



Mid-term Performance Evaluation: USAID Advancing Basic Education (ABC+) in the Philippines

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Introduction

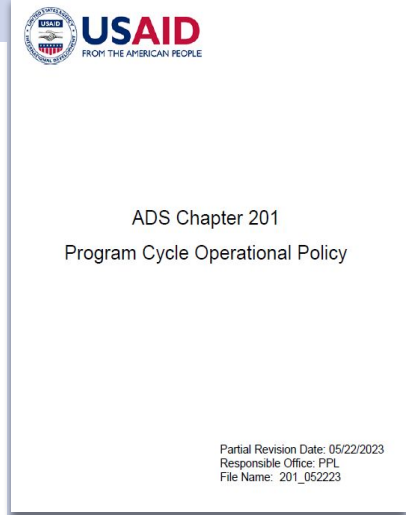
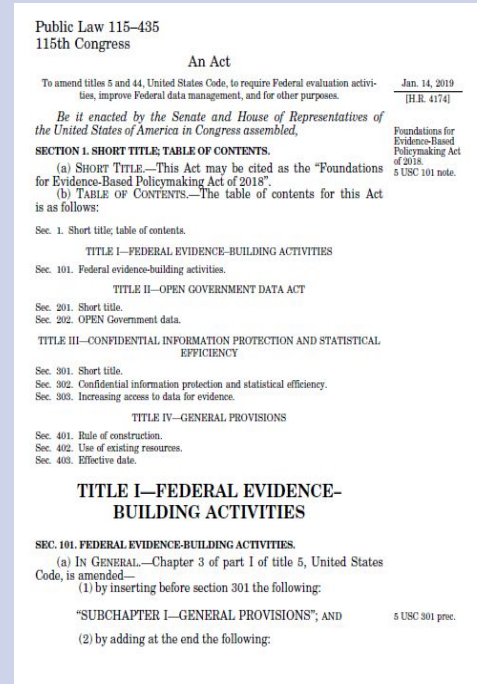
- **Philippine Development Plan (PDP)**
 - USAID/Philippines' development assistance is anchored on the U.S. Indo-Pacific Strategy and aligns with and supports the Philippines' medium-term development goals
- **USAID/Philippines Country Development Cooperation Strategy (CDCS)**
 - Bilateral agreement foundation between USAID and GPH
 - Guide to USAID development assistance programming in the Philippines



USAID Monitoring, Evaluation, & Learning (MEL) Policy & Practice

- Guided by two Federal Laws
- Executed through USAID operational policy directives on development programming
- Ensures Accountability, Transparency, and Learning

MEL at USAID is intentional, systematic, and resourced



LINE NUMBER: 501 052223
RESPONSIBLE OFFICE: PPL
EFFECTIVE DATE: 05/22/2023

Presentation Content

- USAID Advancing Basic Education (ABC+) Background
- Mid-term Performance Evaluation Overview
- Findings and Key Takeaways
- Collaborating, Learning, and Adapting (CLA)

