



Grant Application Form

General Grant Information

This application has been developed as a tool to help Volunteers and their communities plan successful small grant projects. The information that you record here will also be transmitted to Peace Corps Headquarters for internal reporting and reporting to donors. Please work with your community to fill out this application and return it to the appropriate staff member at post for review. Before completing any section, make sure to read the entire application.

Project Title: WCG - Reaching Underserved Communities through a Mobile Community Learning Center

Grant Type: Peace Corps Partnership Program (PCPP) **Status:** Completion Report Submitted

Volunteer Name: James Duke **Responsible Program Manager/APCD:** Efren Lubuguin

Country: Philippines

Project Start Date: 8/22/2016 **Project End Date:** 6/18/2017

The budget information below will auto-fill once the budget has been entered into PCGO. If these fields are blank, you do not need to fill them in.

% Comm. Contribution Proposed:	38.14	% Comm. Contribution Final:	37.55		
Comm. Contribution Amount Proposed:	\$2,092.26	Comm. Contribution Amount Final:	\$2,124.52		
Amount Requested:	\$2,486.22	Amount Approved:	\$2,625.57	Amount Remaining:	(\$0.83)
Requested Grant Amount (local currency):	121800.00				
Exchange Rate: \$1US= (enter local currency value here):	48.99				
Number of PCVs working on project:	1				

Community Information

City/Town/Village	Community Group Name	Group Contact Person	Group Contact Information (phone, address, etc.)
Roxas City, Capiz	Division of Roxas City Alternative Learning System	Jelyn Joy Macate, Mobile Teacher	Pres. Manual A. Roxas Memorial School (South) Brgy. Tanque, Roxas City, Capiz Mobile: 09985379951

Classification

Choose from the following categories to give your project a primary classification: Agriculture, Education, Environment, Health, Municipal Development, Community and Economic Development, Youth Development, Water and Sanitation, HIV/AIDS, ICT, NGO Development, Volunteerism, Food Security, or Gender and Development. From the same list above, choose a secondary classification to describe your project, if applicable.

Primary Classification?	Classification(s)
Yes	Education
No	ICT



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Volunteer Information

Primary PCV	<u>Duke , James</u>	Peace Corps Sector	<u>Education</u>	COS Date	<u>9/15/2017</u>
PCV 2	<u></u>	Peace Corps Sector	<u></u>	COS Date	<u></u>
PCV 3	<u></u>	Peace Corps Sector	<u></u>	COS Date	<u></u>
Other PCVs:	<u></u>				

Project Narrative

Please fill in each box explaining the planning for your project.

Summary

Please provide a brief summary of the project (up to 250 words). Include project activities, objectives, the community's contribution and the potential impact the project may have. For PCPP applications, this is the text that will appear on the PCPP webpage, please omit specific location information.

The Mobile Community Learning Center (CLC) project aims to enhance mobile teachers' instructional resources and strategies and to expand learners' access to learning resources in the Roxas City Alternative Learning System (ALS). The project consists of the construction of a mobile center that will house IT equipment and reading resources. The mobile Community Learning Center will be used indefinitely as an essential resource in the daily instruction of mobile teachers as they travel to underserved communities.

The first project objective is to train ALS mobile teachers in, and empower them to implement, innovative teaching strategies that cater to various learning styles. The project also aims to increase learners' access to educational materials, engagement in and enthusiasm for classes, and performances on continuous and national assessments. The project additionally focuses on expanding the geographic scope and enrollment in the ALS program through enhanced mobility and access to resources. Lastly, the project aims to utilize the mobile Community Learning Center's physical presence and advocacy capabilities to increase community understanding of the ALS program and its educational offerings.

The ALS community conceived the project idea, acquired the new motorcycle with the support of the Department of Education Division Office, and will implement the project through the daily instruction of mobile teachers. The mobile Community Learning Center will allow mobile teachers to implement innovative teaching strategies and community-based instruction, such as IT-supported lessons and e-modules. Learners will receive more differentiated and engaging lessons and access to modules and reading materials for self-study. With enhanced instructional and learning resources, the project hopes to increase learners' performances on national assessments so that they may seek gainful employment or continue their education at the tertiary level.

Background

Describe the background of the community and what priority this project addresses.



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The Alternative Learning System (ALS) is the Department of Education's informal education program, aimed at providing basic education to out-of-school youth and adults who were not able to finish formal schooling for a variety of social and economic reasons. These reasons include, but are not limited to, an economic need to work, migration for financial opportunities, early pregnancy, and bullying. ALS is implemented in a variety of modes, such as group classes in Community Learning Centers (CLCs), online, or through mobile instruction. A Community Learning Center (CLC) can be a classroom loaned from a formal school, a room in a barangay hall (similar to a town hall), a learner's home, or simply a shaded space underneath a tree. The modes of delivery and schedules of classes are flexible based on the availability of learners. Each year, a national Accreditation and Equivalency Exam is given at the elementary and secondary levels. If a learner passes either of these exams, they receive a diploma equivalent to those given in formal schools. Passing the exam allows learners to gain the qualifications needed to seek employment or continue education at the tertiary level.

In Roxas City, a third-class income municipality with a sprawling geography of both rural and urban populations, the Alternative Learning System (ALS) is implemented in a mobile mode by ALS mobile teachers. The city has 47 barangays (similar to a neighborhood), only 14 of which are currently targeted by ALS due to funding and personnel constraints. Across the 14 barangays, there were around 1,000 learners enrolled in ALS during calendar year 2015. Only 30 percent of those learners took the Accreditation and Equivalency exam, with a passing rate of 30 percent. For calendar year 2014, the passing rate was only 17 percent.

Because Roxas City is an urban center, the majority of its learners work, and many are migrant workers who moved to Roxas for economic opportunities. The learners' work schedules, along with the city's large geography, have resulted in a mobile mode of instruction. Mobile teachers travel to communities on personal motorcycles or public transportation to instruct learners individually or in small groups. In Roxas, the mobile classes take place in the learners' homes, rooms borrowed from the town halls, or outside. Lessons in the Alternative Learning System (ALS) are based off of modules, self-contained lessons in booklet form. Teachers can adapt modules into more formal lessons with differentiated teaching strategies. In Roxas City, mobile teachers normally instruct directly from modules or adapt the modules to more student-led lessons. However, the ability to differentiate instruction is limited because around 80% of community learning centers (CLCs) do not have basic instructional materials, such as blackboards, chalk, or open wall space. Visual aids are created by the mobile teachers with poster paper and markers, paid for through personal funds. For particularly busy learners, formal classes in CLCs are replaced by the mobile teachers dropping off modules for self-study by the learners. However, there is often a shortage of modules.

Roxas City can only fund three full-time mobile teachers. The program previously relied on an additional twelve Abot Alam volunteers to carry out ALS instruction. However, the contracts for the Abot Alam volunteers have not been renewed and only three have agreed to continue instruction without compensation.

The mobile Community Learning Center project addresses the primary priority of the Alternative Learning system to reach and educate out-of-school youth and adult communities whose education has been hindered. The project bolsters the current mobile delivery by enhancing instructional and learning opportunities through access to reading and ICT materials. It also addresses the exigent need to reach more communities with quality instruction despite recent setbacks in funding, geographic scope, and personnel.

Community Involvement

How is the community the driving force behind the project? Provide examples that demonstrate the community's involvement in the design and planning of this project.

