

ANNEX 20. VALIDATION WORKSHOP AND SURVEY

I. Validation Workshop of Evaluation Findings, Conclusions, and Recommendations on USAID’s Advancing Basic Education in the Philippines (ABC+)

February 24 (Friday), 2023 | 9:00 a.m. - 11:00 a.m. | Online: Zoom

A. Background

Rationale and objectives

USAID/PH commissioned CLAIdev to conduct a third-party mid-term performance evaluation of Advancing Basic Education in the Philippines (ABC+). Valuing the inputs of the activity’s primary beneficiaries, the ABC+ Evaluation Team will share their findings with the Philippines’ Department of Education (DepEd). Validation of evaluation results is an important component of providing useful information to various stakeholders in ABC+. This will ensure that the entire ecosystem and all actors in the early-grade reading instruction are informed of the results of the evaluation. Furthermore, it provides an avenue for verifying the accuracy of the findings of the evaluation by facilitating discussion on the possible reasons for the said findings. This activity is intended to be conducted with evaluation participants of the ABC+ program. Specifically, the validation workshop aims to:

- Present the major findings of the Performance Evaluation of ABC+
- Collect feedback from the participants on the accuracy of the information gathered by external evaluators

Methodology

The validation workshop was conducted on February 24 (Friday), 2023 at 9:00 a.m. to 11:00 a.m. through online (via Zoom) modality and was participated by representatives from the following organizations and/or offices: (1) ABC+ Evaluation Team; (2) Evaluation respondents from DepEd/MBHTE Regional Office, DepEd/MBHTE Division Office, and DepEd/MBHTE Schools; (3) USAID; and (4) CLAIdev (see Annex A for the complete list). Prior to the workshop, an advanced copy of the slide deck that reflected the results of the evaluation was provided to participants. During the validation activity, a prerecorded video of evaluation results was played. Responding to the validation tool and workshop immediately followed after the presentation. The participants were grouped into three breakout rooms. In each room, remarks on their validation responses were shared with the group.

B. Workshop Content

Evaluation findings presented by the team

The ABC+ evaluation findings were presented through a pre-recorded video presentation by the STTA Team: Dr. Ivy Mejia (Evaluation Advisor/Team Leader), Dr. Arlyne Marasigan (Technical

Specialist for Policy in Education), and Dr. Romylyn Metila (Technical Specialist for MTB-MLE). Please refer to the attached link to the video presentation (see Annex B). The outline of the presentation is shown below:

- Purpose of ABC+
- Purpose of the performance evaluation
- Evaluation questions
- Evaluation design and methodology
- Results: *Relevance, Effectiveness, Sustainability*
- Recommendations

Validation tool used

The validation tool, for the ABC+ evaluation results, consists of 34 items which cover statements capturing the results and recommendations under **relevance** (with 11 statements), **effectiveness** (with 11 statements), **sustainability** (with 12 statements). The validation tool was sent to the participants two weeks before the evaluation workshop together with the presentation of the findings so as to give time for the participants to review and evaluate the findings (see Annex C for the validation tool). This tool was supplemented by interviews and narratives from the validation workshop participants. The participants provided their feedback on statements related to the findings and recommendations presented under relevance, effectiveness, and suitability.

C. Workshop Proper

After the pre-recorded video presentation and answering of the validation tool, Dr. Mejia then proceeded to the workshop proper where the plenary was distributed to three rooms for Region V (co-facilitated by Dr. Marasigan and Ms. Lisbog), Region VI (co-facilitated by Prof. Metila and Ms. Oliverio) and BARMM (co-facilitated by Dr. Sasota and Dr. Bazer). The workshop proper lasted for about 45 minutes.

The following table presents the consolidated inputs of each regional representative and other invitees for the three evaluation parameters and their feedback on the recommendations.

D. Post Validation Meeting

Action Points

1. Note the strengths and limitations of the validation workshop. The Evaluation Team will note the pros and cons, and the limitations of the virtual validation platform, especially with respect to the articulation of the explanations to the survey responses.
2. Add a frequency table on the evaluation questions which will provide granularity to the YES answer of the participants in the validation exercise.
3. Generate a summary of statistics for the validation tool and submit on March 5, 2023
4. Revise the draft report and submit on February 28, 2023

Region	Relevance	Effectiveness	Sustainability
Region V	<p><u>Item no. 1:</u></p> <p>“This is very true” because ABC+ training/s helped us a lot; teachers were taught to navigate different platforms; it helped a lot in the implementation of the learning continuity plan</p> <p>Albay Central School had online classes, and SDO management and parents were very supportive; training/s were conducted for parents, teachers, and learners; teachers were motivated by the innovations initiated by ABC+.</p> <p><u>Item no. 3:</u></p> <p>“This is very true” in our local (Masbate City), especially in the Early-grade Level. ABC+’s workshops and innovation were a great help, especially since the city lacks orthography; there were parameters shared by ABC+ which were applied at the early-grade level.</p> <p><u>Item no. 4:</u></p>	<p><u>Item no. 13:</u></p> <p>Bicol Region has different variations of languages thus, the MTB-MLE-based instructional materials helped a lot in educating the learners, especially that the teachers were trained.</p> <p><u>Item no. 14:</u></p> <p>Learners’ love for reading was developed due to accessibility and timely delivery of materials. Some of the teachers were trained to prepare/write their own IMs contextualized in their own areas.</p> <p><u>Item no. 19:</u></p> <p>Came up with Policies/Activities to improve learners under full refresher; results of CRLA included in the reports and monitoring to make doable guidelines/activities to improve districts with poor performance in the USY</p> <p>Remediation and intervention activities</p>	<p><u>Item no. 34:</u></p> <p>Suggestion: Programs should have tied up with other agencies. Touch participation of DSWD especially 4Ps – most of the 4Ps recipients are behind in literacy due to lack of nutrition; Encourage volunteers from mothers of 4Ps beneficiaries.</p> <p><i>Region V highlighted the need for collaboration with GPH programs such as the 4Ps which address related issues affecting marginalized students, such as malnutrition.</i></p>

Region	Relevance	Effectiveness	Sustainability
	<p>“At a moderate degree”</p> <p>Question: Why do we have this description, “at a moderate degree”? Would it affect our answer? In Camarines Sur, there were several initiatives, tapping the assistance of UP NISMED, distributed materials for the early-grade learners, especially on mathematics; Although there were only selected schools that benefitted, the initiatives are very important especially since the focus now on region 5 is on literacy and numeracy.</p> <p>Answer: The ABC+ program began in 2019 and first started with literacy; the UP NISMED training was in the latter part and hence provided conservative indicators only.</p> <p>Suggestion: Could we separate the contributions for the development of our learners’ math skills as per quality and quantity of the training/s? Maybe it is only in the implementation that we are on a moderate degree since it was conducted in the latter part.</p>	<p><u>Item no. 22:</u></p> <p>Recommendation: Provide training/s on Socio-Emotional aspect/ Wellness of teachers</p>	

Region	Relevance	Effectiveness	Sustainability
	<p><u>Item no. 5:</u></p> <p>“This is very true” because ABC+ was able to consider SEL in all the materials</p> <p><u>Item no. 6:</u></p> <p>Suggestion: Gender equality and social inclusion are different and hence need to be separated. There is a separate criterion on how to grade the material as to gender equality and social inclusion. These two are also separated in the SDG - #5 Gender Equality and #10 Reduced Inequality</p> <p>ABC+ training helped us integrate gender equality in our instruction to a great extent.</p> <p>ABC+ training helped us integrate social inclusion into our instruction to a great extent.</p>		
Region VI	<p>The participants did not go through each item one by one for comments, explanations, and discussions. Most of our participants were in a seminar for a walkthrough activity of ABC+. However, they indicated in a text message that they were able to respond to the Validation Tool forwarded to them weeks before.</p> <p>Below are the comments made by the participants who made it to the workshop.</p> <p>ABC+ Focal Person from Capiz: I mostly answered yes and had not much explanation since they have little experience and are just starting with the program.</p>		

