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Autonomous Region in Muslim Mindanao | Region IX | Region XII

LEARNING

from EQuALLS2 Educators' Professional Development Program in Region XII ELSA Sites





I'm so lucky because my teachers were trained in Science, English and Mathematics. We availed of the different learning kits and instructional materials from USAID-EQuALLS2 project. Our classes became more lively, interesting and enjoyable. Everyday we have activities to do... We, the young learners from EQuALLS2 project sites are very grateful... I wish this project would continue to give benefits for the next generation so that they will also experience what I now enjoy.

JANNIE CORPUZ SAMPANI
Grade VI pupil
Sto. Niño Central Elementary School
Sto Niño District, South Cotabato



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Educators' Professional Development Program
in Region XII ELSA Sites

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TABLE OF CONTENTS

List of Tables	iv
List of Figures	iv
Acknowledgments	v
Acronyms and Abbreviations	viii
Definition of Terms	ix
Executive Summary	x
Introduction	1
Focus of the Study: Educators' Professional Development Program	3
Geographical Areas of the Study	6
Statement of Objectives	7
Significance of the Study	7
Scope of the Study	7
Research Design	8
Respondents	9
Findings	10
EQuALLS2 Cluster 4 Educators' Professional Development Storyboard	20
Conclusions	22
Recommendations	22
References	22
APPENDICES	
A. EQuALLS2 Educators Professional Development Trainings in Region XII (Cluster 4)	23
B. Ranking of Means on Perceived Learning by Mentors: Before & After EQuALLS2 EPDP Trainings	33
C. Test of Significant Difference on Mentors' Perceptions on Learning Gained Before and After Training	35
D. Comments from Respondents	39

LIST OF TABLES

- TABLE 1. EQuALLS2 Educators' Professional Development Trainings in Region XII (Cluster 4)
- TABLE 2. Summary of EQuALLS2 IR2 Targets and Accomplishments as of June 2011
- TABLE 3. Gender of Respondents
- TABLE 4. Mentor-Respondents by Subject Areas
- TABLE 5. Length of Work Experiences
- TABLE 6. Summary of Perceived Learning Before and After the Trainings
- TABLE 7. T-test: Before and After Trainings
- TABLE 8. Over-all Satisfaction and Extent of Application of all the EQuALLS2 IR2 Trainings
- TABLE 9. Extent of Implementing the Learning Partnership Program

LIST OF FIGURES

- FIGURE 1. Graphical Presentation on Mean Ratings of Mentors' Perceptions on Learning Before and After Trainings: ENGLISH
- FIGURE 2. Graphical Presentation on Mean Ratings of Mentors' Perceptions on Learning Before and After Trainings: MATHEMATICS
- FIGURE 3. Graphical Presentation on Mean Ratings of Mentors' Perceptions on Learning Before and After Trainings: SCIENCE
- FIGURE 4. Graphical Presentation on Mean Ratings of Perceptions on Learning Before and After Trainings by ADMINISTRATORS
- FIGURE 5. Graphical Presentation of Mean on Learning Before and After Trainings
- FIGURE 6. Graphical Presentation of Ratings on Level of Satisfaction and Extent of Application

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Documentation, Research, and Training Team

Noemi B. Silva, PhD, Documentation and Learning Coordinator, Notre Dame of Marbel University
Sheila Bayog, Research Team Leader, Notre Dame of Marbel University

English Trainers and Enumerators

Alo, Luzel V., Faculty, IBED – Notre Dame of Marbel University
Abella, Cecilia F., Faculty, IBED – Notre Dame of Marbel University
Bahaynon, Susana J., Faculty, IBED – Notre Dame of Marbel University
Catalan, Mary Bien P., Faculty – Notre Dame of Marbel University
Celda, Jocelyn P., Education Supervisor – Division of South Cotabato
Darroca, Daisy I., Principal – Tantaran CES
Delmoro, Luisa A., Faculty, IBED Notre Dame of Marbel University
Golingay, Estrella T., Faculty – Notre Dame of Marbel University
Madres, Editha, Principal – M. Roxas ES
Maru, Felly F., Principal - Panay ES
Misperos, Belen D., Faculty, IBED- Notre Dame of Marbel University
Palma, Jesica L., Faculty, IBED- Notre Dame of Marbel University
Palma, Joan, Dean of CAS - Notre Dame of Marbel University
Pama, Armando L., Faculty – Notre Dame of Marbel University
Tejada, Leila Y., Teacher – KCES II

Science Trainers and Enumerators

Badoria, Luz V., Asst. Principal, IBED- Notre Dame of Marbel Univ.
Castillo, Nelida, Principal – Guinsang-an Elementary School
Dominisac, Elizabeth Rose L., Faculty, IBED – Notre Dame of Marbel University
Fedoc, Cecilia A., Faculty, IBED – Notre Dame of Marbel University
Floro, Alex F., Principal – Katipunan ES
Griño, Jasmin A., Faculty – Notre Dame of Marbel University
Hebia, Blesilda P., Faculty – Notre Dame of Marbel University
Libre, Melanie L., Education Supervisor – Division of Sarangani
Manuntag, Lalaine SJ, Education Supervisor – Division of South Cotabato
Mortejo, Divina S., Faculty – Notre Dame of Marbel University
Paloma, Amy F., Faculty, IBED – Notre Dame of Marbel University
Pescuela, Joey F., Faculty, IBED – Notre Dame of Marbel University
Vergara, Araceli, Principal – Bukay Pait ES

Math Trainers and Enumerators

Ablanido, Diosdado F., ASDS – Division of General Santos City
Alada, Efren, Principal – New Lambunao ES
Arangali, Marjorie C., Principal – Lamian CES
Baterbonia, Erlinda B., Education Program Supervisor - DepED Region XII
Bergonio, Lomino , Principal – Dumadalig ES
Bermudo, Rodolfo B., Jr., Faculty, IBED – Notre Dame of Marbel University
Butihen, Levi B., Principal – Silway 8 ES, Polomolok
Fetalino, Nelmar M., Faculty – Notre Dame of Marbel University
Honorico, Victoria, Principal – Sto. Niño CES
Lumogdang, Cherry B., Faculty, IBED- Notre Dame of Marbel University
Magadia, Jessica E., Faculty – Notre Dame of Marbel University
Magallanes, Connie P., Faculty – Notre Dame of Marbel University
Mayordomo, Hazel F., Faculty, IBED – Notre Dame of Marbel University
Palma, Ma. Fe Lucia L., Faculty, IBED - Notre Dame of Marbel University
Solidanio, Araceli, Faculty, IBED – Notre Dame of Marbel University
Sustiguer, Belmar P., Faculty, IBED – Notre Dame of Marbel University
Tomanan, Leonor, Education Supervisor – Division of South Cotabato

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Department of Education, Region XII EQuALLS2 Management Team

Isabelita M. Borres, Ph. D., CESO IV, DepED XII Regional Director
Allan G. Farnazo, Ph. D., CESO V, DepED XII Assistant Regional Director
Heria S. Adpi, Ed.D, Chief Training and Development Division
Shirley S. Bulosan, Ed.D., EQuALLS2 LPP Regional Coordinator
Pancho G. Balawag, EQuALLS2 Regional Coordinator

Schools Division Superintendents

Melinda S. Maruhom, Ph. D. CEO V, Schools Division of Cotabato City
Remy M. Rivera, Ph. D., CEO VI, Schools Division of Cotabato
Deborah A. Adrales, Ph. D., CEO VI, Schools Division of Sarangani
Raphael C. Fontanilla, Ph. D., CEO VI, Schools Division of South Cotabato
Kahar H. Macasayon, Ph. D., CEO VI, Schools Division of Sultan Kudarat

EQuALLS2 IR2 Division Coordinators

Gloria I. Irig, Schools Division of Cotabato
Emily F. Enolpe, Schools Division of Cotabato City
Perla O. Caminade, Schools Division of Sarangani
Lalaine SJ Manuntag, Ph. D., Schools Division of South Cotabato
Rahma A. Abdulkarim, Schools Division of Sultan Kudarat

District Supervisors

Loma P. Valdevieso, Schools Division of Cotabato, Pigcawayan North District
 Lyme S. Arellano, Division of Cotabato, Pigcawayan South District
 Agera I. Engga, Schools Division of Cotabato City District III
 Geronima I. Adil, Schools Division of Cotabato City District V
 Perla O. Caminade, Schools Division of Sarangani, Malapatan District
 Francisco B. Llavore, Schools Division of South Cotabato, Tantangan District
 Carmen R. Mangisel, Schools Division of South Cotabato Sto. Niño District
 Linda L. Latog, Schools Division of Sultan Kudarat, Esperanza District I
 Amelil S. Mamaluba, Schools Division of Sultan Kudarat, Esperanza District II
 Reynaldo M. Souribio, Schools Division of Sultan Kudarat, Esperanza District III
 Tapa C. Guinaid, Schools Division of Sultan Kudarat, Lambayong District I
 Naguib U. Macasayon, Schools Division of Sultan Kudarat, Lambayong District II
 Ismael S. Pasawilan, Schools Division of Sultan Kudarat Lambayong District III

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Over-All Project Advisory Team

Gloria D. Steele, Mission Director, USAID
 Aivan Amit, Education Specialist, USAID
 Mir Shariff Tillah, Education Specialist, USAID
 Marcial Salvatierra, Chief of Party, EQuALLS2
 Kevin Corbin, Deputy Chief of Party, EQuALLS2

Planning and Management Team

Marilou G. Erni, Executive Director, Petron Foundation
 Bro. Wilfredo E. Lubrico, FMS, President, Notre Dame of Marbel University
 Noemi B. Silva, Ph. D., EQuALLS2 IR2 Cluster 4 Project Director
 Zenaída T. Domingo, Ph. D., ELSA Project Director
 Jack Boyson, ELSA Program Director
 Gutierrez A. Mangansakan, IYF M/E Specialist

Coordination Team

Racquel Cedeno, ELSA IR2 Project Coordinator, Petron Foundation
 Ms. Myrna C. Dador, EQuALLS2 IR2 Administrative Assistant
 Nino Rocamora, ELSA/IYF Program Specialist
 Sara Spears, IYF Program Operations Manager
 Fely O. Ardina, NDMU Head, Finance and Support Services
 Ms. Ivy D. Amar, EQuALLS2 IR2 Administrative Staff
 Ms. Josephine M. Sulpico, EQuALLS2 IR2 Support Staff
 Mrs. Luvisminda E. Zaragoza Accountant, Finance and Support Services

ACRONYMS AND ABBREVIATIONS

ARMM	Autonomous Region in Muslim Mindanao
CCC-NDMU	Autonomous Region in Muslim Mindanao Champagnat Community College-Notre Dame University of Marbel
DepED	Department of Education
EDC	Education Development Center
EPDP	Educators' Professional Development Program
ELSA	Education and Livelihood Skills Alliance
EQuALLS2	Education Quality and Access for Learning and Livelihood Skills Project 2
ESM	English, Science and Mathematics
ICT	Information and Communication Technology
IYF	International Youth Foundation
LF	Learning Facilitator
LL	Learning Leader
LP	Learning Partner
LPP	Learning Partnership Program
NDMU	Notre Dame of Marbel University
OSYC	Out-of-School Youth and Children
SBM	School Based Management
SCOPE	Standards-based Classroom Observation Protocol for Educators
SIP	School Improvement Plan

DEFINITION OF TERMS

The following terms are defined for the purpose of this study and shall mean as follows:

Core training focuses on content topics in English, Science and Math taught in Grades 1 to 6 which were selected based on the least-learned competencies of students and teachers.

Education Development Program aims to improve the quality of English, Science and Math instruction for children and youth enrolled in Grades 1-6 of public elementary schools in identified areas in Mindanao through various interventions such as teacher trainings, learning partnership and provision for books and instructional materials.

ELSA Sites are the municipalities of Malapatan, Tantangan, Sto. Niño, Lambayong, Esperanza, Pigcawayan, Cotabato City in Region XII, Mindanao. These areas are referred to as Cluster 4 in the EQuALLS2 Project.

Learning refers to the perceived knowledge and skills possessed by the learning facilitators on various topics in English, Science, and Math; and learning leaders on leadership and management, before and after the EQuALLS2 trainings.

Learning facilitator (LF) is the mentor in the learning partnership program. S/he assists the learning partner (mentee) in fulfilling the objectives of his/her professional development. Learning facilitators share their acquired knowledge and skills from the EQuALLS2 trainings with their learning partners. In this study, LFs are the qualified public elementary school teachers from six identified municipalities and one city in Region XII who underwent the series of trainings in ESM conducted by EQuALLS2 at Notre Dame of Marbel University from 2008 to 2011.

Learning Leader (LL) refers to the school head; district supervisor, division supervisor, regional supervisor and other DepED official who is involved in the Learning Partnership Program. In this study, the LL is the school administrator in Region XII ELSA sites.

Learning Partner (LP) is the mentee assisted by the learning facilitator in his/her professional development particularly in the subject area where the learning partner needs support. S/he is a public school elementary teacher in the identified Region XII ELSA sites who attended the mentoring activities and Training ++ in the district levels conducted by the learning facilitators (mentors) under the supervision of the learning leaders.

Learning Partnership Program (Mentoring) refers to the general mentoring process in the school, district or division where the key participants (learning facilitator, learning leader and learning partner) interact with each other.

Management training focuses on selected topics in educational leadership and management designed for school administrators in areas of the EQuALLS2 project.

Training ++ is a district-level echo training strategy to reach other teachers from EQuALLS2 districts. This is facilitated by LFs who share what they have learned from the EQuALLS2 trainings to their fellow teachers.

Refresher training focuses on topics identified to meet specific needs of learning facilitators (mentors) which may be an enrichment of the content topics or areas that were found to be difficult by the LFs.

EXECUTIVE SUMMARY

The Education Quality and Access for Learning and Livelihood Skills Phase 2 (EQuALLS2) is a Mindanao-focused education project of the United States Agency for International Development (USAID) in partnership with the Philippine Department of Education (DepED). The project aims to help increase access to quality education for elementary schools and relevant learning and livelihood skills training for out-of-school children and youth. EQuALLS2 is managed by the Education Development Center (EDC) in partnership with implementing organizations and groups, including the Education and Livelihood Skills Alliance (ELSA). ELSA is a multi-stakeholder, and multi-sectoral public-private partnership composed of Ayala Foundation (AFI), Consuelo Foundation, Petron Foundation, Philippine Business for Social Progress (PBSP), and International Youth Foundation (IYF) which is the Lead Partner of the alliance.