Roxas City's Alternative Learning System mobile teachers and Department of Education supervisors created the project concept and are advocating for its implementation. They additionally lobbied for and were granted provision of the vehicle for the mobile Community Learning Center. Lastly, the head ALS mobile teacher aided in the design and planning of the project at the Peace Corps' Project Design and Management workshop.

The Alternative Learning System (ALS) community's interest in the project stems from its direct enhancement of the program's mobile mode of instruction. The project answers daily problems of ALS instructors and communities, providing sufficient access to ALS modules, reading materials, and differentiated instruction capabilities. The project will be implemented daily by the Department of Education's ALS mobile teachers as an enhancement of their primary work of mobile instruction. The project additionally meets the ALS community's desire to expand the geographic and educational scope of ALS program, even as funding and staffing of the program wanes, by empowering literacy workers to reach more beneficiaries without straining their workload. At the Roxas City basic training for ALS mobile instructors in 2016, the community evidenced enthusiasm and support for instructional innovations through mobile teacher-led sessions on differentiated teaching methodologies, such as radio-based instruction and e-modules. They simultaneously recognized, however, that these programs would not be implemented in the Roxas City Alternative Learning System due to a lack of resources. Similarly, ALS instructors began teaching ICT lessons in the program's primary Community Learning Center but had to stop after schedule conflicts with the formal school where the center is housed. The community has expressed that the mobile Community Learning Center would be a foundational step in forging such instructional innovation and reaching more communities.

As a part of the project's proposal, a training led by the mobile teachers and Peace Corps Volunteer is proposed to encourage Alternative Learning System literacy workers to innovate their instruction, differentiate their teaching strategies, and reach more communities.

The mobile Community Learning Center (CLC) will also increase the involvement of the wider communities in which the Alternative Learning System operates. The mobile CLC's physical presence, along with its speakers and projectors, can be used for advocacy campaigns similar to caravan campaigns the Roxas City program has conducted in the past. This will increase public understanding of, and interest in, the Alternative Learning System. The reading materials and IT-enhanced lessons will further increase community interest and legitimize the Alternative Learning System's educational offerings. Roxas City's mobile teachers have also stated interest in occasional mass lessons in public spaces using the mobile Community Learning Center to bolster the Alternative Learning System's community-based format.

The project proposal includes a test run in selected barangays from which the program hopes to garner feedback and suggestions from the communities. The mobile teachers would like the Alternative Learning System communities' opinions and interests to be taken into account in both the planning and implementation of this project. As the mobile Community Learning Center will be a part of the daily work of mobile teachers, it can be easily adapted into, and improve upon, the Alternative Learning System's interface with various communities. The mobile teachers have already offered ideas and plans for maintaining, implementing, and monitoring the mobile Community Learning Center's use.



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Outcome

Briefly describe the desired outcome of the project.

The project aims to enhance current Alternative Learning System mobile instruction while also increasing awareness of, enrollment in, and the geographic scope of, the Alternative Learning System program. The project will garner a wider public awareness of the resources and opportunities the Alternative Learning System program provides through the visible, community-based presence of the mobile Community Learning Center. Leveraging the Alternative Learning System's informal, community-based modes of learning, the mobile Community Learning Center will allow advocacy campaigns and mass instruction through its IT equipment and speakers. The project additionally aims to both incentivize mobile teachers to innovate their field-based instruction and motivate them to plan more interactive, dynamic, and student-led lessons. This will be achieved in part through the mobile Community Learning Center's delivery of learning resources to rural-based learners, including sufficient modules, appropriate remedial reading materials, and modern IT equipment. This outcome aims to result in measurable increases in learners' literacy and passing rates in both continuing and national assessments. It also hopes to instill in learners an enthusiasm for Alternative Learning System learning and an interest in productive skills such as IT literacy and critical reading.

The practical and productive use of the mobile Community Learning Center resources aims to innovate and differentiate lessons. Mobile teachers can use the projector for instruction, teach learners basic ICT skills (e.g. Microsoft Office, drafting resumes and letters, basic budgeting, etc.) using the laptops, or conduct remedial reading lessons using the supplementary reading materials. Learners can work on e-modules using the laptops, perform speech and listening activities using the speakers, or borrow modules from the mobile center. Additionally, the program can use the mobile center for advocacy purposes, such as caravan campaigns, mass instruction, and radio-based instruction.

Increased mobility and access to time-saving instructional resources, such as ICT equipment and sufficient ALS modules, will allow mobile teachers to increase their time in the field. Rather than spending time preparing handwritten visual aids, mobile teachers will be able bring learning materials and differentiated instructional methods to learners in the field. The current lack of physical Community Learning Centers (CLCs) in many of the targeted barangays forces the mobile teachers to do individual home visitations, wherein they drop off modules and briefly instruct. The desired outcome is for the mobile Community Learning Center to act as a space around which localized groups of learners can gather for clustered lessons. The clustering of instruction aims to decrease the amount of time spent on home visitations and increase the amount of learners the mobile teachers can reach.

The community's overarching desire is for more out-of-school youth and adults to graduate from the Alternative Learning System. This not only empowers the learners with relevant knowledge and skills, but also ameliorates the communities' wider problems of poverty and shortages of skilled and productive citizens.

Implementation

Describe the implementation plan that will be used to achieve the goals and objectives of this project. Do you foresee any challenges to project implementation?

The first step in implementing the project will be to meet with Division Office supervisors to present the project proposal. At the meeting, volunteers will also be signed up to aid in the implementation.

Mobile teachers and the Peace Corps Volunteer will inventory books already donated by two Peace Corps partners, Books for Peace and Darien Book Aid, to identify subject areas still lacking sufficient resources. If additional resources are indeed needed, the Peace Corps Volunteer will work with the Peace Corps Education Sector Manager to solicit book donations from two additional partner organizations, Books Across Seas and Bagong Kulturang Pinoy.

The mobile teachers will then create a design for the sidecar with aid from the Division Office's IT specialists, engineer, and possibly an outside, voluntary designer. The design will include padded and rain-proof storage for reading materials and IT equipment. During the design process, the volunteers will survey for possible laborers to construct the sidecar and the best vendors for the various materials and equipment.

Once enough funds for the sidecar construction have been procured, its construction will begin. A one-day training will be conducted during the construction process or soon after its completion. It will cover protocols for the use of the mobile Community Learning Center and teaching strategies and innovations.

Once the mobile CLC is constructed, the vehicle will then be tested for functionality. A test run of its resources will be conducted in selected barangays in conjunction with the Alternative Learning System's annual community mapping. The mobile teachers will receive feedback from the communities and hold a meeting to discuss needed adjustments.

Once functional and tested, the mobile Community Learning Center (CLC) will be used by the mobile teachers as a part of their daily fieldwork. The modules, reading materials, and IT equipment will be used in lessons. The modules and reading resources housed in the mobile CLC will be curated on an as-needed basis. Reading materials can be switched out at the program's primary center, where the collection of books not being used in fieldwork will be housed in already-existing shelving units. The use of all resources will be documented, and modules and reading materials borrowed from the mobile CLC will be logged daily and returned at each weekly lesson. Fuel costs are already covered by the mobile teachers' current travel allowance. Any issues with the IT equipment can be addressed by Division IT specialists. On days where the mobile teachers are targeting the same barangay, the mobile CLC will be used by all three teachers, while on other days, a rotation schedule will be established.

Every 6 months, or annually, the mobile CLC will also be used for a larger advocacy campaign throughout various barangays in Roxas City. An annual fundraising event will be held every year in the period of September to December to acquire funds for any needed maintenance repairs.

