  *(n=150)* | 65.0%  *(n=366)* | 0.0197 |
| Endline % | 84.7%  *(n=85)* | 80.3%  *(n=76)* | 77.6%  *(n=134)* | 83.3%  *(n=120)* | 80.4%  *(n=219)* | 82.1%  *(n=196)* | 81.2%  *(n=415)* | 0.6440 |
| *p-value* | *0.0034* | *0.0012* | *0.6116* | *0.0033* | 0.0123 | 0.0000 | 0.0000 |  |
| ASRH | | Baseline % | 60.7%  *(n=117)* | 49.5%  *(n=103)* | 64.6%  *(n=99)* | 59.6%  *(n=47)* | 62.5%  *(n=216)* | 52.7%  *(n=150)* | 58.5%  *(n=366)* | 0.0618 |
| Endline % | 91.8%  *(n=85)* | 84.2%  *(n=76)* | 88.8%  *(n=134)* | 70.8%  *(n=120)* | 90.0%  *(n=219)* | 76.0%  *(n=196)* | 83.4%  *(n=415)* | 0.0002 |
| *p-value* | *0.0000* | *0.0000* | *0.0000* | *0.1645* | 0.0000 | 0.0000 | 0.0000 |  |
| Aspirations | | Baseline % | 95.7%  *(n=117)* | 90.3%  *(n=103)* | 92.9%  *(n=99)* | 91.5%  *(n=47)* | 94.4%  *(n=216)* | 90.7%  *(n=150)* | 92.9%  *(n=366)* | 0.1679 |
| Endline % | 98.8%  *(n=85)* | 97.4%  *(n=76)* | 100.0%  *(n=134)* | 98.3%  *(n=120)* | 99.5%  *(n=219)* | 98.0%  *(n=196)* | 98.8%  *(n=415)* | 0.1412 |
| *p-value* | *0.2041* | *0.0652* | *0.0022* | *0.0346* | 0.0020 | 0.0028 | 0.0000 |  |
| Financial Literacy | | Baseline % | 77.8%  *(n=117)* | 64.1%  *(n=103)* | 72.7%  *(n=99)* | 72.3%  *(n=47)* | 75.5%  *(n=216)* | 66.7%  *(n=150)* | 71.9%  *(n=366)* | 0.0671 |
| Endline % | 67.1%  *(n=85)* | 60.5%  *(n=76)* | 81.3%  *(n=134)* | 72.5%  *(n=120)* | 75.8%  *(n=219)* | 67.9%  *(n=196)* | 72.0%  *(n=415)* | 0.0733 |
| *p-value* | *0.0929* | *0.6289* | *0.1208* | *0.9835* | 0.9350 | 0.8152 | 0.9529 |  |
| Financial Support | | Baseline % | 57.3%  *(n=117)* | 66.0%  *(n=103)* | 60.6%  *(n=99)* | 68.1%  *(n=47)* | 58.8%  *(n=216)* | 66.7%  *(n=150)* | 62.0%  *(n=366)* | 0.1285 |
| Endline % | 57.6%  *(n=85)* | 65.8%  *(n=76)* | 53.0%  *(n=134)* | 61.7%  *(n=120)* | 54.8%  *(n=219)* | 63.3%  *(n=196)* | 58.8%  *(n=415)* | 0.0815 |
| *p-value* | *0.9569* | *0.9745* | *0.2485* | *0.4401* | 0.4005 | 0.5124 | 0.3583 |  |
| Participation in School Management | | Baseline % | 54.7%  *(n=117)* | 48.5%  *(n=103)* | 56.6%  *(n=99)* | 59.6%  *(n=47)* | 55.6%  *(n=216)* | 52.0%  *(n=150)* | 54.1%  *(n=366)* | 0.5027 |
| Endline % | 31.8%  *(n=85)* | 47.4%  *(n=76)* | 42.5%  *(n=134)* | 50.0%  *(n=120)* | 38.4%  *(n=219)* | 49.0%  *(n=196)* | 43.4%  *(n=415)* | 0.0303 |
| *p-value* | *0.0017* | *0.8768* | *0.0360* | *0.2673* | 0.0004 | 0.5783 | 0.0029 |  |
| Institutional Support | | Baseline % | 82.9%  *(n=117)* | 74.8%  *(n=103)* | 51.5%  *(n=99)* | 59.6%  *(n=47)* | 68.5%  *(n=216)* | 70.0%  *(n=150)* | 69.1%  *(n=366)* | 0.7632 |
| Endline % | 72.9%  *(n=85)* | 69.7%  *(n=76)* | 59.0%  *(n=134)* | 63.3%  *(n=120)* | 64.4%  *(n=219)* | 65.8%  *(n=196)* | 65.1%  *(n=415)* | 0.7602 |
| p-value | 0.0913 | 0.4588 | 0.2603 | 0.6530 | 0.3622 | 0.4108 | 0.2287 |  |
| Social Networks | | Baseline % | 66.7%  *(n=117)* | 74.8%  *(n=103)* | 77.8%  *(n=99)* | 76.6%  *(n=47)* | 71.8%  *(n=216)* | 75.3%  *(n=150)* | 73.2%  *(n=366)* | 0.4484 |
| Endline % | 61.2%  *(n=85)* | 65.8%  *(n=76)* | 70.1%  *(n=134)* | 65.0%  *(n=120)* | 66.7%  *(n=219)* | 65.3%  *(n=196)* | 66.0%  *(n=415)* | 0.7705 |
