

## ANNEX 5. DATA COLLECTION TOOLS

### Annex 5.1 SURVEY FOR TEACHERS

Good day!

We would like to let you know that as a recipient of the Advancing the Basic Education in the Philippines Program (ABC+) of USAID, you were selected to take part in the survey. This activity is part of the evaluation study of the ABC+ Program.

Before you decide to participate in this study you must understand why this is being done and what it will involve. Please read the following information carefully and ask the evaluator if there is anything that is not clear or if you need more information.

#### PROCEDURE

In this survey, we will be asking you some questions about the nature of your participation and outputs attributed to the ABC+ Program. The survey can be completed in 30 minutes. Your participation in this evaluation study can provide insights into how the ABC+ program can move forward to improve instruction, quality, access to reading materials, and system capacity to sustain efforts at the early-grade level.

#### CONFIDENTIALITY

For this study, your identity will be anonymous. Every effort will be made by the evaluator to preserve your confidentiality.

#### CONTACT INFORMATION

If you have questions at any time about this study, you may contact the evaluator whose contact information is provided below:

Randolf S. Sasota

[randolf.sasota@gmail.com](mailto:randolf.sasota@gmail.com)

#### VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form by entering your name in the consent section of this google form.

#### CONSENT

I have read and understood the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form.

We request you to answer all the questions. For the questions with a response scale, please tick the answer based on your degree of agreement or disagreement. For open-ended questions, please type your answer in the provided box. Once you finish, please click the “DONE” button, and your responses will be automatically sent to us.

**A. General information**

Name (Optional): \_\_\_\_\_

Date: \_\_\_\_\_

Age:

Sex at birth: Male/Female (For discussion)

Highest Educational Attainment:

Institutional Affiliation:

Town/City:

Province:

Region:

Designation:

From 2019 to the present, did you participate in ABC+ activities?

- Yes
- No

If yes, in what year?

- 2019
- 2020
- 2021
- 2022

What was the form of training?

- Virtual
- In-person

What was your role in the training you engaged in?

- A trainee
- A trainer
- Others: \_\_\_\_\_ (Please indicate.)

**B. Relevance:**

I. Which of the following statements best describes how ABC+ compares with other professional development in which you have participated during the past six months?

- ABC+ was *more useful* than other professional development on MTB-MLE that I have participated in.
- ABC+ was *about the same* as other professional development that I have participated in
- ABC was *less useful* other than the professional development that I have participated in
- I don't have an opinion.
- I don't have an opinion because I have not participated in any other professional development in the last six months
- Others (Please indicate.)

2. List at least three adjustments that ABC+ implemented in their activities/programs to account for the changes brought by the COVID-19 pandemic.
3. How have your students responded to ABC+ supplementary reading materials (SRMs)?
4. How about parents and your co-teachers? Provide any feedback on children's responses to ABC+ SRMs from them.
5. On a scale of 1-3, where 1 is the highest and 3 is the lowest, rate the extent to which ABC+ considered trainees' capacity and individual situations in each of the adjustments you listed above.
6. Do you know of any DepEd policy (local, regional, or national) on early-grade instruction that has been modified or enhanced because of ABC+ activities/programs?

If yes, explain briefly how ABC+ activities influenced the policy modification or enhancement

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7. Recall the time before participating in the ABC+ program and compare it now in terms of your early-grade instructions and delivery. To what extent has the program been useful in improving early-grade instructions and delivery since its implementation?
  - ABC+ program has been very useful in improving early-grade instructions and delivery.
  - ABC+ program has been somewhat useful in improving early-grade instructions and delivery.
  - ABC+ program has been bit useful in improving early-grade instructions and delivery.
  - ABC+ program has not been useful at all in improving early-grade instructions and delivery.

### C. Effectiveness

1. Indicate the extent to which the ABC+ met your professional learning and teaching needs in early-grade instruction
  - It addressed my professional learning and teaching needs completely.
  - It addressed some of my professional learning and teaching needs.
  - It did not address my professional learning and teaching needs.
  - This professional development did not help much because I was already familiar with this topic.
2. To what extent has ABC+ training helped you improve your instruction in the following:

	To a great extent	To a moderate extent	To a limited extent
Literacy			
Mathematics			
Integration of SEL			
Integration of GESI?			

3. As you plan your early-grade instruction, are there any activities especially intended for boys?
  - Yes
  - No
4. If your answer above is yes, can you describe it in brief?

