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Creating Social Value Through Access to Digital Education for Marginalized Schools

ProFuturo Program Pilot Sites in the Philippines:

A Social Return on Investment Analysis 2018 – 2020

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Creating Social Value Through Access to Digital Education for Marginalized Schools: ProFuturo Program Pilot Sites in the Philippines Social Return on Investment Analysis

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Signed

Mr Ben Carpenter
Chief Executive Officer
Social Value International

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Ben Carpenter
Chief Executive Officer
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Social Value International hereby acknowledges that

Jesusa Rebete

is a Level 1 Associate Practitioner of Social Value and SROI, having demonstrated theoretical competence in social value and impact management in line with the SVI Framework, as set out and tested through our accreditation process.

Status is valid for two years and will run for the period:

28/08/2020 — 28/08/2022

Signed

Mr Ben Carpenter
Chief Executive Officer
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1. EXECUTIVE SUMMARY

The ProFuturo Program is a partnership between Ayala Foundation, Inc. (AFI) and Fundacion ProFuturo through a Master Collaboration Agreement signed in 2017 with the Department of Education (DEPED) Mindoro, Marinduque, Romblon, Palawan (MIMAROPA) Regional Office. The project aims to provide digital mobile classroom support to elementary school teachers and students with the goal of helping ensure quality elementary education. The digital mobile classroom is composed of three major components such as provision of devices and Internet connectivity, education platform and learning contents, and training and mentoring for teachers. Devices include tablets for students, laptops with software and router for teachers and mini projector for the class. Learning contents covers linguistics, mathematics, sciences, technology, values, and life skills.

The pilot implementation of ProFuturo was in two Ayala Foundation community development sites in El Nido, Palawan and Puerto Galera, Occidental Mindoro, both located in the MIMAROPA Region. AFI measured the Social Return on Investment (SROI) of this Pilot implementation covering 2018 – 2020. SROI is a framework for measuring social value. It aims to reduce inequality, environmental degradation, and improve well-being by accounting social, environmental, and economic costs and benefits (The SROI Guide, 2012).

The objective of the analysis is to investigate the benefits of ProFuturo to stakeholders and use the result to improve implementation of the program.

AFI used several methodologies in SROI measurement, including surveys, focus group discussions (FGD), and key informant interviews with various stakeholders to generate primary data. A Theory of Change (TOC) for the program was drafted at the start of measurement, based on discussion and validation meetings with a focus group of teachers and project teams, as well as review of reports, project documents, and related literature. AFI ensured that the SROI measurement adhered to the principles of SROI. In all six stages of SROI, AFI ensured to involve the stakeholders, to understand what changes were created by the program, to value the things that matter to the stakeholders, to only include what is material, not to overclaim, to be transparent, to verify the results, and to be responsive.

After the careful analysis of data gathered, the findings revealed that the program created social values for teachers, students, school principals, and the AFI project management team with 12 outcomes. The pilot program created social goods worth Six Hundred Eighty-Six Million and Five Hundred Thousand Pesos (Php686.5M) in total present value. With a total value of input at Twenty-Seven Million Pesos (Php27M), the Social Return on Investment of ProFuturo Pilot Implementation is Php1:25. It means that for every peso of investment for the program, Twenty-Five Pesos (Php 25) worth of social values was experienced by stakeholders in the form of benefits. The observed benefits for teachers were increased effectiveness in teaching, higher satisfaction in teaching, higher self-confidence, and improved work-life balance. Benefits for students included ease of learning difficult competencies, positive outlook in life, and increased opportunities. For school principals and district supervisors, benefits were higher job performance, higher self-esteem, and higher job satisfaction. For the AFI Project Management Team, benefits were higher independence and resiliency, and higher job marketability.

Recommendations generated from both the findings and consultations with the stakeholders were: Continue to capacitate teachers on using the platform. Upscale the program by using ProFuturo for

other subjects like Reading, Music, Art, and Physical Education. Also upscale by using the gadgets in other online learning especially during pandemic. Accelerate in areas of capacity building on creating and uploading contents aligned with the Department of Education's mandated curriculum and enhance creation of indigenous people-specific contents. Start to expand to areas with less access to technology, allow system monitoring of locally uploaded contents and lessons, and advocate for a designated time for creating and uploading of contents.

The results were validated internally by the AFI validators Team, and externally by the stakeholders. For higher impact, recommendations were made for activities to be continued, upscaled and accelerated. An action plan for implementation of recommendations is in place.

2. INTRODUCTION

ProFuturo Digital Solutions is a program of Fundacion ProFuturo and implemented by AFI in the Philippines. It aims to provide equal opportunities for children and youth 4 – 12 years old through digital education. It promotes access to universal and quality education. The program's core component is the provision of digital mobile classrooms that includes devices and connectivity, education platform and learning contents, and training and assistance to teachers and coordinators.

Teachers of Isidoro Suzara Memorial School in action having a refresher on the ProFuturo Digital Solution
Fundacion ProFuturo is a non-profit foundation based in Spain that promotes educational development and provide equal opportunities to people through innovative methodologies and aims to be a leader in

catalyzing digital education to drive global social and economic development. It rolls out ProFuturo digital Solutions in Latin America, Sub-Saharan Africa, and South Asia.

Ayala Foundation, Inc. (AFI) is Fundacion ProFuturo's implementation partner in the Philippines. AFI is a corporate foundation and the social development arm of Ayala Corporation. AFI closely works with the communities, local government units (LGU), national and local government agencies, civil society organizations (CSO), church and the academe. Community development is the main strategy of AFI in addressing pressing community needs. It builds on the capacities of the people and communities and serves as facilitator of development by enhancing their capacities and linking them to the strength of Ayala business units in the area.

Ayala Foundation's major programs are Education, Sustainable Livelihood, Youth Leadership, and Arts and Culture. Education Program provides support to students and teachers through high quality teacher training, access to ICT for learning and teaching, scholarship, feeding, improvement of facilities and other support. Sustainable Livelihood harnesses local resources and capacities and link it to corporate shared value creation of Ayala group of companies. Youth Leadership develops high performing students and community youth leaders with opportunities to implement community projects. Arts and Culture aims to develop pride of the Filipino culture and make Philippine history, art, and culture accessible to public through engaging exhibitions and exciting cultural programs. ProFuturo program falls under AFI's education program.

Fundacion ProFuturo and AFI's partnership was sealed in 2017 in the signing of Master Collaboration Agreement signed by the two parties together with the Philippine Department of Education MIMAROPA Regional Office.

Ayala Foundation measures its impact to its stakeholders and communities and uses the result of these assessments to enhance its programs for better service delivery. AFI uses Social Return on Investment (SROI) framework in accounting the social values that it creates for stakeholders. The SROI framework functions well in a corporate foundation such as Ayala Foundation, as quantifying social impact in monetary terms can give a clearer picture of the benefits of projects, helping AFI make informed decisions. By measuring the SROI of ProFuturo in AFI pilot sites, both AFI and Fundacion ProFuturo can make decisions based on data.

3. SCOPE

3.1 ProFuturo Digital Solutions

FroFuturo Digital Solutions provided devices that include mobile suitcases containing one laptop with provided software and wifi router for teachers, 8" tablets for students, and one miniature projector that can be used during classes. These suitcase kits come in four sizes, containing either 12, 30, 40 or 48 tablets, issued to schools depending on average number of students in a class. One suitcase can be used by three teachers.

ProFuturo suitcases

ProFuturo suitcases and contents

A class using ProFuturo in lesson

The ProFuturo Digital Solution contains digital contents and activities, named as Weclass, based on 21st century competencies, values and skills promoting a well-rounded education for basic literacy and schooling for a social and productive life.

The solution's contents are classified into three major blocks:

- Linguistic Competencies: Oral comprehension, reading comprehension and written expression.
- STEM Competencies: Mathematics, Science and Digital (ICT) competencies
- Values and skills for living: Principles of healthy living, Citizenship and peaceful coexistence, Ways of thinking and acting.

Each of the contents have four levels of complexity with 720 hours of activity per level.

Weclass was designed in such a way that it manages the training process, personalizes the students learning, access to contents and reports results and usage.

The learning contents flow from the central server to the laptop through the internet and the tablets connect to the laptop through wifi. The laptop serves as a server with the learning platform and contents. Learning contents with the brand Weclass contains materials on learning competencies in linguistics, STEM, and life competencies.

ProFuturo responds to Goal 4 of the United Nations Sustainable Development Goals on targets: Free, equitable and quality primary education for all children; Access to quality education from an early age; equal access for indigenous people and children in vulnerable situations; with the goal of ensuring all youth achieve literacy and numeracy.