| p-value | 0.4235 | 0.1955 | 0.1950 | 0.1503 | 0.2513 | 0.0458 | 0.0299 |  |
| **% of adolescents trained who can identify at least 3 key ASRH messages and their practical application** | | Baseline % | 60.7%  *(n=117)* | 49.5%  *(n=103)* | 64.6%  *(n=99)* | 59.6%  *(n=47)* | 62.5%  *(n=216)* | 52.7%  *(n=150)* | 58.5%  *(n=366)* | 0.0618 |
| Endline % | 91.8%  *(n=85)* | 84.2%  *(n=76)* | 88.8%  *(n=134)* | 70.8%  *(n=120)* | 90.0%  *(n=219)* | 76.0%  *(n=196)* | 83.4%  *(n=415)* | 0.0002 |
| p-value | 0.0000 | 0.0000 | 0.0000 | 0.1645 | 0.0000 | 0.0000 | 0.0000 |  |
| **% of adolescents trained who can identify at least 4 key competencies in life skills and financial literacy standards and their practical application** | | Baseline % | 74.4%  *(n=117)* | 67.0%  *(n=103)* | 75.8%  *(n=99)* | 80.9%  *(n=47)* | 75.0%  *(n=216)* | 71.3%  *(n=150)* | 73.5%  *(n=366)* | 0.4353 |
| Endline % | 90.6%  *(n=85)* | 94.7%  *(n=76)* | 99.3%  *(n=134)* | 90.0%  *(n=120)* | 95.9%  *(n=219)* | 91.8%  *(n=196)* | 94.0%  *(n=415)* | 0.0846 |
| p-value | 0.0046 | 0.0000 | 0.0000 | 0.1115 | 0.0000 | 0.0000 | 0.0000 |  |
| **% of men/boys who can identify at least three practical actions to reduce gender-based violence and promote the rights of women and girls** | | Baseline % | N/A | 15.5%  *(n=103)* | N/A | 25.5%  *(n=47)* | NA | 18.7%  *(n=150)* | 18.7%  *(n=366)* |  |
| Endline % | N/A | 34.2%  *(n=76)* | N/A | 39.2%  *(n=120)* | NA | 37.2%  *(n=196)* | 37.2%  *(n=145)* |  |
| p-value | N/A | 0.0047 | N/A | 0.1000 | NA | 0.0002 | NA |  |
|  |

**Table 3b. Percentage of Secondary Students Scoring ≥ 70% on Key Indicators, by Training and YPE Status**

| **Indicator (%)** | | **Training** | | | **YPE** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Trained | Not Trained | *p-value* | YPE | Not YPE | *p-value* |
| **Improved social, personal and financial assets as perceived by targeted students (TOTAL)** | Baseline (BL) % | 58.3%  *(n=24)* | 60.8%  *(n=342)* | 0.8117 | 80.0%  *(n=5)* | 60.4%  *(n=361)* | 0.4230 |
| Endline (EL) % | 82.7%  *(n=301)* | 68.5%  *(n=108)* | 0.0021 | 81.7%  *(n=278)* | 73.8%  *(n=130)* | 0.0714 |
| *p-value (BL vs. EL)* | 0.0037 | 0.1522 |  | 0.9246 | 0.0070 |  |
| Self-Esteem | Baseline % | 70.8%  *(n=24)* | 78.1%  *(n=342)* | 0.4195 | 80.0%  *(n=5)* | 77.6%  *(n=361)* | 0.9030 |
| Endline % | 86.4%  *(n=301)* | 75.0%  *(n=108)* | 0.0068 | 85.6%  *(n=278)* | 76.2%  *(n=130)* | 0.0196 |
| *p-value* | 0.0397 | 0.5079 |  | 0.7241 | 0.7433 |  |
| Decision Making | Baseline % | 95.8%  *(n=24)* | 68.4%  *(n=342)* | 0.0093 | 20.0%  *(n=5)* | 70.9%  *(n=361)* | 0.0688 |
| Endline % | 91.7%  *(n=301)* | 91.7%  *(n=108)* | 0.9929 | 93.2%  *(n=278)* | 90.0%  *(n=130)* | 0.2688 |
| *p-value* | 0.4725 | 0.0000 |  | 0.0000 | 0.0000 |  |
| Gender Stereotypes | Baseline % | 0.0%  *(n=24)* | 0.6%  *(n=342)* | 0.7106 | 0.0%  *(n=5)* | 0.6%  *(n=361)* | 0.8756 |
| Endline % | 10.3%  *(n=301)* | 3.7%  *(n=108)* | 0.0364 | 9.7%  *(n=278)* | 6.9%  *(n=130)* | 0.3555 |