One of the major project components of EQuALLS2 is Strengthening Capacity for Teaching English, Math and Science which is designed to support the Educator Professional Development Program of the Department of Education through the following interventions: core training programs in English, science and math which are designed to develop a pool of learning facilitators at the school and district levels; refresher courses meant to supplement the core training programs; and Training ++ which helps ensure that no teachers in the project sites are left behind. The priority target beneficiaries of Training ++ are teachers who may not be reached through mentoring.

This is a descriptive study which aims to assess the perceived learning (knowledge and skills) of the learning facilitators (mentors) and learning leaders (school administrators) before and after trainings under the Educators' Professional Development Program (EPDP) of the Education Quality and Access for Learning and Livelihood Skills 2 (EQuALLS2) Project in Region XII ELSA sites (Cluster 4). A questionnaire adapted from the ELSA/IYF tool for monitoring and evaluation was used to gather data from the respondents. The findings show that the 271 English, Science and Math (ESM) learning facilitators perceived that they generally had *low learning in ICT* before the trainings. In addition, Math and Science learning facilitators perceived that they had *low learning in learning partnership, in conducting trainings and in core content topics* before they attended the EQuALLS2 trainings. The 130 learning leaders considered themselves to have *low learning before the training in instructional practices, in peace education, in core content in ESM, in financial management, learning partnership, and in school improvement plan*. After the trainings, all the respondents indicated that their knowledge and skills in the training topics have considerably increased.

The respondents are very satisfied with the trainings. ESM learning facilitators generally apply their learning to a very high extent while learning leaders apply what they have learned to a moderate extent. The t-test revealed that there is a significant difference in the learning of ESM learning facilitators and learning leaders before and after the trainings. At the time the study was conducted, the Learning Partnership Program (LPP) was perceived as being implemented to a moderate extent in schools where LFs and LLs were trained by EQuALLS2.

A story board was then prepared to show the summary of accomplishments of the EDP in Region XII ELSA sites considering the results of this study. The storyboard outlines the capacity areas, outputs, outcomes, impact and the resulting change agenda and development agenda of the EQuALLS2 EDP project component.

The study concludes that the perceived knowledge and the skills of learning facilitators and learning leaders who underwent the EQuALLS2 trainings in Region XII have significantly improved after the trainings. It is recommended that continuous monitoring and evaluation be conducted, that implementation of the LPP be sustained, that more instructional materials and equipment be provided, and that continuous EPDP be conducted based on identified training needs.

INTRODUCTION

The Philippine Constitution upholds the right of every Filipino to quality basic education. From this mandate, the Department of Education (DepED) is tasked to provide quality basic education that is equitably accessible to all and lay the foundation for life-long learning and service for the common good. In addition to formal education, DepED offers alternative learning system for out-of-school youth, indigenous learning system, self-learning and independent study programs to meet the needs of young people in different communities.

Despite the premium given to education in the country, data on participation, completion and cohort survival rates show that many children and youth do not go to school or if they enroll, they do not complete schooling. In school year 2005-2006, 7.33 % (about 953,400) of the 13,006, 647 elementary pupils dropped out of school and the completion rate was only 68.11%. The national participation rate in School Year 2003-2004 at the elementary level was 82.6%, with the lowest in the Autonomous Region in Muslim Mindanao (ARMM) at 64.6%. Among the regions with a significant number of Muslim population, ARMM and western Mindanao have the highest percentages of out-of-school children and youth (OSCY) at 17.5% and 18.7 %, respectively (DepED Statistics, 2010).

According to the Annual Poverty Indicator Survey (APIS, 2004) conducted by the National Statistics Office (NSO), the main reasons for non-attendance to school of elementary-age group (6 to 11 years old) are the lack of personal interest (29.4 %) and the high cost of education (14.8%, 15%).

Some of the factors that may have contributed to the lack of interest in going to school are the low quality of schools available, the lack of support from parents, the distance of schools, the overwhelming desire to contribute to the family income and the demands of community life (Caoli-Rodriguez, 2007).

The above mentioned data highlight the limited access to quality basic education of young learners. As a result, pupils exhibit low achievement rate in all the subject areas. The results of the National Achievement Test (NAT) in School Year 2005–2006 show that the mean percentage score (MPS) of Grade VI pupils in Mathematics was 53.66%, in Science only 46.77%, and in English 54.05%. These are way below the standards set by DepED. Most Mindanao regions rank at the bottom in terms of pupil achievement with ARMM at the lowest (NETRC, 2010).

The low achievement rate for elementary pupils is generally linked to the insufficiency of adequately trained teachers who are the primary sources learning, supported by books and other learning materials. The number of new teachers (graduates of Bachelor of Science in Education) is declining and the passing rate for the Licensure Exam for Teachers has remained low and in fact, had decreased from 35.7% in 2000 to 30.8% in 2006 (PRC-Educational Statistics Task Force, 2007)

To address the problem on poor pupil performance and limited access to quality education particularly in Mindanao, a massive, concerted effort is needed. The American people, through the United States Agency for International Development (USAID) are helping the Philippine Government to address these challenges. The USAID funded the **Education Quality and Access for Learning and Livelihood Skills 2 (EQuALLS2)** project which was implemented from 2006 to 2011, and which primarily aimed at increasing access to quality education and livelihood skills in areas most affected by conflict and poverty in Mindanao. Following are the envisioned Intermediate Results (IR) of the project:

- **IR1. Community Engagement** - Increased learning opportunities through community support for education
- **IR2. Educator Professional Development** - Strengthened capacity for teaching English, Science, and Math
- **IR3. OSCY Programs** - Improved relevance of education and training for out-of-school children and youth

EQuALLS2 offered a set of interventions that were carried out by a team of local and international organizations with track records of expertise in education and youth development in Mindanao. Project interventions were delivered in partnership with the Department of Education (DepED), the DepED-ARMM, and the Technical Education and Skills Development Authority (TESDA) in coordination with the local government units and the education stakeholders in the community.

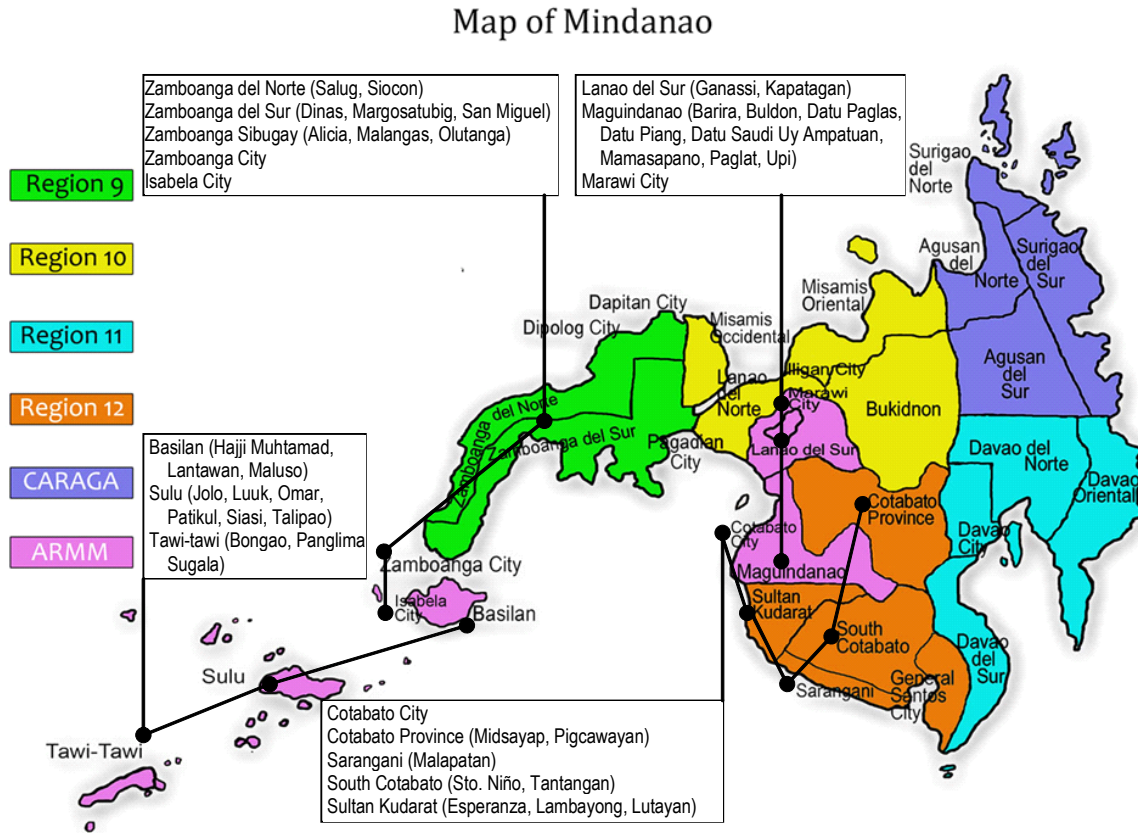
The following shows the institutions that implemented the EQuALLS2 project in coordination with DepED, DepED-ARMM, and TESDA:



EQuALLS2 was coordinated by the Education Development Center (EDC), a US-based organization that provided technical guidance to three lead implementing organizations:

- The **International Youth Foundation (IYF)** is an international organization which works to improve the conditions of young people around the world. It led the Education and Livelihood Skills Alliance (ELSA) composed of Ayala Foundation, Consuelo Foundation, Philippine Business for Social progress (PBSP) and Petron Foundation, Incorporated to work in Region XII and ARMM, specifically Basilan, and Tawi-tawi. For IR2 in Region XII, the ELSA sub-tier was NDMU which implemented the Educators' Professional Development Program.
- **Synergeia Foundation** is a Philippine-based coalition of individuals, institutions and organizations working together to improve the quality of basic education. It worked in ARMM for EQuALLS2.
- **Save the Children** is an international organization which works to create lasting, positive change in the lives of disadvantaged children and adolescents. It worked in Zamboanga Peninsula, part of Sulu and North Cotabato.

The EQuALLS2 project sites covered 37 municipalities and 4 cities in Mindanao which is shown in the map:



FOCUS OF THE STUDY: EDUCATORS' PROFESSIONAL DEVELOPMENT PROGRAM

The second intermediate result (IR2) for EQuALLS2 is the Educators' Professional Development Program (EPDP) which aims to improve the quality of English, Science and Math instruction for children and youth enrolled in Grades 1-6 of public elementary schools. Its key elements are:

- I. Building the capacity of a pool of teachers who will serve as locally based technical support for the rest of the teachers on English, Science, and Math teaching.

This professional development program:

- Targets the least-learned competencies of students and teachers
- Aims to develop mastery through varied learning activities supported by materials at the school and district levels
- Builds the capacity of DepED to support this professional development program through the Learning Partnership Program (LPP)
- Provides books, reference materials, and teaching and learning kits



2. Involving a cycle of sustained learning opportunities (2 years) that covered a range of professional development activities logically sequenced and built on each other, and that included a variety of learning approaches (training, mentoring, group learning);
3. Capacity-building activities that involved administrators and subject area supervisors from design to implementation;
4. Aligned with Basic Education Competencies, Teacher Education Competencies and ALS competencies and were supported with needs identified through School Improvement Plans (SIP) and Division Education Development Plans;
5. Use of common assessment tools to measure improved competencies, including active monitoring of student learning, and reflective teacher training and practice, which will contribute to the measurement and progress and outcomes based on EQUALLS2 Monitoring and Evaluation system.

The core interventions include the following:

- Content Knowledge in English, Science and Math (ESM), done through core trainings of learning facilitators (mentors)
- Refresher Trainings to meet specific needs of mentors
- Learning Partnership or mentoring training
- Training ++ at the district levels for all teachers (learning partners)
- Management Trainings for school administrators (learning leaders)
- ICT trainings in selected school districts.

In selecting the teachers who were trained as learning facilitators (mentors), the following criteria were used:

- Leadership skills or at least indication of potential for development;
- Good interpersonal relationship with fellow teachers
- In the service for at least 5 years
- Understanding of the role of a mentor and commitment to the program: participating in all training activities and actively participating in mentoring activities;
- Preference for local teachers and teachers with experience in facilitating trainings.

Table 1 presents the list of EQuALLS2 trainings conducted by Notre Dame of Marbel University in Cluster 4 from 2008 to 2011.

TABLE 1. EQuALLS2 Educators Professional Development Trainings in Region XII (Cluster 4)

Type of Training	Participants	Description
Core Trainings 1 & 2	English Mentors	Improving the teachers' confidence in using the English language in everyday situations – using the communicative language learning and teaching approach; basic skills in the use of the language: listening, reading, writing, speaking, with special emphasis on teaching Beginning Reading
Core Trainings 1,2,3	Science & Math Mentors	Lessons for the 1 st to 4 th grading periods, highlight open-ended approach in teaching and learning mathematics and science
Mentoring	All Mentors	Topics on learning partnership
Refresher Trainings	All Mentors	Topics that mentors did not fully grasp; or more advanced discussions of the same topics; or a related topic that will improve their understanding of the core training topics; instructional practices; identified needs of mentors
Training ++	All Elem. Teachers in ELSA sites	ESM topics taken in core and refresher trainings; area-specific, needs-based interventions at the district levels
Management Trainings	School Administrators	Educational leadership and management trainings which included financial management, SBM, SIP, trends in education, peace education, Instructional Practices, mentoring, etc.

A complete list of trainings conducted for EQuALLS2 in Region XII ELSA sites is found in Appendix A.