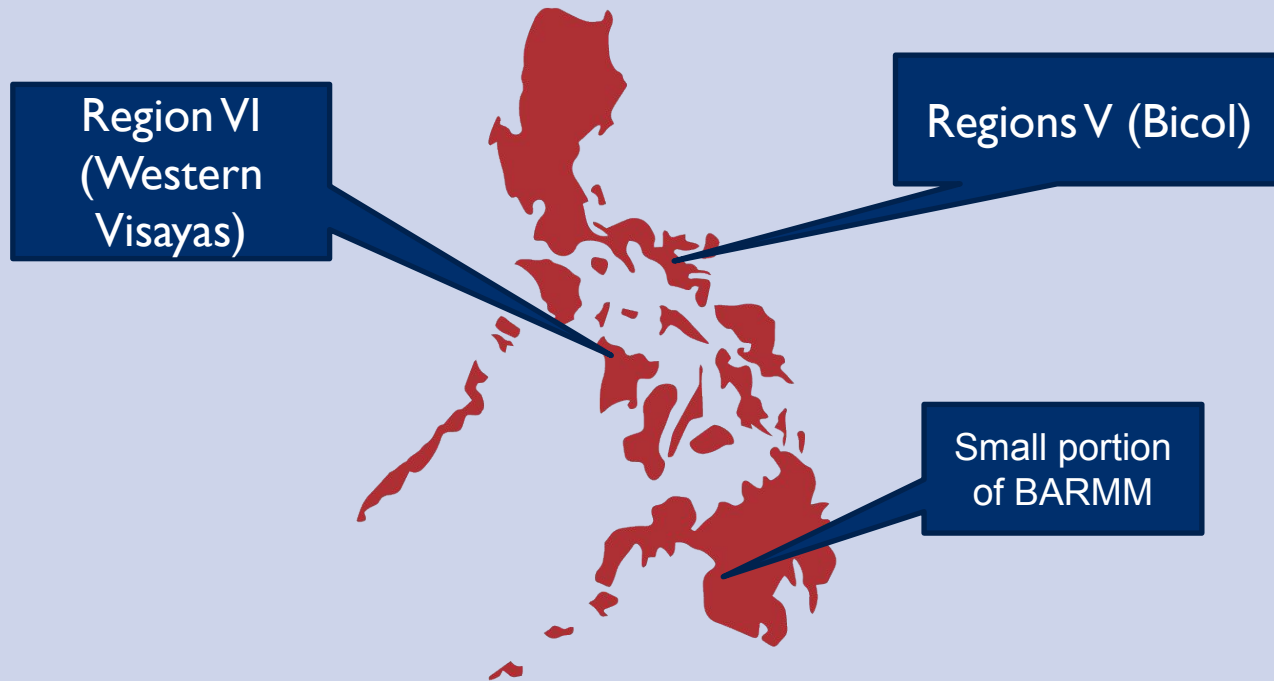
USAID Advancing Basic Education (ABC+)

Start and end dates	July 1, 2019 to June 28, 2024
Funding level	\$38.5 million
Implementing partner	RTI International
Sub-awardees	The Asia Foundation, SIL-LEAD, Florida State University, University of the Philippines - National Institute for Science and Mathematics Education Development
Sectors or topics	Early grade reading, math, and social and emotional skills for children in the early grades (Kindergarten through Grade 3) in the Philippines.

USAID ABC+ Purpose

LOGIC	STATEMENTS
PROGRAM GOAL:	Improved Learner Outcomes in Reading, Mathematics, and Social-Emotional Learning (SEL)
INTERMEDIATE RESULTS	IR 1: Improved early grade instruction and delivery systems
	IR 2: Improved access to quality materials (supplementary reading materials or SRMs)
	IR 3: Improved education system capacity and commitment to manage and implement interventions supporting effective early grade instruction

LOCATION AND GEOGRAPHIC SCOPE



PURPOSE OF MID-TERM PERFORMANCE EVALUATION

- **Gauge** the extent to which USAID ABC+ achieved its outputs and outcomes in its three (3) IRs (2019-2022)
- **Assess** its relevance, effectiveness, and sustainability through a series of evaluation questions
- **Inform** the design of USAID's next-generation basic education activities through evaluation results