| *p-value* | 0.0994 | 0.0153 |  | 0.4644 | 0.0000 |  |
| Health | Baseline % | 83.3%  *(n=24)* | 63.7%  *(n=342)* | 0.0640 | 40.0%  *(n=5)* | 65.4%  *(n=361)* | 0.3028 |
| Endline % | 85.0%  *(n=301)* | 69.4%  *(n=108)* | 0.0005 | 85.6%  *(n=278)* | 72.3%  *(n=130)* | 0.0015 |
| *p-value* | 0.8212 | 0.2809 |  | 0.0052 | 0.1512 |  |
| ASRH | Baseline % | 62.5%  *(n=24)* | 58.2%  *(n=342)* | 0.6824 | 100.0%  *(n=5)* | 57.9%  *(n=361)* | 0.1306 |
| Endline % | 85.7%  *(n=301)* | 79.6%  *(n=108)* | 0.1389 | 86.0%  *(n=278)* | 78.5%  *(n=130)* | 0.0575 |
| *p-value* | 0.0031 | 0.0001 |  | 0.3679 | 0.0001 |  |
| Aspirations | Baseline % | 95.8%  *(n=24)* | 92.7%  *(n=342)* | 0.5679 | 100.0%  *(n=5)* | 92.8%  *(n=361)* | 0.5673 |
| Endline % | 98.7%  *(n=301)* | 99.1%  *(n=108)* | 0.7439 | 98.6%  *(n=278)* | 99.2%  *(n=130)* | 0.5672 |
| *p-value* | 0.2779 | 0.0147 |  | 0.7873 | 0.0066 |  |
| Financial Literacy | Baseline % | 66.7%  *(n=24)* | 72.2%  *(n=342)* | 0.5642 | 60.0%  *(n=5)* | 72.0%  *(n=361)* | 0.5847 |
| Endline % | 72.1%  *(n=301)* | 70.4%  *(n=108)* | 0.7336 | 72.3%  *(n=278)* | 73.1%  *(n=130)* | 0.8703 |
| *p-value* | 0.5705 | 0.7101 |  | 0.5438 | 0.8181 |  |
| Financial Support | Baseline % | 75.0%  *(n=24)* | 61.1%  *(n=342)* | 0.1885 | 60.0%  *(n=5)* | 62.0%  *(n=361)* | 0.9298 |
| Endline % | 62.1%  *(n=301)* | 49.1%  *(n=108)* | 0.0188 | 61.5%  *(n=278)* | 53.1%  *(n=130)* | 0.1079 |
| *p-value* | 0.2095 | 0.0292 |  | 0.9452 | 0.0761 |  |
| Participation in School Management | Baseline % | 37.5%  *(n=24)* | 55.3%  *(n=342)* | 0.1049 | 100.0%  *(n=5)* | 53.5%  *(n=361)* | 0.1068 |
| Endline % | 45.2%  *(n=301)* | 38.9%  *(n=108)* | 0.2598 | 46.8%  *(n=278)* | 36.2%  *(n=130)* | 0.0449 |
| *p-value* | 0.4668 | 0.0037 |  | 0.0189 | 0.0009 |  |
| Institutional Support | Baseline % | 62.5%  *(n=24)* | 69.6%  *(n=342)* | 0.4747 | 80.0%  *(n=5)* | 69.0%  *(n=361)* | 0.6242 |
| Endline % | 70.4%  *(n=301)* | 50.0%  *(n=108)* | 0.0002 | 69.1%  *(n=278)* | 56.9%  *(n=130)* | 0.0171 |
| p-value | 0.4158 | 0.0003 |  | 0.5998 | 0.0143 |  |
| Social Networks | Baseline % | 75.0%  *(n=24)* | 73.1%  *(n=342)* | 0.8407 | 100.0%  *(n=5)* | 72.9%  *(n=361)* | 0.2450 |
| Endline % | 71.4%  *(n=301)* | 52.8%  *(n=108)* | 0.0005 | 68.0%  *(n=278)* | 60.8%  *(n=130)* | 0.1537 |
| p-value | 0.7088 | 0.0001 |  | 0.1276 | 0.0113 |  |
| **% of adolescents trained who can identify at least 3 key ASRH messages and their practical application** | Baseline % | 62.5%  *(n=24)* | 58.2%  *(n=342)* | 0.6824 | 100.0%  *(n=5)* | 57.9%  *(n=361)* | 0.1306 |
| Endline % | 85.7%  *(n=301)* | 79.6%  *(n=108)* | 0.1389 | 86.0%  *(n=278)* | 78.5%  *(n=130)* | 0.0575 |
| p-value | 0.0031 | 0.0001 |  | 0.3679 | 0.0001 |  |
| **% of adolescents trained who can identify at least 4 key competencies in life skills and financial literacy standards and their practical application** | Baseline % | 87.5%  *(n=24)* | 72.5%  *(n=342)* | 0.1215 | 80.0%  *(n=5)* | 73.4%  *(n=361)* | 0.7567 |