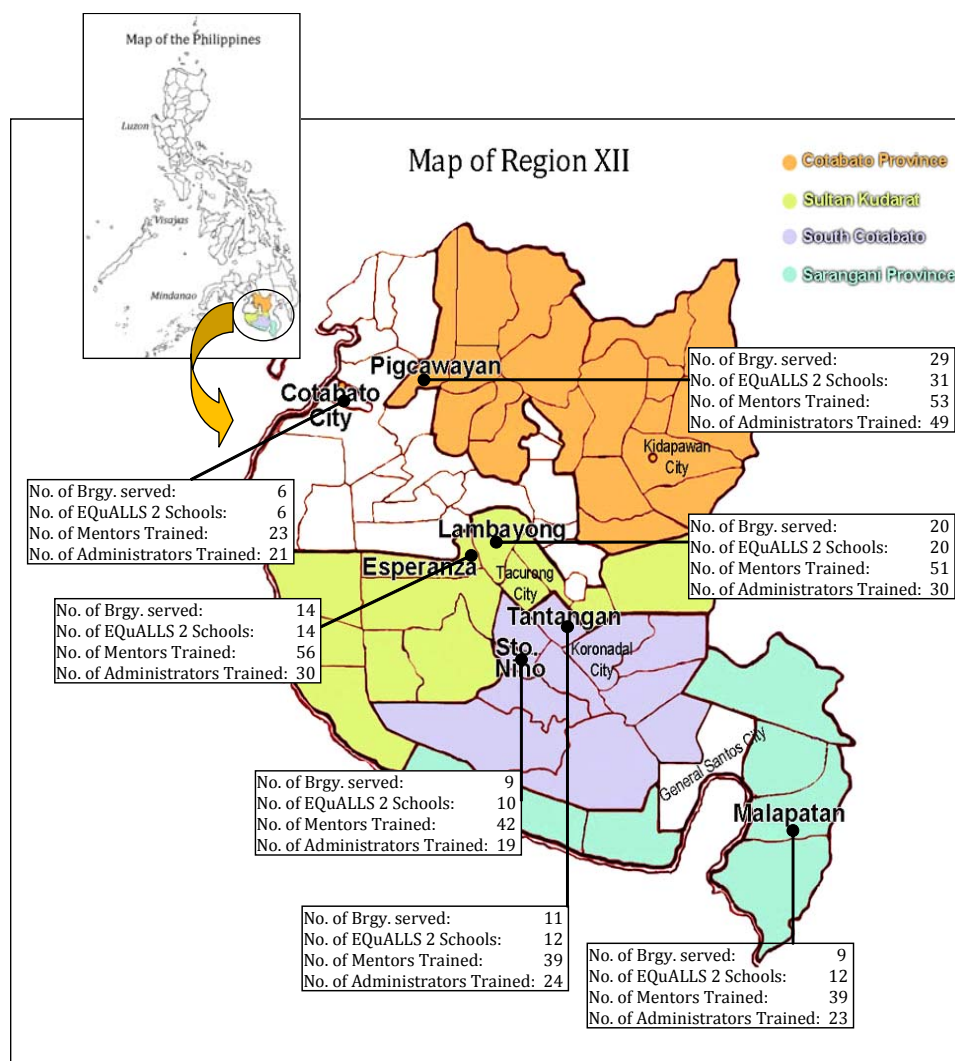
The EQuALLS2 EPDP Cluster 4 targets and accomplishments are shown in Table 2. The accomplishments exceeded the targets by 25% for the number of learning facilitators (LFs) trained, 51 % for school administrators trained and 269% for the teachers trained during the training ++ at the district levels. The targets were exceeded particularly in the training ++ because all elementary teachers in the identified areas underwent the trainings. The full support provided by DepED Region XII and the close coordination between the implementing partners (IYF, Petron, DepED, and NDMU) allowed the regular participation of LF, learning leaders (LL) and learning partners (LP) in the trainings. The judicious use of funds based on the DepED guidelines extended the fund support for more training deliverables.

TABLE 2. Summary of EQuALLS2 IR2 Targets and Accomplishments as of June 2011

Indicators	Targets 2008	Accomplishments 2011
No. of trained mentors	242	303
No. of trained school administrators in Core and Refresher Trainings	184	278
No. of trained teachers through Training ++ in the district levels	1,300	4,795

GEOGRAPHICAL AREAS OF THE STUDY

EQuALLS2 Cluster 4 is located in Region XII or Central Mindanao. Region XII is composed of Cotabato Province, South Cotabato, Sultan Kudarat and Sarangani Province. It also includes Cotabato City, General Santos City, and the component cities of Koronadal, Tacurong and Kidapawan. The map shows the identified service areas under EQuALLS2 Cluster 4 with the number of barangays served, the number of schools and the number of trained LF (mentors) and LL (administrators).



STATEMENT OF OBJECTIVES

This study aimed to assess the perceived learning of the learning facilitators (mentors) and learning leaders (school administrators) before and after trainings of the EQuALLS2 Educators' Professional Development Program in Region XII ELSA sites (Cluster 4).

Specifically, this study aimed to do the following:

1. determine the perceived learning of English, Math and Science (ESM) learning facilitators and learning leaders before and after the trainings;
2. determine the significant difference in the learning gains of ESM learning facilitators and learning leaders before and after the trainings;
3. determine the level of satisfaction and extent of application of what were learned during trainings by ESM learning facilitators;
4. determine the level of satisfaction and extent of application of what were learned during trainings by learning leaders;
5. determine the extent of implementation of the learning partnership program in schools;
6. develop a storyboard on EQuALLS2 CLUSTER 4 Educators' Professional Development Program.

SIGNIFICANCE OF THE STUDY

This study was conducted to help provide EQuALLS2 a summary of accomplishments of the project in terms of its outputs and outcomes. It is envisaged to help identify the areas for improvement and the possible projects that may be pursued in the future to effectively address the barriers to access to quality education in Mindanao and the rest of the country.

For the Department of Education, this gives considerable information on the level of satisfaction and extent of application of what learning facilitators and learning leaders have learned from the trainings. This can help in identifying training needs for future professional development that must be given priority. The findings can assist DepED in monitoring and in evaluating the participants of the EQuALLS2 project.

For the stakeholders, learning facilitators and learning leaders, the findings of this study can be useful in the planning and in the implementation of the school-based learning partnership program. This will also allow them to implement strategies to sustain the gains of the project.

SCOPE OF THE STUDY

This study focuses on the perceived learning gains of learning facilitators (LFs) and learning leaders (LLs) who attended the series of EQuALLS2 training interventions and received the instructional materials packages which were directly provided to them by NDMU as the service provider through Petron Foundation, Inc..

The research questionnaires were adapted from the ELSA /IYF monitoring and evaluation (M & E) tool that included a rating scale and open-ended questions. Comments from the open-ended questions were used to substantiate the findings.

All LFs and LLs who attended the last trainings conducted in October 2010 at NDMU were the respondents of the study. However, after the data were encoded and reviewed, only 271 LFs and 130 LLs with complete data required for analysis were included in the study. The others were excluded because of incomplete data which could not be processed. It should be noted that some LFs and LLs were not able to attend the last trainings for valid reasons.

RESEARCH DESIGN

Descriptive research design was used in this study. The questionnaires for learning facilitators and learning leaders were adapted from the ELSA/IYF M & E tool. Each questionnaire contained a before- and after- rating scale that was used to determine the perceived learning gains from the different topics covered by the trainings, as follows:

- Core content in English, Science or Math
- Use of student-centered teaching strategies
- Mentoring or Learning Partnership
- Understanding different Learners
- Test Construction and appropriate student assessment
- Classroom Management
- Innovations in Teaching and Learning
- Understanding various instructional practices
- Development of Instructional Materials
- Use of technology (ICT, multi-media) in Instruction
- Planning and conducting trainings
- Leadership role in school and community
- Creating a positive and safe Learning Environment

The questionnaires also contained a rating scale to determine the level of satisfaction and the extent of application of what were learned in the trainings. Since the administrators are the learning leaders in the context of the LPP, they jointly plan the LPP activities with the LFs and LPs. Given such, the LL were asked to rate the implementation of the LPP in their schools. Open-ended questions regarding the conduct of the trainings and the benefits provided by the project were also asked from respondents.

Specific points of inquiry were:

- over-all satisfaction of the EQuALLS2 IR2 trainings they underwent
- extent to which participants were applying what they learned from the EQuALLS2 trainings to their teaching practice
- most useful knowledge and skills that they learned from the trainings
- aside from the trainings, other assistance/benefits that the participants/their students received from EQuALLS2(if any)
- Perceptions on whether EQuALLS2 initiatives were beneficial to the participants, their students and their schools in general
- problems, issues and concerns participants had on EQuALLS2 and what they think they could do to address them
- other help/assistance they would like their school to receive

The data were summarized and analyzed using frequency, percentages and weighted means. T-test was used to determine the significant differences in the learning gains of ESM LFs and LLs.

The findings of this study were used as a guide to prepare a storyboard in order to summarize the accomplishments of EQuALLS2 EPDP in Region XII ELSA sites.

RESPONDENTS

Data were collected from 271 learning facilitators and 130 learning leaders who attended the October 2010 trainings at Notre Dame of Marbel University, City of Koronadal. As shown in Table 3, majority of the LF respondents are female (71%) and only ten percent (10%) are male. This is an expected ratio as there are more female than male teachers in the basic education level. There are also more female than male school administrators.

TABLE 3. Gender of Respondents

Gender	Mentors Frequency	Administrators Percent	Frequency	Percent
Male	28	10.3	51	39.2
Female	193	71.2	71	54.6
Did not specify	50	18.5	8	6.2
Total	271	100.0	130	100.0

Table 4 presents the distribution of English, Math and Science LFs who were trained by the project. There are more Math LFs than Science and English LFs. This is because more Math teachers qualified to become LFs (mentors) based on the criteria set by EQUALLS2.

TABLE 4. Mentor-Respondents by Subject Areas

Subject	Frequency	Percent
English	84	31.0
Math	97	35.8
Science	90	33.2
Total	271	100.0

In Table 5, the data r that trained LFs have the needed teaching experience as the average length of service is 14 years with 30 % of the LFs having teaching experience between 11 to 20 years. Only 14 % is below 5 years of teaching experience.

TABLE 5. Length of Work Experiences

No. of Years	MENTORS		ADMINISTRATORS			
	Teaching Experience		Teaching Experience		Administrative Experience	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
5 yrs & below	37	13.7	6	4.6	47	36.2
6-10 yrs	36	13.3	11	8.5	38	29.2
11-15 yrs	60	22.1	20	15.4	13	10.0
16-20 yrs	49	18.1	45	34.6	12	9.2
21-25 yrs	32	11.8	14	10.8	4	3.1
26-30 yrs	11	4.1	12	9.2	2	1.5
31-35 yrs	-	-	10	7.7	2	1.5
More than 35 yrs	1	0.4	7	5.4	-	-
Did not specify	45	16.6	5	3.8	12	9.2
Total	271	100.0	130	100.0	130	100.0
Mean	14 years		22 years		12.4 years	

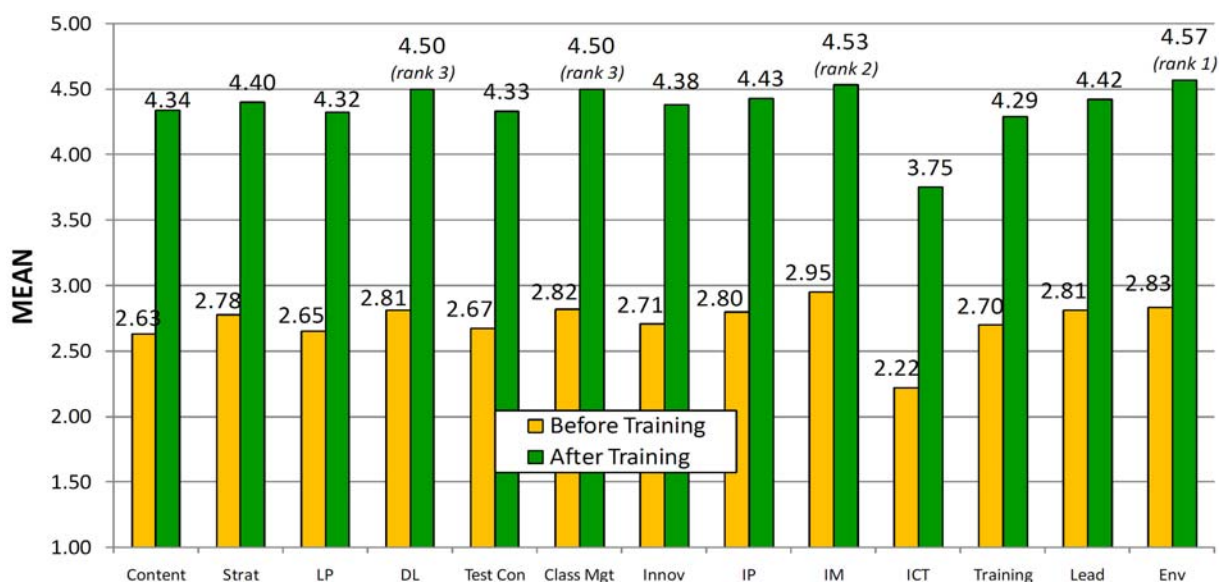
The learning leaders are more senior with 22 years as the average length of teaching experience. Fifty percent (50%) of the LLs have 11 to 20 years of teaching experience. Majority of them (65%) have less than 10 years of administrative experience.

FINDINGS

A. Perceived Learning of Mentors Before and After the Trainings

As shown in Figure 1, the English learning facilitators (mentors) perceived that they had low learning (2.22) in *ICT (Information and Communication Technology)* and that for the rest of the topics they considered themselves having moderate learning. After the trainings, the English LFs have very high learning in all the topics except on *ICT* which they considered to have high learning (3.75). The top three highest ranks in learning after the trainings are topics on *creating a positive and safe learning environment*, *development of instructional materials* and *classroom management*.

FIGURE I
Graphical Presentation on Mean Ratings of Mentors' Perceptions
on Learning Before and After Trainings: ENGLISH



LEGEND: Mean Interpretation:

- 1.00 – 1.80 – Very Low Learning
- 1.81 – 2.60 – Low Learning
- 2.61 – 3.40 – Moderate Learning
- 3.41 – 4.20 – High learning
- 4.21 – 5.00 – Very High Learning

Topics Covered:

- Content Core content
- Strat Use of student-centered teaching strategies
- LP Mentoring or Learning Partnership
- DL Understanding different learners
- Test Con Test construction and appropriate student assessment
- Class Mgt Classroom management
- Innov Innovations in teaching and learning
- IP Understanding various instructional practices
- IM Development of instructional materials
- ICT Use of technology
- Training Planning and conducting trainings
- Lead Leadership role in school and community
- Env Creating a positive and safe learning environment

The result in Figure I underscores the limited access of English LFs to the use of computers particularly in instruction. The EQuALLS2 trainings may have provided them with opportunities on the use of computer technology and multi-media equipment in the classroom but this may not be sufficient without provision of computers in their schools. The rest of the training topics were perceived by the English LFs to have provided them with the needed knowledge and skills.