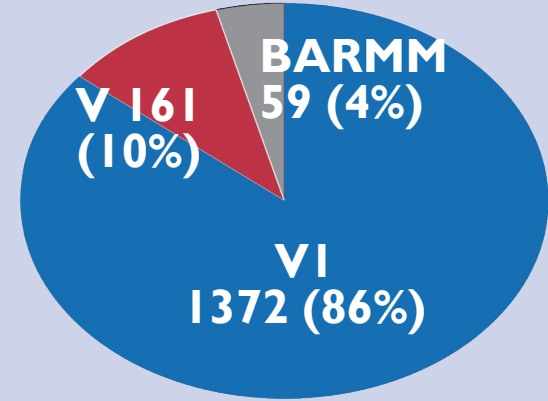
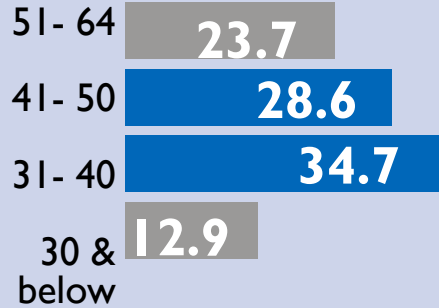
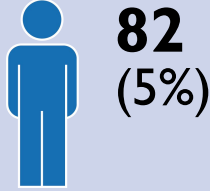
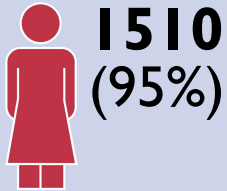
DATA COLLECTION METHODS/ACTIVITIES

DATA COLLECTION METHOD	TARGET	ACCOMPLISHED							RESPONSE RATE	TOTAL
			REGION V PARTICIPANTS		REGION VI PARTICIPANTS		MAGUINDANAO+ Cot + SGA			
			Male	Female	Male	Female	Male	Female		
Survey	2625	1818	17	167	106	1453	9	66	69.2%	1818
Key Informant Interview (KII)	24	29	1	9	3	8			-	
Focus Group Interview (FGI)	1	1						5	-	
Focus Group Discussion (FGD)	10	10	7	87	8	49			-	
Outcome Harvesting	6	6	8	35	8	37	3	19	-	
Most Significant Change Technique (Level 1)	6	6	8	35	8	36	21	16	-	
Most Significant Change Technique (Levels 2)	1	1		2 (3*)		1			-	
Most Significant Change Technique (Levels 3)	1	1		2 (1*)					-	
Field visit/case study	3	3	3	19			1	4	-	
Total Respondents (N =)			44	360	133	1584	34	110		2265

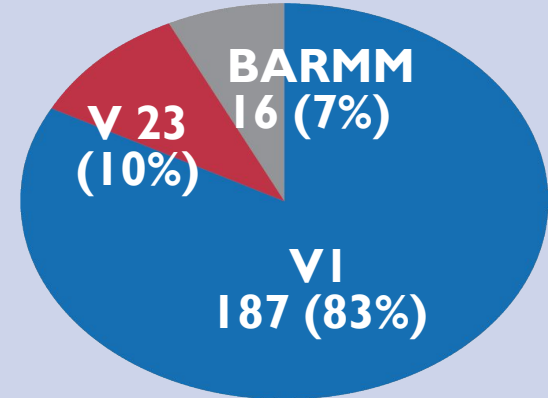
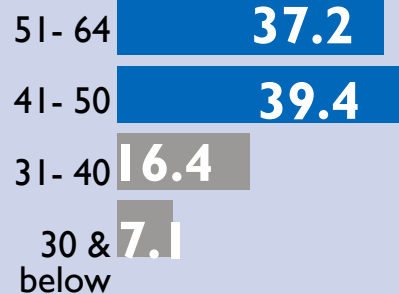
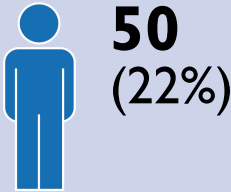
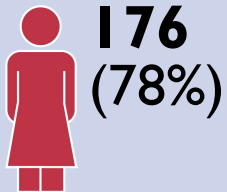
*RTI participants

SURVEY DEMOGRAPHIC PROFILE

1592 Teachers



226 School Heads



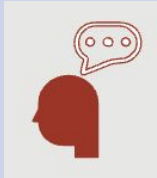
DATA ANALYSIS



Quantitative

Descriptive statistics

Graphic displays



Qualitative

Content analysis

Kappa



Mixed

Graphic display by quantizing qualitative variables

Joint display

IR 1: EVIDENCE OF IMPROVED EARLY-GRADE READING

6 out of 10 teachers in recipient schools reported that USAID ABC+ training helped them with literacy instruction to a great extent.