Region	Relevance	Effectiveness	Sustainability
	<p>ABC+ Focal Person from Escalante: Was attending a seminar for a walkthrough with ABC+ and was not able to concentrate well during the workshop especially since she was to present a report on the topic given to her.</p> <p>ABC+ Focal Person from Iloilo City: She made mention that she was already done with answering the Validation Tool and does not need much explanation anymore. She said that the ABC+ looked more at the literacy program where materials are already complete which need no explanation. As the ABC+ focal person in Iloilo City, she plans on cascading everything she learned to 10 schools in Iloilo City. She mentioned further that the numeracy program should be given lots of focus by ABC+, where concepts included values and alignment to policies.</p> <p>ABC+ Focal Person from Negros Occidental: He answered the Validation Tool and tried to get in the Zoom meeting several times but the connection was slow. He was able to get into the meeting after the breakout session and was able to have a short talk with Ms. Metila while the rest of the participants already transferred to other breakout rooms. He also said that the developed supplementary reading materials in their school were so good in helping children learn how to read that they decided in their school that they will continue using the materials even if DepEd had ordered that the Mother Tongue will not be taught as a subject anymore.</p> <p>ABC+ Focal Person from Antique: Our ABC+ Focal Person from Antique was also attending a DepEd Seminar though he indicated to attend the workshop. He tried to connect to the Zoom meeting but his wifi connection was so slow and was not able to make it for the scheduled workshop.</p> <p>ABC+ Focal Person from Roxas City: Though she indicated long before attending the workshop, she was not able to make it due to some emergency. She was asked if she could have someone to take her place or represent her but to no avail since it was a non-working holiday and no work for DepEd people.</p> <p>Overall, there was not much recommendation given by the participants except one participant, that is, to have a lot of focus next time on the numeracy program of ABC+. The rest did not make any recommendations anymore.</p>		
BARRM	<p><u>Item no. 1:</u></p> <p>ABC+ was able to help us a lot when it comes to literacy for our K-3 teachers and learners; they provided us with trainings and</p>	<p><u>Item no. 12:</u></p> <p>Very true because some of those learnings are influenced by ABC+ because this is their foundation to read from L1 to L2 to L3; it</p>	<p>“BARRM has no IR3”</p> <p><i>Noted was the qualification of the BARRM responses relative to sustainability, and that BARRM is not</i></p>

Region	Relevance	Effectiveness	Sustainability
	<p>approaches that teachers can deliver to their learners which is aligned to MBHTE</p> <p><u>Item no. 2:</u></p> <p>On the contextualization, it is really aligned with the MBHTE’s 5Bs program especially for K-3 learners; the strategies and materials are relevant to the learning areas</p> <p><u>Item no. 3:</u></p> <p>Very useful for our children especially on the materials (books and content)</p> <p><u>Item no. 4:</u></p> <p>It is moderate because ABC+ here in BARMM just focus mainly on literacy but we are hoping to have numeracy soon</p> <p><u>Item no. 5:</u></p> <p>Very true because teachers were trained on SEL and GEDSI (GESI)</p>	<p>should be research-based and backed up by empirical studies; Thanks to ABC+</p> <p><u>Item no. 13:</u></p> <p>We actually have pool of writers that we recognize and the trainings that ABC+ provided are of great help</p> <p><u>Item no. 14:</u></p> <p>Children now love reading especially the materials given; we hope that there are more learning materials that we can get from ABC+</p> <p><u>Item no. 15:</u></p> <p>Parents were oriented on how to use those materials with the children; trainings on home learning strategies</p> <p><u>Item no. 16:</u></p>	<p><i>ready for a handover from ABC+. At the same time, IR3 activities were not implemented for the BARRM so maybe the validation questions on sustainability are not applicable¹.</i></p>

¹ Note on BARMM: ABC+ implements only a limited set of interventions in the Bangsamoro Autonomous Region of Muslim Mindanao (BARMM). The goal- and IR-level outcome indicators are the product of many different activities that work together across sub-IRs to produce the desired outcome. Only a few indicators under IR1 were implemented in BARMM. IR 2 and IR 3 were not part of intervention. The theory of change is not applicable when only a few of the activities are selectively implemented as they are in BARMM (Source: Baseline Data Report, p.6)

Region	Relevance	Effectiveness	Sustainability
	<p><u>Item no. 7:</u></p> <p>ABC+ has many considerations during the pandemic- they looked into where they could come in so that they can align with what we have here in MBHTE; ABC+ considered everything including the pandemic to help K-3 learners and teachers; they conducted training/s online and provided learners materials to be used by learners at home during the pandemic</p> <p>ABC+ is very helpful, especially in formulating the Adaptive Learning Modules (ALMs); MBHTE has this ALMs- and we use these during the pandemic at home; ABC+ is helpful in giving training/s on SEL and GESI where teachers are advised in integrating these to learners' learning; We also have this training for parents to help.</p> <p><u>Item no. 8:</u></p> <p>Most of the policies in MBHTE are all anchored on national policies and that contextualization is really important here</p> <p><u>Item no. 9:</u></p>	<p>Yes, and teachers were “refreshed” because ABC+ helps the continuity of the learning; although limited and we believe that teachers cascaded the training/s to their respective districts</p> <p><u>Item no. 17:</u></p> <p>Helpful and true; actually, even before the pandemic, we have created big books with the parents and teachers</p> <p><u>Item no. 18:</u></p> <p>The technical assistance from ABC+ is very helpful knowing for a fact that it is a big agency and we're having difficulty when it comes to sustainability; good to know that ABC+ is here to help</p> <p><u>Item no. 20:</u></p> <p>100% agree on the recommendation</p> <p><u>Item no. 21:</u></p> <p>It can be but we are still new here as a division</p>	

Region	Relevance	Effectiveness	Sustainability
	<p>It is very helpful and doable and maybe we can add numeracy later on like what we have on ELLN</p> <p><u>Item no. 11:</u></p> <p>We hope that we have this as well in BARM</p>	<p>As of now, it would be better if we go hand-in-hand with ABC+ as we cannot do it yet alone for now.</p> <p><u>Item no. 23:</u></p> <p>Not 100% because we have different attitudes but hopefully with the help of school leaders through their mentoring, for sustainability, yes, there is, hopefully.</p>	

Annex A: Attendance List

USAID/Philippines:

1. Monica Ang-Tan – Agreement Officer Representative
2. Albert Aquino – Contracting Officer Representative
3. Thomas LeBlanc – Director, Office of Education
4. Yvette Malciohn – Acting Director of Education

Panagora Group: USAID-CLAIMDev

1. David Callihan – Chief of Party, CLAIMDev
2. Gil Dy-Liacco – Senior Evaluation and Research Specialist
3. Noriel Sicad – Senior Monitoring and Evaluation Specialist/Principal Investigator
4. Noymee Anne Lopez – MER Assistant
5. Romark Jan Sta. Clara – MER Assistant
6. Jerry Jose – ELA Specialist
7. Nancy Samonte – Communications Assistant
8. Marian Gamboa – Learning Coordinator

DepEd/MBHTE Representatives:

Region V

1. Dinnah Bañares - ABC+ Focal, Masbate City
2. Melissa Carretero – former principal of Albay Central School (ACS)
3. Emma Soriano – ABC+ Focal, Camarines Norte
4. Mai Anne Rondola – ABC+ Focal, Albay
5. Preciosa Dela Vega – ABC+ Focal, Camarines Sur
6. Maricel Dineros – ABC+ Focal, Sorsogon Province