Figure 2 shows the mean ratings of math LFs in relation to their level of learning before and after the trainings. Before the trainings, they perceived that they have low learning in *ICT*, in *mentoring or learning partnership*, in *conducting trainings* and in *core content*. They perceived having moderate learning in the rest of the topics taken in the core and refresher trainings. After the trainings, the Math LFs registered very high learning in *classroom management*, in *development of instructional materials* and in *creating a positive and safe learning environment*.

FIGURE 2
Graphical Presentation on Mean Ratings of Mentors' Perceptions
on Learning Before and After Trainings: **MATHEMATICS**



LEGEND: Mean Interpretation:

- 1.00 – 1.80 – Very Low Learning
- 1.81 – 2.60 – Low Learning
- 2.61 – 3.40 – Moderate Learning
- 3.41 – 4.20 – High learning
- 4.21 – 5.00 – Very High Learning

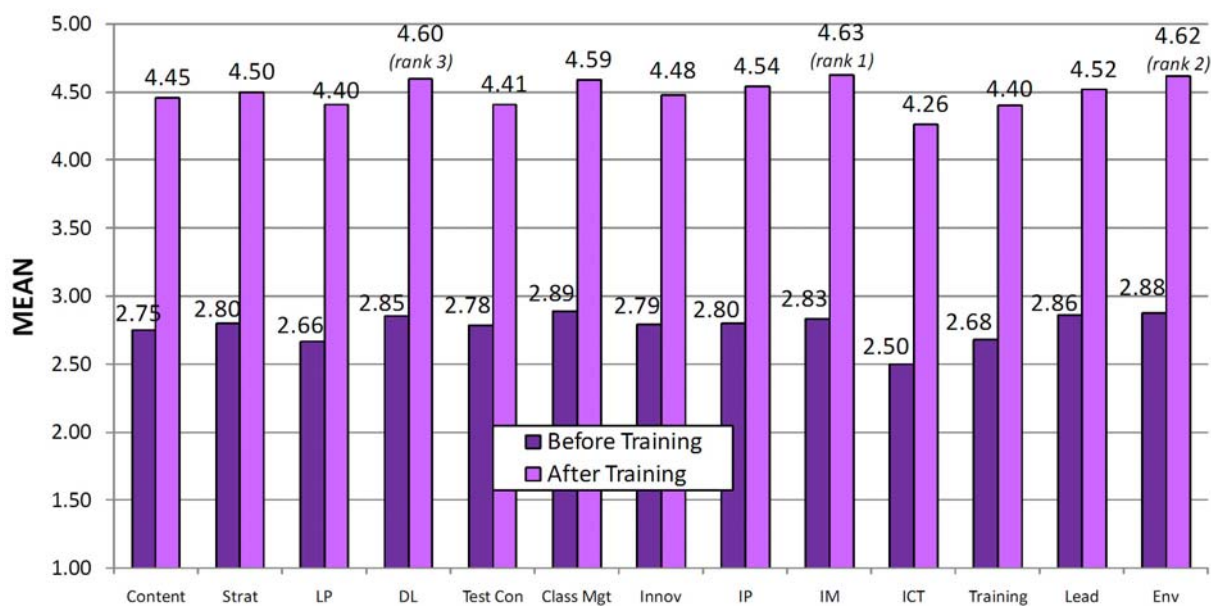
Topics Covered:

- Content Core content
- Strat Use of student-centered teaching strategies
- LP Mentoring or Learning Partnership
- DL Understanding different learners
- Test Con Test construction and appropriate student assessment
- Class Mgt Classroom management
- Innov Innovations in teaching and learning
- IP Understanding various instructional practices
- IM Development of instructional materials
- ICT Use of technology
- Training Planning and conducting trainings
- Lead Leadership role in school and community
- Env Creating a positive and safe learning environment

The data on Figure 2 reveal that just like the English LFs, the Math LFs have also limited access to computers. In addition, they perceived that they had insufficient knowledge and skills in learning partnership, in core content and in conducting trainings. This points out to the possibility that the Math LFs may have had less exposure before the EQuALLS2 project and may require additional inputs in ICT, in learning partnership and in the conduct of trainings.

Figure 3 shows that the science LFs perceived that they had low learning gains in *ICT, in learning partnership, in conducting trainings, and in core content* topics before they attended the EQuALLS2 trainings. They perceived moderate learning on the rest of the topics. After the trainings, all the topics were considered by science LFs to have very high learning except that of ICT. This may be due to the fact that there was not enough time for hands-on practice on the use of computers. Many schools do not have computers for the use of teachers.

FIGURE 3
Graphical Presentation on Mean Ratings of Mentors' Perception
on Learning Before and After Trainings: **SCIENCE**



LEGEND: Mean Interpretation:

- 1.00 – 1.80 – Very Low Learning
- 1.81 – 2.60 – Low Learning
- 2.61 – 3.40 – Moderate Learning
- 3.41 – 4.20 – High learning
- 4.21 – 5.00 – Very High Learning

Topics Covered:

- Content Core content
- Strat Use of student-centered teaching strategies
- LP Mentoring or Learning Partnership
- DL Understanding different learners
- Test Con Test construction and appropriate student assessment
- Class Mgt Classroom management
- Innov Innovations in teaching and learning
- IP Understanding various instructional practices
- IM Development of instructional materials
- ICT Use of technology
- Training Planning and conducting trainings
- Lead Leadership role in school and community
- Env Creating a positive and safe learning environment

Generally, the data reveal that ESM learning facilitators have minimal access to computers and probably have limited use of computers in instruction. This is due to the fact that most schools do not have computer laboratories that provide ICT trainings for teachers and students. The rankings of the perceived learning in each of the topics by the ESM mentors and administrators are found in Appendix B.

When LFs were asked what they found most useful among the knowledge and skills they got from the trainings, majority considered the *use of technology (ICT, multi-media equipment)* and the *use of student-centered teaching strategies* as most useful. ESM LFs considered all the EQUALLS2 training topics as useful.



“Through the use of multi-media in instruction, the production of instructional materials and the mentoring process, I developed my self-confidence.”

- MATH MENTOR

B. Perceived Learning of School Administrators Before and After the Trainings

Figure 4 presents the mean ratings on perceived learning before and after the trainings by the learning leaders (school administrators). They considered themselves to have low learning before the training in *instructional practices* (2.19) in relation to the use of the SCOPE tool, *in peace education*, *in core content in ESM*, *in financial management*, *in learning partnership* and *in school improvement plan*. They perceived they had moderate learning in *innovations in teaching and school administration*, *in school based management*, *in instructional supervision* and *in leadership roles*. After the trainings, they perceived that they gained substantial learning in most of the topics in the EQuALLS2 training programs, particularly in *leadership roles*, *in school based management*, *in instructional supervision*, *in school improvement plan*, and *in learning partnership*(mentoring).

FIGURE 4
Graphical Presentation on Mean Ratings of Perceptions
on Learning Before and After Trainings by **ADMINISTRATORS**



LEGEND: Mean Interpretation:

- 1.00 – 1.80 – Very Low Learning
- 1.81 – 2.60 – Low Learning
- 2.61 – 3.40 – Moderate Learning
- 3.41 – 4.20 – High learning
- 4.21 – 5.00 – Very High Learning

Topics Covered:

- Content Core content in English, Science, and Math
- IP Instructional Practices (SCOPE)
- LP Mentoring or Learning Partnership
- SIP School Improvement Plan
- SBM School-based Management
- InsSup Instructional Supervision
- Innov Innovations in Teaching and School Administration
- PeaceEd Peace Education & Peace Building in Schools
- FinMgt Financial Management
- Lead Leadership Role in School and Community

Learning leaders may have perceived as having low learning in instructional practices, particularly on the use of SCOPE as a classroom observation tool, because this is newly-introduced concept to them. They are trying to learn for the first time how to use the SCOPE tool to observe instructional practices in the classroom. In addition, not all LLs may have sufficient trainings on peace education, on financial management and on the core content in ESM. This may account for the low knowledge and skills in these topics before the trainings. It is noteworthy that after the trainings, the LLs further improved their knowledge and skills in the topics mentioned.

Table 6 presents the summary of perceived learning of ESM LFs and LLs in all the trainings. The mean ratings reveal that mentors have moderate knowledge and skills on all the topics before the trainings and very high learning after the trainings. On the other hand, LLs have low learning on the topics before the trainings and have very high learning after the trainings. These data indicate that the trainings improved the knowledge and skills of the ESM LFs and LLs in the different topics.

TABLE 6. Summary of Perceived Learning Before and After the Trainings

Type of Respondent	(n)	BEFORE			AFTER		
		Mean	SD	Interpretation	Mean	SD	Interpretation
MENTORS	271						
English	84	2.72	.47304	Moderate	4.36	.44613	Very high
Science	90	2.77	.53041	Moderate	4.49	.48180	Very high
Math	97	2.63	.60779	Moderate	4.38	.49788	Very high
ADMINISTRATORS	130	2.56	.84101	Low	4.24	.47538	Very High

LEGEND: (Mean Interpretation)

1.00 – 1.80 – Very Low Learning

1.81 – 2.60 – Low Learning

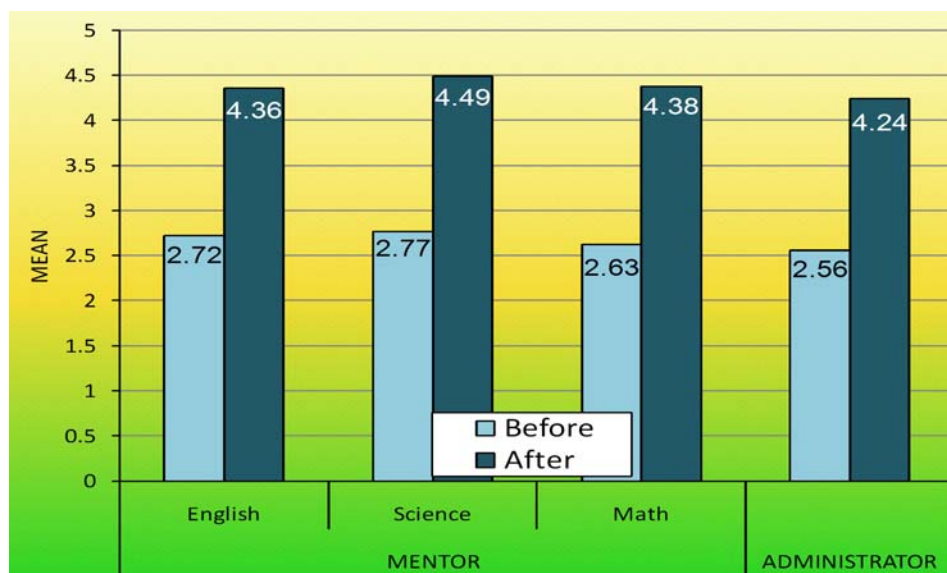
2.61 – 3.40 – Moderate Learning

3.41 – 4.20 – High learning

4.21 – 5.00 – Very High Learning

The perceived learning before and after trainings by learning facilitators and learning leaders is illustrated in Figure 5. It graphically shows the big difference in the knowledge and skills learned by the respondents before and after the trainings. The math LFs registered the biggest learning gains followed by the Science LFs, the LLs and the English LFs.

FIGURE 5
Graphical Presentation of Mean Learning
Before and After Trainings



C. Significant Difference in the Learning Gains of Learning Facilitators and Learning Leaders Before and After the Trainings

To test whether the differences in the level of learning before and after the trainings were significant statistically, t-test was used. Table 7 presents the results of the t-test which show that the Math LFs have the highest mean difference in their learning, followed by the Science and English LFs. The LFs register a mean difference of 1.68 in their learning before and after the trainings. When t-test was conducted, all the t-values exceeded the p-values which indicate that there are significant differences in the levels of learning before and after the EQuALLS2 trainings based on the perceptions of the ESM LFs and LLs. The respondents perceived that the various trainings increased their knowledge and skills on the identified topics.

TABLE 7. T-test: Before and After Trainings

Type of Respondent	(n)	Mean		Mean			
		Before	After	difference	SD	t-value	p value
MENTORS	271						
English	84	2.72	4.36	1.64	2.72	30.830	.000
Science	90	2.77	4.49	1.72	2.77	29.027	.000
Math	97	2.63	4.38	1.75	2.63	26.256	.000
ADMINISTRATORS	130	2.56	4.24	1.68	2.56	25.132	.000

Significance at 0.05 level

The tests of significant differences on ESM LFs' perceptions of learning gains per topic are shown in Appendix C.

“We are very lucky that our knowledge and skills were enhanced and in general, it leads to the improvement of the teaching and learning environment as well as in the performance of our pupils.”

- SCIENCE MENTOR



D. Level of Satisfaction and Extent of Application of What Were Learned during Trainings by Learning Facilitators and Learning Leaders

Table 8 presents the overall satisfaction and extent of application of ESM LFs in all the EQuALLS2 trainings. When asked about their level of satisfaction on the trainings, the English LFs registered the highest satisfaction mean rating of 3.79 followed by the Science (3.75) and the Math LFs (3.68). The learning leaders indicated that they were very satisfied (3.50) with the trainings they attended.

In terms of the application of what were learned in the trainings, the Math (3.41) and Science (3.37) LFs indicated very high extent of application whereas the English LFs (3.18) and LLs (3.23) considered moderate extent of application. This may be due to the fact that science and math LFs were provided with learning kits for their training courses 1 to 3. The quantities in the kits were enough for students' use in the classroom.

TABLE 8. Over-all Satisfaction and Extent of Application of all the EQuALLS2 IR2 Trainings

Subject Area	N	Satisfaction Rating			Application of Training		
		(n)	Mean	Interpretation	(n)	Mean	Interpretation
MENTORS	271	244	3.74	Very Satisfied	259	3.33	Very High Extent
English	84	77	3.79	Very Satisfied	76	3.18	Moderate Extent
Science	90	79	3.75	Very Satisfied	87	3.37	Very High Extent
Math	97	88	3.68	Very Satisfied	96	3.41	Very High Extent
ADMINISTRATORS	130	126	3.50	Very Satisfied	127	3.23	Moderate Extent

Mean Interpretation: Satisfaction

1.00 – 1.75 Very Dissatisfied
1.76 – 2.50 Dissatisfied
2.51 – 3.25 Satisfied
3.26 – 4.00 Very Satisfied

Application:

1.00 – 1.75 Low Extent
1.76 – 2.50 Fair Extent
2.51 – 3.25 Moderate Extent
3.26 – 4.00 Very High Extent



“We have no problem about the EQuALLS trainings but we would appreciate it if we (English mentors) will also also be given instructional kits in addition to the books that we received.”