5. As you plan your early-grade instruction, are there any activities especially intended for girls?
  - Yes
  - No
6. If your answer above is yes, can you describe it in brief?
7. How did you implement instruction during the pandemic? Check all that apply:
  - Use of modules, implemented with the help of home learning partners
  - Online learning using Moodle and conferencing platforms (Zoom, Google Meet)
  - House-to-house visits to teach students face-to-face
  - Others: (Please specify.)
8. To what extent were you still able to implement skills and knowledge acquired from ABC+ training using the instructional delivery approach used during the pandemic?
  - To a great extent
  - To a moderate extent
  - To a limited extent
9. If your answer above is to a great extent/a limited extent, provide the factors which limited the application of acquired skills in the used delivery mode.
10. Around how many school days were lost in your school due to COVID-19 restrictions in the following school years?
  - 2020-2021
  - 2021-2022
11. Give 1-3 suggestions for ABC+ in terms of their conduct of teacher training (for literacy instruction, math instruction, GESI, etc.)
12. Give 1-3 suggestions for ABC+ in terms of their conduct of materials development (training and workshops, distribution of materials, etc.)
13. In your community or school, do boys perform better in school than girls or is it the other way around? Give possible reasons as to why this could be the case in your context.
14. On a scale of 1-3 where 1 is the highest and 3 is the lowest, rank the following ABC+ interventions based on the extent of their contribution to improving your instruction for learners' basic skills in the early grades, especially in reading in the MT and transition to Filipino and English.
  - Strengthening capacity development for teachers and school heads
  - Developing and providing access to quality reading materials
  - Strengthening the system capacity of the Department of Education in your regions/divisions to sustain efforts of ABC+ (i.e., collaboration with NGOs and LGU to improve the system and policies)

Please explain ranking:

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## D. Sustainability

1. How likely will you apply continuously what you have learned in ABC+ even after the program implementation?

\_\_\_ Very Unlikely \_\_\_ Unlikely \_\_\_ Neutral \_\_\_ Likely \_\_\_ Very Likely

2. Which of the following statements best describes the likelihood that you will apply what you learned in ABC+?

- I have already practiced it in my classroom.
- I have already practiced in my classroom, and it seemed to work well.
- I have already practiced in my classroom, and it seemed to work well. I will keep on practicing it.
- I have already practiced in my classroom, but it was not appropriate for my learners.
- I look forward to practicing in my classroom in the next few weeks
- I look forward to practicing in my classroom later this academic year
- I would like to practice, but I don't have sufficient materials that I need.
- I would like to practice it, but I don't have the chance.
- I don't think that these things will work with my learners.
- "I would like to practice it, but \_\_\_\_\_ (Give reason here)."

3. Which of the following support systems do you need to sustain the good practices that you acquired from ABC+ training programs?

- Continues quality professional teacher training in the next 2-3 years
- Accessibility of materials through radio, TV-based instructions, and other social media platforms.
- Availability of the most appropriate instructional technology for their developmental stage, grade, and subject matter needs.
- Availability of quality supplementary reading materials (big and small books)
- Availability of quality learning materials for early-grade learning
- Availability of infrastructures (e.g., buildings, roads, power supplies) and facilities (e.g., libraries, computer rooms, learning hubs/spaces) for K-3 to strengthen their acquired literacy skills in their mother tongue (MT), especially to learners with special needs.
- School/Division-level policy to collaborate with the local government unit (LGU) for improving early-grade reading, math, and social and emotional skills
- School/Division-level policy to collaborate with non-government organizations (NGOs), for improving early-grade reading, math, and social and emotional skills

4. Generally, what are parents and community members' attitudes toward Mother Tongue-Based Multilingual Education (MTB-MLE)?

- Very positive and highly supportive
- Moderately positive and supportive
- Unaware of MTB-MLE and passive
- Moderately negative and skeptical
- Very negative and highly opposed

5. To what extent have ABC+ activities involved community stakeholders (LGUs, NGOs, elders, etc.) for the improvement of early-grade instruction?