Region VI

1. Perly Mapa – Division Filipino and MTB Coordinator, ABC+ Focal Person of Escalante City
2. Ruth Gervero – Education Program Supervisor-SPEC/ALS, ABC+ Focal Person of Capiz

BARMM

1. Dr Rasna Latiph – EPS/ABC+ Focal, Maguindanao II Division
2. Dr Noria Mandigan – ASDS, SGA Division
3. Dr Sarah Bansil – EPS/ABC+ Focal, SGA Division

STTA-ABC+ Evaluation

1. Ivy Mejia, PhD – Evaluation Advisor/Team Leader
2. Arlyne Marasigan, PhD – Technical Specialist for Policy in Education
3. Romylyn Metila, PhD – Technical Specialist for MTB-MLE
4. Randolph Sasota, PhD – Data Analyst
5. Ferlie Famaloan – Project Assistant
6. Sheila Oliverio – Regional Field Assistant
7. Jovy Lisbog – Regional Field Assistant
8. Saddam Bazer, PhD – Regional Field Assistant

Annex B: ABC+ Evaluation Findings Pre-recorded Video Presentation

[\[Click the link for a copy of the Video Presentation.\]](#)

Annex C: Validation Tool for the ABC+ Evaluation Results (as formatted on Google Survey Form)

Good day!

The following survey questions consist of the findings and recommendations on the evaluation of the ABC+ project. This survey aims to validate the evaluation results. Kindly answer the following questions by ticking the appropriate answer based on your own perception or experience. We request you also to provide a short explanation for your answer to each question.

Thank you.

- Evaluation Team for ABC+ Project

Division

- Albay
- Camarines Norte
- Legazpi City
- Sorsogon
- Escalante City
- Iloilo City
- Negros Occidental
- Roxas City
- Camarines Sur
- Iriga City
- Masbate
- Tabaco City
- Antique
- Bacolod City
- La Carlota City
- Sagay City
- San Carlos City
- Cotabato City
- Maguindanao I
- Maguindanao II
- SGA

Region

- V
- VI
- BARMM

Date (MM/DD/YYYY)

Relevance

1. ABC+ innovations were very much aligned with DepEd policies, and its activities were especially instrumental in our implementation of learning continuity, especially for literacy instruction.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 1

2. We enhanced or contextualized some existing policies due to our ABC+ experience or because we have gained confidence in ABC+ support.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 2

3. ABC+ initiatives have been very useful in improving our early-grade literacy instruction.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 3

4. ABC+ contributions for the development of our learners' math skills are at a moderate degree.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 4

5. ABC+ helped us in improving learners' socio-emotional learning (SEL) to a great extent.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 5

6. ABC+ training helped us integrate gender equality and social inclusion in our instruction to a great extent.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 6

7. ABC+ made several adjustments in consideration of our capabilities and capacities in the face of the COVID-19 pandemic.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 7

Recommendations on Relevance

8. Help Regions disseminate ideas to enhance or contextualize DepEd National or Regional policies that ABC+ is already supporting

- This is very helpful and/or doable.
- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

Explanation for the answer to Question 8 / Other suggestion

9. Assist schools in disseminating best practices, especially in implementing recovery programs, most of which concentrate on literacy development.

- This is very helpful and/or doable.
- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

Explanation for the answer to Question 9 / Other suggestion

10. Since numeracy instruction is designed to be a pilot model that will support the plan for developing a National Framework on Numeracy, ABC+ may explicitly develop and design a supplementary framework that targets numeracy instruction in the key stages.

- This is very helpful and/or doable.
- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

Explanation for the answer to Question 10 / Other suggestion

11. Bolster efforts for SEL integration, especially in the instruction of Region V and VI teachers.

- This is very helpful and/or doable.
- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

Explanation for the answer to Question 11 / Other suggestion

Effectiveness

12. There are improved reading skills in Filipino and English language in our K-3 learners which is influenced by ABC+.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 12

13. The development of MTB-MLE-based instructional materials was added as a criterion for K-3 teachers' competency (e.g., ranking and or promotion).

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 13

14. We observed increased love for reading in our learners. This is connected to ABC+'s provision of contextualized and developmentally appropriate supplementary reading materials (SRMs) to K-3 learners.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 14

15. Home learning partners (HLPS) such as parents, adapted ABC+'s instructional and home learning strategies because of trainings received on how to teach their children at home.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 15

16. K-3 teachers' increased capacity curriculum development were obtained from various ABC+'s teacher training, workshop, and monitoring programs.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.

- I don't have enough information on this.

Explanation for the answer to Question 16

17. Locally developed reading materials that are age and developmentally appropriate at the K-3 levels are helping our learners to read in their mother tongue and even in the Filipino language

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 17

18. The learning recovery plan with technical assistance from ABC+ contributed to improved early-grade instruction and delivery and improved access to quality K-3 materials.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 18

19. ABC+'s contribution to the enhancement of policies was observed more in curriculum development and assessment at the K-3 levels.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 19

Recommendations on Effectiveness

20. Add training and technical assistance on research in instructional differentiation in K-3 levels.

- This is very helpful and/or doable.
- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

Explanation for the answer to Question 20 / Other suggestion

21. Focus on the transition of ownership of the program from the implementing partner (RTI) to host institutions (DepEd) and organizations (LGU, HLPs).

- This is very helpful and/or doable.

- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

Explanation for the answer to Question 21 / Other suggestion

22. Continue to explore a training design and schedule that will support and cater to teachers' needs, situations, and well-being.

- This is very helpful and/or doable.
- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

Explanation for the answer to Question 22 / Other suggestion

Sustainability

23. ABC+ achievement in improving early-grade reading will persist/ be sustained after the project's conclusion.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 23

24. ABC+ achievement in improving early-grade SEL will persist/ be sustained after the project's conclusion.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 24

25. The monitoring and evaluation processes using accessible technology and innovations in teaching and learning modalities and strong support system to be provided by various stakeholders, could lead to sustainability of the ABC+ program even after its project conclusion.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 25

26. ABC+ initiatives and collaboration with NGO and community stakeholders strengthen local ownership.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 26

27. ABC+ initiatives and collaboration with DepEd RO, DO, and LGU strengthen local leadership.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 27

28. ABC+ collaboration with education and community leaders and volunteers, teachers, and parents helped their respective community(ies) to build resilience especially during the COVID-19 pandemic.

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 28

29. The concept of the whole community approach warrants the sustainability of the ABC+ program

- This is very true in our locale.
- This is somewhat true in our locale.
- This is not true in our locale.
- I don't have enough information on this.

Explanation for the answer to Question 29

Recommendations on Sustainability

30. Guide community LGU and volunteer parents to effectively implement HLP approaches

- This is very helpful and/or doable.
- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

Explanation for the answer to Question 30 / Other suggestion

31. Assist community to continuously monitor community learning hubs

- This is very helpful and/or doable.
- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

Explanation for the answer to Question 31 / Other suggestion

32. Ensure ample supply of quality of supplementary reading materials in different barangay reading centers

- This is very helpful and/or doable.
- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

Explanation for the answer to Question 32 / Other suggestion

33. Encourage and collaborate with the private sector to sustain the needs (i.e., facilities and infrastructure) of schools and community to support continuous improvement literacies (i.e., reading, numeracy, GESI and SEL)

- This is very helpful and/or doable.
- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