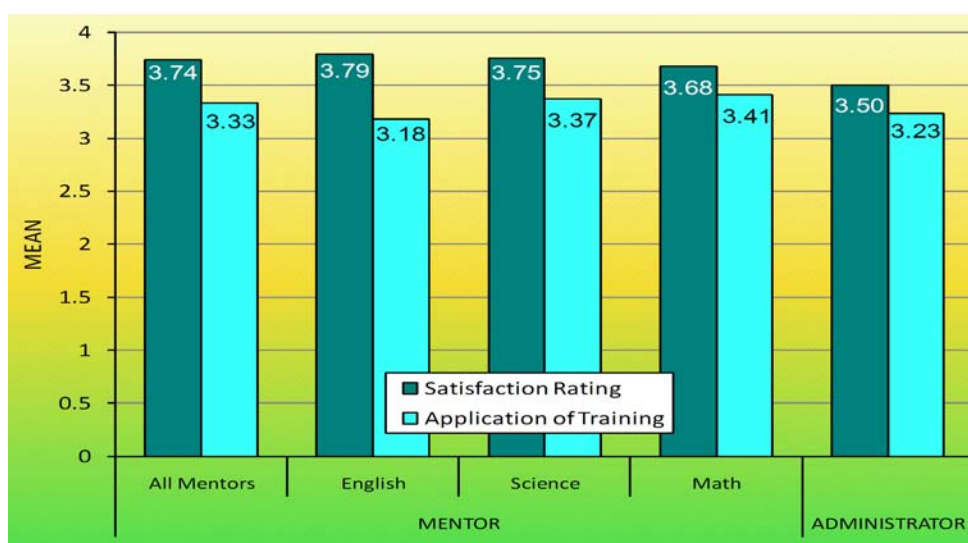
- ENGLISH MENTOR

It should be noted that not all the learning leaders were able to participate in all the training programs. Due to their responsibilities and conflict in schedules, some LLs did not complete the trainings. This may account for the moderate extent of application of what were learned by LLs.

While all LFs attended the trainings, many of them particularly the English LFs had insufficient instructional materials in their schools including multi-media equipment. Although they were given BBF books and English grammar books during the core trainings, these did not suffice. The need for teaching-learning kits was also indicated by English LFs in their comments. This somehow limits their full application of what they have learned.

In Figure 6, the graphical presentation shows that the mean ratings on the satisfaction level are slightly higher than the extent of application for ESM LFs and LLs. While all the respondents have expressed that they are very satisfied with the trainings, the extent of application of their learning varies. The science and math LFs indicated very high extent of application and moderate extent for the English LFs and LLs.

FIGURE 6
Graphical Presentation of Ratings on Level of Satisfaction and Extent of Application



It was revealed that the lack of instructional materials and limited access to computer and multi-media equipment hampered the full application of what were learned in the EQuALLS2 trainings. Most ESM LFs and LLs pointed out the inadequate instructional materials in their schools particularly computers and multi-media equipment. While LFs have received training kits, books and instructional materials, other teachers in their schools may have limited access to these resources.

E. Extent of Implementation of the Learning Partnership Program in Schools by the School Administrators

When learning leaders were asked the extent of implementation of the Learning Partnership Program (LPP) in their schools, only 124 out of 130 responded. This is because some administrators were not assigned in schools with LFs but in district, division or regional offices, so they were not in the position to answer the question.

As shown in Table 9, the LPP is implemented to a moderate extent in Cluster 4 schools. Although mentoring was done by DepED even before EQuALLS2, the learning partnership design introduced by the Project was eventually endorsed and adopted by DepED Region XII. Since LPP is still at its beginning stage, it has not reached its full implementation. Learning facilitators also pointed out their lack of time for mentoring because of their full schedule in teaching and other school activities.

TABLE 9. Extent of Implementing the Learning Partnership Program

Mean	3.03
Std. Deviation	.56935
Interpretation	Moderate Extent
(n)	124

Mean Interpretation: Application/Implementation:
 1.00 – 1.75 Low Extent
 1.76 – 2.50 Fair Extent
 2.51 – 3.25 Moderate Extent
 3.26 – 4.00 Very High Extent

“The most useful knowledge and skills that I learned from the trainings is that the mentors share our knowledge to my co-teachers in school about what we learned from the trainings.”

- MATH MENTOR



It is to be noted that both ESM LFs and LLs found mentoring to be an important tool in the sharing of knowledge and skills. Through the learning partnership program, LFs were given the opportunity to design their training delivery mechanism in the district so that they can impart what they have learned in the EQuALLS2 trainings to their fellow teachers. They were also able to identify learning partners in their schools whom they can mentor on a regular basis.

Based on the comments gathered from the respondents, the trainings were perceived as being useful to them and were also beneficial to their schools and pupils. According to them, pupils who

were taught using varied teaching strategies, books, instructional kits and materials provided by the project, are more motivated to learn. They attributed these factors as possible contributors to the improvement in academic performance. This is shown by the higher results in the student achievement test and improved National Achievement Test (NAT) Performance of elementary pupils in Region XII from Rank 9 to Rank 3 in School Year 2009 – 2010 and Rank 4 in SY 2010-2011. In addition to improved academic performance, LFs observe that pupils enjoy their activities and they look forward to their classes. They are more participative in class and they ask questions about their lessons.

In spite of the progress gained from the EQuALLS2 trainings, a good number of LFs (85% of 271) commented that more has yet to be done when asked about what were needed to help them further improve their instruction. Majority (78.5 %) is in need of multi-media equipment for teachers' effective delivery of lessons. They indicated that they also need computers for instructional purposes and corresponding ICT trainings. They also require more instructional materials for all teachers in addition to training kits and books provided by EQuALLS2. The summary of comments made by the respondents is found in Appendix D.

Generally, LFs and LLs are appreciative of all the trainings and material support provided to them by the project. The challenge is to sustain the gains that were achieved by the EQuALLS2 EPDP and the LPP.



EQUALLS2 CLUSTER 4 EDUCATORS' PROFESSIONAL DEVELOPMENT STORYBOARD

To summarize the accomplishments of the Educators Professional Development of EQuALLS2 in Region XII ELSA sites, a storyboard was developed. The storyboard is a tool for outlining the story of the gains from EQuALLS2 interventions. It captures key information about the results of the interventions and how they contribute to the project's change and development agenda. It identifies the links of activities and outputs to outcomes and impacts that are relevant to the project interventions.

As shown in the storyboard, the core interventions in the form of trainings were fully implemented to LFs, LLs and LPs in six identified municipalities and one city in Region XII from May 2008 – February 2011. In addition to the trainings, instructional materials, teaching-learning kits, books and training modules were distributed to schools. As a result of the interventions, competence and confidence of ESM teachers (LFs and LPs) were strengthened; appropriate instructional practices, varied teaching strategies and instructional materials were utilized in the classrooms; learning partnership program was implemented in schools; and organizational structures were created to conduct teacher trainings at the district levels. All these activities have strengthened the teachers' capacity for teaching English, Science and Math which contributed to improving pupil performance and to increasing pupils' interest in learning activities.

STUDENTS

...enjoy doing different activities making learning more interesting and meaningful.

...now have access to learning kits and various reading materials which assist them in learning.

...improve their ability and skills with the use of learning materials and different activities.

EQUALLS2 CLUSTER 4 EDUCATORS' PROFESSIONAL DEVELOPMENT STORYBOARD

DEVELOPMENT AGENDA	
Strengthened Capacity for Teaching English, Science and Mathematics (ESM)	
CHANGE AGENDA	
Develop a pool of Mentors (learning facilitators) in the school and district levels who will ensure that through learning partnership all teachers have strengthened capacity in teaching ESM Capacitate school administrators (Learning Leaders) to implement the learning partnership program (LPP)	
IMPACT	- Improved national NAT Performance of elementary pupils in Region XII from Rank 9 to Rank 3 in SY 2009 – 2010 and Rank 4 in SY 2010-2011 - Improved teachers' (mentors') performance in the pre- and post-test assessment on core ESM content - Institutionalized the Learning Partnership Program (LPP) in DepED Region XII - Established a sustainability mechanism for continuous professional development of teachers and Learning Partnership Program by inclusion in the division and school improvement plans and full support of school administrators - Increased interest in learning English, Science and Math by the elementary pupils with the use of books and varied instructional materials
OUTCOMES	- Strengthened competence and confidence of teachers in service areas in teaching ESM - Utilized appropriate instructional practices, varied teaching strategies and instructional materials in the classrooms - Scheduled on a regular basis the learning partnership sessions in schools - Organized a structure in the district level for conduct of teacher trainings
OUTPUTS	- Completed educators' professional development program in ESM which exceeded targets - Implemented the Learning Partnership Program (LPP) - Established the Mentoring Assistance Team to support the LPP - Reproduced and distributed training modules, handouts and activity sheets - Distributed books, training kits and assorted instructional materials in ESM - Documented learning of mentors and school administrators - Documented innovative classroom practices through video documentary and winners' folio
CAPACITY AREAS	
Core Interventions	Core Interventions were conducted from May 2008 – February 2011 For Mentors (Learning Facilitators): - Core trainings in content knowledge and teaching strategies in English, Science and Math, and Beginning Reading - Refresher Trainings to enrich the core trainings - Mentoring Trainings - Training on improvement of English proficiency - ICT training for selected districts For Elementary Teachers (Learning Partners): - Training ++ to all teachers in the identified geographical areas to support learning partnership program For School Administrators (Learning Leaders) - Administrators' Trainings on leadership, school management and other identified topics For Instructional Managers: - Enhancement Training for Instructional Managers in ESM
Beneficiaries	303 Learning Facilitators (mentors) Target: 242 4,295 Learning Partners (Elementary School Teachers Grades 1 – 6) Target: 1,300 278 Learning Leaders (Administrators: Principals; district, division and regional supervisors and other DepED officials) Target: 184 27 Instructional Managers based on actual number of IM in the service areas
Service Areas	Cluster 4: Six Municipalities and one city in Five School Divisions in Region XII; Ninety-three schools have trained mentors and school administrators in Pigcawayan in Cotabato Province, Esperanza and Lambayong in Sultan Kudarat, Tantangan and Sto. Niño on South Cotabato, Malapatan in Sarangani Province, and Cotabato City
Office Assisted	Department of Education in Region XII, Mindanao, Philippines
Implementing Agencies	ELSA- International Youth Foundation and Petron Foundation Incorporated—Program Partners Notre Dame of Marbel University—Field Implementing Partner

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

- Perceived knowledge and skills of ESM learning facilitators and learning leaders have significantly improved after undergoing the EQuALLS2 trainings.
- ESM LFs and LLs are generally very satisfied with the EQuALLS2 trainings and are applying what they have learned from the trainings.
- Learning Partnership Program is being implemented by the schools where LFs and LLs have been trained by EQuALLS2.

RECOMMENDATIONS

As a result of this study, the following recommendations are made:

- Continue to monitor and evaluate the application of learning gained from the EQuALLS2 trainings by DepED officials.
- Sustain the implementation of the learning partnership program by institutionalizing it in the DepED system.
- Explore the possibility of providing more instructional materials, multi-media equipment and computers to public elementary schools through support of funding agencies and DepED.
- Continue to conduct educators' professional development particularly on ICT, on instructional materials development and on core content updating.

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APPENDIX A

EQUALLS2 EDUCATORS PROFESSIONAL DEVELOPMENT TRAININGS IN REGION XII (CLUSTER 4)

Date	Title of Training	Topics	Number of Participant
May 15-19,2008	English Mentors' Training, Course 1	Pronouns; Subject-Verb Agreement; Nouns; Adverbs; Adjectives; WH-Questions; Articles; Imperatives; Reading Comprehensions; Prepositions; Figure of Speech; & Modals	99
May 12-14, 2008	Math Mentors' Training, Course 1	Assessment, Whole Numbers, Fractions, Decimals, Ratio and Proportion	106
July 19,26, & August 2, 2008	Training ++ in Math, Cycle 1	Tantangan, South Cotabato Assessment, Whole Numbers, Fractions, Decimals, Ratio and Proportion	139
Aug. 8,15 & 22, 2008	Training ++ in Math, Cycle 1 Sto. Nino, South Cotabato	Assessment, Whole Numbers, Fractions, Decimals, Ratio and Proportion	167
Aug. 23,30 & Sept. 6,2008	Training ++ in English, Cycle 1 Tantangan, South Cotabato	Pronouns, Subject-Verb Agreement, Nouns, Adverbs, Adjectives, WH-Questions, Articles, Imperatives, Reading Comprehensions, Prepositions, Figure of Speech, & Modals	125
Sept. 6,13, & 20,2008	Training ++ in English, Cycle 1 Sto. Nino, South Cotabato	Pronouns, Subject-Verb Agreement, Nouns, Adverbs, Adjectives, WH-Questions, Articles, Imperatives, Reading Comprehensions, Prepositions, Figure of Speech, & Modals	167
October 2-3, 2008	Administrators' Training	Leadership Roles in Managing a School Schools in The Context of the New Millennium Developing A School's Improvement Plan School-Based Management	86
October 25-29, 2008	English Mentors' Training, Course 2	Vocabulary Development & Instruction, Reading Writing Connections, Phonemics Awareness, 4a's in Action, The Nature of Reading, Personhood: The Man in the Glass, Phonics and Word Recognition, Fluency and Fluency Instruction, The Art of Questioning & HOTS, Balanced Literacy & The 2c2/A Reading Program, CLT in the Classroom Oral Language, Reading Comprehension & Strategies, Assessment, Early Reading Intervention, Learning Styles & Multiple Intelligence, Professional Development & Planning	93