Some potential challenges in the implementation of this project include a shortage of funds, an unset schedule for the sidecar construction, and the maintenance of the mobile CLC's resources. The primary budget items, the construction of the sidecar and the laptops, are beyond any locally available funds or fundraising means. Its construction thus depends on the procurement of an outside grant. While a regular sidecar for a tricycle only takes a few days to construct, it is unknown if the customized design of the mobile CLC will lengthen the construction process. Lastly, the borrowing of materials from the mobile CLC may result in the loss of materials. The mobile teachers currently lend modules to learners on a weekly basis and maintain an effective inventory system, but the larger quantity of resources in the mobile CLC could possibly cause issues in the upkeep and monitoring of reading resources.



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Capacity Building

How will the project contribute to building skills and capacity within the community?

The mobile Community Learning Center project will build a variety of skills and capacities within Alternative Learning System mobile teachers, learners, and community members.

Mobile teachers will be trained in enhanced instructional methods and differentiated teaching strategies. As the instructors use the mobile Community Learning Center in their daily fieldwork, they will practice and hone these new teaching strategies. The use of IT equipment will allow the mobile teachers to plan more engaging lessons that cater to multiple learning styles. The reading materials and modules will ensure that the mobile teachers have sufficient materials to conduct remedial reading lessons and provide learners with the opportunity to self-study. The provided resources will give the mobile teachers the capacities to innovate their instructional strategies in the field and to reach a wider number of learners in a more nuanced manner.

The Alternative Learning System learners will gain productive skills in reading comprehension and the use of IT equipment through the mobile Community Learning Center's resources. They will additionally receive more differentiated instruction catering to multiple learning styles, bolstering their capacity to retain the lessons. Access to learning materials is a primary hindrance to the education of many learners in rural areas. Because of this, the mobile Community Learning Center's reading resources and modules will empower the learners to study in their free time and strengthen their reading skills. The enhanced instruction and access to resources will help to build in learners the capacities needed to pass the Accreditation and Equivalency exam, which will then allow the learners to seek gainful employment or continue their education in technical school or college.

The physical presence of the mobile Community Learning Center, its resources, and its advocacy capabilities will provide the community members with a better understanding of the Alternative Learning System (ALS) program and its educational offerings. This will allow the program to operate more effectively within the communities and will encourage community members to enroll in the ALS program or encourage others to do so. The mobile Community Learning Center will build within community members a capacity to ameliorate education hindrances within their community and further their own knowledge through community-based instruction.

A mobile unit of ALS facilitators and an on-the-go instructional style are already nationwide hallmarks of the Alternative Learning System program. However, ALS mobile teachers often travel on public transportation or personal motorcycles (the latter being the case in Roxas City). The mobile Community Learning Center will be an innovative leveraging of, and enhancement upon, this mobile aspect of the ALS program. A limited number of other municipalities have been able to implement similar projects within the highly decentralized structure of ALS programs across the country. For example, the Systems Technology Institute (STI) college created six mobile schools, equipped with computers, for the ALS program in two other regions. Many other municipalities have created mobile libraries. Because of the nascency of these initiatives, the mobile Community Learning Center will be an innovative project that will build new instructional and learning capacities within the Roxas City ALS program.

Panay Island, where Roxas City is located, has three other Peace Corps Volunteers working in the Alternative Learning System. The four volunteers are leading an ALS Teacher Training in the province of Antique in early October, and plan on expanding the training to the other provinces of the island. The mobile Community Learning Center will be presented at the trainings to encourage other municipalities to enhance their instructional infrastructure.

Sustainability

How will the community be able to sustain the activities and/or benefits of this project? What is the community's plan to sustain the benefits of the project after the initial project funding has been exhausted?

The mobile Community Learning Center has the potential to be highly sustainable as it will enhance and be used in the daily work of mobile teachers. The Alternative Learning System community plans to treat the vehicle and its equipment (e.g. projector, speakers, etc.) as fixed assets of the program that can be used to enhance instruction and provide resources to underserved communities for many years. Because the project idea was conceived by the mobile teachers, they will be motivated to continually integrate its resources into their instruction. The planned training for the mobile teachers and literacy workers will ensure that they have the capacities to effectively utilize the mobile Community Learning Center's resources and pass on its benefits to their learners. The program anticipates a continued and motivated use of the mobile Community Learning Center because the IT-supported lessons and teaching resources it will supply are basic instructional enhancements that the mobile teachers have been desiring for years, especially due to the low-resource environment of mobile teaching.

If new Alternative Learning System (ALS) mobile teachers or literacy workers are hired, the community plans to either have an annual training on the use of the mobile Community Learning Center's resources, or if the budget does not allow, to integrate the training into the annual basic training for ALS implementers.

While the vehicle and equipment will last for a long period of time, the reading materials and modules could potentially be less sustainable. The community recognizes that their sustainability depends on the proper management and documentation of their use, and thus plans to enforce such measures stringently and emphasize them in trainings and meetings. To combat any loss of materials or repairs needed for the vehicle, the community plans to have an annual fundraising campaign and event. The Department of Education's Division Office has additionally offered that their driver could aid in the repair of the vehicle and that the regular budgetary funds for the Alternative Learning System could help to cover the cost of maintenance for the mobile Community Learning Center and its resources.

Goals & Objectives

What are the project's goals and objectives and how will you know if your project is reaching them to produce the desired benefits or change? Please list corresponding goal and objective for each line when entering multiple indicators for each goal/objective. Add rows if needed.

Timeline



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Fill out for Initial Grant/Application					Fill out for Completion Report	
Goal	Objective	Indicator(s)	Who	When	Results	Comments
ALS learners will receive enhanced access to resources to increase their enthusiasm and engagement in the ALS program and to bolster their knowledge and skills in reading and ICT.	Objective 2.1: By February 2017, at least 20 learners in each barangay will receive remedial reading lessons and increase their personal reading habits to better their engagement in lessons. Objective 2.2: By February 2017, 50% of enrolled ALS learners will receive exposure to and training in the use of ICT equipment to better their enthusiasm for lessons. Objective 2.3: By February 2017, at least 5 barangays will evidence a 10% or higher increase in weekly attendance at ALS lessons to better the consistency and legitimacy of the program.	2.1: Number of learners in each barangay who receive remedial reading lessons and/or exhibit an increased personal reading habit. 2.2: Number of learners (as percent of enrolled learners) who are exposed to and/or receive lessons on the use of ICT equipment. 2.3: Number of barangays with a 10% or higher increase in weekly attendance.	ALS Mobile Teachers; ALS Learners	By February 2017	2.1: A total of 130 learners received remedial reading lessons. 2.2: 130 learners have begun receiving lessons on the use of ICT equipment.	
ALS literacy workers will adopt enhanced instructional innovations and teaching strategies to increase learner success in continuous and national assessments.	Objective 3.1: By January 2017, all ALS literacy workers will be trained in and adopt at least 2 new teaching strategies using the mobile CLC to innovate and differentiate ALS instruction. Objective 3.2: By February 2017, 50% of ALS lesson plans will incorporate the use of ICT equipment or reading materials from the mobile CLC to better learners' retention and understanding of the lesson. Objective 3.3: By February 2017, a total of 100 learners will achieve higher scores on either continuous or national assessments.	3.1.1: Number of ALS literacy workers trained in teaching strategies and innovations using the mobile CLC. 3.1.2: Number of new teaching strategies adopted by each literacy worker in their instruction. 3.2: Percentage of lesson plans incorporating the use of mobile CLC materials. 3.3: Number of learners exhibiting an increase in their continuous or national assessment scores.	Peace Corps Volunteer and Division Officials; ALS Mobile Teachers; ALS Learners	By January 2017-February 2017	3.1.1: 5 ALS literacy workers were trained in teaching strategies and innovations using the mobile CLC. 3.1.2: 6 new teaching strategies were adopted by each literacy worker in their instruction. 3.2: 45% of ALS lesson plans incorporate the use of resources from the mobile CLC.	As discussed in the narrative section, Objective 3.3 has yet to be adequately quantified.