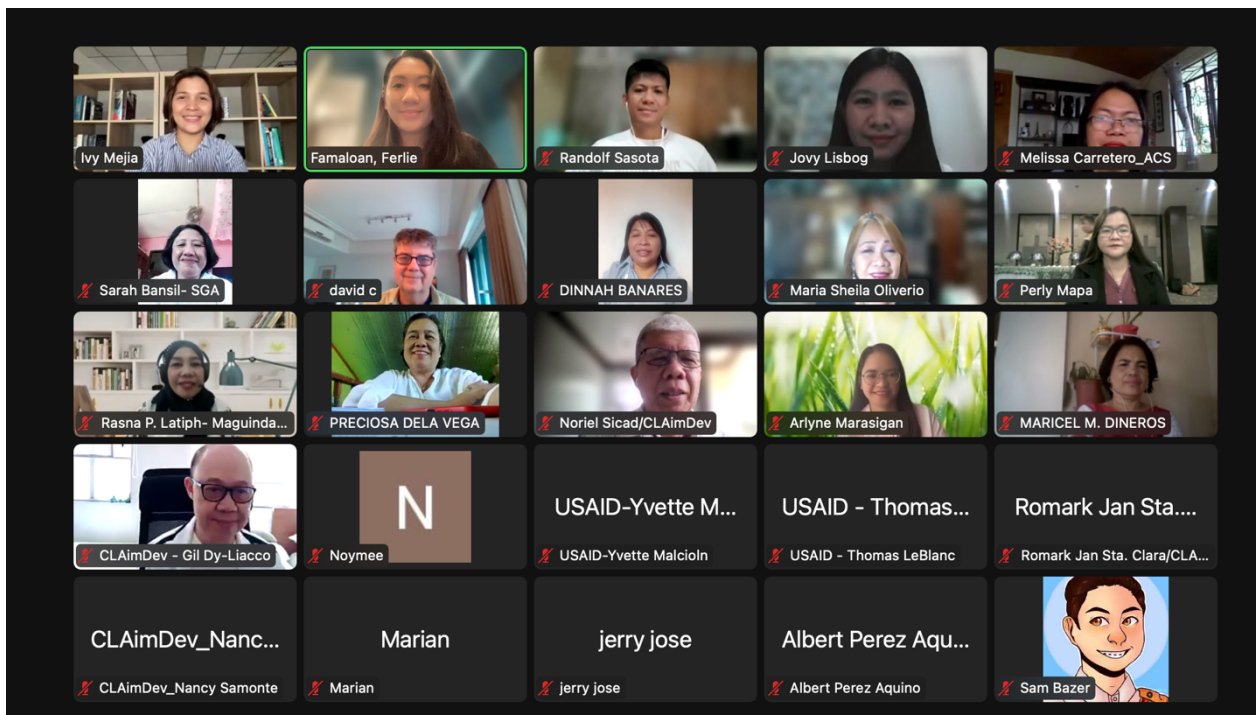
Explanation for the answer to Question 33 / Other suggestion

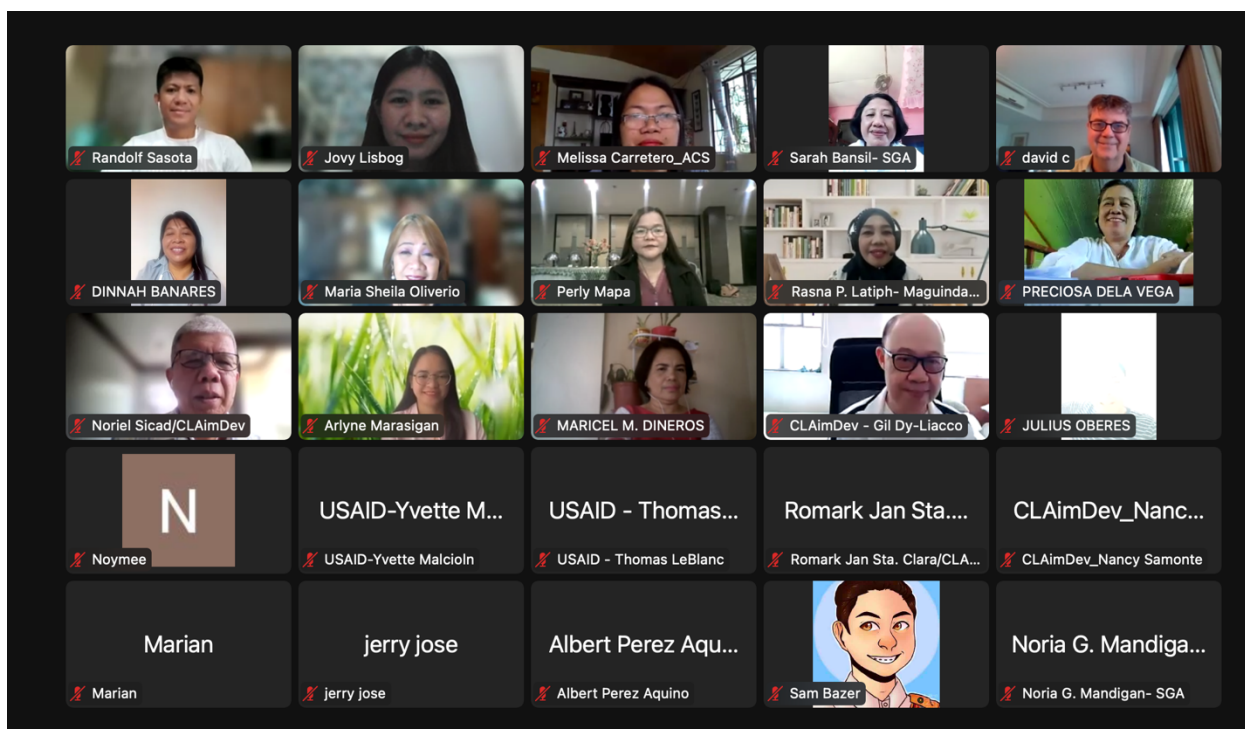
34. Encourage more volunteers to participate in literacy programs not just in the school but in the community as well.

- This is very helpful and/or doable.
- This is somewhat helpful and/or doable.
- This is not helpful and/or doable. I'd suggest something else.

Explanation for the answer to Question 34 / Other suggestion

Annex D: Validation Workshop Photos





II. VALIDATION SURVEY

The Evaluation Team conducted a validation survey reaching back to the 177 KII and FGD initial evaluation respondents. The survey yielded 65 respondents, including the 11 who participated in the validation workshop. The regional breakdown of survey respondents is as follows: Region V – 17, Region VI – 40, and BARMM – 8. The validation tool has 11 questions each for relevance and effectiveness, and 12 questions for sustainability. Frequency tables for responses to the 34 questions are shown in Annex 20-A. Tables showing responses by region are in Annex 20-B.

Relevance. The Relevance component of the evaluation is composed of two topline questions: the first one is about how ABC+ activities correspond with DepEd objectives, and the second is about the extent of contribution of ABC+ to: a) the improvement of early-grade literacy and transition to Filipino and English reading, b) acquisition of foundational mathematics skills, and c) improved social and emotional learning.

For the first topline question, validation survey results confirmed the evaluation findings that ABC+ activities are very much aligned with DepEd objectives. All survey respondents confirmed this to be true, with 62 of the total 65 respondents indicating that this was *very true in their locale*, while three indicated that this was *somewhat true* in their context (Annex 20-A, Table 1). The evaluation result stating that existing policies were contextualized or enhanced because schools gained confidence from ABC+ support was confirmed by 51 of 65 respondents to be *very true in their locale*, while 12 stated that it was *somewhat true* in their context (Annex 20-A, Table 2). The survey answers of the big majority of respondents support the findings of the evaluation study for the first topline question, confirming that

ABC+ activities are indeed relevant to DepEd policies and activities in their respective contexts.