| Endline % | 93.7%  *(n=301)* | 94.4%  *(n=108)* | 0.7784 | 93.9%  *(n=278)* | 93.8%  *(n=130)* | 0.9879 |
| p-value | 0.2465 | 0.0000 |  | 0.2084 | 0.0000 |  |
| **% of men/boys who can identify at least three practical actions to reduce gender-based violence and promote the rights of women and girls** | Baseline % | 22.2%  *(n=9)* | 18.4%  *(n=141)* | 0.7848 | 100.0%  *(n=2)* | 17.6%  *(n=148)* | 0.2066 |
| Endline % | 38.3%  *(n=141)* | 34.7%  *(n=49)* | 0.6540 | 39.5%  *(n=119)* | 33.8%  *(n=71)* | 0.4342 |
| p-value | 0.3354 | 0.0234 |  | 0.0865 | 0.0092 |  |

1. World Bank. 2016. “Republic of the Philippines: Alternative Learning System Study – Alternative and Inclusive Learning in the Philippines.” 10 May 2016 Report, No. AUS14891. Washington, DC. <[http://documents.worldbank.org/curated/en/757331468297305021/pdf/AUS14891-WP-PUBLIC-Alternative-and-Inclusive-Learning-in-the-Philippines-has-been-approved-P146307.pdf](http://documents.worldbank.org/curated/en/757331468297305021/pdf/AUS14891-WP-PUBLIC-Alternative-and-Inclusive-Learning-in-the-Philippines-has-been-approved-P146307.pdf%20) > [↑](#footnote-ref-1)
2. The FLEMMS defines out-of-school children as persons aged 6 to 14 years who are not attending school. [↑](#footnote-ref-2)
3. Philippines Statistics Authority. 2015. “Out-of-School Children and Youth in the Philippines (Results from the 2013 Functional Literacy, Education and Mass Media Survey).” Philippines Statistics Authority. April 20, 2015; Reference Number 2015-029. Accessed May 6 <<https://psa.gov.ph/content/out-school-children-and-youth-philippines-results-2013-functional-literacy-education-and>> [↑](#footnote-ref-3)
4. 2008 Annual Poverty Indicator Survey as cited in UNESCO Institute of Statistics. 2015. “All Children in School by 2015: Global Initiative on Out-of-School Children: Philippine Country Study.” UNESCO and UNICEF Philippines. [↑](#footnote-ref-4)
5. Funding contributions of: US$2,247,958 from Dubai Cares; US$990,000 from Ansari Exchange for the RAISE Higher expansion project (from 1 May 2015 to 30 April 2017); and US$300,000 from Plan International Canada. [↑](#footnote-ref-5)
6. Philippines Statistics Authority. 2015. “Out-of-School Children and Youth in the Philippines (Results from the 2013 Functional Literacy, Education and Mass Media Survey).” Philippines Statistics Authority. April 20, 2015; Reference Number 2015-029. Accessed May 6, 2017 <<https://psa.gov.ph/content/out-school-children-and-youth-philippines-results-2013-functional-literacy-education-and>> [↑](#footnote-ref-6)
7. National Statistical Coordination Board (NSCB). 2013. “2012 Full Year Official Poverty Statistics of the Philippines.” Poverty, Human Development and Gender Statistics Division of NSCB, December 2013. [↑](#footnote-ref-7)
8. DepEd. 2011/12. Basic Education Information System. [↑](#footnote-ref-8)
9. Research and Statistics Division, Office of Planning Service. 2013. “Fact Sheet, September 2013.” Department of Education, Philippines. Accessed May 6, 2017 <http://www.deped.gov.ph/datasets?page=2>>; and data obtained from DepEd divisional offices of Masbate and Northern Samar. [↑](#footnote-ref-9)