6. How has ABC+ activities supported your school in reaching out to the last mile and GIDCA schools?

7. What are your observations about the coverage that ABC+ activities have received in the news media, for example in newspapers and online news, social media platforms, and during television and radio broadcasts?
  - inspiring
  - informative
  - encouraging
  - no idea
  - others (Please specify: \_\_\_\_\_)
8. Provide examples of instances when you saw news reporters and journalists covering ABC+ activities in your school or district.
9. Based on your training experience, what component of ABC+ programs need policy recommendations to ascertain sustainability?
  - Collaboration with stakeholders
  - Budget allocation
  - Time allocation for the training
  - The ratio of teaching and learning materials
  - Quality of teaching and learning materials
  - Integrating socio-emotional learning skills
  - Mainstreaming or highlighting gender sensitivity and girls' empowerment
  - Promoting social inclusion when it comes to religious belief and indigenous people's practices
  - Providing access to the internet through wireless and wired means and other options
10. List three to five existing and/or potential "barrier/s" that could hinder the sustainability of ABC+ programs once the USAID engagement ends.
11. List three to five best practices that emerged during the implementation of ABC+ programs that could be sustained by your school/division after the USAID engagement ends.

## **Annex 5.2 SURVEY FOR SCHOOL HEADS**

Good day!

We would like to let you know that as a recipient of the Advancing the Basic Education in the Philippines Program (ABC+) of USAID, you were selected to take part in the survey. This activity is part of the evaluation study of the ABC+ Program.

Before you decide to participate in this study you must understand why this is being done and what it will involve. Please read the following information carefully and ask the evaluator if there is anything that is not clear or if you need more information.

### **PROCEDURE**

In this survey, we will be asking you some questions about the nature of your participation and outputs attributed to the ABC+ Program. The survey can be completed in 10-15 minutes. Your participation in this evaluation study can provide insights into how the ABC+ program can move forward to improve instruction, quality, access to reading materials, and system capacity to sustain efforts at the early-grade level.

### **CONFIDENTIALITY**

For this study, your identity will be anonymous. Every effort will be made by the evaluator to preserve the confidentiality of your answers.

### **CONTACT INFORMATION**

If you have questions at any time about this study, you may contact the evaluator whose contact information is provided below:

Randolf S. Sasota

randolf.sasota@gmail.com

### **VOLUNTARY PARTICIPATION**

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form by entering your name in the consent section of this Google form.

### **CONSENT**

I have read and understood the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form.

We request you to answer all the questions. For the questions with a response scale, please tick the answer based on your degree of agreement or disagreement. For open-ended questions, please type your answer in the provided box. Once you finish, please click the “DONE” button, and your responses will be automatically sent to us.

## A. General information

Name (Optional):

Age:

Sex at birth: Male/Female (For discussion)

Highest Educational Attainment:

Institutional Affiliation:

Town/City:

Province:

Region:

Designation:

From 2019 to the present, did you participate in ABC+ activities?

- Yes
- No

If yes, in what year?

- 2019
- 2020
- 2021
- 2022

What was the form of training?

- Virtual
- In-person

What was your role in the training you engaged in?

- A trainee
- A trainer
- Others: \_\_\_\_\_ (Please indicate.)

## B. Relevance

I. Which of the following statements best describes how ABC+ compares with other professional development in which you have participated during the past six months?

- ABC+ was *more useful* than other professional development that I have participated in.
- ABC+ was *about the same* as other professional development that I have participated in
- ABC was *less useful* other than the professional development that I have participated in
- I don't have an opinion.
- I don't have an opinion because I have not participated in any other professional development in the last six months



2. To what extent do ABC+ activities align with existing DepEd policies and/or programs on:
  - early-grade instruction
  - access to quality materials
  - improved education capacity
3. As you observed teachers at the K-3 level, are there any activities especially intended for boys?
  - Yes
  - No
4. If your number 2 answer is yes, can you describe it in brief?
5. As you observe teachers at the K-3 level, are there any activities especially intended for girls?
  - Yes
  - No
6. If your number 3 answer is yes, can you describe it in brief?
7. List at least three adjustments that ABC+ implemented in their activities/programs to account for the changes brought by the COVID-19 pandemic.
8. On a scale of 1-3, where 1 is the highest and 3 is the lowest, rate the extent to which ABC+ considered beneficiaries' capacity and individual situations in each of the adjustments you listed above.
9. Do you know of any DepEd policy (local, regional, or national) on early-grade instruction that has been modified or enhanced because of ABC+ activities/programs?
  - Yes
  - No
10. If yes, explain briefly how ABC+ activities influenced the policy modification or enhancement.