The second topline question for Relevance is about the extent of ABC+ contribution in literacy instruction, developing mathematics, and improving SEL. For contribution on literacy instruction, all respondents indicated that ABC+ initiatives had been very useful, with 57 of 65 saying that this was *very true in their locale*, and 8 stating that this was *somewhat true* in their place (Annex 20-A, Table 3). The evaluation study's finding that ABC+ contribution for developing mathematics skill was at a moderate level was indicated by half of the respondents (33 of 65) to be *very true* in their context, 23 said that it was *somewhat true* in their locale, while 5 said that this was *not true* in their place, and four *did not have information* about it (Annex 20-A, Table 4). This result indicates that ABC+ initiatives for developing mathematics skills is possibly more differentiated across regions. Nevertheless, it should be noted that the majority of respondents did agree with the finding. A regional breakdown of results for this finding show that the majority of respondents selected answers that indicate the finding was *true in their locale*, while a small number of respondents answered that the finding was *not true* in their context or that they *did not have information* about it (Annex 20-B, Table 4). The evaluation finding that ABC+ initiatives helped in improving SEL to a great extent was confirmed to be true by 61 of 65 respondents. Of these 61, 53 regarded this finding to be *very true* in their context, while 8 indicated that it was *somewhat true in their locale* (Annex 20-B, Table 5).

Other results evaluating ABC+ Relevance were about the adjustment of ABC+ design and implementation to recipients' capabilities and capacities in the light of the COVID-19 pandemic. Evaluation findings show that ABC+ made several adjustments for their recipients and this was confirmed by all 65 respondents to be true in their locale: 58 regarded it as *very true*, while 7 indicated that it was *somewhat true* (Annex 20-B, Table 7). Evaluation also found that ABC+ initiatives helped teachers in integrating Gender Equality and Social Inclusion in instruction to a great extent. Sixty-two of 65 respondents confirmed this to be true, with 53 of the 65 regarding it as *very true*, while 9 indicated that it was *somewhat true*. Only one thought that it was *not true* in his locale, while one *did not have information* on this (Annex 20-A, Table 6).

Effectiveness. The purposes of evaluating the effectiveness of ABC+ were to describe the extent of achievement in the three IRs, identify outcomes brought about by the pandemic, and how it contributed to the enhancement of policies on EGR instruction.

Validation survey results confirmed the evaluation findings that the intended outcomes in each IR are contributing to the overall outcome of improved reading skills. For IR 1, K-3 teachers' increased capacity curriculum development were obtained from various ABC+ teacher training, workshop, and monitoring programs. Table 16 (Annex 20-A) confirms that this was *very true* for 85% (f = 55) of the respondents. Table 13 (Annex 20-A) indicates that the development of MTB-MLE-based instructional materials was added as a criterion for K-3 teachers' competency (e.g., ranking and or promotion) and was *very true* for more than half of the participants (58%, f = 38).

For IR2, improved reading skills in Filipino and English language and increased love for reading among the learners are connected to ABC+'s provision of contextualized and developmentally appropriate supplementary reading materials (SRMs) to K-3 learners. This evaluation finding was *very true in the context* of 90% (f = 54) of the validation survey

respondents (Annex 20-A, Tables 12 and 14). For IR3, 72% (f = 47) of home learning partners (HLPS), such as parents, *adapted* ABC+'s instructional and home learning strategies because of training received on how to teach their children at home (Annex 20-A, Table 15).

According to 86% of the respondents (f = 56), the learning recovery plan is an unintended outcome brought about by the Pandemic and was also *helping* in improving the instruction and access to quality materials for the K-3 learners (Annex 20-A, Table 18). The respondents also confirmed that ABC+'s contribution to the enhancement of policies was observed more in curriculum development and assessment at the K-3 levels (86%, f = 56) as reflected in Table 19, Annex 20-A.

Participants also agreed that the recommendation of the evaluation team for additional training and technical assistance on research in instructional differentiation in K-3 levels are *doable and helpful* to their locale (Annex 20-A, Table 20).

Sustainability

As the ABC+ program commenced a few months before the onset of the COVID-19 pandemic, it was indeed a great challenge to ascertain the program's sustainability since ABC+ has a limited timeline of five years. Under sustainability, the topline question is whether improved achievements in reading, math, and social and emotional skills for children in the early-grades persist after the project's conclusion. Likewise, this component seeks to observe IR3 which pertains to improved education system capacity and commitment to manage and implement interventions supporting effective early-grade instruction. The validation survey results confirmed the evaluation findings that ABC+ activities most likely will be sustained or will persist even after the project's conclusion, Tables 23 and 24, Annex 20-B, show the distribution of responses per region. Almost all survey respondents (56 out of 65) confirmed that improving early-grade reading is very true for their locale while 55 out of 65 respondents confirmed improvements in early-grade SEL.

Moreover, 55 out of 65 respondents confirmed (Table 25, Annex 20-A) that the monitoring and evaluation processes using accessible technology and innovations in teaching and learning modalities and strong support systems provided by various stakeholders, could lead to the sustainability of the ABC+ program. Respondents confirmed that ABC+ initiatives and collaboration with DepEd, Regional Offices, Divisions Offices, NGOs, and community stakeholders strengthen local ownership across the regions. The same is true with collaboration with education and community leaders and volunteers, teachers, and parents who helped their respective communities to build resilience, especially during the COVID-19 pandemic (Tables 26- 28, Annex 20-A).

Many of the respondents affirmed that the concept of the whole community approach warrants the sustainability of the ABC+ program (Table 29, Annex 20-A), where LGU and volunteer parents effectively implement the HLP approaches, assist the community to continuously monitor learning hubs, and encourage and collaborate with the private sector to sustain the needs (i.e., facilities and infrastructure) of schools and the community to support continuous improvement literacies (i.e., reading, numeracy, GESI and SEL) (Tables 30-34, Annex 20-A). In addition, the respondents suggested that ABC+ should tie up with other agencies, such as with the Department of Social Welfare and Development, especially with its 4Ps (*Pantawid Pamilyang Pilipino Program*), a program that provides conditional cash

grants to the poorest of the poor, to improve the health, nutrition, and the education of children aged 0-18. Most of the 4Ps recipients are behind in literacy due to lack of nutrition. The respondents also suggested collaboration with mothers of 4Ps beneficiaries, as volunteers.

Conclusion

Overall, albeit using a small number of informants, the validation survey results generally confirm the midline evaluation findings and recommendations for ABC+. Across regions, respondents' answers confirm the veracity of the presented findings and support the given recommendations. While some responses were received for statements that disconfirm findings (i.e., not true in our locale), this is a very small number. It may be an indication though that program implementation has not covered the entirety of a target location. The validation survey results, combined with the data gathered from the conducted online validation workshop, confirm the midline evaluation findings for ABC+.

ANNEX 20-A. VALIDATION SURVEY FREQUENCY TABLES

RELEVANCE

TABLE 1

Distribution of Responses to How True is Statement 1. ABC+ innovations were very much aligned with DepEd policies, and its activities were especially instrumental in our implementation of learning continuity, especially for literacy instruction

RESPONSE	FREQUENCY (n=65)
This is somewhat true in our locale.	3
This is very true in our locale.	62
TOTAL	65

TABLE 2

Distribution of Responses to How True is Statement 2. We enhanced or contextualized some existing policies due to our ABC+ experience or because we have gained confidence in ABC+ support

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	1
This is not true in our locale.	1
This is somewhat true in our locale.	12
This is very true in our locale.	51
TOTAL	65

TABLE 3

Distribution of Responses to How True is Statement 3. ABC+ initiatives have been very useful in improving our early grade literacy instruction

RESPONSE	FREQUENCY (n=65)
This is somewhat true in our locale.	8
This is very true in our locale.	57
TOTAL	65

TABLE 4

Distribution of Responses to How True is Statement 4. ABC+ contributions for the development of our learners' math skills are at a moderate degree

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	4
This is not true in our locale.	5
This is somewhat true in our locale.	23
This is very true in our locale.	33
TOTAL	65

TABLE 5

Distribution of Responses to How True is Statement 5. ABC+ helped us in improving learners' socio-emotional learning (SEL) to a great extent