The ProFuturo pilot sites in the Philippines are located in Ayala Foundation's community development areas in El Nido, Palawan and Puerto Galera, Oriental Mindoro both located in Region IV-A. The pilot sites include 31 primary schools, 14 in El Nido and 17 in Puerto Galera. These schools have a total

student population of 11,958, 5,471 from El Nido and 6,487 from Puerto Galera. In our focus group discussion with the teachers, they said that in a class, there is a 1:1 student and tablet ratio.

The following table contains the list of schools involved in the pilot run of ProFuturo and list their respective student population, number of teachers, number of provided suitcases, and number of provided tablets.

El Nido, Palawan

Schools	Student Population	Number of teachers	Suitcases Provided	Tablets Provided
1. Aberawan Elementary School	234	7	2	88
2. Bagong Bayan Elementary School	262	8	2	88
3. Barotuan Elementary School	386	16	2	96
4. Bucana Elementary School	732	23	3	144
5. Calitang Elementary School	309	11	2	80
6. El Nido Central School	1379	36	3	144
7. Lamoro Elementary School	200	5	1	30
8. Manlag Elementary School	256	8	2	88
9. Pasadena Elementary School	266	10	2	80
10. San Fernando Elementary School	410	14	2	96
11. Sibaltan Elementary School	229	9	2	60
12. Teneguiban Elementary School	142	9	1	40
13. Villa Libertad Elementary School	450	12	3	120
14. Villa Paz Elementary School	216	9	2	80
Total	**5,471**	**177**	**29**	**1,234**

Puerto Galera, Oriental Mindoro

Schools	Student Population	Number of teachers	Suitcases Provided	Tablets Provided
1. Anastacio Cataquis Sabina Unson Memorial School	186	7	2	60
2. Aninuan Elementary School	389	14	2	88
3. Baclayan Mangyan School	298	9	2	88
4. Balatero Elementary School	545	17	3	144
5. Facundo C. Lopez-Palangan Integrated School	199	8	2	60
6. Isidoro Suzara Memorial School	583	20	3	120
7. Lucena Atienza Datinguinoo Memorial School	329	11	2	88
8. Minolo Elementary School	294	7	2	96
9. Paraway Mangyan School	100	7	1	30
10. Puerto Galera Central School	1318	49	3	128

Schools	Student Population	Number of teachers	Suitcases Provided	Tablets Provided
11. Sabang Elementary School	714	22	3	144
12. San Isidro Elementary School	350	11	2	88
13. San Antonio Elementary School	181	8	2	60
14. Sto. Nino Elementary School	246	8	2	80
15. Tabinay Elementary School	272	9	2	96
16. Talipanan Mangyan School	315	11	2	96
17. Villaflor Elementary School	168	7	1	30
Total	**6,487**	**225**	**36**	**1,496**

This assessment is an evaluative SROI of Profuturo program pilot sites in the Philippines located at the Ayala Foundation's community development sites in El Nido, Palawan, and Puerto Galera, Oriental Mindoro. This assessment covers the years 2018 to 2020. The stakeholders covered are:

1) Elementary school teachers who were trained on how to use the devices and Weclass in teaching
2) Elementary students who used the tablets and the Weclass in learning
3) Heads of schools and district supervisors who champions the use of ProFuturo in schools, and ensure that schools have systems in place in using ProFuturo like devices' storage and safety, and
4) AFI project team including project leads and coaches who ensured smooth program implementation, monitored progress and utilization of gadgets and contents, and provided continuous capacity building for teachers in terms of technology and aligning Weclass to DEPED prescribed curriculum.

This assessment does not include AFI expansion sites and other ProFuturo sites in the Philippines outside of the AFI partnership. Separate assessment may be done for these sites. It also did not include local government units because of their limited engagement in the project, the ProFuturo project team based in Spain, and the ProFuturo volunteers from Spain who volunteered for a week at the pilot sites. These stakeholders can be involved in context of a wider ProFuturo Program assessment.

3.2 Inputs

Valuation of inputs aligns to the SVI standard of valuing all inputs that will not make activities to happen without these inputs (SVUK, 2019). Inputs of different stakeholders, monetary and in kind are in the following table. Inputs that are valued are the operating expenses (opex) used in implementing the project. The opex includes management fees for Ayala Foundation for the modules, implementation management system, and relationship with stakeholders. Office spaces, electricity, and communication share of the project are also valued in the financial statement through direct and indirect costs. Cost of support groups on the implementation of the project are also included in the direct and indirect personnel costs. The costs of devices were also valued because the devices are important in realization of the outcomes.

Time spent by stakeholders in the project were not valued to align with the current convention in SROI and social impact analysis that time spent by the beneficiaries on a programme is not given financial value (SVUK, 2019), but were recognized in the table below.

Stakeholders	Input	Value (Php)	Remarks
Elementary School Teachers	Time in attending training, expertise in teaching	-	Not valued because the time used in this program is part of their regular time as teachers. They will use that time anyway in other skill enhancement purposes and in teaching.
Elementary School Students	Time in using the devices	-	Not valued because time spent here is the regular time that they used in learning. They will use that time anyway in other learning activities.
Principals and district Supervisors	Time ensuring that the devices have safe storage space, and time monitoring usage of devices	-	Not valued because time spent here is the regular time that they used in school management. They will use that time anyway in other learning activities.
AFI Project Management Team and Coaches	Time, expertise	5,743,679*	Values are included in the operating expenses as direct and indirect personnel costs in financial report
ProFuturo Madrid	Cost of devices	17,983,578	
	Operating expenses	7,780,215	
	ProFuturo Spain management cost		Not valued in this assessment because the management cost of ProFuturo Spain in AFI project sites is merged with other management cost in implementing the

		project with other Philippine partners other than AFI, and with other parts of the world and it will be difficult to secure that data as of this measurement. This cost item may be included when SROI of the whole implementation in the Philippines is measured.
Ayala Foundation	Counterpart funding	1,234,401	
	Management system, relationship with community, office space, and utilities share and others	668,164*	Values are included in the operating expenses as Other direct and indirect costs in the financial report

*Part of the total operating expenses for project implementation as reflected in the financial report.

The total value of input is twenty-six million, nine hundred ninety-eight thousand, one hundred ninety-five pesos (Php 26,998,195). The operational cost amounts to nine million, fourteen thousand, six hundred sixteen pesos (Php 9,014,616). The total cost of devices amounts to seventeen million, nine hundred eighty-three thousand, five hundred seventy-eight (Php 17,983,578).

The breakdown for project cost is in the table below:

Project Cost

Budget Line Items	2018	2019	2020	TOTAL
	Pilot	Pilot Ext	Pilot Ext*	Pilot
Personnel costs - direct	1,813,486	1,284,835	1,020,181	4,118,502
Personnel costs - indirect	1,430,395	116,911	77,870	1,625,176
Connectivity	101,778	75,869	68,412	246,060
Logistics	224,686	0	0	224,686
Transportation	277,707	359,424	59,999	697,130
Meetings	417,190	59,690	4,629	481,509
\zTrainings	725,575	225,126	2,688	953,389
Other direct costs	146,817	32,534	39,238	218,589
Other indirect costs	248,875	164,092	36,608	449,574
Total Pilot Expenses	**5,386,510**	**2,318,481**	**1,309,625**	**9,014,616**

*Since expansion sites commenced in 2020, ProFuturo expansion expenses were booked together without reference to pilot or expansion. This makes it difficult to segregate expenses for pilot and expansion in 2020. Pilot Expenses for 2020 reflected above is an approximation based on the ratio of

2019 pilot expenses and combined 2019 pilot and expansion expenses. Differences in total figures are caused by decimal numbers.

Cost of Suitcases

DESCRIPTION	Price per Suitcase (30 Tablets; "Small")	Price per Suitcase (40 Tablets; "Medium")	Price per Suitcase (48 Tablets; "Large")
SUITCASE M_G_P B&W	17,005	17,005	17,005
LAPTOP LENOVO ThinkPad 13 g2	26,472	26,472	26,472
PADLOCK (tifon 40) MATEDI	410	410	410
TABLET (t3) HUAWEI	143,302	191,070	229,284
48 PORTS USB CHARGER SALICRU	5,858	5,858	5,858
LED LED PROJECTOR PH300-MATEDI	13,130	13,130	13,130
WiFi ROUTER+CHARGER (EAP330) TP-LINK	4,489	4,489	4,489
UPS (UNINTERRUPTIBLE POWER SUPPLY) SALICRU	6,219	6,219	6,219
POWER STRIP SALICRU	396	396	396
PENDRIVE (MID 1001 G2 8GB) MATEDI	181	181	181
USB-MICRO USB ADAPTER (generic Matedi) MATEDI	134	134	134
POWER ADAPTER (generic Matedi) MATEDI	189	189	189
FOLDING PROJECTION SCREEN (generic Matedi) MATEDI	1,563	1,563	1,563
Total Price per Suitcase	**219,350**	**267,117**	**305,331**
# of Suitcases for Pilot Sites	**11**	**24**	**30**
Price	**2,412,845**	**6,410,807**	**9,159,926**
Total Cost of Suitcases			**17,983,578**