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The ALS program will implement a mobile Community Learning Center in facilitators' fieldwork and advocacy campaigns to increase awareness, enrollment, and participation in the ALS program.	Objective 1.1: By January 2017, a mobile Community Learning Center will be built and used in ALS literacy workers' mobile instruction. Objective 1.2: By February 2017, a total of 100 new learners will enroll in ALS and 3 additional barangays will be reached by the mobile CLC to widen participation in the ALS program. Objective 1.3: By February 2017, a total of at least 150 learners, 80 community members, and 30 barangay officials will be provided with the knowledge and awareness needed to clearly state the ALS program's goals and offerings.	1.1.1: A functioning mobile CLC is built with attached sidecar and proper registration. 1.1.2: Frequency of mobile CLC's use as a percentage of total number of fieldwork days. 1.2: Number of additional learners enrolled in ALS, and additional barangays reached by ALS, via the mobile CLC's outreach. 1.3: Number of people evidencing an improved understanding of the program's goals and offerings.	ALS Mobile Teachers; Peace Corps Volunteer; ALS Learners, Community Members, and Barangay Officials	By January 2017-February 2017	1.1.1: A functioning mobile CLC with attached sidecar and proper LTO registration was built and is being used daily by mobile teachers in their fieldwork. 1.1.2: Three additional barangays are being reached by the mobile CLC (Adlawan, Culasi, and Mongpong). 1.3: 130 learners, 45 community members, and 15 barangay officials were provided with knowledge and awareness about the ALS program's goals and offerings.	
Person Responsible		Activity			Implementation Time	
Peace Corps Volunteer (Planning and letter); Education Program Specialist (Formal request); Curriculum Implementation Division head (Preside over meeting, approval)		Hold a meeting with school ALS facilitators, mobile teachers, and division officials (e.g. EPS, CID, etc.) to discuss the project proposal, receive feedback, and retrieve permission for a one-day training tentatively set for early February 2017.			September 20, 2016 (Completed)	
ALS Mobile Teachers		Identify and register willing volunteers from the meeting to aid in the carrying out of the project.			Early October (October 3-October 14, 2016)	
ALS Mobile Teachers; Division Office IT officials; Division Office Engineer		Draft a design for the sidecar and meet with the Land Transportation Office to have the design approved.			Mid- to Late-October (October 15-October 28, 2016)	
Peace Corps Volunteer		Conduct an inventory of the donated books to identify topic areas that are lacking. Work with Sector Manager Efren Lubuguin to contact additional Peace Corps partners to determine if their offerings can aid in filling the collection's gaps.			Mid- to Late-October (October 15-October 28, 2016)	
ALS Mobile Teachers and Peace Corps Volunteer (Delegation and oversight); ALS Facilitators (Canvassing)		Delegate volunteers to canvass for cost estimates of module printing, ICT equipment, and sidecar construction in order to identify the best vendors.			Early November (November 1-November 15, 2016)	
Education Program Specialists and ALS Mobile Teachers		Identify and coordinate a place and protocol for the safe storage of the center and its materials at the Division Office.			Late November (November 16-November 30, 2016)	
Peace Corps Volunteer (Letter and proposal); ALS Mobile Teachers (Assist in planning and presentation); Education Program Specialist (Retrieve final permission)		Deliver final proposal for, and set date of, the one-day training to be held in early February.			Early December (December 1-December 9, 2016)	
Outside labor (Sidecar construction); ALS Facilitators, Mobile Teachers, and Peace Corps Volunteer (Purchasing); ALS Mobile Teachers and Peace Corps Volunteer (Oversight, record-keeping, budgeting)		Begin construction of the sidecar and manage funds to strategically purchase materials (e.g. module printing, books, ICT equipment) based on available funds.			Mid-January (January 15, 2017)	
Division Office Driver and ALS Mobile Teacher Wilfred Abucay		Test the mobile CLC and with affixed sidecar and process the papers needed for the local Land Transportation Office.			Early- to Mid-February (February 1-February 10, 2017)	
Peace Corps Volunteer and ALS Mobile Teachers (Plan and facilitate)		Hold a one-day training on the proper use of the ALS mobile CLC, teaching strategies, and instructional innovations in the Division Office or ALS center.			Early- to Mid-February (February 1-February 15, 2017)	
ALS Mobile Teachers		Conduct a two-week long test run of the ALS mobile CLC in two target barangays.			Late February (February 15-March 3, 2017)	



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Peace Corps Volunteer and ALS Mobile Teachers (Preparation and facilitation); ALS Education Program Specialist and Curriculum Implementation Division Head (Preside over meeting and provide feedback)	Hold a Division-level ALS meeting to discuss feedback, issues, and results of the test runs. From feedback, revise the monitoring and data collection practices for the project, if needed.	Early March (March 3-March 10, 2017)
ALS Mobile Teachers	Adjust the implementation according to meeting outcomes and fully implement the ALS mobile CLC as a tool of the ALS mobile teachers' fieldwork.	Mid-March (March 15, 2017)



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Do No Harm

General

Please report on the results of your "do no harm" discussions with community members. Did you find that there were consequences you hadn't thought about?

The program's "Do No Harm" discussions did not result in any large consequences beyond those expected in a transition to the use of new materials in instruction. The members concluded that the mobile Community Learning Center (CLC) and advocacy campaigns could result in an overload of new enrollees, distractions from community members not enrolled in the program, and a period of transition for mobile teachers and learners. However, the mitigation stage of the discussion offered productive solutions to counterbalance any negative impacts, and the community expects the mobile CLC to bring more positive enhancements than negative consequences.

Environmental

If the proposed project is not solely a training project, please discuss possible negative environmental impacts with your community. What are potential negative Environmental impacts of the project activities?

Beyond the regular vehicle emissions produced in the fieldwork of mobile teachers, no additional negative impacts on the physical environments of the communities are anticipated.

A possible social impact is that the resources may attract community members who do not intend to enroll in the Alternative Learning System (ALS). This is manageable to a certain extent, as ALS instruction is already in a community-based format, but too much attention could distract from lessons or result in possible theft.

Another possible impact is that interest in the program may increase so rapidly that the small number of mobile teachers will not be able to efficiently cater to the various communities' needs.

An additional impact discussed is that there may be a period of adjustment for both instructors and learners in the use of IT equipment and reading materials in lessons.

A final possible impact is tension between mobile teachers over the scheduled use of the mobile Community Learning Center. On certain days, the three mobile teachers travel together to the same barangays, and on other days they individually travel to different barangays. On days when they are separated, a rotating schedule will be established for the use of the mobile Community Learning Center. Possible tensions over the schedule is a minor concern as the three mobile teachers work closely together in a highly collaborative and collegial environment. There are no built-in incentivization structures or currently displayed competitive behaviors that would suggest any problems would arise. However, this impact was still considered as a possibility to ensure robust mitigation measures are implemented.