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	2
This is not true in our locale.	2
This is somewhat true in our locale.	8
This is very true in our locale.	53
TOTAL	65

TABLE 6

Distribution of Responses to How True is Statement 6. ABC+ training helped us integrate gender equality and social inclusion in our instruction to a great extent

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	2
This is not true in our locale.	1
This is somewhat true in our locale.	9
This is very true in our locale.	53
TOTAL	65

TABLE 7

Distribution of Responses to How True is Statement 7. ABC+ made several adjustments in consideration of our capabilities and capacities in the face of the COVID-19 pandemic

RESPONSE	FREQUENCY (n=65)
This is somewhat true in our locale.	7
This is very true in our locale.	58
TOTAL	65

TABLE 8

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 8. Help Regions disseminate ideas to enhance or contextualize DepEd National or Regional policies that ABC+ is already supporting

RESPONSE	FREQUENCY (n=65)
This is somewhat helpful and/or doable.	12
This is very helpful and/or doable.	53
TOTAL	65

TABLE 9

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 9. Assist schools in disseminating best practices, especially in implementing recovery programs, most of which concentrate on literacy development

RESPONSE	FREQUENCY (n=65)
This is somewhat helpful and/or doable.	7
This is very helpful and/or doable.	58
TOTAL	65

TABLE 10

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 10. Since numeracy instruction is designed to be a pilot model that will support the plan for developing a National Framework on Numeracy, ABC+ may explicitly develop and design a supplementary framework that targets numeracy instruction in the key stages

RESPONSE	FREQUENCY (n=65)
This is not helpful and/or doable. I'd suggest something else.	1
This is somewhat helpful and/or doable.	15
This is very helpful and/or doable.	49
TOTAL	65

TABLE 11

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 11. Bolster efforts for SEL integration, especially in the instruction of Region V and VI teachers

RESPONSE	FREQUENCY (n=65)
This is not helpful and/or doable. I'd suggest something else.	3
This is somewhat helpful and/or doable.	14
This is very helpful and/or doable.	48
TOTAL	65

EFFECTIVENESS

TABLE 12

Distribution of Responses to How True is Statement 12. There are improved reading skills in Filipino and English language in our K-3 learners which is influenced by ABC+

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	2
This is somewhat true in our locale.	9
This is very true in our locale.	54
TOTAL	65

TABLE 13

Distribution of Responses to How True is Statement 13. The development of MTB-MLE-based instructional materials was added as a criterion for K-3 teachers' competency (e.g., ranking and or promotion)

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	10
This is not true in our locale.	9
This is somewhat true in our locale.	8
This is very true in our locale.	38
TOTAL	65

TABLE 14

Distribution of Responses to How True is Statement 14. We observed increased love for reading in our learners. This is connected to ABC+'s provision of contextualized and developmentally appropriate supplementary reading materials (SRMs) to K-3 learners

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	1
This is somewhat true in our locale.	10
This is very true in our locale.	54
TOTAL	65

TABLE 15

Distribution of Responses to How True is Statement 15. Home learning partners (HLPS) such as parents, adapted ABC+'s instructional and home learning strategies because of trainings received on how to teach their children at home

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	3
This is not true in our locale.	5
This is somewhat true in our locale.	10
This is very true in our locale.	47
TOTAL	65

TABLE 16

Distribution of Responses to How True is Statement 16. K-3 teachers' increased capacity curriculum development were obtained from various ABC+'s teacher training, workshop, and monitoring programs

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	1
This is not true in our locale.	1
This is somewhat true in our locale.	8
This is very true in our locale.	55
TOTAL	65

TABLE 17

Distribution of Responses to How True is Statement 17. Locally developed reading materials that are age and developmentally appropriate at the K-3 levels are helping our learners to read in their mother tongue and even in the Filipino language

RESPONSE	FREQUENCY (n=65)
This is not true in our locale.	1
This is somewhat true in our locale.	5
This is very true in our locale.	59
TOTAL	65

TABLE 18

Distribution of Responses to How True is Statement 18. The learning recovery plan with technical assistance from ABC+ contributed to improved early grade instruction and delivery and improved access to quality K-3 materials

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	1
This is not true in our locale.	1
This is somewhat true in our locale.	7
This is very true in our locale.	56
FREQUENCY	65

TABLE 19

Distribution of Responses to How True is Statement 19. ABC+'s contribution to the enhancement of policies was observed more in curriculum development and assessment at the K-3 levels

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	2
This is somewhat true in our locale.	7
This is very true in our locale.	56
TOTAL	65

TABLE 20

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 20. Add training and technical assistance on research in instructional differentiation in K-3 levels

RESPONSE	FREQUENCY (n=65)
This is somewhat helpful and/or doable.	10
This is very helpful and/or doable.	55
TOTAL	65

TABLE 21

Distribution of Responses to How True is Statement 21. Focus on the transition of ownership of the program from the implementing partner (RTI) to host institutions (DepEd) and organizations (LGU, HLPs)

RESPONSE	FREQUENCY (n=65)
This is somewhat helpful and/or doable.	20
This is very helpful and/or doable.	45
TOTAL	65

TABLE 22

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 22. Continue to explore a training design and schedule that will support and cater to teachers' needs, situations, and well-being

RESPONSE	FREQUENCY (n=65)
This is not helpful and/or doable. I'd suggest something else.	2
This is somewhat helpful and/or doable.	5
This is very helpful and/or doable.	58
TOTAL	65

SUSTAINABILITY

TABLE 23

Distribution of Responses to How True is Statement 23. ABC+ achievement in improving early grade reading will persist/ be sustained after the project's conclusion

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	1
This is somewhat true in our locale.	8
This is very true in our locale.	56
TOTAL	65

TABLE 24

Distribution of Responses to How True is Statement 24. ABC+ achievement in improving early grade SEL will persist/ be sustained after the project's conclusion

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	1
This is somewhat true in our locale.	9
This is very true in our locale.	55
TOTAL	65

TABLE 25

Distribution of Responses to How True is Statement 25. The monitoring and evaluation processes using accessible technology and innovations in teaching and learning modalities and strong support system to be provided by various stakeholders, could lead to sustainability of the ABC+ program even after its project conclusion

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	1
This is somewhat true in our locale.	9
This is very true in our locale.	55
TOTAL	65

TABLE 26

Distribution of Responses to How True is Statement 26. ABC+ initiatives and collaboration with NGO and community stakeholders strengthen local ownership

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	2
This is not true in our locale.	2
This is somewhat true in our locale.	12
This is very true in our locale.	49
TOTAL	65

TABLE 27

Distribution of Responses to How True is Statement 27. ABC+ initiatives and collaboration with DepEd RO, DO, and LGU strengthen local leadership

RESPONSE	FREQUENCY (n=65)
This is not true in our locale.	1
This is somewhat true in our locale.	6
This is very true in our locale.	58
TOTAL	65

TABLE 28

Distribution of Responses to How True is Statement 28. ABC+ collaboration with education and community leaders and volunteers, teachers, and parents helped their respective community(ies) to build resilience especially during the COVID-19 pandemic

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	1
This is not true in our locale.	1
This is somewhat true in our locale.	9
This is very true in our locale.	54
TOTAL	65

TABLE 29

Distribution of Responses to How True is Statement 29. The concept of the whole community approach warrants the sustainability of the ABC+ program

RESPONSE	FREQUENCY (n=65)
I don't have enough information on this.	1
This is not true in our locale.	1
This is somewhat true in our locale.	15
This is very true in our locale.	48
TOTAL	65

TABLE 30

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 30. Guide community LGU and volunteer parents to effectively implement HLP approaches

RESPONSE	FREQUENCY (n=65)
This is not helpful and/or doable. I'd suggest something else.	1
This is somewhat helpful and/or doable.	16
This is very helpful and/or doable.	48
TOTAL	65