Summary of Input

Cost Items	Amount
Operational Cost	9,014,616
Cost of Suitcases	17,983,578
Total Cost	**26,998,194**

3.3 Outputs

Activities and outputs for each of the stakeholders are listed in the table below:

Stakeholders	Activities	Outputs
Elementary School Teachers	Teacher training	1,188 teachers trained
	Echo training sessions	80 MLACs, SLACs, and In-Service Training sessions participated in
	Use gadgets in classes	1,079 registered teachers to ProFuturo online system
		681 teachers with Creators History/ utilization of contents
	Link ProFuturo contents in daily lessons	165,223 activities created; 128,271 activities completed
	Include ProFuturo use in lesson planning	43,337 lessons created, 27,115 lessons completed
Elementary School Students	Utilization of ProFuturo platform	165,223 activities utilized; 128,271 activities completed
	Utilization of ProFuturo platform	22,189 registered students in ProFuturo online system
		165,223 activities utilized; 128,271 activities completed
School Principals and District Supervisors	Approve trainings and other initiatives	31 primary schools benefited from the project
	provide documents for partnership	1,188 teachers reached
	require school participation in activities through memos	10,922 students reached
		Training and mentoring of teachers allowed
		Allocated space for safe storage of gadgets
		System of gadget use in classrooms
AFI Program Management Team, and coaches	Training of coaches	6 Coaches trained
		Networked with 31 LGUs
		Coordinated with 31 principals and district supervisors
	Preparation of training materials	Materials prepared before sessions
	Training of teachers	6 online training sessions benefitting 258 teachers
	Mentoring of teachers	1,987 mentoring hours
	SLACs, MLACs, In-Service Training sessions	80 SLACs, MLACs, and In-Service Trainings session conducted or facilitated

Stakeholders	Activities	Outputs
	Monitoring of activities	Monthly monitoring reports
	Coordination with teachers and school officials	Regular coordination with teachers
	Evaluation of training and other activities	Feedback forms

3.4 The SROI Analysis

This measurement is an evaluative Social Return of Investment of the pilot implementation of ProFuturo project in the Philippines by Ayala Foundation from 2018 - 2020. This assessment did not include the expansion sites and other ProFuturo implementation in the Philippines by other organizations.

The objectives of this analysis is to use the findings to improve implementation design and use as guidance for expansion sites.

4. STAKEHOLDERS

4.1 Stakeholder Engagement

Stakeholder engagement is central to Social Return on Investment analysis. Stakeholders are, as defined in the SROI Guide, "those people or organisations that experience change as a result of your activity – and they are best placed to describe the change." (Nicholls et al., 2012). Stakeholders were involved and consulted in different stages of this assessment particularly on identifying the outcomes, evidencing the outcomes, and validating the results of the outcomes including valuation and the value map.

Ayala Foundation values dialogues and collaboration and strongly believe that project results will be better if maximum participation of stakeholders were sought. Ongoing dialogue and engagement between stakeholders and implementers is integral to the success of community initiatives (Morton & Bergbauer, 2015). This provides more collaborative, inclusive, and reflective approach towards transformative service.

Stakeholders' voices and participation lie at the core of SROI assessment to ensure that the analysis and the result are accurate and reflects the voices and experiences of the people. Stakeholder engagement helps provide an understanding of connections between the individual and the community they belong to (Farahmandpour & Shodjaeii-Zrudlo, 2015).

The following outlines how the stakeholders were engaged in the 6 stages of SROI.

Stages 1 and 2: Identifying Scope and Stakeholders, and Mapping Outcomes

The SROI practitioner used the result of the focus group discussion (FGD), which was conducted by the same practitioner, with ProFuturo teachers, principals, and district supervisors in El Nido in 2018, when the El Nido Community Development Program SROI was assessed. The El Nido Community Development Program includes ProFuturo as an intervention for elementary schools in the area. The FGD identified

the stakeholders of the program, and outcomes for teachers, students and school heads and supervisors. These identified outcomes were used in Stage 2 in drafting the Theory of Change (TOC) for ProFuturo and were further enhanced with the results of consultation with the project team. Identifying potential outcomes for students for the TOC formulation were asked from the teachers because elementary students are with age 7 – 12 years old and not old enough for the process. The SROI Team sought guidance from the teachers, principals and district supervisors on how the survey will be deployed for the students. The survey for students were done with close guidance from the teachers.

For Stage 3, Evidencing Outcomes and Valuing them, the main methodology used was surveys of stakeholders. Results of the surveys were analyzed using IBM SPSS Statistics Software. Crunched data from SPSS were further analyzed by the practitioner to see alignment with the chain of events outlined in the Theory of Change. Survey questions include outcomes questions to gauge the outcomes experienced by the stakeholders. Duration of outcomes and attribution were also included in the questionnaires to get stakeholders perspective on this portion of valuation. Demographic profiles of respondents were also gathered that provided information on segmentation.

For Stage 4, Establishing Impact, deadweight, and attribution questions were posed to stakeholders to get the stakeholders' perspective on this section of valuation. Survey results were triangulated with related literature and researches, and with validation results with teachers, principals and district supervisors, project team, and AFI SROI validators. Rubrics for deadweight, displacement, attribution, and depreciation (DDAD) of outcomes were formulated to guide the SROI practitioner in identifying percentage of deductions from values for DDAD.

For Stages 5 and 6, Calculating SROI, Reporting, and Using Results in Decision Making. A validation and embedding meeting were performed with several stakeholders. On April 19, 2022, the SROI result was presented to 101 teachers, principals, district supervisors and coaches to validate results, get buy-in to the initial recommendations, and to gather additional recommendations on how to improve the project. The result was also presented to ProFuturo Spain for embedding recommendations in project implementation.

4.2 Stakeholder Analysis

Below is a table on how stakeholders were engaged in the process. The table outlines the methodologies of engagement, the total number of stakeholders reached, number engaged in analysis, materiality of stakeholders, and rationale of inclusion or exclusion in SROI measurement.

The stakeholder, Elementary school teachers are public school teachers who were trained and mentored on how to use ProFuturo gadgets, and how to align Weclass contents to daily lessons. They are the teachers who use ProFuturo solutions in teaching. The total number reached are the teachers who registered, created accounts, created lessons and activities, and use it in the classroom. All the teachers trained and mentored registered and created accounts in ProFuturo Solutions.

Elementary school students are those who use Weclass lessons and activities in learning aligned to the subject matter taught by teachers.

Principals are school heads who manage the schools on a day-to-day basis. They ensure that school deliverables as mandated by the Department of Education are met. Principals ensure safety and security

of ProFuturo gadgets through provision of space for storage of suitcases. They also set-up school level guidelines and schedules of use of the gadgets. District supervisors are Department of Education's arm to supervise schools. A district supervisor has several schools under him or her watch. District supervisors supervises the academic and non-academic affairs of the school. Both principals and district supervisors are trained on ProFuturo solutions for their buy-in and overall knowledge on how the program can help them on their roles.

AFI Project Management Team is the team that manages and rolls out implementation of ProFuturo program in the pilot sites. The Project Management Team does coordination, monitoring, reporting, and supervising the project. ProFuturo coaches are full-time staff of AFI who mentor and coach teachers, do school visits, classroom observations, and ensure proper use of ProFuturo solutions at school and classroom level.

Identification of stakeholders were done in an FGD with teachers, principals, and district supervisors in late 2018.

Stakeholder	Methodologies of Engagement	Total Number Reached	Number Engaged in Analysis	Materiality	Rationale for Inclusion/ Exclusion
Elementary School Teachers Segmentation: Teachers in Schools in hard-to-reach areas Teachers in school with high or low number of indigenous people students Teachers in schools that are far from technology sources such as presence of internet cafes	Focus Group Discussion (FGD) for impact mapping and result validation, Survey for outcomes assessment, Baseline and endline surveys for changes in ICT skills	1,079	FGD – 9 Survey – 181 ICT skills baseline survey – 133, ICT skills endline survey - 80	Yes	Primary stakeholder who receives training from ProFuturo Team, use ProFuturo in teaching, download and upload materials in the system, The survey questionnaires were sent to all teachers during the baseline survey and 133 responded to it. To ensure accuracy of results, those engaged in the ICT skills endline surveys are the same persons with those who participated in the baseline survey. Total average results for both surveys were compared.
Elementary School Students	Survey	22,189	272	Yes	Primary, use ProFuturo in learning and complete the lessons and activities
Principals and District Supervisors	Focus Group Discussion (FGD) for impact mapping and result validation, Survey for outcomes assessment, interview	31	FGD – 9 Survey – 26 Interview - 4	Yes	Primary, ensure usage and safety of equipment

Stakeholder	Methodologies of Engagement	Total Number Reached	Number Engaged in Analysis	Materiality	Rationale for Inclusion/ Exclusion
	on validation of specific information and generating additional information				
AFI Project Management Team and coaches	Focus Group Discussion (FGD) for impact mapping and result validation, Survey for outcomes assessment, interview on validation of specific information and generating additional information	9	FGD – 9 Survey – 9 Interview - 9	Yes	Primary, provides coaching and mentoring to teachers, ensures that devices are utilized properly, and teachers have continuing capacity building.
Families of students	Not included in the analysis				With the recommendation from the project team, coaches, and core of teachers, this stakeholder was excluded in this measurement because they are difficult to reach due to pandemic. Most of the families are not connected to the internet and online survey would be difficult. It is recommended to include families of students in SROI measurement of expansion sites, when the condition allows for it.