**C. Effectiveness**

1. Indicate the extent to which the ABC+ met your professional learning needs in the supervision of early-grade instruction
  - It addressed my professional learning needs completely
  - It addressed some of my professional learning needs
  - It did not address my professional learning needs
  - This professional development did not help much because I was already familiar with this topic
2. To what extent has ABC+ training helped you in mentoring K-3 teachers to improve their instruction in the following:

	To a great extent	To a moderate extent	To a limited extent
Literacy			
Mathematics			
Integration of SEL			
Integration of GESI?			

3. In your institution, in which of the following aspects are ABC+ activities most successful?
  - Strengthening capacity development for teachers and school heads
  - Developing and providing access to quality reading materials
  - Strengthening the system capacity of the Department of Education in your regions/divisions to sustain efforts of ABC+
4. Please provide specific examples in your #3 answers and why these are the most effective/successful.
5. On a scale of 1-3 where 1 is the highest and 3 is the lowest, rank the following ABC+ interventions based on the extent of their contribution to improving learners' basic skills in the early grades, especially in reading in the MT and transition to Filipino and English
  - Strengthening capacity development for teachers and school heads
  - Developing and providing access to quality reading materials
  - Strengthening the system capacity of the Department of Education in your regions/divisions to sustain efforts of ABC+
6. How did you implement instruction during the pandemic? Check all that apply:
  - Use of modules, implemented with the help of home learning partners
  - Online learning using Moodle and conferencing platforms (Zoom, Google Meet)
  - House-to-house visits by teachers who teach students Face to face
  - Others: (please specify)
7. To what extent were teachers still able to implement skills and knowledge acquired from ABC+ training using the instructional delivery approach used during the pandemic?
  - To a great extent
  - To a moderate extent
  - To a limited extent
8. If your answer above is to a great extent/a limited extent, provide the factors which limited the application of acquired skills in the used delivery mode.
9. Around how many school days were lost in your school due to COVID-19 restrictions in the following school years?
  - 2020-2021
  - 2021-2022
10. Give 1-3 suggestions for ABC+ in terms of their conduct of teacher training (for literacy instruction, math instruction, GESI, etc.)
11. Give 1-3 suggestions for ABC+ in terms of their conduct of materials development (training and workshops, distribution of materials, etc.)
12. In your community or school, do boys perform better in school than girls or is it the other way around? Give possible reasons as to why this could be the case in your context.

#### **D. Sustainability**

1. Which of the following statements best describes the likelihood that you will apply what you learned in ABC+?
  - I have already practiced in my school.
  - I have already practiced in my school, and it seemed to work well.
  - I have already practiced in my school, but it was not appropriate for our K-3 learners.

- I look forward to practicing in my school in the next few weeks.
  - I look forward to practicing in my school later this academic year.
  - I would like to practice, but we don't have the materials that we need in our school.
  - I don't think that these things will work with our K-3 learners.
2. Please rate your readiness in continuing ABC+ activities after the project ends
    - Strongly ready
    - Ready
    - Not ready
    - Strongly not ready
    - Do not know
  3. What plans do you have to sustain/replicate/continue the program after the project ends?
  4. To what extent have ABC+ activities involved community stakeholders (LGUs, NGOs, elders, etc.) for the improvement of early-grade instruction?
    - To a great extent
    - To a moderate extent
    - To a limited extent
  5. How has ABC+ activities supported your school in reaching out to last-mile schools and GIDCA?
  6. What could be the major challenges or obstacles in implementing your plans after the project ends? How do you intend to overcome them?
  7. What are some of your predictions about how the educational ideas, methods, and materials developed under ABC+ will continue to be used after the project ends?
  8. Generally, what are parents and community members' attitudes toward Mother Tongue-Based Multilingual Education (MTB-MLE)?
    - Very positive and highly supportive
    - Moderately positive and supportive
    - Unaware of MTB-MLE, passive
    - moderately negative and skeptical
    - very negative and highly opposed
  9. What are your observations about the coverage that ABC+ activities have received in the news media, for example in newspapers and online news, social media platforms, and during television and radio broadcasts? Provide examples of when you saw news reporters and journalists covering ABC+ activities in your school or district.
    - inspiring
    - informative
    - encouraging
    - no idea
    - others (please specify: \_\_\_\_\_)

Our survey about ABC+ is now concluded. Your comments today have been very valuable and useful for our evaluation of the project. Thank you for providing your time to assist us. The USAID evaluation report of ABC+ will later be publicly released. We will contact you in the future if we need to make some clarifications on your responses.