Mitigation

For each of the potential negative impacts described in your prior responses please describe the measures the community will adopt in order to monitor and mitigate against potentially harmful effects.

To ensure that the vehicle does not have any negative impacts on the physical environment, the mobile teachers and Division Office driver will monitor the vehicle's performance and assure that registrations and emission standards are met according to the Land Transportation Office standards. Additionally, the mobile teachers will inventory the resources used and return all unused resources to the primary Alternative Learning System center to ensure that there is no unnecessary disposal of materials into the surrounding environment.

To monitor and mitigate against a possible overflow of participants not interested or enrolled in the Alternative Learning System, the mobile teachers and Division Office supervisors will set a schedule clearly delineating when the mobile Community Learning Center will be used for community advocacy and larger community-based mass instruction, and when it will be used for regular instruction. During regular class instruction, attendance will be taken to assure all participants are enrolled. Enrollment information and materials will be given to the participants who are not yet enrolled. Additionally, before the first use of the mobile Community Learning Center (CLC) in each barangay, an orientation will be held at the barangay hall to orient officials and community members to its purpose and desired use. Strict safety protocols will be implemented in the design and storage of the mobile CLC to mitigate against possible theft. However, from past experiences of mobile teachers, such incidences are expected to be minimal or nonexistent. An annual fundraising campaign or use of Division Office funds will be implemented to replace any lost materials.

To monitor the potential overload of new enrollees, the mobile teachers and Division Office supervisors will collect and analyze data on the monthly spread of new enrollment and the number of learners reached weekly by each mobile teacher. If there seems to be an unsustainable increase in enrollment that would negatively affect performance, the Division Office supervisor could appeal to superiors for additional hiring. Additionally, the Alternative Learning System program could appeal to former volunteer literacy workers to help reach the new enrollees. Finally, the program could temporarily halt new enrollment at a determined threshold so that schedules can be adjusted or resources can be reallocated to cater the larger number of beneficiaries.

The training of mobile teachers and literacy workers should help to mitigate the transition to more resource-enriched lessons. The mobile teachers have previously been trained in the use of IT equipment and remedial reading materials. Each mobile teacher has a laptop and occasionally uses a projector at the program's primary center in the city. Additionally, feedback can be gathered from learners and their performance on continuous assessments can be monitored to determine if instructional adjustments are needed.

Lastly, continuous meetings will be held between the Division officials, mobile teachers, and Peace Corps volunteer to discuss the mobile Community Learning Center's implementation, including the establishment of a schedule for its use. The proposed test run of the equipment in selected barangays, as outlined in the timeline, will give the mobile teachers experience in using the vehicle. This will help the mobile teachers to establish clear expectations for its use and give them perspective on how often they would each like to use it. In the proposed debriefing meetings, the mobile teachers can establish an agreed upon schedule that will be posted in our primary center. At the beginning of each new ALS school year, the schedule will be revisited to determine if changes are needed. As mentioned previously, possible tensions over the use of the mobile Community Learning Center are not anticipated, but are still being considered as a slight possibility.

Budget Summary



Grant Application Form

No need to complete this section when working offline. This section will automatically calculate when the detailed budget has been entered in the PCGO portal.

Category	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$2057.56	\$0.00	\$1632.99	\$0.00	\$0.00
Labor	\$0.00				
Land/Venue Rental	\$0.00	\$0.00	\$20.41	\$0.00	\$0.00
Materials Transport	\$20.41	\$0.00	\$0.00	\$0.00	\$164.32
Materials/Supplies	\$367.42	\$0.00	\$30.62	\$0.00	\$743.01
Other	\$40.82	\$0.00	\$0.00	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$0.00	\$0.00	\$408.25	\$0.00	\$0.00
Total	\$2,486.22	\$0.00	\$2,092.26	\$0.00	\$907.33

Budget Detail

Enter each item that will be required to complete the project. For the budget category, you will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet found at http://files.peacecorps.gov/donate/Small_Grants_Budget_Worksheet.xls to complete your initial budget offline. The Grants Coordinator at your post can also provide you a copy.

Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount Local	Grant Amount \$US	Community Contribution Cash (Local/\$US)		Community Contribution In-Kind (Local/\$US)		Third-Party Contribution Cash (Local/\$US)		Third-Party Contribution In-Kind (Local/\$US)	
Motorcycle	Equipment	80000.00	1.00	80000.00	0.00	\$0.00	0.00	\$0.00	80000.00	\$1632.99	0.00	\$0.00	0.00	\$0.00
Helmet (for mobile teacher who does not already have a helmet)	Equipment	800.00	1.00	800.00	800.00	\$16.33	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Microphones	Equipment	1500.00	2.00	3000.00	3000.00	\$61.24	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Speaker	Equipment	5000.00	1.00	5000.00	5000.00	\$102.06	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Portable Projector	Equipment	15000.00	1.00	15000.00	15000.00	\$306.18	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Laptop (Netbook)	Equipment	13500.00	2.00	27000.00	27000.00	\$551.13	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Customized Sidecar to House Materials (inclusive of labor)	Equipment	50000.00	1.00	50000.00	50000.00	\$1020.62	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Venue for Training	Land/Venue Rental	1000.00	1.00	1000.00	0.00	\$0.00	0.00	\$0.00	1000.00	\$20.41	0.00	\$0.00	0.00	\$0.00
Library Books Transportation (Darien Book Aid)	Materials Transport	3450.00	1.00	3450.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	3450.00	\$70.42
Library Books Transportation (Books for Peace)	Materials Transport	4600.00	1.00	4600.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	4600.00	\$93.90



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Transport of Initial Materials and Equipment in the Construction and Set-Up of Sidecar	Materials Transport	1000.00	1.00	1000.00	1000.00	\$20.41	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Library Books (Darien Book Aid)	Materials/Supplies	140.00	110.00	15400.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	15400.00	\$314.35
Library Books (Books for Peace)	Materials/Supplies	140.00	150.00	21000.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	21000.00	\$428.66
Materials for Training - projector usage, markers, poster paper, printing, notebooks	Materials/Supplies	1500.00	1.00	1500.00	0.00	\$0.00	0.00	\$0.00	1500.00	\$30.62	0.00	\$0.00	0.00	\$0.00
Module Set Printing	Materials/Supplies	9000.00	2.00	18000.00	18000.00	\$367.42	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Cost of Registration with Land Transportation Office	Other	2000.00	1.00	2000.00	2000.00	\$40.82	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
Food for Training	Travel/Per Diem/Food/Lodging	200.00	10.00	2000.00	0.00	\$0.00	0.00	\$0.00	2000.00	\$40.82	0.00	\$0.00	0.00	\$0.00
Gas Costs for Vehicle (recurring; calculated for initial three-month start up period, but secured in perpetuity as a part of the Department of Education's compensation package for mobile teachers)	Travel/Per Diem/Food/Lodging	6000.00	3.00	18000.00	0.00	\$0.00	0.00	\$0.00	18000.00	\$367.42	0.00	\$0.00	0.00	\$0.00
Total					121,800.00	\$2,486.22	0.00	\$0.00	102,500.00	\$2,092.26	0.00	\$0.00	44,450.00	\$907.33

Budget Narrative (optional)

This section describes the types of items or services that will be purchased in each budget category. It gives a snapshot of what will be purchased to complete the project. The budget narrative differs from the detailed budget in that it summarizes all budget line items within the same category. The fields completed here should match the categories used in the "Budget Detail" Section.