4.3 Segmentation

Based on discussion with teachers, material segmentations are in form of demographics of the schools such as location, accessibility to roads and transportation, proximity to other sources of information, proximity to city center, and presence of indigenous peoples in the school population. Responses of teachers on these segments were filtered and analyzed.

Location is the city or municipality where the schools located, which also represents school districts. The objective of looking for this is to identify the impact to teachers of the program on a location or district basis, which can be used in decision making.

Accessibility to roads and transportation has 3 categories:

Within or near town proper are schools that are in the city center or near the city center. They are more accessible to any local form of transportation.

Far from town proper are schools that are more than 4 kilometers away from the city center, only a few means of transportation are plying the roads to these schools.

Interior or hard to reach schools are those schools not connected by good roads, normally by dirt roads and the only means of transportation are tricycles or motorcycles with side car, which charge higher contract price for passengers.

Presence of internet café is an indicator of other sources of information. Students without access to computer laboratories and do not have computers and internet connectivity at home relies on using internet café's on information.

The school demographic, Near Internet Café means that there are internet cafés near the area of school which can readily be used by students and teachers.

Far from internet café are schools that are several kilometers away from the nearest internet café.

El Nido and Puerto Galera are areas with indigenous people (IP).

No or minimal number of indigenous people means that the population has no or only a few students are indigenous people.

Higher number of IP students means that the IP student population of the school is at 10% or more.

Below are the characteristics of El Nido and Puerto Galera in terms of the number of respondents:

Respondents from School in Following Categories							
	Presence of IP Students		Distance from Town Proper			Distance from Internet Cafes	
Location	No or Minimal Number	Higher Number	Within/ Near Town Proper	Far from Town Proper	Interior or Hard to Reach Schools	Near Internet Café	Far from Internet Café
El Nido	43%	3%	12%	15%	19%	17%	29%
Puerto Galera	46%	7%	27%	27%	0%	34%	19%

In El Nido, there is a higher number of respondents from interior and hard to reach schools, and a higher number of respondents from schools that are far from internet cafes.

In Puerto Galera, there is a higher number of respondents from school with higher IP population, higher number of respondents from schools within or near town proper, and with higher number of respondents near internet cafes.

Segments of teachers who rated positively the negative outcome statements, and teachers who rated the positive outcome statements negatively were also analyzed based on their responses on open ended portion of survey questionnaires. This was discussed in length in 6.2.4.

5. UNDERSTANDING OUTCOMES

5.1 Outcomes Consultation

Since ProFuturo SROI was conducted on the height of Covid 19 pandemic and the quarantine protocol in the Philippines was on its strictest level, the outcomes consultations on the SROI report of El Nido Community Development Program that includes ProFuturo program was used in this purpose. The outcomes consultations were done on October 8, 2018. Each of the pilot schools were represented by school principals and a teacher representative. Teacher representatives are mostly the teacher coordinator for ProFuturo project in each school. District supervisors also participated in the FGD.

There were series of FGD with coaches and project implementation team to map out outcomes for them and to consult on the overall theory of change.

Outcomes questions and the chain of events leading to the final outcomes were asked from these stakeholders. Outcomes for students were mapped based on the FGD with teachers because the students were young at 7 – 12 years of age. The teachers recommended for them to map the outcomes and include open ended questions in the simple survey form for students.

Parents and caregivers are good proxies for the students, but the quarantine of the country makes it difficult to reach out to parents at that time.

During a normal situation, students may be engaged in a participatory way involving games and structured learning exercises.

All outcomes identified in the FGD were considered material outcomes by the stakeholders.

Outputs of the FGDs are theory of change for each of the stakeholders. All outcomes in the identified theory of change became the basis of drafting questionnaires and all are tested in data gathering and analysis.

5.1.1 Outcomes and Risks Mapping

Outcomes were mapped based on two methodologies: Focus group discussions with teachers, school principals, district supervisors, and project teams, and careful review and analysis of documents including evaluation forms and reports.

The questions that were asked during outcomes mapping were:

- What do you think are the benefits of the project to you as teachers, principals, and district supervisors?
- To what do you think these outcomes lead to?
- Have you experience changes that you have not expected out of this project?
- Are there negative outcomes of the project?
- What do you think are the impact of the project to your students?
- To what do you think these outcomes lead to?
- Do you think your students experience changes that you have not expected out of this project?
- Are there negative outcomes experienced by the students in the project?

To establish the chain of events succeeding questions of what happens next were asked. School principals and district supervisors were put together as one group of stakeholders because their outcomes are similar.

Identifying outcomes and chain of events were done in an FGD with 10 teachers, school heads, and district supervisors on October 8, 2018, and in a series of meetings with the project team.

The outcomes chains are in the following table.

Stakeholders	Chain of Events	Well-defined Outcomes
Elementary School Teachers	- Ease of getting attention of students - Easier classroom management - Increased skill in using ICT in teaching - Increased ability to use DCP and LMRDS - Gained ability to improve ProFuturo contents and align it to daily lessons - More time for remedial classes or extracurricular - Improved effectiveness in teaching	Increased effectiveness in teaching
	- Ease of getting attention of students - Easier classroom management - Reduced fatigue in teaching - Increased happiness in teaching	Increased Satisfaction in teaching
	- Increased skill in using ICT in teaching - Easier classroom management - Improved ability to share knowledge to co-teachers - Increased self-confidence	Increased self confidence in teaching using ICT
	- More time for remedial classes or extracurricular - Less time in preparing lesson plan - Less time on preparing visual aids - More time for self - Improved work-life balance	Improved work-life balance
Elementary School Students	- More engaging activities in the tablet - Lessons become more engaging - More involved in class discussion and activities - Increased participation in class - Increased attention in lesson - Easier to understand lessons - Learn better because of ProFuturo - Improved grades - Perform better in school	Ease of learning difficult competencies

Stakeholders	Chain of Events	Well-defined Outcomes
	- Higher motivation to learn - Higher motivation to go to class - Learning becomes more fun - Reduced absenteeism - Outlook in life becomes positive - Better relationship with classmates	Positive outlook in life
	- Increased knowledge and skill in using ICT in learning - Increased capacity in sharing learning to classmates - Increased chance of being promoted to higher level - Higher chances of finishing school - Higher self-confidence and self-worth	Increased opportunities for the future
School Principals and District Supervisors	- Gained access to ICT for teaching and learning - Increased usage of Department of Education's Learning Resources Management and Development System (LMRDS) - Increased number of uploaded materials in LMRDS - Put ProFuturo in school reports - Improved performance of students - Improved performance of teachers - Increased performance of schools - Higher quality of education	Better performance
	- Put ProFuturo in Individual Performance Commitment and Review Form (IPCRF) and Office Performance Commitment and Review Form (OPCRF) - Higher points in IPCRF/OPCRF - Ease of accessing ICT for school - More time for self - Higher chance of promotion - Easier school management - More time for other roles - Higher job satisfaction	Higher job satisfaction
	- Positive feedback from parents - Higher respect of communities - Higher respect from other schools - Higher self-esteem	Higher self-esteem

Stakeholders	Chain of Events	Well-defined Outcomes
AFI Project Management Team (Leads and Coaches)	- Increased proficiency in using ICT in education - Increased knowledge and proficiency in mentorship - Increased skills to improve ProFuturo contents - Broaden knowledge to contextualize Weclass - Increased skills in networking with LGUs and schools - Increased knowledge in other fields like program management - Increased ability to share learnings to other coaches - Improved credentials - Increased job marketability	Higher job marketability
	- Gained more friends - Widen local network - Increased job satisfaction - Increased self-esteem - Increased ability for self-care during relocation to project sites - Became independent - Became stronger	Improved independence and resilience

5.1.2 Risks

Stakeholders identified unstable electrical and internet connections in some schools as possible risks to successful implementation of the project.