34.3 percent **Filipino non-readers reduced to 11 percent**, and 14.8 percent **English non-readers reduced to 6.6 percent**.

Learners caught up on their reading delays during week 5 of an 8-week recovery program.

Learners as indirect beneficiaries benefited the most (KII respondents = 55, 100%) as a result of their access to supplementary reading materials.

Improved reading skills due to 11,634,849 SRMs produced and distributed to 750,479 learners.

IR 2: ACCESS TO SUPPLEMENTARY READING MATERIALS (SRMs) IMPROVED

USAID ABC+ locally developed age and developmentally-appropriate reading materials for learning continuity and recovery programs.

USAID ABC+ training helped teachers become story and materials writers and materials quality assessors/evaluators.

496.5 percent against a target of 95 percent of the number of primary learners targeted **have already received decodable, leveled SRMs**

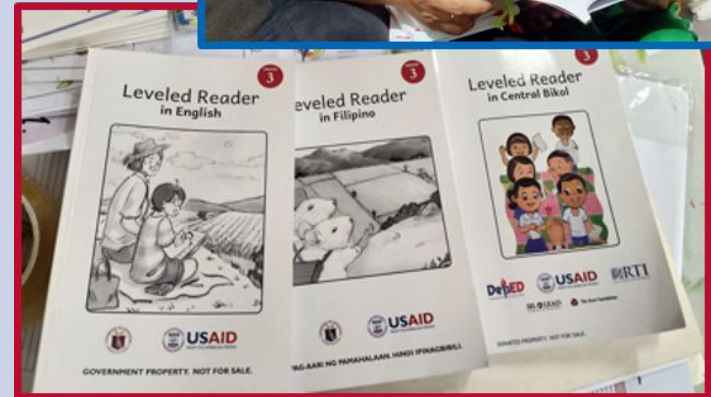


IR 2: ACCESS TO SUPPLEMENTARY READING MATERIALS (SRMs) IMPROVED

USAID ABC+'s SRMs contributed to literacy because they are in the local language, which parents could understand and explain to their children.

Harvested outcomes showed that learners' have increased their love for reading.

Creative Commons license attribution was helpful to many teachers and parents



IR 3: IMPROVED CAPACITY TO SUPPORT EARLY GRADE INSTRUCTION - TEACHER TRAINING

USAID ABC+ teacher training reflected pandemic pivots that adjusted to varying teacher circumstances

Teachers reported that USAID ABC+ teacher training helped them to a great extent, particularly in literacy instruction and integration of social and emotional learning (SEL) and gender equality and social inclusion (GESI)

USAID ABC+ teacher training strategies helped learners catch up on their reading delays earlier than expected

The development of MTB-MLE-based instructional materials was added as a criterion for K–3 teachers' competency for professional promotion



IR 3: IMPROVED CAPACITY TO SUPPORT EARLY GRADE INSTRUCTION - TEACHER TRAINING

There is an **observed increased capacity for curriculum development** of K-3 teachers

Teachers diligently adopted USAID ABC+'s teaching strategies and teaching processes, including integrating GESI and SEL

Pre-service training preparation (given by the identified teacher education institutions in their respective region) continuously **contextualized** teaching and learning materials development