10. Research and Statistics Division, Office of Planning Service. 2013. “Fact Sheet, September 2013.” Department of Education, Philippines. Accessed May 6, 2017 <<http://www.deped.gov.ph/datasets?page=2>>; and data obtained from DepEd divisional offices of Masbate and Northern Samar. [↑](#footnote-ref-10)
11. Natividad, Josefina N. 2014. “The 2013 Young Adult Fertility and Sexuality Study (YAFS4).” University of the Philippines Population Institute and The Demographic Research and Development Foundation, Inc. SAMPI Annual Conference Presentation, September 3, 2014. Accessed May 6, 2017 < <http://www.samphilippines.com/wp-content/uploads/2011/03/Risk-Taking-Filipino-YAFS4-2013.pdf>> [↑](#footnote-ref-11)
12. Plan Philippines. 2010. Baseline Study 2010: Ensuring that Every Filipino Boy and Girl Enjoy the Right to Education.” June 2010, Plan Philippines. [↑](#footnote-ref-12)
13. Plan Philippines. 2010. Baseline Study 2010: Ensuring that Every Filipino Boy and Girl Enjoy the Right to Education.” June 2010, Plan Philippines. [↑](#footnote-ref-13)
14. Plan Philippines. 2010. Baseline Study 2010: Ensuring that Every Filipino Boy and Girl Enjoy the Right to Education.” June 2010, Plan Philippines. [↑](#footnote-ref-14)
15. EFA Global Monitoring Report 2010: Reaching the marginalized as cited in UNESCO. “Disabilities and Education.” Facts and Figures, 2014. Accessed May 6, 2017 < <https://en.unesco.org/gem-report/sites/gem-report/files/GAW2014-Facts-Figures-gmr_0.pdf>> [↑](#footnote-ref-15)
16. Based on data from the Philippines Department of Education. [↑](#footnote-ref-16)
17. Plan Philippines. 2010. Baseline Study 2010: Ensuring that Every Filipino Boy and Girl Enjoy the Right to Education.” June 2010, Plan Philippines. [↑](#footnote-ref-17)
18. Plan Philippines. 2010. Baseline Study 2010: Ensuring that Every Filipino Boy and Girl Enjoy the Right to Education.” June 2010, Plan Philippines. [↑](#footnote-ref-18)
19. DepEd. 2011/12. Basic Education Information System. (as cited in Plan International. 2015. RAISE Expansion Concept Note. Submitted to Dubai Cares on 2 March 2015.) [↑](#footnote-ref-19)
20. The minimum age requirement for taking the ALS A&E test is 11 years old for elementary dropouts and 15 years old for high school dropouts. [↑](#footnote-ref-20)
21. e-Skwela is a project of the Commission of Information and Communications Technology and the Department of Education-Bureau of Alternative Learning System (BALS) that provides ICT-enhanced educational opportunities for the country’s out-of-school children and youth and adults. [↑](#footnote-ref-21)
22. The FICS analysis encompasses the psychological, emotional, economic and cultural and social dimensions of the risk factors for dropping out that affects pupils. [↑](#footnote-ref-22)
23. FHI360. Education Policy and Data Center. <<https://www.epdc.org/sites/default/files/documents/Philippines_coreusaid.pdf> > [↑](#footnote-ref-23)