Date	Title of Training	Topics	Number of Participant
October 27-29, 2008	Math Mentors' Training, Course 2	Mass and Capacity, Time Measurement, Linear & Area Measurement, Assessment I & 2, Graphs, Geometry, Measurement, Percent, Probability & Integers.	100
October 25-27, 2008	Science Mentors' Training, Course 1	Materials Around Us; Land & Water Forms; Changing Weather; Moving Toys; Mixtures & Solutions; Soil & Soil Erosion; Heat & Friction; & Volcanoes; Weather Disturbances; Changes in Matter	82
April 21-25, '09	Science Mentors' Training, Course 2	Ourselves; Using Our Hands & Feet; Animals Inside & Outside Our Home; Plants Around Us; Our Senses; Digestion; Bones & Muscles; Germination; Growth & Development;; Life Cycle of a Butterfly; Using the Model of a Circulatory System; Interrelationships in Ecosystem: Living and Non-Living Components; Using a Model of the Respiratory System; Reproduction; Feeding Relationships, Interdependence of Plants & Animals for Gases	87
April 22-24, '09	Math Mentors' Training, Course 3	What is Open-ended Approach?; Estimating Sum & Differences; Estimating & Measuring Mass & Capacity; English Language Teaching & Learning Mathematics; Estimating and Measuring Length & Area; Making Generalizations Based on Observed Patterns in Numbers and Shapes; Math Trail; Estimating Numbers; Estimating & Measuring Surface, Area & Volume; Proportional Reasoning; Estimating Percent; Data Gathering & Analysis	100
April 25, 2009	English, Refresher 1	Collaborative Teaching-Learning in English	91
April 26, 2009	English, Refresher 2	Designing Training Program for English Teachers	91
April 27, 2009	English, Refresher 3	Improving Communication Skills in English	91
April 25, 2007	Math, Refresher 1	Collaborative Teaching—Learning in Math	100
April 26, 2009	Math, Refresher 2	Enhancing the Learning Environment in Math	100
April 27, 2009	Math, Refresher 3	Improving Communication Skills in Math	100
April 26, 2009	Science, Refresher 1	Collaborative Teaching-Learning in Science	87
April 27, 2009	Science, Refresher 2	Enhancing the Learning Environment in Science	87
April 28, 2009	Science, Refresher 3	Improving Communication Skills in Science	87

Date	Title of Training	Topics	Number of Participant
May 06-08, 2009	Training ++ for English: (Cycle 1 & 2) Esperanza	Cycle 1: Pronouns, Subject-Verb Agreement, Nouns, Adverbs, Adjectives, WH-Questions, Articles, Imperatives, Reading Comprehensions, Cycle 2: Prepositions, Figure of Speech, & Modals Vocabulary Development & Instruction, Reading Writing Connections, Phonemics Awareness, 4a's in Action, The Nature of Reading, Personhood: The Man in the Glass, Phonics and Word Recognition, Fluency and Fluency Instruction, The Art of Questioning & HOTS, Balanced Literacy & The 2c2/A Reading Program, CLT in the Classroom Oral Language, Reading Comprehension & Strategies, Assessment, Early Reading Intervention, Learning Styles & Multiple Intelligence, Professional Development & Planning	221
May 06-08, 2009	Lambayong District 1		63
May 06-08, 2009	Pigcawayan South District		131
May 11-13, 2009	Lambayong District 3		79
May 11-13, 2009	Cotabato City		106
May 14-16, 2009	Lambayong District 2		83
May 11-13, 2009	Malapatan		154
May 23, 30 & June 6, '09	Pigcawayan North District		104
May 11-13, 2009	Training ++ for English: (Cycle 2) Tantangan	Prepositions, Figure of Speech, & Modals Vocabulary Development & Instruction, Reading Writing Connections, Phonemics Awareness, 4a's in Action, The Nature of Reading, Personhood: The Man in the Glass, Phonics and Word Recognition, Fluency and Fluency Instruction, The Art of Questioning & HOTS, Balanced Literacy & The 2c2/A Reading Program, CLT in the Classroom Oral Language, Reading Comprehension & Strategies, Assessment, Early Reading Intervention, Learning Styles & Multiple Intelligence, Professional Development & Planning	164
May 14-16, 2009	Sto. Nino		148
	Training ++ for Math: (Cycle 1 & 2)	Cycle 1: Assessment, Whole Numbers, Fractions, Decimals, Ratio and Proportion	
May 06-08, 2009	Lambayong District 3	Cycle 2: Mass and Capacity, Time Measurement, Linear & Area Measurement, Assessment 1 & 2, Graphs, Geometry, Measurement, Percent, Probability & Integers.	78
May 11-13, 2009	Cotabato City		106
May 11-13, 2009	Lambayong District 2		86
May 11-13, 2009	Pigcawayan North District		94
May 11-13, 2009	Pigcawayan South District		127

Date	Title of Training	Topics	Number of Participant
May 14-16, 2009	Esperanza		224
May 14-16, 2009	Lambayong District I		69
May 14-16, 2009	Malapatan		154
May 11-13, 2009	Training ++ for Math: (Cycle 2) Sto. Nino	Mass and Capacity, Time Measurement, Linear & Area Measurement, Assessment 1 & 2, Graphs, Geometry, Measurement, Percent, Probability & Integers.	151
May 14-16, 2009	Tantangan		164
May 6-8, 2009	Training ++ for Science: (Cycle 1 & 2) Lambayong District II	Cycle 1: Materials Around Us; Land & Water Forms; Changing Weather; Moving Toys; Mixtures & Solutions; Soil & Soil Erosion; Heat & Friction; & Volcanoes; Weather Disturbances; Changes in Matter	87
May 11-13, 2009	Esperanza	Cycle 2: Ourselves; Using Our Hands & Feet; Animals; Our Senses; Digestion; Bones & Muscles; Germination; Growth & Development; Life Cycle of a Butterfly; Using the Model of a Circulatory System; Interrelationships in Inside & Outside Our Home; Plants Around Us; Ecosystem: Living and Non-Living Components; Using a Model of the Respiratory System; Reproduction; Feeding Relationships, Interdependence of Plants & Animals for Gases	222
May 11-13, 2009	Lambayong I		70
May 11-13, 2009	Cotabato City		106
May 14-16, 2009	Pigcawayan North		97
May 14-16, 2009	Pigcawayan South		131
May 14-16, 2009	Lambayong District III		83
May 18-20, 2009	Malapatan		196
May 25-27, 2009	Sto. Nino		155
June 6, 13, & 20, 2009	Tantangan		159
June 12-14, 2009	Mentoring Training for English Mentors	Mentoring: Its Meaning, Principles & Practices; Components & Key Players of the Mentoring Program; Adult Learning Theory and the Importance of Continuous Teacher Professional Development; Mentoring Skills & Process/ Relational Leadership; Approaches & Modes of Mentoring; Assessing Our Own Mentoring Program; Planning & Sustaining School-Based Mentoring Program	91
October 22-23, 2009	Administrators' Training on Peace Education	The Legal Basis of Peace Education; Peace Education in the Regional/Local/School Setting; Visioning, COP Framework & Introduction to Peace Building; Six (6) Petals of Culture of Peace; Conflict Transformation; How to Integrate Peace Education to Curriculum; Team Building and Monitoring and Evaluation; Planning and Commitment Building. <i>Launching of Dangerous Drugs Education</i>	127

Date	Title of Training	Topics	Number of Participant
October 24-25, 2009	Mentoring Training for Math Mentors	Mentoring: Its Meaning, Principles & Practices; Components & Key Players of the Mentoring Program; Adult Learning Theory and the Importance of Continuous Teacher Professional Development; Mentoring Skills & Process/ Relational Leadership; Approaches & Modes of Mentoring; Assessing Our Own Mentoring Program; Planning & Sustaining School-Based Mentoring Program	97
October 24, 26 & 27, 2009	Science Mentors' Training, Course 3	People: Estimating, Measuring, & Graphing Height; People: Inferring, Measuring, & Graphing Weight; Animals: Taking Care of Pets; Plants: Taking Care of Plants; Plant: Plant-Eating Animals; Plant: Sprouting Seeds; Materials: Shapes & Mixture; Matter: Hefting & Weighing Objects; Earth: Weather; People: Human Health; People: Measuring Body Temperature; Matter: Mixtures; Plants: Seed Germination & Observing Plant Growth in Different Kinds of Soil; Materials: Gases; Earth: Mass & Volume of Water; Effect of Heat on Water; Conserve Freshwater; Heating Land & Water; Heat Capacity of Water and Land; Ecosystem: Population Study; Trees; People: Circulatory System; Respiratory System; Human Health & & Nutrition; Solar System: Scale Model; Planetary Temperatures; and Planetary Orbits	98
October 25 & 28, 2009	Mentoring Training for Science Mentors	Mentoring: Its Meaning, Principles & Practices; Components & Key Players of the Mentoring Program; Adult Learning Theory and the Importance of Continuous Teacher Professional Development; Mentoring Skills & Process/ Relational Leadership; Approaches & Modes of Mentoring; Assessing Our Own Mentoring Program; Planning & Sustaining School-Based Mentoring Program	87
May 31-June 2, 2010	Training ++ English (Cycle 3) Lambayong District I	Mentoring: Its Meaning, Principles & Practices; Components & Key Players of the Mentoring Program; Adult Learning Theory and the Importance of Continuous Teacher Professional Development; Mentoring Skills & Process/ Relational Leadership; Approaches & Modes of Mentoring; Assessing Our Own Mentoring Program; Planning & Sustaining School-Based Mentoring Program	79
June 3-5, 2010	Lambayong District III		87
June 7-9, 2010	Lambayong District III		85
July 1-3, 2010	Sto. Nino		174
July 15-17, 2010	Esperanza		281
July 22-24, 2010	Tantangan		177
July 23-24, 2010	Malapatan		234

Date	Title of Training	Topics	Number of Participant
July 24,31 & Aug. 7,2010	Pigcawayan North		144
Aug. 27-29, 2010	Pigcawayan South		143
Sept. 2-4, 2010	Cotabato City		147
February 9-10, 2010	Peace Education Forum	Over-All Framework on Peace Education; Strengthening Peace Building Efforts and Sustaining the Gains for Peace and Development; The J. Marquez School of Peace: A Mindanao Experience; The Significance of Peace Education in Region XII, DepED; Some Concepts and Tools for Peace Building	74
April 22-24, 2010	Administrators' Training	New Structure of the Region; School Based Management; Test Analysis and Interpretation; Instructional Supervision; Financial Management; Self Learning Strategies in School Based In-Service Training; Mentoring: Its Meaning and Principles; Key Players in Mentoring Program.	101
April 17, 2010	Math, Refresher 4	Active Teaching Strategies	100
April 18, 2010	Math, Refresher 5	Student Assessment	100
April 19, 2010	Math, Refresher 6	Construction of Teaching-Learning Materials	100
April 19, 2010	Science, Refresher 4	Active Teaching Strategies	87
April 20, 2010	Science, Refresher 5	Student Assessment	87
April 21, 2010	Science, Refresher 6	Construction of Teaching-Learning Materials	87
April 20, 2010	English, Refresher 4	Active Teaching Strategies	91
April 21, 2010	English, Refresher 5	Student Assessment	91
April 22, 2010	English, Refresher 6 Training ++ for: Science (Cycle 3)	Construction of Teaching-Learning Materials	91
May 31-June 2, 2010	Lambayong II	People: Estimating, Measuring, & Graphing Height; People: Inferring, Measuring, & Graphing Weight; Animals: Taking Care of Pets; Plants: Taking Care of Plants; Plant: Plant-Eating Animals; Plant: Sprouting Seeds; Materials: Shapes & Mixture; Matter: Hefting & Weighing Objects; Earth: Weather; People: Human Health; People: Measuring Body Temperature; Matter: Mixtures; Plants: Seed Germination & Observing Plant Growth in Different Kinds of Soil; Materials: Gases; Earth: Mass & Volume of Water; Effect of Heat on Water; Conserve Freshwater; Heating Land & Water; Heat Capacity of Water and Land; Ecosystem: Population Study; Trees; People: Circulatory System; Respiratory System; Human Health & Nutrition; Solar System: Scale Model; Planetary Temperatures; and Planetary Orbits	101
June 3-5, 2010	Lambayong I		79
June 3-5, 2010	Sto. Nino		142
June 7-9, 2010	Lambayong III		70
July 8-10, 2010	Esperanza		285
July 15-17, 2010	Tantangan		170

Date	Title of Training	Topics	Number of Participant
July 17, 14, & 31, 2010	Pigcawayan South		141
Aug. 20-21, 2010	Malapatan		238
Aug. 25, 26 & 28, 2010	Cotabato City		144
Sept. 4, 11 & 18, 2010	Pigcawayan North		111
May 31-June 2, 2010	Training ++ for: Math, Cycle 3 Lambayong III	What is Open-ended Approach?; Estimating Sum & Differences; Estimating & Measuring Mass & Capacity; English Language Teaching & Learning Mathematics; Estimating and Measuring Length & Area; Making Generalizations Based on Observed Patterns in Numbers and Shapes; Math Trail; Estimating Numbers; Estimating & Measuring Surface, Area & Volume; Proportional Reasoning; Estimating Percent; Data Gathering & Analysis	84
June 1-3, 2010	Sto. Nino		148
June 3-5, 2010	Lambayong II		95
June 7-9, 2010	Lambayong I		64
July 8-10, 2010	Esperanza		285
Aug. 5-7, 2010	Tantangan		174
Aug. 7, 14, & 21, 2010	Pigcawayan South		139
Aug. 13-14, 2010	Malapatan		231
Aug. 14, 21 & 28, 2010	Pigcawayan North		111
Aug. 19-21, 2010	Cotabato City		145
August 7-9, 2010	Enhancement Training for Instructional Managers	Active Teaching Strategies Student Assessment Construction of Teaching-Learning Materials	44
August 7-9, 2010	Mentoring Training Gaps for English, Science & Math Mentors	Mentoring: Its Meaning, Principles & Practices; Components & Key Players of the Mentoring Program; Adult Learning Theory and the Importance of Continuous Teacher Professional Development; Mentoring Skills & Process/Relational Leadership; Approaches & Modes of Mentoring; Assessing Our Own Mentoring Program; Planning & Sustaining School-Based Mentoring Program	24