TABLE 31

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 31. Assist community to continuously monitor community learning hubs

RESPONSE	FREQUENCY (n=65)
This is not helpful and/or doable. I'd suggest something else.	2
This is somewhat helpful and/or doable.	17
This is very helpful and/or doable.	46
TOTAL	65

TABLE 32

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 32. Ensure ample supply of quality of supplementary reading materials in different barangay reading centers

RESPONSE	FREQUENCY (n=65)
This is not helpful and/or doable. I'd suggest something else.	4
This is somewhat helpful and/or doable.	11
This is very helpful and/or doable.	50
TOTAL	65

TABLE 33

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 33. Encourage and collaborate with the private sector to sustain the needs (i.e., facilities and infrastructure) of schools and community to support continuous improvement literacies (i.e., reading, numeracy, GESI and SEL)

RESPONSE	FREQUENCY (n=65)
This is not helpful and/or doable. I'd suggest something else.	1
This is somewhat helpful and/or doable.	10
This is very helpful and/or doable.	54
TOTAL	65

TABLE 34

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 34. Encourage more volunteers to participate in literacy programs not just in the school but in the community as well

RESPONSE	FREQUENCY (n=65)
This is not helpful and/or doable. I'd suggest something else.	1
This is somewhat helpful and/or doable.	6
This is very helpful and/or doable.	58
TOTAL	65

ANNEX 20-B. VALIDATION SURVEY FREQUENCY TABLES BY REGION

TABLE 1

Distribution of Responses to How True is Statement 1. ABC+ innovations were very much aligned with DepEd policies, and its activities were especially instrumental in our implementation of learning continuity, especially for literacy instruction across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
This is somewhat true in our locale.	0	3	0	3
This is very true in our locale.	17	37	8	62
TOTAL	17	40	8	65

TABLE 2

Distribution of Responses to How True is Statement 2. We enhanced or contextualized some existing policies due to our ABC+ experience or because we have gained confidence in ABC+ support across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	0	1	0	1
This is not true in our locale.	0	1	0	1
This is somewhat true in our locale.	2	9	1	12
This is very true in our locale.	15	29	7	51
TOTAL	17	40	8	65

TABLE 3

Distribution of Responses to How True is Statement 3. ABC+ initiatives have been very useful in improving our early grade literacy instruction across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
This is somewhat true in our locale.	2	5	1	8
This is very true in our locale.	15	35	7	57
TOTAL	17	40	8	65

TABLE 4

Distribution of Responses to How True is Statement 4. ABC+ contributions for the development of our learners' math skills are at a moderate degree across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	2	0	2	4
This is not true in our locale.	0	4	1	5
This is somewhat true in our locale.	2	18	3	23
This is very true in our locale.	13	18	2	33
TOTAL	17	40	8	6

TABLE 5

Distribution of Responses to How True is Statement 5. ABC+ helped us in improving learners' socio-emotional learning (SEL) to a great extent across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	1	0	1	2
This is not true in our locale.	1	1	0	2
This is somewhat true in our locale.	2	5	1	8
This is very true in our locale.	13	34	6	53
TOTAL	17	40	8	65

TABLE 6

Distribution of Responses to How True is Statement 6. ABC+ training helped us integrate gender equality and social inclusion in our instruction to a great extent across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	2	0	0	2
This is not true in our locale.	0	1	0	1
This is somewhat true in our locale.	3	6	0	9
This is very true in our locale.	12	33	8	53
TOTAL	17	40	8	65

TABLE 7

Distribution of Responses to How True is Statement 7. ABC+ made several adjustments in consideration of our capabilities and capacities in the face of the COVID-19 pandemic across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
This is somewhat true in our locale.	0	6	1	7
This is very true in our locale.	17	34	7	58
TOTAL	17	40	8	65

TABLE 8

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 8. Help Regions disseminate ideas to enhance or contextualize DepEd National or Regional policies that ABC+ is already supporting across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
This is somewhat helpful and/or doable.	0	11	1	12
This is very helpful and/or doable.	17	29	7	53
TOTAL	17	40	8	65

TABLE 9

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 9. Assist schools in disseminating best practices, especially in implementing recovery programs, most of which concentrate on literacy development across Region

RESPONSE	V (n=17)	REGION		FREQUENCY (n=65)
		VI (n=40)	BARMM (n=8)	
This is somewhat helpful and/or doable.	0	6	1	7
This is very helpful and/or doable.	17	34	7	58
TOTAL	17	40	8	65

TABLE 10

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 10. Since numeracy instruction is designed to be a pilot model that will support the plan for developing a National Framework on Numeracy, ABC+ may explicitly develop and design a supplementary framework that targets numeracy instruction in the key stages across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
This is not helpful and/or doable. I'd suggest something else.	0	1	0	1
This is somewhat helpful and/or doable.	1	10	4	15
This is very helpful and/or doable.	16	29	4	49
TOTAL	17	40	8	65

TABLE 11

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 11. Bolster efforts for SEL integration, especially in the instruction of Region V and VI teachers across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
This is not helpful and/or doable. I'd suggest something else.	0	1	2	3
This is somewhat helpful and/or doable.	2	9	3	14
This is very helpful and/or doable.	15	30	3	48
TOTAL	17	40	8	65

TABLE 12

Distribution of Responses to How True is Statement 12. There are improved reading skills in Filipino and English language in our K-3 learners which is influenced by ABC+ across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	1	0	1	2
This is somewhat true in our locale.	4	4	1	9
This is very true in our locale.	12	36	6	54
TOTAL	17	40	8	65

TABLE 13

Distribution of Responses to How True is Statement 13. The development of MTB-MLE-based instructional materials was added as a criterion for K-3 teachers' competency (e.g., ranking and or promotion) across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	3	5	2	10
This is not true in our locale.	1	7	1	9
This is somewhat true in our locale.	1	6	1	8
This is very true in our locale.	12	22	4	38
TOTAL	17	40	8	65

TABLE 14

Distribution of Responses to How True is Statement 14. We observed increased love for reading in our learners. This is connected to ABC+'s provision of contextualized and developmentally appropriate supplementary reading materials (SRMs) to K-3 learners across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	0	0	1	1
This is somewhat true in our locale.	3	5	2	10
This is very true in our locale.	14	35	5	54
TOTAL	17	40	8	65

TABLE 15

Distribution of Responses to How True is Statement 15. Home learning partners (HLPS) such as parents, adapted ABC+'s instructional and home learning strategies because of trainings received on how to teach their children at home across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	2	1	0	3
This is not true in our locale.	1	3	1	5
This is somewhat true in our locale.	3	4	3	10
This is very true in our locale.	11	32	4	47
TOTAL	17	40	8	65

TABLE 16

Distribution of Responses to How True is Statement 16. K-3 teachers' increased capacity curriculum development were obtained from various ABC+'s teacher training, workshop, and monitoring programs across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	1	0	0	1
This is not true in our locale.	0	0	1	1
This is somewhat true in our locale.	1	6	1	8
This is very true in our locale.	15	34	6	55
TOTAL	17	40	8	65

TABLE 17

Distribution of Responses to How True is Statement 16. K-3 teachers' increased capacity curriculum development were obtained from various ABC+'s teacher training, workshop, and monitoring programs across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	1	0	0	1
This is not true in our locale.	0	0	1	1
This is somewhat true in our locale.	1	6	1	8
This is very true in our locale.	15	34	6	55
TOTAL	17	40	8	65

Distribution of Responses to How True is Statement 17. Locally developed reading materials that are age and developmentally appropriate at the K-3 levels are helping our learners to read in their mother tongue and even in the Filipino language across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
This is not true in our locale.	1	0	0	1
This is somewhat true in our locale.	1	2	2	5
This is very true in our locale.	15	38	6	59
TOTAL	17	40	8	65