24. There are eight ADM pilot schools in total — four MISOSA and four OHSP schools. Prior to the FE, Plan CNO had already drafted the documentation for one MISOSA school (Cervantes Elementary School in Catarman, Northern Samar) and two OHSP schools (Washington National High School in Catarman; and Catubig Valley High School in Catubig, Northern Samar). TANGO documented lessons learned for the remaining five schools: (1) Don Juan F. Avalon National High School (San Roque, Northern Samar); (2) Milagros National High School (Bangad, Milagros, Masbate); (3) Alas Elementary School (Mandaon, Masbate); (4) Nabangig Elementary School (Palanas, Masbate); and (5) Begia Elementary School (Cawayan, Masbate). [↑](#footnote-ref-24)
25. Assuming an estimated prevalence of 50% maximizes the sample size. Based on the baseline values for the indicators measured by the Teacher Knowledge and Applications Survey and the Adolescent Knowledge and Assets Survey, actual prevalence is likely higher or lower than 50%. [↑](#footnote-ref-25)
26. Proportional allocation is used to maintain a steady sampling fraction throughout the population, yielding a self-weighted sample. It, however, does not take into consideration the variability within each stratum or subgroup of the population. The two indicators measured by the Teacher Knowledge and Application Survey (see **Figure 2**) are not disaggregated by either province or sex of teacher. Strata-specific variation is, therefore, not a consideration. Disaggregated results are presented in this report but may have margins of error that exceed +/- 5%. [↑](#footnote-ref-26)
27. The baseline sample for the teacher survey was 220 teachers (180 in ES and 40 in HS) — 110 in Masbate and 110 in Northern Samar. [↑](#footnote-ref-27)
28. Proportional allocation is a prudent choice over equal allocation when the focus of analysis is characteristics of several subgroups. It is used to maintain a steady sampling fraction throughout the population, yielding a self-weighted sample. It, however, does not take into consideration the variability within each stratum or subgroup of the population. The indicators measured through the Adolescent Knowledge and Assets Survey (see **Figure 2**) are disaggregated by sex. Strata-specific variation was not considered due to budget and time constraints, which, if considered, would have resulted in a total sample size of about 800 secondary students. Disaggregated results are presented in this report but may have margins of error that exceed +/- 5%. [↑](#footnote-ref-28)
29. The baseline sample for the student survey was 368 students — 220 in Masbate (117 girls and 103 boys) and 148 in Northern Samar (79 girls and 69 boys). [↑](#footnote-ref-29)
30. Philippines Statistics Authority. 2016. “2010 Census-based Population Projections, Tables for Special Release, 9 August 2016.” < <https://psa.gov.ph/statistics/census/projected-population>> [↑](#footnote-ref-30)
31. Maligalig, Dalisay S., *et. al*. 2010. “Education Outcomes in the Philippines.” ADB Working Paper Series, No. 199. <<https://www.adb.org/sites/default/files/publication/28409/economics-wp199.pdf> > [↑](#footnote-ref-31)