Budget Category	Grant Contribution	Community Contribution	Third-Party Contribution
Equipment	Helmet; Two laptops; Customized Sidecar (compiled of items attached in Grant Receipts Cover Sheet and physical receipts); Portable Projector; Portable Speaker (with included microphones)	Motorcycle	
Labor			



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Land/Venue Rental		Venue for Training	
Materials Transport			Library Books Transportation (Darien Book Aid); Library Books Transportation (Books for Peace)
Materials/Supplies	Module Sets Printing (including paper)	Materials for Training	Library Books (Darien Book Aid); Library Books (Books for Peace)
Other	Cost of Registration with Land Transportation Office	Gas Costs (recurring cost calculated for 3 months)	
Travel/Per Diem/Food/Lodging		Food for Training	

Grant Performance Indicators

When you are applying for a grant and filling in your grant application, you will only fill in the first column titled, "Initial Indicators". At this time, you will estimate the number of organizations or community members that you anticipate will participate in, benefit from, or be affected by your project. You must enter a non-zero number for at least one initial grant-specific indicator for the project to be approved.

When your project is complete and you are filling out your grant completion report, you will only fill in the second column titled, "Final Indicators". In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant-specific indicator to confirm that the project met agreed-upon funding requirements.

Region / Country	Type	Program Element	Metric	Categories	Initial Indicators	Final Indicators
Philippines	All	# of Beneficiaries (indirect)	Community members who receive an indirect benefit from the project, not including those counted above	Female(s), 14 and below	0	0
				Female(s), 25 and above	45	41
				Female(s), 15-24	80	51
				Male(s), 15-24	75	56
				Male(s), 25 and above	43	42
				Male(s), 14 and below	0	0
		# of Participants (direct)	Community members directly involved in the design and implementation of the project, including those who attend trainings or workshops	Male(s), 25 and above	2	2
				Male(s), 15-24	1	1
				Male(s), 14 and below	0	0
				Female(s), 14 and below	0	0
				Female(s), 15-24	1	1
				Female(s), 25 and above	5	5
		Capacity Development	# of community organizations and/or associations that will have increased capacity due to this small grant	Organizations	1	1
			# of individuals who will have increased capacity due to this small grant	Male(s) 25 and above	20	24
				Female(s) 25 and above	25	28
				Male(s) 15-24	28	36
				Female(s) 15-24	30	42



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Philippines	All	Capacity Development	# of individuals who will have increased capacity due to this small grant	Male(s) 14 and below	0	0
				Female(s) 14 and below	0	0
			# service providers who will have increased capacity due to this small grant	Male(s) 14 and below	0	0
				Female(s) 15-24	1	1
				Male(s) 15-24	0	0
				Male(s) 25 and above	2	2
				Female(s) 25 and above	5	5
				Female(s) 14 and below	0	0
		New Technology & Practices	# of individuals who have applied new technologies and/or practices as a result of this grant	Female(s) 25 and above	15	28
				Male(s) 15-24	21	36
				Female(s) 15-24	23	42
				Male(s) 14 and below	0	0
				Male(s) 25 and above	12	24
				Female(s) 14 and below	0	0
			# of new technologies and/or practices that will have been adopted as a result of this small grant	Practices	14	12
				Technologies	4	5

Referral Contacts

Most approved PCPP and LGL projects will be posted online for fundraising at peacecorps.gov/donate. Volunteers are encouraged to enter contact information for their friends and family who may want to support their project through donations. Once your project is approved, Peace Corps/HQ staff will contact your referrals to alert them that your project is online.

Title	First Name	Last Name	Relationship to Volunteer	E-mail Address	Street Address	City	State	Zip Code
World Connect Grants								
Donor	Pamela	Nathenson	Donor Pamela Nathenson PP-17-492-001_941	0	6 Barclay Street, 6th Floor	New York	NY	10007

STOP HERE, if you are filling out your grant application - you are done!

If you have completed your project and are filling in your completion report information, be sure to fill in your final indicators in the "Grant Performance Indicators" section above. Then, fill in your final narrative and budget below.



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Completion Report Narrative

Please fill in each box explaining the outcomes of your project.

Tell Your Story

Every project has a story. Please describe any anecdotal evidence/stories from a community member or your personal experience that attest to the project's success. This vignette may be used to highlight your exemplary work when reporting to stakeholders.

When I first arrived in Roxas City, I was amazed by the sprawling geography of the city and the relentless sense of vocation with which the Alternative Learning System (ALS) mobile teachers served the city's out-of-school youth and adults. Even in the remotest areas, my counterparts maintain consistence presence and act as both teachers and mentors to their learners. They hold classes by traveling house-to-house, or teaching intricate lessons with little to no resource in local chapels, town halls, or outside. Traveling with them for months and conducting literacy mapping exposed me to the varied joys and challenges of working in a mobile ALS program that serves over one thousand learners across fourteen barangays (towns), but also left me paralyzed towards the prospect of implementing a program to enhance the program's offerings. As my time in ALS progressed and my working relationship with my counterparts deepened, however, the idea of a Mobile Community Learning Center emerged as an organic innovation that could supplement the exigent realities of ALS instruction and advocacy in Roxas City. By the time my counterpart and I attended the Project Design & Management training, the mobile Community Learning Center (mCLC) had clearly become the most feasible, appropriate, and sustainable project to embark on.

Working with my counterpart in the proposal and implementation phases of the project has been an invaluable experience of professional development, teambuilding, and capacity building. I have been continuously surprised by the leadership, ownership, and confidence my counterpart has evidenced throughout the project as she manages the project's implementation and oversight, adapts to challenges, and ingeniously introduces improvements. While the project is only one reason for her promotion to an ALS supervisor, I have witnessed the simultaneous development of her leadership in the project's management and the wider Department of Education community.

The project's implementation did not come without its obstacles. The multiple delays in the center's construction tested our patience and managerial authority, but we adapted accordingly and successfully kept the project on an appropriate timeline. After the construction phase, however, I was continuously impressed by my counterpart's leadership in successfully and smoothly implementing the project. Whether it was having the project approved as an official innovation of the Division Office, holding an orientation and workshop-training at the Division Office, coordinating and facilitating orientations in barangays, or using the center on a daily basis in their fieldwork, the project has brought out and molded the mobile teachers' roles as leaders and community organizers. In the community-based setting of ALS education, this is a gift that will sustain itself for the foreseeable future.

Perhaps the most noticeable effect of the project, beyond the availability of new instructional and learning resources, has been the demonstrated sense of pride and appreciation within the ALS community. ALS is perhaps the most underfunded and institutionally ignored programs of the Department of Education despite the large and vulnerable populations it serves. Witnessing the increased familiarity and credibility of ALS within communities, along with the gratitude of learners and mobile teachers, has been an invaluable result of the project. Whether it is the hundreds of learners who have already received lessons enhanced by the center's resources, the myriad communities that have newfound knowledge of the ALS program's offerings and goals, or the city's mobile teachers who have demonstrated a sense of empowerment to improve their instruction in underserved communities, the Mobile Community Learning Center project will continue to touch all levels of the Roxas City Alternative Learning System community.