IR 3: IMPROVED CAPACITY TO SUPPORT EARLY GRADE INSTRUCTION - COMPREHENSIVE RAPID LITERACY ASSESSMENT

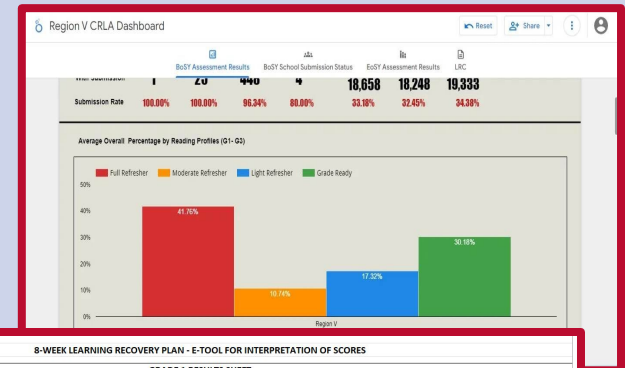
Region V incorporated CRLA results as one of the key performance indicators in their quarterly Monitoring and Evaluation sessions

Data dashboards showing children who can read were effective in the host regions

Schools' use of CRLA allowed them to design learning continuity and recovery programs informed by assessment data.

Schools continued bridging learning gaps by maximizing CRLA results to formulate plans and activities, even after the 8-week DepEd Regions V and VI curriculum

School teachers trained to use their CRLA dashboard to conduct systematic assessments, which then served as their basis for data-driven interventions

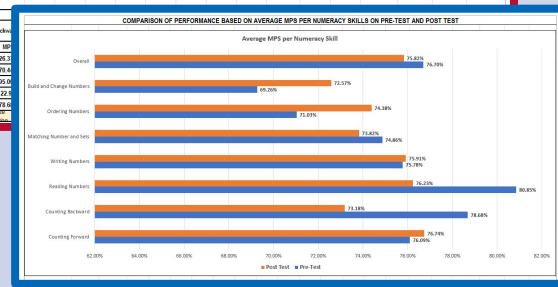


8-WEEK LEARNING RECOVERY PLAN - E-TOOL FOR INTERPRETATION OF SCORES

GRADE 1 RESULTS SHEET

School: ALBAY CENTRAL SCHOOL District: DISTRICT 4
 Math Coordinator: NANCY M. AGUIDA School Head: MELISSA G. GARRETRO
 Date of Reporting: NOVEMBER 9, 2022 Contact No: 0

Breakdown of Learners per Score Ability Group	PRETEST RESULTS					POST TEST RESULTS								
	Num of Learners	School Age	Overage	Male	Female	%	Skills Percentage of Examinees against Number of Examinees	Num of Learners	School Age	Overage	Male	Female	%	Skills Percentage of Examinees
Full Intervention (54 and below)	228	183	45	124	104	85.96%	of the examinees need Full Intervention	50	36	11	32	18	14.45%	of the examinees need FI
Moderate Intervention (55 to 67)	27	32	5	23	14	50.00%	of the examinees need Moderate Intervention	44	31	8	30	14	12.72%	of the examinees need MI
Light Intervention (68 to 81)	27	27	0	8	19	7.04%	of the examinees need Light Intervention	76	56	14	31	45	21.97%	of the examinees need LI
Grade Ready (82 to 85)	54	49	5	23	31	55.56%	of the examinees are Grade Ready	176	125	32	95	91	50.87%	of the examinees are GR
Total Examinees:	346	291	55	178	168	100.00%	of the Grade 1 population have taken the pre test	346	248	65	178	168	100.00%	have taken the post test
Learners Enrolled:	346						0 has no exam record							0 has no exam record



PARTNERSHIP WITH PARENTS

- **USAID ABC+** trained home learning partners in the use of SRMs during remote teaching and learning
- **USAID ABC+** strong support systems (e.g. human and use of technology resources) for parents and teachers especially during the pandemic



MULTI-STAKEHOLDER PARTNERSHIP

- **One** barangay in Region V set up a community learning hub. Others established reading centers, which benefited not only the learners but also illiterate community members.
- **USAID ABC+** partnered with the DILG - Local Government Academy to develop a model for Early Grade Literacy Education Governance.
- **Governor** Edcel Lagman of Region V expressed support for USAID ABC+'s program by strengthening the local education sectoral mechanism (ESM).