5.2 Deciding on relevant Outcomes to Include

When asked about what outcomes to include and what are to be excluded, stakeholders in the FGDs said that all the outcomes are relevant and must be included in the assessment.
For the potential outcomes for the families of students who

6. MEASURING OUTCOMES

6.1 Data Collection

6.1.1 Collection of Primary Data

Primary information was gathered from the stakeholders through surveys of teachers, students, principals, district supervisors, and the project team. The table below summarizes the data gathering methodology, the number of populations, and number of respondents for each stakeholder.

Data Gathering Methodology and Number of Respondents

Stakeholder	Data Gathering Methodology	Population	Number of Respondents
Elementary School Teachers	Online Survey	1,079	181
Elementary School Students	Online Survey	22,189	272
School Heads and District Supervisors	Online Survey	31	26
AFI Project Management Team	Online Survey, Online validation meetings, Online interviews	9	9

6.1.2 Reliability

The methodology used in identifying the number of samples from the number of population for each of the stakeholder groups is through computing the desired number which will give a standard of 95% confidence level and 5% margin of error. The number of respondents in the above table give us a 95% confidence level and 5.5% margin of error. This means that the result of this has a 95% certainty that it represents the responses of the total number of population. The 5.5% margin of error shows that the result of the primary data gathered for this assessment may differ at 5.5% from the value of the whole population. The Survey Monkey sample size calculator was used to determine the sample size, with the desired confidence level and margin of error. The evaluator used professional judgements in the analysis based on her long experience of working in different sectors of society including in education, and as an educator by herself. Triangulation with relevant related literatures and studies were also done for more accurate analysis.

Result of the questionnaires were extrapolated to represent the whole population of stakeholders and the data derived from questionnaires were used in the value map applying percentages to the whole population. There is a risk of error in this extrapolation especially if convenient random sampling were used. In data gathering, the survey questionnaires were sent to all stakeholders and those who were willing to complete the survey and had the means of connectivity and equipment became the respondents of the online survey. There is a risk that the sample does not represent the whole

population. This risk was addressed in using a stratified sampling design in data gathering, where the computed samples of stakeholders were divided by the number of schools participating in the pilot sites of ProFuturo. The number of required teacher respondents per school were calculated based on ratio and proportion using the teacher population and student population of the schools and ensured that the required proportions were met to be sure that each of the schools were represented.

Sensitivity testing for different variables were also done to mitigate the risk of significant errors in data. The ratio was still positive and high after different scenarios were tested on sensitivity.

6.1.3 Survey Questionnaires

Survey questionnaires for all stakeholders used a five-point scales of rating outcomes statements to get more granular and wider range of answers from respondents. The five-point scale shows more granular, wider range, and strength of answers rather than a simple yes or no or agree and disagree, (Mathers et.al. 2009). The scales are:

1 - Strongly Disagree
2 - Disagree
3 - Neither agree nor disagree
4 – Agree
5 – Strongly Agree

Outcomes statements came from the chain of events identified in FGD results of teachers, principals, and district supervisors in ProFuturo sites in El Nido during the El Nido Community Development SROI measurement, project reports and documents, and consultation with project team.

Duration of outcomes were also asked in survey questionnaires. Duration of outcomes is the length of period that the stakeholders will experience the outcomes (Nicholls et.al., 2012). Each of the outcomes may vary on duration, some have longer duration such as those with continuing input and more sustainable interventions. Duration is accounted for in valuation of outcomes. To get the duration of outcomes straight from the stakeholders on how long they think they will experience that outcome, it was asked in the survey. Duration was limited to six years in the questionnaire to align to SVI Value Map and not to overclaim.

Deadweight and attribution were also included in the survey questionnaires. Deadweight is the portion of the outcomes that will naturally happen or will be experienced by the stakeholders even without the project (Nicholls et al., 2012). Attribution is the part of outcomes that may be the result of other similar activities of organizations and persons who are not part of the project design.

For deadweight, the question is: "In your opinion, what is the possibility that the effect you rated in A will happen even without ProFuturo program?" For Attribution, the question is: "In your opinion, what is the possibility that the effect you rated in A will happen because of the programs of other institution or organization?" Both Deadweight and Attribution have a four-point scale:

1 - impossible,
2 - not so possible

3 - possible
4 - Extremely Possible.

6.1.4 Secondary Data Sources

Secondary data are data from project documents and other related researches. In this analysis, AFI used all project reports and documents for the period 2018 – 2020. Below are the secondary data sources that were utilized in this measurement.

a. Project reports and documents
   i. 2018 ProFuturo Year-End Progress Report
   ii. 2017 Mindoro and Palawan Cost and Number of Suitcases
   iii. AFI_ProFuturo Philippines – Coaches School Assignment
   iv. FILIPINAS DATABASE as of October 28, 2020
   v. Project definition as used in Collaboration Agreement between AFI and Fundacion ProFuturo
   vi. ProFuturo Outcomes Matrix
   vii. OutcomesTracker of ProFuturo
   viii. 2019-2020 Program Review and 2021 Plans of Social Development Program
   ix. Programs Consolidated Quick Stats_as of April 16, 2021
   x. Program Overview Deck of Fundacion ProFuturo
b. Other data sources
   i. El Nido Community Community Development Program SROI Report Final by Jesusa I. Rebete
   ii. Focus group discussion result conducted with ProFuturo Teachers, principals and district supervisors – 2018 by Jesusa I. Rebete and Julie R. Bergania
   iii. Philippine and International Data – various sources used in valuation cited in Table 4.2.

6.2 Quantity of Outcomes

6.2.1 Indicators

Outcomes indicators are in the Theory of Change or Chain of Events.

6.2.2 Theory of Change/ Chain of events

Theory of Change (TOC) is a logical frame that shows the link between inputs, activities, outputs, and outcomes (Standard on Applying Principle 2: Understand what changes, p7). In 2017, the Project Team in an Outcomes Formulation Write-shop formulated a TOC for ProFuturo. The team builds on the experiences from the ground, interactions with teachers and school heads to draft the initial TOC. It was enhanced and expanded with the FGD with teachers, principals, and district supervisors in 2018. Enhancements were reflected in the ProFuturo Outcomes Tracker which was the basis for drafting survey questionnaires, and FGD and interview guides. Result of analyzed data are also reflected in this TOC.

Students of Villa Libertad Elementary School accessing the class created by their teacher.

The table below overlaid the summary result of SROI measurement in the TOC, the data came from the different data sources mentioned above.

ProFuturo Pilot Implementation Theory of Change: Chain of Events

Stakeholders	Activities	Outputs	Chain of Events/ Mean Rating (scale of 1-5)	Final Outcomes	In Stakeholder's Own Words
Elementary School Teachers	Teacher training	1,188 teachers trained	- Ease of getting attention of students (4.2) - Easier classroom management (3.9) - Increased skill in using ICT in teaching (3.9) - Increased ability to use DCP and LMRDS (3.6) - Gained ability to improve ProFuturo contents and align it to daily lessons (3.9) - More time for remedial classes or extracurricular (3.3) - Improved effectiveness in teaching (3.7)	Increased effectiveness in teaching experienced by 94% of teachers	"Before, it was so difficult to teach. Children hardly learn what we are teaching. Now, they can easily understand concepts because of visuals in the tablets." – Teacher, San Fernando Elementary School
	Echo training sessions	80 School Learning Action Cell (SLAC),Municipal Learning Action Cell (MLAC), and in-service training sessions participated in	- Ease of getting attention of students (4.2) - Easier classroom management (3.9) - Increased chance to be promoted (3.9) - Reduced fatigue/exhaustion in teaching (3.5) - Increased happiness in teaching (3.8)	Increased Satisfaction in teaching experienced by 94% of teachers	"Before, it is difficult to get the children participate in class. Now everyone wants to speak." – Teacher, Bagong Bayan Elementary School "Now I have ready visual aids. I don't need to spend more time preparing visuals." – Teacher, Pasadena Elementary School
	Use gadgets in classes	1,079 registered teachers to ProFuturo online system	- Increased skill in using ICT in teaching (3.9) - Easier classroom management (3.9) - Improved ability to share knowledge to co-teachers (3.7) - Increased self-confidence (3.7)	Increased self-confidence experienced by 92% of teachers	
		681 teachers with Creators History/	- More time for remedial classes or extracurricular (3.3) - Less time in preparing lesson plan (3.2)	Improved work-life balance	