32. Low dropout rates are more easily achieved at the elementary school level than the secondary school level because of the Philippines government’s 4Ps program, which invests in the health and education of children aged 0 to 14 years by providing daily allowance for children attending schools, as well as dietary allowances for food as they go to school. [↑](#footnote-ref-32)
33. DepEd postponed the conduct of the NAT for the 2015-16 and 2016-17 school years due to logistical and administration limitations. The rescheduled testing was held in October 2017, but results were not available when this report was written. [↑](#footnote-ref-33)
34. Dig-Dino, Lorna. 2017. “Updates on K to 12 Implementation: Formal Education; Alternative Learning System; Professional Development.” Presented at DepEd’s 2017 Philippine Education Summit, Manila, 5 December 2017. < <http://www.deped.gov.ph/education-summit-2017>> [↑](#footnote-ref-34)
35. The remaining school, Arriesgado-Sevilleno HS, plans to roll out OHSP in 2017-18. It was added as a RAISE school only in 2015, replacing Vivencio P. Casas Memorial NHS. [↑](#footnote-ref-35)
36. Though not a pilot ADM school, Don Juan F. Avalon NHS has OHSP students. It was added under RAISE Higher in 2015. [↑](#footnote-ref-36)
37. Note that the RAISE project was initially scheduled to come to an end in April 2017. [↑](#footnote-ref-37)
38. TANGO International. 2016. “RAISE Mid-Term Evaluation,” pg. 18. [↑](#footnote-ref-38)
39. This responds directly to a MTR finding that formal referral systems to connect dropouts to alternative learning opportunities at school and barangay levels were lacking (TANGO, 2016, RAISE Mid-Term Review,” pg. 30). [↑](#footnote-ref-39)
40. This includes ALS learners (aged 30 years or under) who are continuously attending the program, taking a refresher or returned to formal school. [↑](#footnote-ref-40)
41. The percentage of passers is not available as the results of the November 2017 A&E exams have yet to be released. [↑](#footnote-ref-41)
42. ALS learners who return to the formal school system are considered active even though they stop the program. [↑](#footnote-ref-42)
43. World Bank. 2016. “Republic of the Philippines: Alternative Learning System Study – Alternative and Inclusive Learning in the Philippines.” 10 May 2016 Report, No. AUS14891. Washington, DC. <<http://documents.worldbank.org/curated/en/757331468297305021/pdf/AUS14891-WP-PUBLIC-Alternative-and-Inclusive-Learning-in-the-Philippines-has-been-approved-P146307.pdf> > [↑](#footnote-ref-43)
44. DepEd. 2014. “DepEd releases 2013 ALS A&E test results.” 26 February 2014, Pasig City. <<http://www.deped.gov.ph/press-releases/deped-releases-2013-als-ae-test-results> > [↑](#footnote-ref-44)
45. Includes 20 ALS learners above 30 years of age (16F:4M) [↑](#footnote-ref-45)
46. Parents of non-PARDOs/SARDOs were targeted where CSG enrolment was insufficient when limited to parents of PARDOs/SARDOs. [↑](#footnote-ref-46)
47. TANGO International. 2016. “RAISE Mid-Term Evaluation.” [↑](#footnote-ref-47)