## Annex 5.3 KEY INFORMANT INTERVIEW QUESTIONNAIRE

Date:

### Preliminaries

1. Introduction of CLAIMDev
  - a. Recording
  - b. Screenshot of KII participant
2. Introduction of participant
  - a. Giving of name
  - b. Giving of agency or affiliation
  - c. Giving of location: school, division, region
3. Reading of house rules (RFAs: in charge)
  - a. To allow our conversation to flow more freely, I'd like to go over some ground rules.
  - b. There are no "wrong answers," just your observations and opinions.
  - c. As much as possible please answer each question.
  - d. Whatever is shared during the discussion/interview will remain confidential.
  - e. Let me know about your questions now. Are there any questions?

### KII with DepEd Leaders (From Region, Division, District, or School)

- What Regional, Division, or District policy (e.g., memorandum or order, regulations, programs, etc.) are ABC+ activities on SRM development and distribution in your locale aligned with? Please name these policies and explain how ABC+ activities are aligned with them.
- How has ABC+ activities enriched your processes for materials development (i.e., contextualization and localization) and distribution? In what ways has ABC+ enhanced your operations for this dimension?
- What are the considerations to contextualize the designed/developed SRMs
- How many SRMs has your school/division/region received from ABC+ interventions? Who has these SRMs or who is accountable for them?
- How frequently do the teachers and students use the designed/developed SRMs
- What feedback have you received from teachers, parents/HLPs, and their children about the quality and effectiveness of these SRMs? Describe how the children responded to the SRMs and their use. Did the SRMs affect children's interest in reading in any way?
- Given all the ABC+ activities that you engaged with, which group do you think benefited the most (i.e., teachers, learners, school heads)? Why this group? You may rank the groups and explain why.
- In what ways are the School, Division, and Region ensuring the strides made in the following through ABC+ activities will be sustained long after the program has concluded
  - Development of quality SRMs through a workshop, QA, inclusion of gender-fair/SEL themes, etc.
  - Implementation and monitoring SRMs to ensure the proper inclusion of gender-fair/SEL themes
  - Partial evaluation of intervention and revision of SRMs for continuous improvement and

- quality assurance
  - Accessibility of quality SRMs through funding and ensuring that GIDCA schools are provided with them.
  - Continuous Professional development and training of teachers and curriculum developers
- What issues and concerns have you experienced from teachers, curriculum developers/content writers about the quality, effectiveness, and sustainability of the intervention?

#### KII with Teachers

- What Regional, Division, or District policy (e.g., memorandum or order, regulations, programs, etc.) are ABC+ activities on SRM development and distribution in your locale aligned with? Please name these policies and explain how ABC+ activities are aligned with them.
- How have ABC+ activities enriched your processes for materials development and distribution? In what ways has ABC+ enhanced your operations for this dimension?
- How has ABC+ activities enriched your instruction and delivery? In what ways has ABC+ enhanced your teaching skills? Do you get to apply what you have learned from ABC+ training in your classes? If yes, what are the effects of your application of skills and knowledge?
- How many SRMs has your school/division/region received from ABC+ interventions? Who has these SRMs or who is accountable for them?
- What feedback have you received from co-teachers, parents/HLPs, and their children about the quality of these SRMs?
- How different are these SRMs from the ones you had? Why?
- Have you integrated these SRMs into your instruction? If yes, how? What effect, if any, did the SRMs have on your instruction? Did you notice any change in the students when you started using the SRMs? Tell us about it.
- How did children respond to the use of SRMs?
- In what ways are the School, Division, and Region ensuring the strides made in the following through ABC+ activities will be sustained long after the program has concluded
  - Development of quality SRMs through a workshop, QA, inclusion of gender-fair/SEL themes, etc.
  - Implementation and monitoring SRMs to ensure the proper inclusion of gender-fair/SEL themes
  - Partial evaluation of intervention and revision of SRMs for continuous improvement and quality assurance
  - Accessibility of quality SRMs through funding and ensuring that GIDCA schools are provided with them.
  - Continuous Professional development and training of teachers and curriculum developers
  - Review of existing policy on the inclusion of gender-fair/SEL themes for future reference
- What issues and concerns have you experienced from parents and their children during the implementation of the ABC+ intervention (Sustainability, IR 1,2,3)

ABC+ Partners (LGU-LSB, Private Sector, and NGOs)