Stakeholders	Activities	Outputs	Chain of Events/ Mean Rating (scale of 1-5)	Final Outcomes	In Stakeholder's Own Words
		utilization of contents	- Less time on preparing visual aids (3.6) - More time for self (3.3) - Improved work-life balance (3.4)	experienced by 84% of teachers	
	Link ProFuturo contents in daily lessons	165,223 activities created; 128,271 activities completed			
	Include ProFuturo use in lesson planning	43,337 lessons created, 27,115 lessons completed			
Elementary School Students	Utilization of ProFuturo platform	165,223 activities utilized; 128,271 activities completed	- More engaging activities in the tablet (4.2) - Lessons become more engaging (4.2) - More involved in class discussion and activities (4.2) - Increased participation in class (4.1) - Increased attention in lesson (4.1) - Easier to understand lessons (4.1) - I learn better because of ProFuturo (4.1) - Improved grades (4.1) - Perform better in school (4.1)	Ease of learning difficult competencies experienced by 93% of students	"Everything becomes easier in ProFuturo." – Student, Facundo C. Lopez-Palangan Integrated School I am more interested to learn because of ProFuturo." – Student, Barotuan Elementary School "I learn more in using ProFuturo." – Student, San Fernando Elementary School "I now study my lesson more frequently." – Student, Sibaltan Elementary School
	Utilization of ProFuturo platform	22,189 registered students in ProFuturo online system	- Higher motivation to learn (4.2) - Higher motivation to go to class (4.1) - Learning becomes more fun (4.2) - Reduced absenteeism (4.1) - Outlook in life becomes positive (4.1) - Better relationship with classmates (4.1)	Positive outlook in life experienced by 92% of students	"It's fun. I learn many things." - – Student, San Fernando Elementary School "ProFuturo helps me a lot." – Student, Talipanan Mangyan School

Stakeholders	Activities	Outputs	Chain of Events/ Mean Rating (scale of 1-5)	Final Outcomes	In Stakeholder's Own Words
					"I became a happy kid." – Student, Sibaltan Elementary School "I am proud that we use devices in school just like in private schools." – Student, San Isidro Elementary School "I became excited to come to school because we will use the tablet." – Student, San Isidro Elementary School
		165,223 activities utilized; 128,271 activities completed	- Increased knowledge and skill in using ICT in learning (4.2) - Increased capacity in sharing learning to classmates (4.1) - Increased chance of being promoted to higher level (4.1) - Higher chances of finishing school (4.1) - Higher self-confidence and self-worth (4.1)	Increased opportunities for the future experienced by 93% of students	"I am excited to go to school every day because I can use the tablet. I don't want to be absent from class." – Student, Sibaltan Elementary School "I learn more techniques in exploring the devices." – Students, San Fernando Elem. School "I became more familiar when exploring new apps in school." – Student, Isidoro Suzara Memorial School
School Principals and District Supervisors	Approve trainings and other initiatives	31 primary schools benefited from the project	- Gained access to ICT for teaching and learning (4.5) - Increased usage of Department of Education's Learning Resources Management and Development System (LMRDS) (4.3) - Increased number of uploaded materials in LMRDS (4.3) - Put ProFuturo in school reports (4.3)	Better performance experienced by 97% of principals and district supervisors	"I am happy that we had a chance to give teachers and students modern tools for learning." – Principal, Facundo C.Lopez-Palangan Integrated School "It helped the school to have capacity to use technology in teaching."

Stakeholders	Activities	Outputs	Chain of Events/ Mean Rating (scale of 1-5)	Final Outcomes	In Stakeholder's Own Words
			- Improved performance of students (4.2) - Improved performance of teachers (4.2) - Increased performance of schools (3.9) - Higher quality of education (4)		"Children becomes more active in the classroom." "Children becomes excited to come to class because of ProFuturo." – Principal, Sibaltan Elementary School
	provide documents for partnership	1,188 teachers reached	- Put ProFuturo in Individual Performance Commitment and Review Form (IPCRF) and Office Performance Commitment and Review Form (OPCRF) (4.1) - Higher points in IPCRF/OPCRF (3.9) - Ease of accessing ICT for school (4) - More time for self (3.7) - Higher chance of promotion (3.6) - Easier school management (3.8) - More time for other roles (3.8) - Higher job satisfaction (4)	Higher job satisfaction experienced by 89% of principals and district supervisors	"Teachers become more confident in teaching." - Puerto Galera District Supervisor "Lessons becomes more fun and engaging."
	require school participation in activities through memos	10,922 students reached	- Positive feedback from parents (4.1) - Higher respect of communities (4.3) - Higher respect from other schools (4.1) - Higher self-esteem (3.8)	Higher self-esteem experienced by 94% of principals and district supervisors	
		Training and mentoring of teachers allowed			
		Allocated space for safe storage of gadgets			
		System of gadget use in classrooms			
AFI Program Management Team, and coaches	Training of coaches	6 Coaches trained Networked with 31 LGUs	- Increased skills in using ICT in education (4.2) - Increased knowledge and skills in mentorship (4.4) - Increased skills to improve ProFuturo contents (3.9)	Higher job marketability experienced by 100% of team leads and coaches	"It has pushed me to navigate fields (education and technology) outside my comfort zone (the arts)."

Stakeholders	Activities	Outputs	Chain of Events/ Mean Rating (scale of 1-5)	Final Outcomes	In Stakeholder's Own Words
		Coordinated with 31 principals and district supervisors	- Broaden knowledge to contextualize contents (3.6) - Increased skills in networking with LGUs and schools (4.6) - Increased knowledge in other fields like program management (4.1) - Increased ability to share learnings to other coaches (4.1) - Improved credentials (4.2) - Increased job marketability (4)		"I became more innovative and creative in time of the pandemic." "It helped me improved my facilitating skills in conducting and managing trainings and other virtual engagements." "It even more improved my creativity and resourcefulness especially in terms of creating resources, training contents, and other materials for the teachers."
	Conduct and facilitation of sessions in SLACs, MLACs, and In-service Training sessions for teachers	80 SLACs, MLACs, and In-Service Training Sessions conducted and facilitated			
	Preparation of training materials	Materials prepared before sessions	- Gained more friends (4.7) - Widen local network (4.6) - Increased job satisfaction (3.7) - Increased self-esteem (3.8) - Increased ability for self-care during relocation to project sites (3.6) - Became independent (4) - Became stronger (3.9)	Improved independence and resilience experienced by 90% of team leads and coaches	"It boosts my self-confidence to deal with bigger crowd." "I've learned to work collaboratively with people with different backgrounds to whom I gained a lot of valuable insights and skills." "Professionally, it had given me all the opportunities to be exposed on the trends, on the latest and most especially on the field that I am about to go to someday." "I developed stronger ties with co-educators. I was reminded to consult stakeholders on their needs and align the proposed solutions for better results."
	Training of teachers	6 online training sessions benefitting 258 teachers			
	Mentoring of teachers	1,987 mentoring hours			
	Monitoring of activities	Monthly monitoring reports			
	Coordination with teachers and school officials	Regular coordination with teachers			
	Evaluation of training and other activities	Feedback forms			

Outcome Statements Excluded in the Chain of Events

There were questions that were not included in the chain of events. The positive outcome statement "I got a chance to be promoted", which had an average rating of 2.8 was not included in the chain of events because the average rating was below the neutral 3. The respondents dis-disagreed that they experienced this outcome. It does not mean a negative outcome, but it shows that increasing chances of promotions of teachers was not an outcome of the program. However, there are 42 respondents that rated this statement agree and strongly agree. In sensitivity analysis, the outcome for 42 respondents with positive rating was tested if they will affect the SROI of the program.

Negative impact statements "Students became more unruly because of ProFuturo" with an average rating of 2.2, and "My stress in teaching increased especially when the internet connection was weak" with an average rating of 2.9 were not included in the chain of events and in the value map because the average rating fell below the neutral 3. Negative outcomes were also tested in the sensitivity analysis if the SROI result will be affected if these were included in the calculation.

The gaps statements "Insufficient time allocation in using gadgets" with an average rating of 3.2 and "Transferring the suitcases from classroom to classroom consumes so much time" with an average rating of 2.9. The latter has an average rating below the neutral 3. Insufficient time allocation is above the neutral 3 and the respondents agreed that they experienced this gap. This was excluded in the chain of event because they were registered as gaps in implementation. It's link to a negative outcome has not been established in this assessment. It may be taken into consideration in future SROI.

Insufficient time allocation in using gadgets must be addressed for higher impact of the program. Increasing the number of days of use of the gadgets per week should be considered, or a discussion with the school to identify strategies on how to increase the number of hours of use per class based on the condition and needs of the school should be conducted. Mobility of the suitcases from room-to-room should also be addressed for higher impact. Advocacy for providing ramps for hilly schools can be one strategy on addressing this problem. Ramps will address this problem and will also promote compliance of the school to Republic Act No. 7277 stating that persons with disability should be provided a barrier free environment and provide funds for it (RA7277, 1992), which is a mandate for all government structures including schools. Other strategies may also be discussed with schools.

SROI gives importance to what people say even if they are the minority group of respondents. Excluded statements above, though the average rating fell below the neutral 3 were taken into considerations and the possible gaps expressed by this segment of the respondents and how they may be addressed. This is discussed in length in Segmentation Section.

Exclusion of the above statements in the chain of event were part of the stakeholders' validation meeting of the result of the SROI. Participants in the stakeholders' validation meeting affirmed the methodologies including exclusions.