Date	Title of Training	Topics	Number of Participant
Sept. 17-20, 2011	Core Training Gaps for English, Science & Math Mentors	<i>English Core Course 1 & 2</i> <i>Science Core Course 1 - 3</i> <i>Math Core Course 1 - 3</i>	138
November 5-7, 2010	Administrators' Training on Instructional Practices and Supervision	Global Perspective on Learning Innovation; Classroom Management-Instructional Time & Resources; National Competency Based Teacher Standard; Standard- Based Classroom Observation Protocol for Educators; Higher Order Thinking Skills; Open-Ended Questions; Social & Collaborative Skills; Practical Work Approach; & Cooperative Learning	121
November 13-15, 2010	English Refresher Training on Instructional Practices and Materials Development for Diverse Learners	National Competency Based Teacher Standard; Standard-Based Classroom Observation Protocol for Educators; Classroom Management & Student Behavior; Higher Order Thinking Skills; Open-Ended Questions; Social & Collaborative Skills; Practical Work Approach; Assessment & Feedback; English Learning Activities for Diverse Learners; Use of Multi-media for Classroom Instruction; Enhancing Reading	92
November 13-15, 2010	Math Refresher Training on Instructional Practices and Materials Development for Diverse Learners	National Competency Based Teacher Standard; Standard-Based Classroom Observation Protocol for Educators; Classroom Management & Student Behavior; Higher Order Thinking Skills; Open-Ended Questions; Social & Collaborative Skills; Practical Work Approach; Assessment & Feedback; English Learning Activities for Diverse Learners; Use of Multimedia for Classroom Instruction; Enhancement of Learning Environment	96
November 19-21, 2010	Science Refresher Training on Instructional Practices and Materials Development for Diverse Learners	National Competency Based Teacher Standard; Standard-Based Classroom Observation Protocol for Educators; Classroom Management & Student Behavior; Higher Order Thinking Skills; Open-Ended Questions; Social & Collaborative Skills; Practical Work Approach; Assessment & Feedback; English Learning Activities for Diverse Learners; Use of Multi-media for Classroom Instruction; Enhancement of Learning Environment	92
November 19-21, 2010	Administrators' Training on Core Courses	<i>English Core Courses 1 & 2</i> <i>Science Core Courses 1 - 3</i> <i>Mathematics Core Courses 1 -3</i>	132
	Training ++ for English in Instructional Practices & Materials Development for Diverse Learners	National Competency Based Teacher Standard; Standard-Based Classroom Observation Protocol for Educators; Classroom Management & Student Behavior; Higher Order Thinking Skills; Open-Ended Questions; Social & Collaborative Skills; Practical Work Approach; Assessment & Feedback; English Learning Activities for Diverse Learners; Use of Multi-media for Classroom Instruction; Enhancing Reading	

Date	Title of Training	Topics	Number of Participant
Nov. 29 -Dec. 01, 2010	Sto. Niño District		174
Dec. 10-12, 2010	Tantangan District		170
December 15-17, 2010	Lambayong District 2		101
December 18-20, 2010	Lambayong District 1		83
December 21-23, 2010	Lambayong District 3		92
Jan. 7-9, 2011	Pigcawayan North District		104
Jan. 13-15, 2011	Malapatan District		258
Jan- 13-15, 2011	Pigcawayan South District		167
Jan. 24-26, 2011	Esperanza Districts		300
Feb. 10-12, 2011	Cotabato City Districts		148
	Training ++ for Science in Instructional Practices & materials Development for Diverse Learners	National Competency Based Teacher Standard; Standard-Based Classroom Observation Protocol Ended Questions; Social & Collaborative Skills; Practical Work Approach; Assessment & Feedback; English Learning Activities for Diverse Learners; for Educators; Classroom Management & Student Use of Multi-media for Classroom Instruction; Enhancement of Learning Environment	
Dec. 4-6, 2010	Sto. Niño District		162
Dec. 5-7, 2010	Tantangan District		185
Dec. 15-17, 2010	Lambayong District 3		91
December 18-20, 2010	Lambayong District 2		101
December 21-23, 2010	Lambayong District 1		83
Jan. 6-8, 2011	Pigcawayan South District		158
Jan. 21-23, 2011	Pigcawayan North District		105
Jan. 27 & 29, 2011	Malapatan District		247

Date	Title of Training	Topics	Number of Participant
Jan. 27-29, 2011	Esperanza Districts	National Competency Based Teacher Standard; Standard-Based Classroom Observation Protocol Ended Questions; Social & Collaborative Skills; Practical Work Approach; Assessment & Feedback; English Learning Activities for Diverse Learners; for Educators; Classroom Management & Student Use of Multi-media for Classroom Instruction; Enhancement of Learning Environment	281
Feb. 22-24, 2011	Cotabato City Districts		149
	Training ++ for Math in Instructional Practices & materials Development for Diverse Learners		
Dec. 10-12, 2010	Sto. Niño District		164
December 15-17, 2010	Lambayong District 1		83
December 18-20, 2010	Lambayong District 3		91
December 21-23, 2010	Lambayong District 2		101
Jan. 7-9, 2011	Tantangan District		171
Jan. 14-16, 2011	Pigcawayan North District		109
Jan. 20-22, 2011	Esperanza Districts		296
Jan. 20-22, 2011	Malapatan District		249
Jan. 20-22, 2011	Pigcawayan South District		170
Feb. 17-19, 2011	Cotabato City Districts		149

APPENDIX B

RANKING OF MEANS ON PERCEIVED LEARNING BY MENTORS: BEFORE & AFTER EQUALLS2 EPDP TRAININGS

ALL SUBJECTS				ENGLISH				MATHEMATICS				SCIENCE			
Before		After		Before		After		Before		After		Before		After	
Env	2.86	Env	4.58	IM	2.95	Env	4.57	Env	2.88	Class Mgt	4.56	Class Mgt	2.89	IM	4.63
Class Mgt	2.85	IM	4.57	Env	2.83	IM	4.53	Class Mgt	2.84	IM	4.55	Env	2.88	Env	4.62
IM	2.84	Class Mgt	4.55	Class Mgt	2.82	DL	4.50	DL	2.76	Env	4.54	Lead	2.86	DL	4.60
DL	2.81	DL	4.54	DL	2.81	Class Mgt	4.50	IM	2.76	DL	4.53	DL	2.85	Class Mgt	4.59
Lead	2.79	Strat	4.47	Lead	2.81	IP	4.43	Lead	2.71	Content	4.50	IM	2.83	IP	4.54
IP	2.75	IP	4.45	IP	2.80	Lead	4.42	IP	2.68	Strat	4.49	Strat	2.80	Lead	4.52
Strat	2.75	Content	4.43	Strat	2.78	Strat	4.40	Test Con	2.67	Test Con	4.47	IP	2.80	Strat	4.50
Innov	2.72	Lead	4.43	Innov	2.71	Innov	4.38	Strat	2.67	IP	4.38	Innov	2.79	Innov	4.48
Test Con	2.71	Test Con	4.41	Training	2.70	Content	4.34	Innov	2.67	Innov	4.36	Test Con	2.78	Content	4.45
Content	2.65	Innov	4.41	Test Con	2.67	Test Con	4.33	Content	2.57	Lead	4.36	Content	2.75	Test Con	4.41
Training	2.64	LP	4.35	LP	2.65	LP	4.32	Training	2.54	Training	4.33	Training	2.68	LP	4.40
LP	2.56	Training	4.34	Content	2.63	Training	4.29	LP	2.40	LP	4.32	LP	2.66	Training	4.40
ICT	2.24	ICT	3.88	ICT	2.22	ICT	3.75	ICT	2.02	ICT	3.63	ICT	2.50	ICT	4.26

Content	1. Core content
Strat	2. Use of student-centered teaching strategies
LP	3. Mentoring or Learning Partnership
DL	4. Understanding different learners
Test Con	5. Test construction and appropriate student assessment
Class Mgt	6. Classroom management
Innov	7. Innovations in teaching and learning
IP	8. Understanding various instructional practices
IM	9. Development of instructional materials
ICT	10. Use of technology
Training	11. Planning and conducting trainings
Lead	12. Leadership role in school and community
Env	13. Creating a positive and safe learning environment

RANKING OF MEANS ON PERCEIVED LEARNING GAINS BY ADMINISTRATORS: BEFORE & AFTER EQUALLS2 EPDP TRAININGS

	Before		After	
(1)	Lead	2.77	Lead	4.35
(2)	InsSup	2.74	SBM	4.32
(3)	SBM	2.63	InsSup	4.32
(4)	Innov	2.61	Content	4.29
(5)	SIP	2.57	SIP	4.26
(6)	LP	2.52	LP	4.23
(7)	Content	2.51	Innov	4.18
(8)	FinMgt	2.51	IP	4.12
(9)	PeaceEd	2.43	PeaceEd	4.11
(10)	IP	2.19	FinMgt	4.11

Legend:

Content	Core course content in English, Science, and Math
IP	Instructional Practices (SCOPE)
LP	Mentoring or Learning Partnership
SIP	School Improvement Plan
SBM	School-based Management
InsSup	Instructional Supervision
Innov	Innovations in Teaching and School Administration
PeaceEd	Peace Education & Peace Building in Schools
FinMgt	Financial Management
Lead	Leadership role in school and community

APPENDIX C

TEST OF SIGNIFICANT DIFFERENCE ON MENTORS' PERCEPTIONS OF LEARNING GAINED BEFORE & AFTER TRAINING

PERCEPTIONS OF LEARNING GAINS: BEFORE & AFTER TRAINING *ALL MENTORS (N=271)*

KNOWLEDGE & SKILLS RELATED TO:	N	PAIRED SAMPLE T TEST					
		Before/After		Mean	Mean Difference	t value	p value
1. Core content	267	Pair 1	Before	2.65	1.79	36.427	.000
			After	4.43			
2. Use of student-centered teaching strategies	268	Pair 2	Before	2.75	1.72	38.343	.000
			After	4.47			
3. Mentoring or Learning Partnership	266	Pair 3	Before	2.56	1.78	38.204	.000
			After	4.35			
4. Understanding different learners	269	Pair 4	Before	2.81	1.74	39.932	.000
			After	4.54			
5. Test construction and appropriate student assessment	265	Pair 5	Before	2.71	1.70	35.525	.000
			After	4.41			
6. Classroom management	270	Pair 6	Before	2.85	1.70	39.185	.000
			After	4.55			
7. Innovations in teaching and learning	268	Pair 7	Before	2.72	1.69	40.569	.000
			After	4.41			
8. Understanding various instructional practices	268	Pair 8	Before	2.75	1.69	39.912	.000
			After	4.45			
9. Development of instructional materials	267	Pair 9	Before	2.84	1.73	39.893	.000
			After	4.57			
10. Use of technology	266	Pair 10	Before	2.24	1.64	34.365	.000
			After	3.88			
11. Planning and conducting trainings	269	Pair 11	Before	2.64	1.71	37.943	.000
			After	4.34			
12. Leadership role in school and community	266	Pair 12	Before	2.79	1.64	36.723	.000
			After	4.43			
13. Creating a positive and safe learning environment	267	Pair 13	Before	2.86	1.72	40.348	.000
			After	4.58			

Alpha: 0.05 significance level

**PERCEPTIONS OF LEARNING GAINS:
BEFORE & AFTER TRAINING
ENGLISH (N=84)**

KNOWLEDGE & SKILLS RELATED TO:	N	PAIRED SAMPLE T TEST					
		Before/After		Mean	Mean Difference	t value	p value
1. Core content	83	Pair 1	Before	2.63	1.71	23.837	.000
			After	4.34			
2. Use of student-centered teaching strategies	82	Pair 2	Before	2.78	1.62	22.255	.000
			After	4.40			
3. Mentoring or Learning Partnership	82	Pair 3	Before	2.65	1.67	23.314	.000
			After	4.32			
4. Understanding different learners	84	Pair 4	Before	2.81	1.69	24.224	.000
			After	4.50			
5. Test construction and appropriate student assessment	82	Pair 5	Before	2.67	1.66	21.802	.000
			After	4.33			
6. Classroom management	84	Pair 6	Before	2.82	1.68	23.256	.000
			After	4.50			
7. Innovations in teaching and learning	82	Pair 7	Before	2.71	1.67	24.029	.000
			After	4.38			
8. Understanding various instructional practices	83	Pair 8	Before	2.80	1.64	21.603	.000
			After	4.43			
9. Development of instructional materials	83	Pair 9	Before	2.95	1.58	20.034	.000
			After	4.53			
10. Use of technology	83	Pair 10	Before	2.22	1.53	22.083	.000
			After	3.75			
11. Planning and conducting trainings	83	Pair 11	Before	2.70	1.59	21.264	.000
			After	4.29			
12. Leadership role in school and community	83	Pair 12	Before	2.81	1.61	21.149	.000
			After	4.42			
13. Creating a positive and safe learning environment	82	Pair 13	Before	2.83	1.74	22.579	.000
			After	4.57			

**PERCEPTIONS OF LEARNING GAINS:
BEFORE & AFTER TRAINING
*MATHEMATICS (N=97)***

KNOWLEDGE & SKILLS RELATED TO:	N	PAIRED SAMPLE T TEST					
		Before/After		Mean	Mean Difference	t value	p value
1. Core content	96	Pair 1	Before	2.57	1.93	20.513	.000
			After	4.50			
2. Use of student-centered teaching strategies	96	Pair 2	Before	2.67	1.82	21.763	.000
			After	4.49			
3. Mentoring or Learning Partnership	95	Pair 3	Before	2.40	1.92	22.750	.000
			After	4.32			
4. Understanding different learners	96	Pair 4	Before	2.76	1.77	21.313	.000
			After	4.53			
5. Test construction and appropriate student assessment	95	Pair 5	Before	2.67	1.80	19.881	.000
			After	4.47			
6. Classroom management	96	Pair 6	Before	2.84	1.72	20.946	.000
			After	4.56			
7. Innovations in teaching and learning	96	Pair 7	Before	2.67	1.70	23.346	.000
			After	4.36			
8. Understanding various instructional practices	96	Pair 8	Before	2.68	1.70	22.877	.000
			After	4.38			
9. Development of instructional materials	96	Pair 9	Before	2.76	1.79	23.320	.000
			After	4.55			
10. Use of technology	95	Pair 10	Before	2.02	1.61	16.355	.000
			After	3.63			
11. Planning and conducting trainings	96	Pair 11	Before	2.54	1.79	21.416	.000
			After	4.33			
12. Leadership role in school and community	96	Pair 12	Before	2.71	1.66	19.825	.000
			After	4.36			
13. Creating a positive and safe learning environment	96	Pair 13	Before	2.88	1.67	22.215	.000
			After	4.54			

**PERCEPTIONS OF LEARNING GAINS:
BEFORE & AFTER TRAINING
*SCIENCE (N=90)***

KNOWLEDGE & SKILLS RELATED TO:	N	PAIRED SAMPLE T TEST					
		Before/After		Mean	Mean Difference	t value	p value
1. Core content	88	Pair 1	Before	2.75	1.70	20.620	.000
			After	4.45			
2. Use of student-centered teaching strategies	90	Pair 2	Before	2.80	1.70	23.229	.000
			After	4.50			
3. Mentoring or Learning Partnership	89	Pair 3	Before	2.66	1.74	21.160	.000
			After	4.40			
4. Understanding different learners	89	Pair 4	Before	2.85	1.74	24.662	.000
			After	4.60			
5. Test construction and appropriate student assessment	88	Pair 5	Before	2.78	1.63	20.823	.000
			After	4.41			
6. Classroom management	90	Pair 6	Before	2.89	1.70	24.394	.000
			After	4.59			
7. Innovations in teaching and learning	90	Pair 7	Before	2.79	1.69	22.974	.000
			After	4.48			
8. Understanding various instructional practices	89	Pair 8	Before	2.80	1.74	24.662	.000
			After	4.54			
9. Development of instructional materials	88	Pair 9	Before	2.83	1.80	26.817	.000
			After	4.63			
10. Use of technology	88	Pair 10	Before	2.50	1.76	25.005	.000
			After	4.26			
11. Planning and conducting trainings	90	Pair 11	Before	2.68	1.72	23.768	.000
			After	4.40			
12. Leadership role in school and community	87	Pair 12	Before	2.86	1.66	23.331	.000
			After	4.52			
13. Creating a positive and safe learning environment	89	Pair 13	Before	2.88	1.74	25.319	.000
			After	4.62			

APPENDIX D

COMMENTS FROM RESPONDENTS

Mentors were requested to write their comments on various aspects of the EQuALLS2 project and these were summarized based on what were actually written.