- Have you collaborated with DepEd for materials development previously? Based on your experience, how has ABC+ activities enriched DepEd processes for materials development and distribution? In what ways has ABC+ enhanced operations for this dimension?
- How have you collaborated with DepEd for teacher training and professional development previously? Based on your experience, how has ABC+ activities enriched DepEd processes for teacher training and professional development, policy review of education system capacity, and commitment to manage and implement interventions? In what ways has ABC+ enhanced operations for this dimension?
- How was your collaboration experience with ABC+ concerning teacher training and professional development to improve the instruction and delivery of intervention activities and to possible policy review of education system capacity and commitment to manage and implement interventions?
- Would you be interested to continue with these activities and policy review of the education system capacity and commitment to manage and implement interventions with DepEd even after the conclusion of ABC+ engagement? Why or why not?
- Has DepEd expressed any interest in engaging you again in future activities similar to the ones you participated in for ABC+?
- What issues and concerns have you experienced with DepEd as LGU and NGO partners during the implementation of the ABC+ interventions?

## Annex 5.4 FOCUS GROUP DISCUSSION PROTOCOL

Date:

### Preliminaries

1. Introduction of CLAIMDev
  - a. Recording
  - b. Screenshot of KII participant
2. Introduction of participant
  - a. Giving of name
  - b. Giving of agency or affiliation
  - c. Giving of location: school, division, region
3. Reading of house rules (RFAs: in charge)
  - a. To allow our conversation to flow more freely, I'd like to go over some ground rules.
  - b. In this FGD, only one person speaks at a time.
  - c. Everyone doesn't have to answer every single question.
  - d. Whatever is shared during the discussion will remain confidential.
  - e. There are no "wrong answers," just different opinions.
  - f. Since our time is limited there may be a need to ask you to stop and change topics from time to time.
  - g. Let me know about your questions now. Are there any questions?

### FGD Questions

- I. Relevance
  - How have ABC+ activities contributed to the enhancement of policies on instruction and learning outcomes in kindergarten to grade 3?
  - How have ABC+ activities for professional training and materials development enriched your instruction?
  - What materials development and distribution policies and processes that were already in place before were enhanced or made more efficient or more effective by ABC+ interventions?
  - Do you know of any DepEd policy (local, regional, or national) on early-grade instruction that has been modified or enhanced because of ABC+ activities/programs? If yes, explain briefly how ABC+ activities influenced the policy modification or enhancement.
    - a. On the effect of the pandemic:
      - How has the COVID-19 pandemic affected ABC+ activities in terms of:
        - improving early-grade instruction and delivery,
        - improving access to quality materials, and
        - improving education capacity and
        - managing and implementing interventions supporting early-grade instruction?
      - List at least three adjustments that ABC+ implemented in their activities/programs to account for the changes brought by the COVID-19 pandemic.

- On a scale of 1-3, where 1 is the highest and 3 is the lowest, rate the extent to which ABC+ considered trainees' capacity and individual situations in each of the adjustments you listed above.
- Around how many school days were lost due to COVID-19 restrictions in the past school years?
- To what extent were you still able to implement skills and knowledge acquired from ABC+ training using the instructional delivery approach used during the pandemic?
- How did home learning partners (HLPs) implement the ABC+ program?
- How was the learning of children from Geographically Isolated, Disadvantaged, and Conflict-Affected Areas (GIDCA) monitored, especially during the pandemic? What is the status of their learning compared to their peers?

b. On Gender Equality and Social Inclusion (GESI):

- Are the needs of boys and girls addressed in classroom instruction? Cite examples or instances where this was observed.
- How have ABC+ activities promoted gender equality and social inclusion (GESI) in your instruction delivery?
- What was your experience in teacher training and delivery of instruction that highlighted GESI?
- Have you integrated GESI into your lessons? If yes, how did you do that? How would you describe the experience of integrating it with instruction or introducing it to learners?
  - How did the girls respond to it? How about the boys?

Do you have any teaching activities that you implement for boys only or for girls only? Why? Where did you get that idea? What other strategies or activities of yours differentiate boys from girls? What made you decide to do it that way? How did the boys and girls respond to these activities?

2. Effectiveness

a. On Program Contribution

- Compared with your previous programs in early-grade literacy, what is/are the unique features, if any, of ABC+ in the improvement of early-grade instruction and delivery, access to materials, and capacity of your division/school?
- To what extent have skills and knowledge acquired from ABC+ activities been applied in instruction?
- How useful are knowledge and skills gained from ABC+ activities in supporting your schools' instruction and quality and accessibility of materials in the early grades?
- Recall the time before participating in the ABC+ program and compare it now in terms of your early-grade instruction and delivery. To what extent has the program been useful in improving early-grade instruction and delivery since implementation?