Potential Outcomes Excluded in the Chain of Events

The chain of events and potential outcomes for the family of students, who were excluded in the analysis because of difficulty of reaching them posed by the pandemic, are savings from securing devices and internet connectivity for their kids > ease in cost of sending kids to school > higher potential of having children who finishes schooling > better family condition, better family condition as potential final outcomes.   As expressed in stakeholders' engagement section, exclusion of parents of students were recommended by the stakeholders because of difficulty in reaching them at the height of pandemic. However, potential value for the potential outcome from this group of stakeholders was tested in the value map to find out if there were significant changes in the SROI ratio if this stakeholder was included. Please see section on sensitivity analysis for in-depth discussion on this.

6.2.3 Risks Mitigation

To mitigate the risk posed by unstable electrical connections that may hamper the use of devices, teachers take steps to ensure that the devices are charged regularly.

Similarly, to mitigate unreliable internet connections, Ayala Foundation has made sure to provide internet load allowances to teachers as a backup method of connection.

6.2.4 Quantity of Outcomes Through Segmentation

Link of Outcomes to Teacher Training, Mentoring, and Coaching per Location
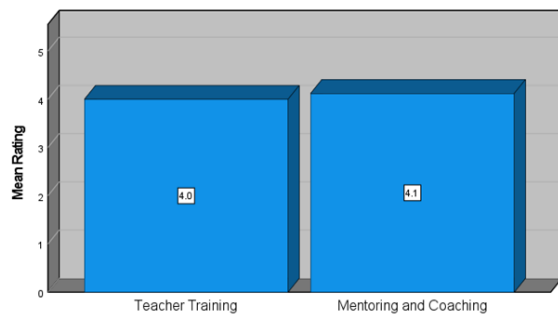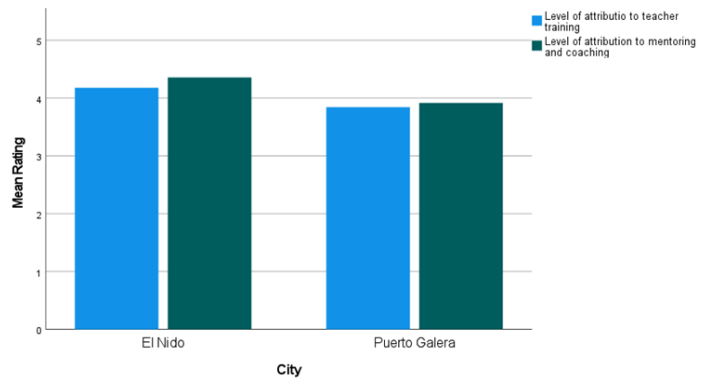
Teachers attribute the achievement of outcomes to teacher training as well as to mentoring and coaching done by the project team. The teachers rated the outcomes link to training, mentoring, and coaching at 4 in a scale of 1 – 5. Outcomes link to mentoring and coaching is even higher at 4.1. El Nido teachers' rating on outcomes link to mentoring and coaching is higher than that of the Puerto Galera cohort. This finding is correlated by a similar study on importance of mentoring in developing proficient teachers mentioned in The Reflective Guide to Mentoring and Being a Teacher-Mentor (Estate of Victoria, 2016, page 5).

Outcomes Rating Comparison between El Nido and Puerto Galera
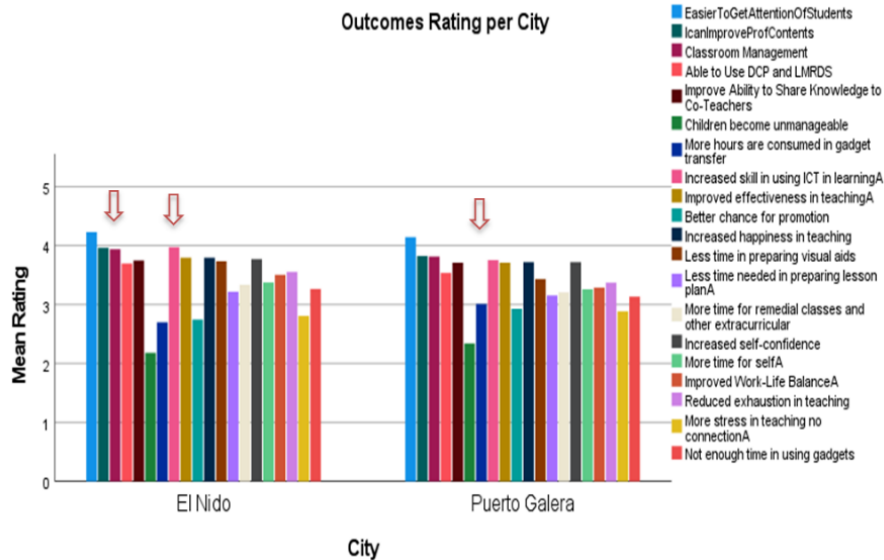
Outcome's ratings are slightly higher in El Nido, most notable are ratings for increased capacity on improvement of ProFuturo contents, ease in classroom management, and increase in using ICT skills. Ratings on "more hours were spent on transferring gadgets" are higher in Puerto Galera. This may be attributable to the terrain in Puerto Galera sites, which are relatively hilly, making it difficult to transfer the suitcases from classroom to classroom.

Outcomes Ratings of Teachers in Schools with higher Number of Students who are Indigenous Peoples

Eleven percent, 11% of the respondents came from schools with higher number of students who are indigenous people (IP). 7% of these respondents came from Puerto Galera and 3% from El Nido. This research defined higher number of IP students as at least 10% of the total population of students are IP.

Outcomes Rating Comparison
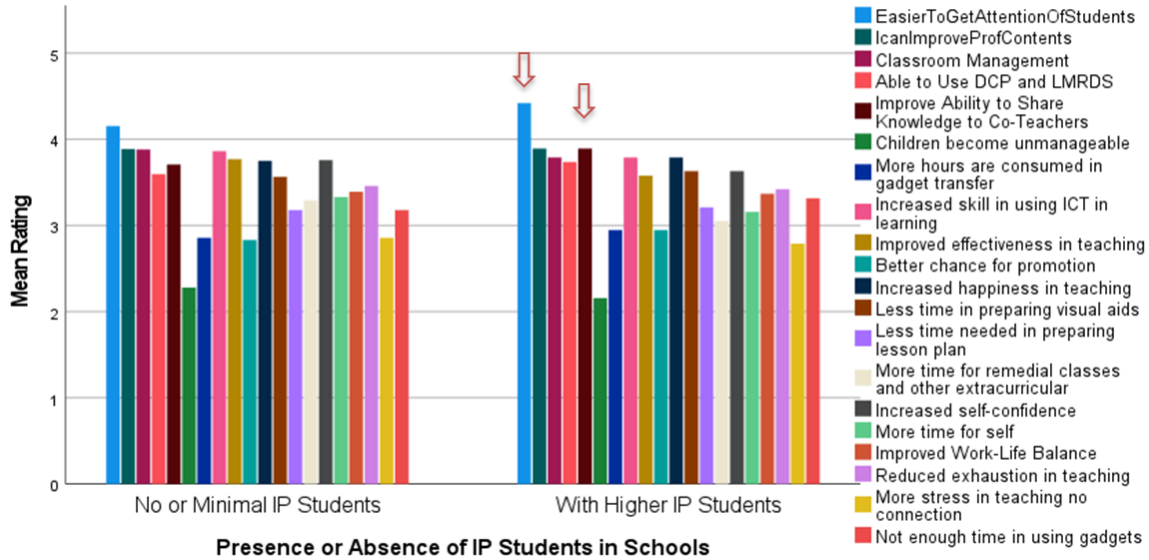
Ratings on "ease of getting attention of students due to ProFuturo", and "improved ability to share knowledge with co-teachers" are slightly higher in schools with a higher number of IP students. ProFuturo is effective on getting attention of IP students and engaging them in discussion. Teachers tend to share their knowledge more in these schools. Use of ICT in extending learning opportunities to indigenous students was highlighted in policy proposal of UNESCO, encouraging governments to support ICT access of indigenous peoples for learning (UNESCO Institute for Information Technologies in Education, 2011).