Goals Achieved, Changes in Initial Objectives, and Community Feeling

The initial goals set for the project were all achieved with a few instances of adjusted and tempered objectives. The sidecar and integrated mobile CLC vehicle were constructed through working with and supervising local service providers. Secondary reading materials and ALS modules were catalogued and a check-out system implemented to assure their sustained use for the ALS program. An orientation was sponsored by and held for the Division Office, which allowed supervisors, administrators, and related officials (e.g. librarians, supply officer) to become acquainted with the project, establish buy-in, and provide feedback and recommendations. Following the orientation, a workshop-training was conducted by the ALS team to action plan remaining tasks, workshop instructional innovations, and concretize policies and procedures for the center's daily use and security. At the training, sustainability measures and plans for creating a fund to cover unexpected maintenance costs were also established. Through close work with the Division Office, the project was approved as an official innovation of the local Department of Education program and established as a resource for the sole use of the ALS program. The ALS team held a blessing ceremony for the trike at the local cathedral according to local customs. Orientations were held in three local barangays (Adlawan, Culasi, and Mongpong) to familiarize the communities with the center, advocate for the ALS program and enrollment, and introduce learners to the newly-available learning resources and materials. Orientations were also held at the local Department of Social Welfare & Development (DSWD) office and the weekly center-based ALS class at an elementary school in Barangay Tanque. The latter had over sixty attendees, all of whom were oriented to the center and encouraged to approach the center in their communities to avail of modules or other learning materials. The center is being used daily by the mobile teachers, who have been enthusiastic and proactive in integrating the equipment and resources into their lessons and outreach to communities. For example, upon returning from a conference, the Peace Corps Volunteer was informed that the mobile teachers had used the center's speakers and projector for an audiovisual-enhanced lesson and had held informal, community-based advocacy sessions for ALS enrollment and awareness.

The primary change in the project's initial objectives has been a tempering of the ability to obtain robust data on the impact of the center on learner achievement. One cause for this was the protracted timeline of construction, which left inadequate time to track learner achievement. Another cause has been the continued postponement of the annual Accreditation & Equivalency (A&E) exam, which has resulted in a dearth of quantifiable results and a recent cleavage in attendance between newly-enrolled and veteran learners. While the latter force is a national issue, the ALS team has been working to establish alternative methods to track student achievement.

In the wake of initial project completion, the feeling within the ALS community has been one of pride, leadership, and enthusiasm. The Mobile Community Learning Center was a long-held dream of the ALS program that allows the mobile teachers to more effectively teach in rural, low-resource environments and apply previously unused teaching strategies in which they have been trained. Accompanying this internal spirit, the communities in which ALS operates have demonstrated a newfound interest in and knowledge about the ALS program. This improvement will hopefully grow through future programming and help to assure that the mobile center will remain an effective and recognized asset of the Roxas City ALS program.



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Capacity and Skills Built	<p>The initial capacity built in the ALS mobile teachers was an increased knowledge of and exposure to project design and proposal writing. The mobile teachers were compelled to more forcefully advocate for the ALS program within the Division Office as it is often underfunded and left with little institutional attention. This capacity will continue to be integral in the future development of the Roxas City ALS program. The primary skills built in project implementation were the instructional innovations and training in the use of new IT and reading resources. Each mobile teacher had the opportunity to lead a short demonstration teaching on the innovative use of new resources, such as e-modules, ICT skills, audiovisual-based lessons, and remedial reading. The mobile teachers had already been trained in many of these instructional skills in past Department of Education trainings, but they were not able to apply them in the low-resource environments of ALS field teaching. The project thus gave them the capacity to apply their latent teaching skills and enhance the education they provide to underserved communities of Roxas City. Another capacity built through the project was the mobile teachers' roles as community liaisons and transformational leaders. The project implementation has compelled the mobile teachers to liaise with various community stakeholders, command attention to the ALS program, and advocate for the continued education of out-of-school youth and adults. The orientation to barangay communities and other stakeholders demonstrated the mobile teachers' growing roles and confidence as community organizers, an especially important skill in the community-based setting of mobile teaching.</p>
Sustainability	<p>The project will primarily remain sustainable through its use in the daily fieldwork of the mobile teachers. As a part of the project implementation, we separately proposed, presented, and had approved the Mobile Community Learning Center (mCLC) as a project of the city's Department of Education Division Office, which will lend the project ongoing credibility and community support as a local innovation. Additionally, the Peace Corps Volunteer's counterpart, who has been integral in leading the successful implementation of the project, has been promoted to the position of Alternative Learning System (ALS) supervisor, or Education Program Specialist II (EPS II), at the Division Office level. She has been a steadfast champion of the project dedicated to its success, and has demonstrated interest in expanding the project by constructing more mCLCs in the future through other funding sources. The orientation and workshop-training were effective in inculcating basic knowledge and proficiency regarding the project at all levels of the city's Division Office, which will ensure continued support for the project. Lastly, during the planning stages of the project, necessary discussions and measures were conducted to ensure the project will not be hindered by recurring costs and potential maintenance issues. The Division Office has already pledged to help partially shoulder maintenance costs, the mobile teachers already begun to effectively pool their travel allowances to shoulder gas costs, and the ALS program plans to have an annual fundraiser to pool funds for unexpected costs. The mobile teachers were eager from the beginning to use the trike to travel to the Division Office and to their learners in the field. The established policies, orientations and project development, and observed behavior all signal that the project will remain a sustainable resource for both instruction and learning in the Roxas City ALS program.</p>
Unexpected Events and Recommendations	<p>The most significant unexpected event was the extended timeline for the construction of the sidcar. Whereas we expected the entire construction process to take one month, in reality each stage (e.g. construction of sidcar, painting, logos, etc.) took weeks on end. While perhaps our predicted timeline was too optimistic for the infrastructure of a small provincial city, we would have been better equipped to respond to the delays had we more thoroughly surveyed service providers during the project planning stage. We recommend that future projects involving construction require quotes or estimates from service providers that detail an estimated duration to completion. A second, more manageable class of unexpected events was the myriad bureaucratic barriers we had to overcome in project planning and implementation. The need to write a separate, internal project proposal for the Division Office, the required, documented assurance that the center and its resources would be for the sole use of the ALS program, and the compulsory coordination with the Division Office librarians are all examples of unexpected bureaucratic barriers that consumed time but also bolstered the institutional legitimacy and sustainability of the project. A final unexpected event was an initial discomfort on the part of the mobile teachers with fully using the mobile CLC. While the project idea was initiated before the volunteer arrived in-country and was a long-term goal of the ALS program, once it was completed the mobile teachers were initially hesitant and "shy" to use the newly available resources. While this behavior has noticeably improved and the mobile teachers seem to harbor no further qualms about using the center, I recommend more ongoing debriefing and discussions on resource use and effective management in order to increase the comfort level of local counterparts.</p>
Lessons Learned and Promising Practices	<p>The most significant lesson learned on the part of the volunteer and mobile teachers was effective project management in a low-resource and dynamic environment. Whether it was proposal writing, pitching of the project, budget management, or community engagement, the project instanced an invaluable opportunity to earn experience and practice in effective project management. The mobile teachers used the experience as an opportunity to navigate various modes of professional communication and community building. I witnessed a marked growth in their confidence as they gained experience in teamwork and increasingly felt ownership over the project and its public representation. An additional lesson learned through our workshop-training and initial testing of the center was the effective use of the center's resources for instructional enhancement. The mobile teachers demonstrated creativity and initiative in adapting their lessons to the new resource-rich environment, including but not limited to an increased use of e-modules, audiovisual instruction, remedial reading, and instruction on basic ICT skills. Lastly, the mobile teachers learned how to be more robust and enthusiastic community liaisons for the ALS program. ALS is not well-known in all of the environments where it operates and is often met with skepticism. One of the more profound impacts of the project has been the increase in social capital afforded by the mobile center, which has resulted in the mobile teachers being more confident and enthusiastic advocates of the ALS program. During both the initial project implementation and the ongoing use of the center in daily fieldwork, the mobile teachers have demonstrated a variety of promising practices. The teachers have been especially attentive to the effective, responsible, and sustained management and documentation of the center's resources. They created additional enhancements to the documentation system in the absence of the Peace Corps Volunteer and maintain strict oversight of the resources. While the volunteer was away at a training event, the mobile teachers held an orientation at the local Department of Social Welfare & Development (DSWD) office and introduced the mobile center to learners there. Overall, the mobile teachers have taken on a deep sense of ownership towards the project, coordinating together to use the center as often and widely as possible, introducing improvements, and using the center as a means of community advocacy through events like the one at the DSWD office. The center has acted as a nexus around which the teachers and volunteer have deepened their sense of teamwork and enthusiastic dedication to the mission of ALS. Another promising practice is the positive reactions and enthusiasm of the learners towards the center itself and the lessons enhanced by the center's resources. While it is still too early to fully quantify the effects of the center on the educational outcome of the learners, there have been initial observations of increased attendance and attentiveness in lessons. A final promising practice is a demonstrated commitment to the continual development of the project and the Roxas City ALS program as a whole. The primary counterpart, who has been promoted to an ALS supervisor in the Division Office, has expressed a desire to expand the project to multiple mobile centers. Additionally, the experience writing the project proposal has bestowed the officials with the confidence to begin another proposal related to donation of land for the construction of an ALS center for non-field based classes. Overall, the project has given the mobile teachers of Roxas City the opportunity to grow in leadership and project management, enhance their field-based instruction, improve the educational opportunities of their learners, and become more fully dedicated advocates for the education of out-of-school youth and adults.</p>