- How have ABC+ activities improved teachers' and school heads' capacity to design, deliver, or supervise instruction at early-grade levels?
  - Give 1-3 suggestions for ABC+ in terms of their conduct of teacher training (for literacy instruction, math instruction, GESI, etc.).
  - What learning support do children need to make learning more effective? How about parents/guardians, what support system do they need to make children's learning more effective and meaningful?
- b. On Supplementary Reading Materials (SRMs)
- Did all enrolled children here receive an SRM package? What is in the package? How and when were these delivered? Was delivery timely? Did schools with learners from GIDCA in the area also receive packages? How did the school ensure that learners from GIDCA had access to SRMs?
  - Do you think SRMs are properly contextualized and appropriate to the learning needs of children? Why?
  - How did you and/or the children use the SRMs and how often?
  - Do the children use the SRMs on their own? If yes, how?
  - What effect did SRM use have in the teaching process? In student response (engagement and learning)?
  - Do the SRMs have any effect or change on children's reading or learning how to read? Why do you associate these effects or changes with SRM use?
  - Are SRMs easy to use and follow by the parents/ home learning partners (HLPs)?
  - What are the three things that you and/or the children like best about the SRMs? Why?
  - What are three opportunities for SRM improvement? What else would you like to see in the future for SRMs?
  - What are the three challenges for SRM improvement?
- c. GESI in SRMs
- How have ABC+ activities promoted GESI in materials development?
  - Do boys and girls find the ABC+ SRMs stimulating and relevant to their age group and gender?
  - What was your experience in using SRMs that highlight GESI? Did the materials appeal to boys only, girls, or both? What makes you say that?
- d. Socio-emotional learning (SEL) in SRM
- Did the SRMs feature social or cultural values? If yes, which stories are these, and what values were presented? How did the children respond to these stories? Do you think they understood the values presented? What makes you say that?

### 3. Sustainability

- What ABC+ activities would you like to continue even after the engagement with ABC+ has ended? Why?
- List three to five best practices that emerged during the implementation of ABC+ programs that could be sustained by your school/division after the engagement ends. What plans does your school have for sustaining or replicating ABC+ activities after the project ends?
- What could be the major challenges or obstacles in implementing the plan of your school after the project ends? How do you intend to overcome them?
- Generally, what are parents and community members' attitudes toward Mother Tongue-Based Multilingual Education (MTB-MLE)?
- Has the region, division, or school made policy, budget, staffing, etc. provisions for continuing ABC+ activities for teacher training, SRM development and distribution, and policy review on the implementation and continuous improvement of MTB-MLE even after the program has ended? Discuss each provision.
- To what extent have ABC+ activities involved community stakeholders (LGUs, NGOs, elders, etc.) for the improvement of early-grade instruction?
- What emerging partnerships that were initiated by your region/division/school may support the sustainability of gains of learners in early-grade literacy?
- What component/s of the ABC+ program need policy recommendations to ascertain sustainability?
- What are three opportunities for teacher professional development? What else would you like to see in the future for teacher professional development?
- What are the three challenges in policy implementation and improvement? What else would you like to see in the future in terms of education system capacity and commitment to manage ABC+ intervention programs?
- What are three opportunities for policy implementation and improvement?

Provide examples of instances when you saw news reporters and journalists covering ABC+ activities in your school or district. What impressions did these give you? Why?

## Annex 5.5 OUTCOME HARVESTING WORKSHOP QUESTIONNAIRE

	RELEVANCE	EFFECTIVENESS	SUSTAINABILITY
IR 1 Teacher Training	What have been the outcomes of ABC+ interventions on DepEd policies (memos, plans, priorities, etc.) on teacher training, SRMs, and student learning (literacy, math, and SEL)?	What have been the outcomes of ABC+ teacher training?  What specific ABC+ activities led to these outcomes?	What have been the outcomes of ABC+ activities to ensure local ownership and continued support for teacher training, SRM development, and systems capacity?
IR 2 Materials (SRMs)	What specific ABC+ activities led to these outcomes?	What have been the outcomes of ABC+ activities for materials development? ABC+ produced SRMs?  What specific ABC+ activities led to these outcomes?	What specific ABC+ activities led to these outcomes?
IR 3: System Capacity	What have been the outcomes of ABC+ interventions on DepEd capacity and processes and community participation for the improvement of teacher training, SRM development, and student learning?  What specific ABC+ activities led to these outcomes?	What have been the outcomes of ABC+ activities for developing DepEd systems and capacity and community participation to support early-grade instruction?  What specific ABC+ activities led to these outcomes?	