48. TANGO International. 2016. “RAISE Mid-Term Evaluation.” [↑](#footnote-ref-48)
49. Support included training/orientation by a RAISE CDF and the provision of a CSG box that includes a calculator, passbook and pouch. [↑](#footnote-ref-49)
50. TANGO International. 2016. “RAISE Mid-Term Evaluation,” pg. 22-23. [↑](#footnote-ref-50)
51. RAISE Adolescent Knowledge and Assets Survey, 2015 and 2017. [↑](#footnote-ref-51)
52. YPE is functional in 18 of the 20 schools. In the two schools where YPE is not an established program, rollout activities have been conducted but were ad hoc and required the assistance of the RAISE CDFs to organize and implement. [↑](#footnote-ref-52)
53. See Annex B for more details. Facility-based deliveries are used as a proxy for the number of teenage pregnancies. [↑](#footnote-ref-53)
54. To ensure ALS learners have access to ASRH information, IMs who lead ALS programs have also been trained in ASRH. They delivered these modules where relevant to the individual learning plan of ALS learners. [↑](#footnote-ref-54)
55. Gallagher, Helen and Sarah Huxley. 2017. “What’s the Evidence? Youth Engagement and the Sustainable Development Goals.” Plan International UK and ADB. [↑](#footnote-ref-55)
56. In some barangays, the existing BCAs have been revived to lead the Sali Kabataan but in most barangays the BCAs were inactive. Some of the constraints of the BCA were limited financial support, time availability of Barangay council and community members for community activities and leadership/facilitation role that the BCA requires from the Barangay council to conduct community activities. [↑](#footnote-ref-56)
57. Sali Kabataan activities were organized at barangay level on dedicated afternoons or weekends. [↑](#footnote-ref-57)
58. Besides male students, this includes teachers, village and municipal government officials and community volunteers. [↑](#footnote-ref-58)
59. Each beneficiary/intermediary is counted only once, regardless of the number activities in which they participated. [↑](#footnote-ref-59)
60. TANGO International. “RAISE Mid-Term Review,” pg. 16. [↑](#footnote-ref-60)
61. Maligalig, Dalisay S., *et. al*. 2010. “Education Outcomes in the Philippines.” ADB Working Paper Series, No. 199. <<https://www.adb.org/sites/default/files/publication/28409/economics-wp199.pdf> > [↑](#footnote-ref-61)
62. World Bank. 2016. Republic of the Philippines Alternative Learning System Study: Alternative and Inclusive Learning in the Philippines. Washington, DC: World Bank. [↑](#footnote-ref-62)
63. This indicator has been added to the approved RAISE PMF to reflect the number of teachers reached through the reading enhancement roll out. [↑](#footnote-ref-63)
64. This indicator has been added to the approved RAISE PMF. [↑](#footnote-ref-64)
65. School assistance was provided to the actual number of students identified as at risk of dropping out. [↑](#footnote-ref-65)
66. RAISE did not organize BCAs, but attendees of leadership trainings were from BCAs. [↑](#footnote-ref-66)