Grant Application Form

Final Budget Summary

No need to complete this section when working offline. This section will automatically calculate when the Final Project Log has been entered in the PCGO portal.

Activity	Grant Amount	Community Contribution Cash	Community Contribution In-Kind	Third-Party Contribution Cash	Third-Party Contribution In-Kind
Equipment	\$1,933.01	\$0.00	\$1,632.99	\$0.00	\$0.00
Labor					
Land/Venue Rental	\$0.00	\$0.00	\$20.41	\$0.00	\$0.00
Materials Transport	\$2.35	\$0.00	\$0.00	\$0.00	\$164.32
Materials/Supplies	\$641.31	\$0.00	\$35.72	\$0.00	\$743.01
Other	\$49.73	\$0.00	\$0.00	\$0.00	\$0.00
Travel/Per Diem/Food/Lodging	\$0.00	\$0.00	\$435.40	\$0.00	\$0.00
Total	\$2,626.40	\$0.00	\$2,124.52	\$0.00	\$907.33

Final Budget

Use this project log to record each receipt collected for your project. You will need to classify each item as one of the following budget categories: Equipment, Labor, Land/Venue Rental, Materials Transport, Materials/Supplies, Other, Travel/Per Diem/Food/Lodging. It is recommended that you use the supplemental spreadsheet to complete your final budget offline. This can be found at http://files.peacecorps.gov/donate/Final_Report_Project_Log.xls

Date	Receipt #	Item Description	Budget Category	Unit Cost	Qty	Total Cost	Grant Amount (Local Currency)	Grant Amount (\$US)	Community Contribution Cash (Local Currency/\$US)		Community Contribution In-Kind (Local Currency/\$US)		Third-Party Contribution Cash (Local Currency/\$US)		Third-Party Contribution In-Kind (Local Currency/\$US)	
		Motorcycle	Equipment	80,000.00	1.00	80,000.00	0.00	\$0.00	0.00	\$0.00	80,000.00	\$1,632.99	0.00	\$0.00	0.00	\$0.00
5/15/2017	250858	Helmet (for mobile teacher who does not already have a helmet)	Equipment	800.00	1.00	800.00	800.00	\$16.33	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
5/15/2017	22563	Speaker	Equipment	4,440.00	1.00	4,440.00	4,440.00	\$90.63	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
5/5/2017	No. 000029	Laptop (Equipment	10,995.00	1.00	10,995.00	10,995.00	\$224.43	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
5/5/2017	No. 000030	Laptop (Netbook)	Equipment	13,200.00	1.00	13,200.00	13,200.00	\$269.44	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
5/16/2017	375625347	Portable Projector	Equipment	15,999.00	1.00	15,999.00	15,999.00	\$326.58	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
12/14/2016	AR 1-4; 291; 48716; 824; DR 0000289 818; 553389; 639101; 774734; 0000082 885; 295518; 094002	Customized Sidecar to House Materials (inclusive of labor)	Equipment	49,264.05	1.00	49,264.05	49,264.05	\$1,005.59	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Venue for Training	Land/Venue Rental	1,000.00	1.00	1,000.00	0.00	\$0.00	0.00	\$0.00	1,000.00	\$20.41	0.00	\$0.00	0.00	\$0.00



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		Library Books Transportation (Darien Book Aid)	Materials Transport	3,450.00	1.00	3,450.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	3,450.00	\$70.42
		Library Books Transportation (Books for Peace)	Materials Transport	4,600.00	1.00	4,600.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	4,600.00	\$93.90
6/30/2017	Enclosed in LBC containing remaining receipts.	Transport of Initial Materials and Equipment in the Construction and Set-Up of Sidecar	Materials Transport	115.00	1.00	115.00	115.00	\$2.35	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Library Books (Darien Book Aid)	Materials/Supplies	140.00	110.00	15,400.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	15,400.00	\$314.35
		Library Books (Books for Peace)	Materials/Supplies	140.00	150.00	21,000.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	21,000.00	\$428.66
		Materials for Training - projector usage, markers, poster paper, printing, notebooks	Materials/Supplies	1,750.00	1.00	1,750.00	0.00	\$0.00	0.00	\$0.00	1,750.00	\$35.72	0.00	\$0.00	0.00	\$0.00
5/17/2017	4101	Module Set Printing	Materials/Supplies	31,418.00	1.00	31,418.00	31,418.00	\$641.31	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
11/10/2016	Authorization Memo #17-492-001	Bank Charges (EFT Transfer from HQ to PNB)	Other	166.50	1.00	166.50	166.50	\$3.40	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
3/24/2017	2708003996; 1099052861; 4014	Cost of Registration with Land Transportation Office	Other	2,269.80	1.00	2,269.80	2,269.80	\$46.33	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00
		Food for Training	Travel/Per Diem/Food/Lodging	277.50	12.00	3,330.00	0.00	\$0.00	0.00	\$0.00	3,330.00	\$67.97	0.00	\$0.00	0.00	\$0.00
		Gas Costs (Recurring; calculated for initial start-up period of three months, but secured in perpetuity as part of the Department of Education's compensation package for ALS mobile teachers)	Travel/Per Diem/Food/Lodging	6,000.00	3.00	18,000.00	0.00	\$0.00	0.00	\$0.00	18,000.00	\$367.42	0.00	\$0.00	0.00	\$0.00
Total							128,667.35	\$2,626.40	0.00	\$0.00	104,080.00	\$2,124.52	0.00	\$0.00	44,450.00	\$907.33



Grant Application Form

Final Grant Performance Indicators

Please go back to the previous "Grant Performance Indicators" section and fill in the column titled, "Final Indicators" to report on the results of your project. In this column, you will report the actual number of organizations or community members that participated in, benefited from or were affected by your project. You must enter a non-zero number for at least one final grant specific indicator to confirm that the project met agreed-upon funding requirements.

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