TABLE 18

Distribution of Responses to How True is Statement 18. The learning recovery plan with technical assistance from ABC+ contributed to improved early grade instruction and delivery and improved access to quality K-3 materials across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	0	1	0	1
This is not true in our locale.	0	0	1	1
This is somewhat true in our locale.	3	3	1	7
This is very true in our locale.	14	36	6	56
TOTAL	17	40	8	65

TABLE 19

Distribution of Responses to How True is Statement 19. ABC+'s contribution to the enhancement of policies was observed more in curriculum development and assessment at the K-3 levels across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	0	0	2	2
This is somewhat true in our locale.	2	4	1	7
This is very true in our locale.	15	36	5	56
TOTAL	17	40	8	65

TABLE 20

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 20. Add training and technical assistance on research in instructional differentiation in K-3 levels across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
This is somewhat helpful and/or doable.	1	9	0	10
This is very helpful and/or doable.	16	31	8	55
TOTAL	17	40	8	65

TABLE 21

Distribution of Responses to How True is Statement 16. K-3 teachers' increased capacity curriculum development were obtained from various ABC+'s teacher training, workshop, and monitoring programs across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	1	0	0	1
This is not true in our locale.	0	0	1	1
This is somewhat true in our locale.	1	6	1	8
This is very true in our locale.	15	34	6	55
TOTAL	17	40	8	65

Distribution of Responses to How True is Statement 21. Focus on the transition of ownership of the program from the implementing partner (RTI) to host institutions (DepEd) and organizations (LGU, HLPs) across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
This is somewhat helpful and/or doable.	5	14	1	20
This is very helpful and/or doable.	12	26	7	45
TOTAL	17	40	8	65

TABLE 22

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 22. Continue to explore a training design and schedule that will support and cater to teachers' needs, situations, and well-being across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
This is not helpful and/or doable. I'd suggest something else.	0	1	1	2
This is somewhat helpful and/or doable.	1	3	1	5
This is very helpful and/or doable.	16	36	6	58
TOTAL	17	40	8	65

TABLE 23

Distribution of Responses to How True is Statement 23. ABC+ achievement in improving early grade reading will persist/ be sustained after the project’s conclusion across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
I don’t have enough information on this.	0	1	0	1
This is somewhat true in our locale.	3	5	0	8
This is very true in our locale.	14	34	8	56
TOTAL	17	40	8	65

TABLE 24

Distribution of Responses to How True is Statement 24. ABC+ achievement in improving early grade SEL will persist/ be sustained after the project’s conclusion across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
I don’t have enough information on this.	0	1	0	1
This is somewhat true in our locale.	4	5	0	9
This is very true in our locale.	13	34	8	55
TOTAL	17	40	8	65

TABLE 25

Distribution of Responses to How True is Statement 16. K-3 teachers’ increased capacity curriculum development were obtained from various ABC+’s teacher training, workshop, and monitoring programs across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
I don’t have enough information on this.	1	0	0	1
This is not true in our locale.	0	0	1	1
This is somewhat true in our locale.	1	6	1	8
This is very true in our locale.	15	34	6	55
TOTAL	17	40	8	65

Distribution of Responses to How True is Statement 25. The monitoring and evaluation processes using accessible technology and innovations in teaching and learning modalities and strong support system to be provided by various stakeholders, could lead to sustainability of the ABC+ program even after its project conclusion across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	0	1	0	1
This is somewhat true in our locale.	3	6	0	9
This is very true in our locale.	14	33	8	55
TOTAL	17	40	8	65

TABLE 26

Distribution of Responses to How True is Statement 26. ABC+ initiatives and collaboration with NGO and community stakeholders strengthen local ownership across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	0	2	0	2
This is not true in our locale.	1	1	0	2
This is somewhat true in our locale.	3	8	1	12
This is very true in our locale.	13	29	7	49
TOTAL	17	40	8	65

TABLE 27

Distribution of Responses to How True is Statement 27. ABC+ initiatives and collaboration with DepEd RO, DO, and LGU strengthen local leadership across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
This is not true in our locale.	1	0	0	1
This is somewhat true in our locale.	2	4	0	6
This is very true in our locale.	14	36	8	58
TOTAL	17	40	8	65

TABLE 28

Distribution of Responses to How True is Statement 16. K-3 teachers' increased capacity curriculum development were obtained from various ABC+'s teacher training, workshop, and monitoring programs across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	1	0	0	1
This is not true in our locale.	0	0	1	1
This is somewhat true in our locale.	1	6	1	8
This is very true in our locale.	15	34	6	55
TOTAL	17	40	8	65

Distribution of Responses to How True is Statement 28. ABC+ collaboration with education and community leaders and volunteers, teachers, and parents helped their respective community(ies) to build resilience especially during the COVID-19 pandemic across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	1	0	0	1
This is not true in our locale.	0	1	0	1
This is somewhat true in our locale.	4	5	0	9
This is very true in our locale.	12	34	8	54
TOTAL	17	40	8	65

TABLE 29

Distribution of Responses to How True is Statement 29. The concept of the whole community approach warrants the sustainability of the ABC+ program across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	0	0	1	1
This is not true in our locale.	1	0	0	1
This is somewhat true in our locale.	2	12	1	15
This is very true in our locale.	14	28	6	48
TOTAL	17	40	8	65

TABLE 30

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 30. Guide community LGU and volunteer parents to effectively implement HLP approaches across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
This is not helpful and/or doable. I'd suggest something else.	0	0	1	1
This is somewhat helpful and/or doable.	3	13	0	16
This is very helpful and/or doable.	14	27	7	48
TOTAL	17	40	8	65

TABLE 31

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 31. Assist community to continuously monitor community learning hubs across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
This is not helpful and/or doable. I'd suggest something else.	1	1	0	2
This is somewhat helpful and/or doable.	3	13	1	17
This is very helpful and/or doable.	13	26	7	46
TOTAL	17	40	8	65

TABLE 32

Distribution of Responses to How True is Statement 16. K-3 teachers' increased capacity curriculum development were obtained from various ABC+'s teacher training, workshop, and monitoring programs across Region

RESPONSE	V (n=17)	REGION		TOTAL (n=65)
		VI (n=40)	BARMM (n=8)	
I don't have enough information on this.	1	0	0	1
This is not true in our locale.	0	0	1	1
This is somewhat true in our locale.	1	6	1	8
This is very true in our locale.	15	34	6	55
TOTAL	17	40	8	65

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 32. Ensure ample supply of quality of supplementary reading materials in different barangay reading centers across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
This is not helpful and/or doable. I'd suggest something else.	1	0	3	4
This is somewhat helpful and/or doable.	2	9	0	11
This is very helpful and/or doable.	14	31	5	50
TOTAL	17	40	8	65

TABLE 33

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 33. Encourage and collaborate with the private sector to sustain the needs (i.e., facilities and infrastructure) of schools and community to support continuous improvement literacies (i.e., reading, numeracy, GESI and SEL) across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
This is not helpful and/or doable. I'd suggest something else.	1	0	0	1
This is somewhat helpful and/or doable.	3	7	0	10
This is very helpful and/or doable.	13	33	8	54
TOTAL	17	40	8	65

TABLE 34

Distribution of Responses to How Helpful and Doable ABC+ Program is in Statement 34. Encourage more volunteers to participate in literacy programs not just in the school but in the community as well across Region

RESPONSE	REGION			TOTAL (n=65)
	V (n=17)	VI (n=40)	BARMM (n=8)	
This is not helpful and/or doable. I'd suggest something else.	1	0	0	1
This is somewhat helpful and/or doable.	2	3	1	6
This is very helpful and/or doable.	14	37	7	58
TOTAL	17	40	8	65