1. What did you find **most useful among the knowledge and skills** that you learned from the trainings?

Knowledge and Skills on:	MENTORS			ALL MENTORS
	Math Mentors	English Mentors	Science Mentors	
Use of technology (ICT, multi-media) in instruction	30	30	33	93
Use of student-centered teaching strategies	16	6	11	33
All topics are useful	16	22	22	60
Classroom management	9	8	11	28
Innovations in Teaching and Learning	9	-	2	11
Test Construction and appropriate student assessment	8	9	7	24
Understanding different learners	6	5	7	18
Core content in English, Science, or Math	5	4	5	14
Understanding various instructional practices	4	2	6	12
Development of instructional materials	3	2	6	11
Mentoring or Learning Partnership	2	4	5	11
Planning and conducting trainings	2	-	-	2
Creating a positive and safe learning environment	2	1	3	6

2. Aside from the trainings, describe **other assistance/benefits** that you and your students have **received from EQuALLS2** (if any)

- Instructional materials and audio-visual materials
- Activity sheets
- Books
- Computers
- Teaching -learning kits for mentors
- Building with 2 classrooms
- Science laboratory
- Audio equipment (cassette player)
- Calculators
- Modules
- Dictionaries
- Financial assistance
- Arm chairs
- Wall fans
- Laboratory equipment

3. Do you think the **EQuALLS2 initiatives are beneficial** to you, to your students and to the school in general? Why or why not?

BENEFICIAL TO TEACHERS

<i>Comments</i>	<i>Frequency</i>
INSTRUCTIONAL MATERIALS (50)	
Improvement on classroom teaching and learning process	27
Made the lesson easy and understandable / we can explain our lesson very well with the use of materials given by EQuALLS2/ Traditional way of teaching was enhanced with the materials provided/ .	12
Lessen the preparation in making instructional materials because of activity sheets provided / Preparation of lessons become easy / lessen our work preparation	5
During experiments, we have no difficulty in providing materials because it was already provided by EQuALLS2 such as activity sheets, science kits and other materials needed	2
Beneficial because we have so many instructional materials that we can use in our activities to attain objectives in teaching, especially to new teachers/ Teaching and learning was facilitated simultaneously with the use of kits.	4
ADDITIONAL KNOWLEDGE / INFORMATION (33)	
Enhances knowledge and skills on how to render effective learning	15
More equipped with knowledge about latest innovation, updates, trends, new technology which we can impart to the students	10
Knowledge and skill learned from the trainings are very applicable to a real classroom scenario and in our daily subjects	8
TEACHING STRATEGIES (30)	
Teaching has improved with the teaching strategies, skills, knowledge and techniques learned	19
Teaching became more interesting and meaningful to provide quality education	6
Gained more knowledge about the teaching strategies that we can impart to our pupils	5
BECAME BETTER TEACHER/PERSON/PERSONAL DEVELOPMENT (28)	
Became more effective and efficient teacher/ Motivates us teachers to play our role as teachers	9
Enhances teaching competence / teach better / makes us better teachers/	7
Has greater impact for long term benefits and a better future for teachers and students	4
More confident in facing pupils and other people / more confident in teaching / Became more confident in ourselves / Became determined	4
Increased professional growth of teachers	4

<i>Comments</i>	<i>Frequency</i>
MENTORING (4)	
Knowledge learned is very helpful in MENTORING co-teachers	4
USE OF MULTI-MEDIA (2)	
Made teaching easier using multi-media	2

BENEFICIAL TO STUDENTS

INSTRUCTIONAL MATERIALS / LEARNING KITS (22)	
Students are enjoying doing different activities / makes learning enjoyable, interesting and meaningful	9
Students enjoyed answering and performing with the use of learning kits / students are enjoying manipulating materials	8
Students are now having access to learning kits / pupils have various reading materials which assist them in learning	3
Pupils were able to learn different skills	2
IMPROVED ACADEMIC PERFORMANCE OF PUPILS / IMPROVED LEARNING (20)	
Uplift academic achievement of students with the application of new concepts and strategies/ Improves the quality of learning	12
Additional / more knowledge for the students/ Proficiency level of students increased	4
Improved their ability, skills, and intellectual skills in the different activities given/ Increased pupils' awareness, exposures, and learning outcomes	4
MOTIVATED STUDENTS' INTEREST TO LEARN (11)	
Pupils were motivated to enhance their learning ability/ Students discovered new techniques and were motivated to do their best	5
Students became active and looked forward for the next activity / improved interest to learn	4
Application of new teaching techniques and strategies learned attracted and motivated pupils to participate in the class activity	2
ACTIVITIES (5)	
Kits and school supplies provided were very useful in performing different activities/ Doing experiments / activities a lot easier	3
Pupils learned how to work in a group	1
Pupils could easily understand the lesson because of the activities learned during the training	1

Comments	Frequency
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BENEFICIAL TO SCHOOL

IMPROVED SCHOOL PERFORMANCE (32)	
Able to acquire teaching/learning materials useful and helpful to teachers and students	18
NAT result has improved/Mean Percentage Score has increased	5
Helps the school in pursuing quality education	3
DSAT has improved/ Improved performance in ESM	3
Absences were minimized/ Participation rate increased/ Graduate rate increased	3
TEACHING MATERIALS AS AN INSTRUMENT FOR AN IMPROVED SCHOOL PERFORMANCE (7)	
Was able to acquire books	3
Acquired science kits /Access to teaching materials helped the school achieve higher performance rating in ESM subjects	3
Gives assistance in terms of materials to lessen the expenses of the school	1
EQUIPMENT (4)	
Provision of computers were very beneficial	1
Able to acquire equipment needed in school/ Acquisition of multi-media/ A complete set of audio-visual equipment	3
ADDITIONAL SCHOOL BUILDING (2)	
Construction of building with facilities	1
Pupils were happy and comfortable with the new classroom	1

4. What **problems, issues and concerns** do you have regarding EQuALLS2? What do you think can you do to address them?

A. MATH (n=29)

Additional ICT training (7)
- Applying the audio-visual materials particularly the new and high technology. The teachers should be given training in using the new technology like computer, multi-media and using PowerPoint (2) - During ICT training, all mentors should be given the training. Why is it some of the mentors were not trained? - Training for ICT (2) - We want more trainings about computer - Some mentors did not avail the ICT seminar

No computers in school (8)
- About using the multi-media materials: we have no computers in our school - Problem: about using the multi-media materials because we can't apply them to our school for we do not have materials to use especially computers. (2) - My concern is about lack of instructional materials, including computers - Problem: we have no computer and other technology - No problem, issues regarding Equalls2. I had only one concern that is - how can I apply the use of multi-media if we don't have any equipment and trainings about operating the said technologies. - Using of multi-media will be a problem to us if we will not be provided with a computer in our school - Problem: in the use of technology because we don't have any technology in our school
Extra Work (4)
- Problem: mentors were given extra responsibilities through LPP, our problem is our time. <i>How to address:</i> please recommend to our administrators that mentors should have lesser teaching loads - Monitoring and observation give me pressure. - Sometimes the pessimistic attitude of some teachers towards the coupled responsibilities of the program - So much work to be accomplished.
Lack of kits received (4)
- Math kit distribution because I did not receive the second batch Math kit (2) - we don't have enough materials in our school with the reason that the instructional materials in our kit are not enough for the teachers and pupils in our school - we are given a kit but some materials were lacking for which I don't know the cause
Training schedule (2)
- Don't schedule training seminar during weekend - the schedule of trainings should be done during summer so as not to disturb classes
Inadequate Supply of activity sheets and Instructional materials (3)
- Problem: Inadequate activity sheets for my class and my mentees' class. (2) - Supply us more manila papers, cartolina and pentel pen to be used in our everyday learning activities. <i>How to address:</i> I asked our school principal if we could reproduce these activity sheets and the answer was positive

B. ENGLISH (n=38)

Provision of multi-media equipment (12)
Can we ask for computer or laptop, LCD projector for us to use in multi-media materials for classroom-instructions? (8)
We need audio-visual or videos in our schools not in the district, because we can't access to these computers (2).
Support in terms of technology like computers should be delivered direct to the recipient schools. <i>How to address:</i> monitoring often and addressing concerns immediately are highly appreciated
Some of the strategies are not suited to the pupils in the barrio. We can not apply them because we are not provided materials like computer and multimedia projector
Inadequate kits/instructional materials provided (12)
NEPP Mentors should be given kit just like the Math and Science mentors for we need it as our instructional materials (6)
English mentors should be given kits as what the science and math mentors have received. We also need those materials in making our instructional materials
We, the English mentors appeal to your office for English kit w/instructional materials (ex cartolina, pentel pens, bond paper, and other instructional materials) and other materials
English mentors should be given kits, video tapes or whatever to enhance learning
lack of supply of instructional materials
Leaving class during mentoring (3)
Problem: leaving our class during mentoring
Our problem as mentors is during the conduct of re-echo or training++ in our district. We robbed our pupils several days. Instead of holding classes, we were not in the school
so far, I haven't yet met some problems/issues and concerns when we talk of EQuALLS2 But as a mentor, I find it hard to manage my time in dealing with school children and my learning partners. Maybe it is still on my adjustment period
Lack of computers (3)
It is nice that EQuALLS2 gave computers to schools but its better if those computers are given to each school not in one site only because it is not accessible to us who are far from computer lab & we pay/contribute for the security of computer in our district (2).
We, the English mentors appeal to your office for computer for our AVR and other materials.
Training schedule (2)
The schedule of training be scheduled during school days, Monday-Friday because Saturday and Sunday is family day
The schedule of teachers-training must be done on official days not on rest days

Extra work (2)
The limited time to mentor for I am fully-loaded in my class activities
EQuALLS2 program is very good and beneficial for the pupils but the problem is that being a mentor has an additional work to do
Inappropriate books (1)
(1) Books are in American setting. Pupils in lower grades can't appreciate it. If possible, books in Phil. setting be provided (2) kits for hands-on activities should be provided
Additional ICT training (1)
To have an ICT Training
Building construction (1)
In our school, the building was built but some facilities were not properly installed like the toilet bowl (flush), lavatory and the wall fan was not delivered.
Others (1)
Our school is not a recipient of Equalls2. What I'm praying is there will be an Equalls3 and our school will be one of the recipients so that we can avail of the benefits given by the Equalls2 to the recipient school

C. SCIENCE (n=25)

Continuous supply of instructional materials (4)
Continuous provision of materials/pamphlets / activity sheets (3)
Limited number of materials given are not sufficient to the needs of our pupils
Lack of computers (4)
One important thing is the computer for the multimedia teaching process (3)
About the issuance of giving of computers, the Lambayong area did not avail of 8 computers that the other municipality have
Mentoring (Implementation) (4)
Each school should have mentors in ESM so that school will be improved in ESM fully and that all kits from ESM be properly distributed
Mentors must be given lesser load so that we can do what is expected of us
Time management for LPP (2)
Lack of multi-media / limited (3)
Lack of multi media equipment in school (3)

ICT Training (3)
Mentors should have trained in ICT (3)
Teaching materials (2)
The problem is we do not have science instrument/apparatus especially microscope / We should have more materials and references to be used. (2)
Applicability of the training (1)
How to make use all of the learnings of EQuALLS2 to the pupils since some teachers are not that open and there are so many activities of the school that we cannot have enough time for the activities. HOW TO ADDRESS: I explained and shared to them how wonderful and useful to use Equalls activities in teaching. I find time to have the activities for the pupils
Screening of participants in the ICT training (1)
The EQuALLS2 did not screen very well the teachers who joined the ICT training from our district. They chose the computer literate ones instead those who are not familiar with it and need the training

5. What other **help/assistance** would you like your school to receive?

Type of Help/Assistance	Frequency	Percent
Multi-media equipment (laptop, LCD Projector)	183	78.5
Computers, printers and internet access (for every school; for classroom use)	108	46.4
Instructional materials (English, Math & Science kits; books; workbooks; visual aids; activity sheets; calculator; USB)	68	29.2
Audio visual room; equipment and facilities (Television, CD Player, CDs containing multimedia presentations, audio-visual teaching materials)	31	13.3
ICT Training; more training and workshops	27	11.6
Science laboratory, equipment, apparatus, microscope	22	9.4
School building, classrooms, equipment, facilities (such as water system, quadrangle, stage (covered area), and furniture (such as chairs, glass cabinet)	12	5.2
Financial assistance for teacher scholarships, exposure trips	3	1.3
	(n)	233



This study aims to assess the perceived learning of the learning facilitators (mentors) and learning leaders (school administrators) before and after trainings of the EQuALLS2 Educators' Professional Development Program in Region 12 ELSA sites (Cluster 4).... was conducted to provide USAID and the project implementing partners a summary of accomplishments ... and help identify the areas for improvement and the possible projects that may pursued in the future to effectively address the barriers to access to quality education in Mindanao and the rest of the country.