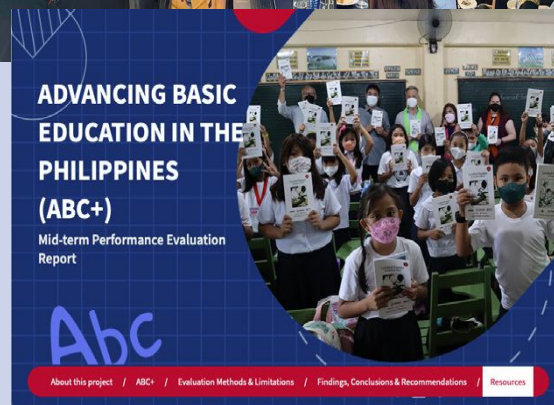


Key Takeaways

- USAID ABC+ activities were **very much aligned with and relevant to Department policies and programs**, particularly on learning continuity and learning recovery. The relevance of USAID's contributions were further heightened when these were continuously provided even in the middle of pandemic remote learning.
- At the time where K-3 teachers and learners were separated by time and distance, **USAID ABC+ provided a helping hand for DepEd activities**. Host institutions supported the program, which contributed to achieving some of the intended outcomes of USAID ABC+, even in a complex setting.
- Sustainability is a community of practice managed by committed actors in the ecosystem. **Collaboration of DepEd and USAID with key stakeholders** (LGU, NGO, private sector, parents) is a good catalyst **to ensure the continuity of the achieved outcomes** in early grade instruction.

Evaluation Dissemination and Learning

- In-Person Events
 - USAID learning events
 - DepEd senior officials' briefing
 - DepEd Learning Recovery workshop
- Knowledge Products
 - Evaluation report can be accessed by public on the USAID Development Experience Clearinghouse (DEC)
 - Evaluation briefer used during Learning Recovery workshop

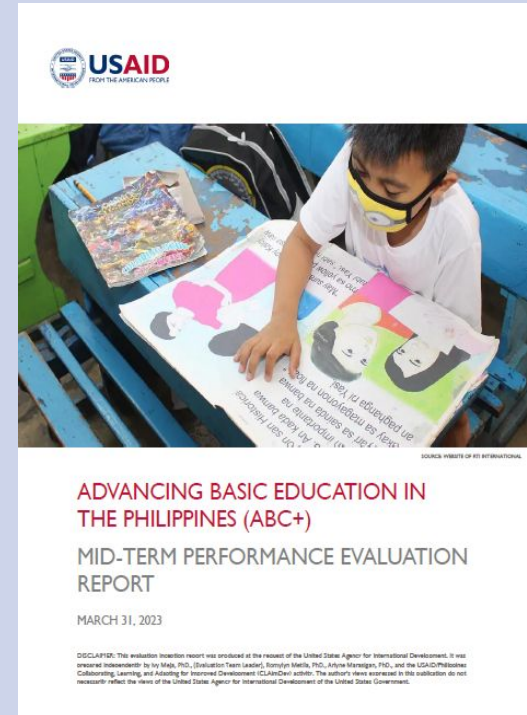


Evaluation evidence shows ...

- USAID development assistance, through its ABC+ activity, contributes to and promotes the country's development goal of improved education and learning (PDP sub-chapter 2.2)
- USAID is a strong GPH partner in achieving “quality, inclusive, adaptive, resilient, and future-ready basic education for all (PDP sub-chapter 2.2: Outcome 1)

Acknowledgements and References

- Republic of the Philippines Department Of Education
 - Ms. Monica Ang-Tan, USAID ABC+ Agreements Officer Representative
 - Ms. Michelle Chen and Mr. Thomas LeBlanc, USAID Current/Former Office of Education Chief
 - USAID CLAIdev ABC+ Evaluation Team USAID
 - CLAIdev implemented by Panagora, Inc.
-
- Main Report,
Online Access via Development Experience Clearinghouse (DEC):
https://pdf.usaid.gov/pdf_docs/PA0211RC.pdf





Maraming Salamat Po!