**Annex 5.6 MOST SIGNIFICANT CHANGE IN STORY COLLECTION FORM**  
**Most Significant Change Story Collection Form**

**Background**

USAID and DepEd would like to capture stories of significant change that may have resulted from the activities and outputs of ABC+ in [location]. This will help ABC+ in improving their work and enable them to celebrate successes with you.

The stories and information collected from these interviews have the following objectives:

- Identify areas that need improvement in ABC+ activities
- Identify what has already been achieved
- Collect the experiences of people in [location] concerning ABC+ activities

**Confidentiality**

May we use your stories for reporting to USAID, or sharing with other people in the region?

Do you [storyteller]: (tick one)

- |  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| ● Agree to write down your story and share it with others. | <input type="checkbox"/> | <input type="checkbox"/> |
| ● Agree to have your name in the story (tick one)?         | <input type="checkbox"/> | <input type="checkbox"/> |
| ● Agree to use your story in a publication?                | <input type="checkbox"/> | <input type="checkbox"/> |
| ● Agree to use your photo in the story?                    | <input type="checkbox"/> | <input type="checkbox"/> |

**Confidentiality Clause and Contact Details**

- If the storyteller wants to remain anonymous, don't record their name or contact details – just write 'storyteller' or similar descriptions.

Name of storyteller: \_\_\_\_\_

Group Membership (tick one):

- Parent/Guardian
- Teacher
- School Head
- DepEd Leader (State position: \_\_\_\_\_)
- Trainer (State affiliation: \_\_\_\_\_)
- Community Member (State affiliation: \_\_\_\_\_)
- Others: (State affiliation: \_\_\_\_\_)

Name of the person recording the story: \_\_\_\_\_

Represented School: \_\_\_\_\_

District: \_\_\_\_\_ Division: \_\_\_\_\_ Region: \_\_\_\_\_

Date of Recording: \_\_\_\_\_

### Questions

1. Tell me about how you learned about [innovation] and how you got involved with [innovation].

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2. Please take a few minutes to think about all the changes that have happened in the past [X] years of implementing [innovation].

*For teachers and parents:* Think of changes related to experiencing and using the [innovation]

*For trainers and focal persons:* Think of changes related to including the [innovation] in your operations

Pause here to allow the storyteller to think about all the changes. Allow him or her to write down notes if s/he wants to. Give the storyteller some thinking and note-taking time

3. From your point of view describe a story that best illustrates the most significant change that you have experienced or observed as a result of [innovation] being offered in the school or the community.

- There may have been many changes, great and small, positive and negative. Choose the change that you feel is the most significant.
- Describe who was involved, what happened, where, and when.
- Include enough detail to make it understandable to someone not familiar with your experience or what you have witnessed.
- If choosing one change is difficult, feel free to describe more than one. Another form will be used for that story.
- The significant change you choose can be in:
  - The lives of the beneficiaries (teachers, learners, parents)
  - The lives of the individuals in the community
  - The lives of colleagues with whom you worked
  - The wider community or the DepEd system
  - Policy (memos, regulations, etc.) and operations (processes, practices)

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4. Give your story a title.

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5. Why is this story significant to you?

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6. How has the [innovation] contributed to the significance of the story?

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-end of the form-

## **Annex 5.7 MOST SIGNIFICANT CHANGE GUIDELINES FOR STORY VERIFICATION AND SELECTION**

### Story Verification Guide for Level 2 Participants (ABC+ and DepEd trainers/focal persons)

- Is the storyteller a confirmed beneficiary of ABC+ activities and outputs?
- Has the storyteller been a beneficiary long enough to express the details given in the story?
- Are the details (when and where) in the story consistent with ABC+ activities?
- Have you heard of similar stories reported by other beneficiaries before?
- Is the story credible? Do the reported experiences portray what is likely or realistic based on the context or nature of the intervention and other factors?

### Significance Criteria for Level 2 and Level 3 Participants

- How close is the story's illustration of events to ABC+ goals?
- How impactful is the change described in the story?
- Does the story reflect the intended and unintended goals of ABC+?
- How well does the story capture stakeholder perspective vis-à-vis implemented ABC+ activities?