Teachers Creation Rate per Location

Sixty three percent (63%) of teachers are creating lessons in ProFuturo. Creation rate is slightly higher in Mindoro at 66% of teachers and 61% in El Nido.
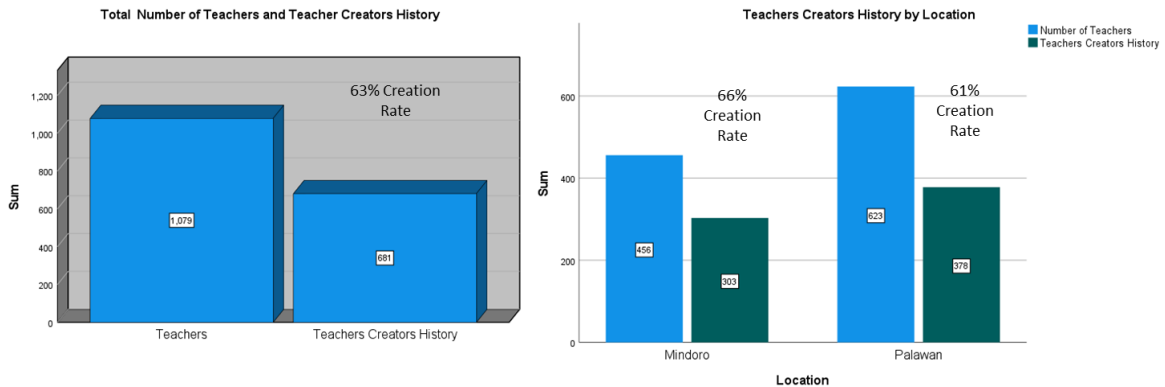
Lessons Completion Rate per Location

Teachers created 43,337 lessons and completed 27,115 lessons with a completion rate of 63%. Lesson completion rate is higher in El Nido, Palawan at 65% and 60% completion rate in Puerto Galera, Mindoro.

Activities Completion Rate Per Location
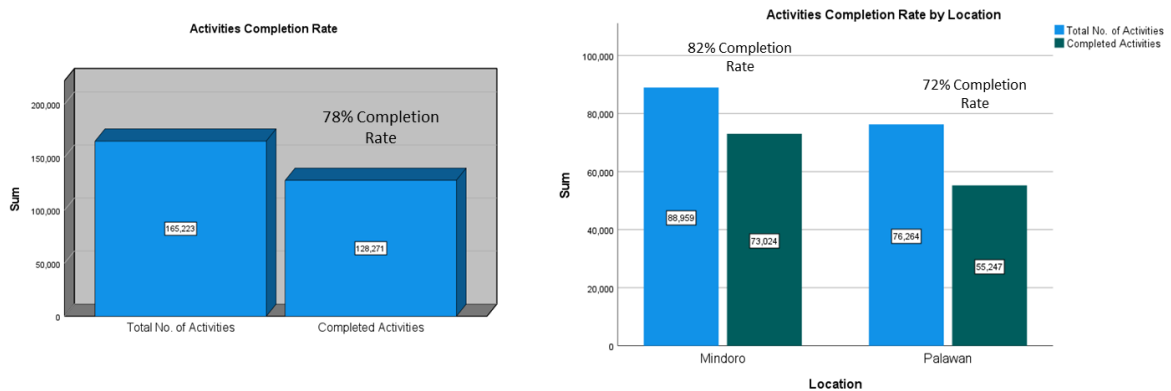
Students performed 165,223 activities and completed 128,271 activities with a completion rate of 78%. Mindoro has higher completion rate at 82% while Palawan has 72% completion rate.

Deadweight and Distance from Town Proper

Far from town proper schools are schools located more than 4 kilometers away from the city center and means of transportation to the city center are expensive and not regularly available. The city center is where technology and infrastructure are located which are not readily available to these schools. Interior and difficult to reach schools are the schools that aside from being far from the city center, the roads leading to the schools are dirt roads and public transportation are not regularly available and expensive.42.5% of the respondents came from schools which are far from the town proper and 19% came from interior and difficult to reach areas. Deadweight is lower in schools that are far from town proper and therefore have higher outcomes for the project. There are lower deadweights on some of the outcomes in schools which are in interior and difficult to reach areas. Intervention for these areas will deliver higher outcomes because access to information, resources and facilities are difficult in hard-to-reach areas (Herselman, 2003, page 947).

Deadweights are slightly higher on outcomes "improve materials in ProFuturo", "improved ability to share knowledge", "increased happiness", and "increased self-esteem" in schools near internet café's. This may be because of their proximity to alternative sources of technology.

Attribution and Proximity to Internet Cafes

Attribution Comparison between Proximity to Internet Cafes
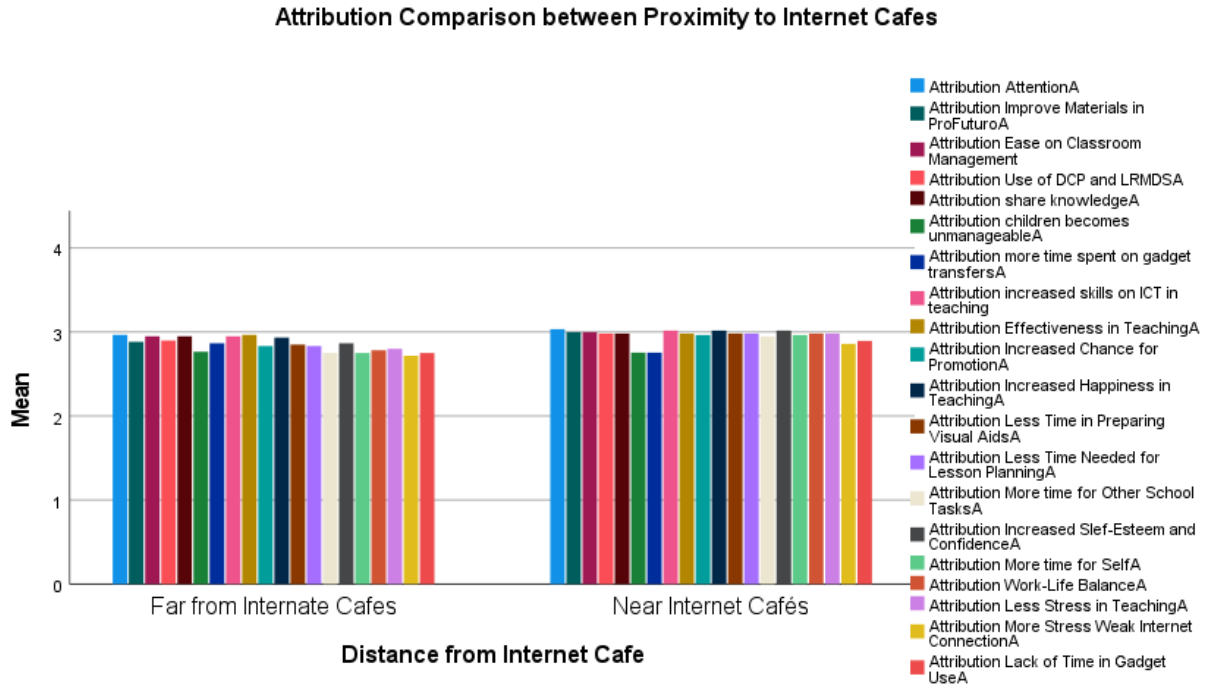
Attribution of outcomes to other projects are lower in schools which are far from internet café therefore higher proportion of outcomes are linked to ProFuturo pilot implementation. Rural schools or hard to reach areas are unlikely to have computer labs and internet connectivity and are left behind in learning (Herselman, p 947, 2003). Internet café's are means of access to computer and internet for students and families without means to own a computer at home and without internet connectivity. The farther the community from internet café, the farther they are from a common access point to internet, which are sources of information.

Link Between Respondents who rated the Outcomes Strongly Disagree and Disagree to Negative Outcomes or Gaps in Qualitative Questions

There are respondents who disagreed to positive outcome statements and rated the statements 1 and 2, strongly disagree and disagree. Rating of 1 and 2 mean that the respondents did not experience the outcome. This does not mean negative outcome. It means that this segment did not experience the outcomes. Although the over-all rating of all the respondents is above the neutral 3 on all positive outcome statements, it is still important to look for this segment, what do they say about it. This is an opportunity to look for recommendations on how to improve the program. One way to check is to look at their responses on the qualitative question in the survey where they were asked to provide more outcomes, either positive or negative. Below is the table showing this segment of the respondents and their remarks on the qualitative portion of the questionnaire.

Outcomes	Number of respondents who rated the outcomes 1 and 2, Strongly Disagree and Disagree	% As Compared to Total # of Respondents	Group Rating	All Respondent's Rating	Responses of the Group in Qualitative Questions	
					Positive	Negative
Ease of getting attention of students	3	1.6	2.0	4.2	- gives happiness/ enjoyment/ excitement to students - adds enjoyment to teachers - teaching becomes easier - students becomes more interested in lessons - class becomes silent while on ProFuturo activities - children always want to take their photos - enhanced skill in using tablets - very useful during pandemic - helps teachers in teaching - good benefit in managing8 time in making visual aids -easier individual assessment - students become more active	- Students have difficulty on logging-in - Limited lessons in ProFuturo/ No MAPEH (Music, Arts, Physical Education, Health) - weak internet connection - make creation of materials and lessons user friendly - setting-up router to tablet takes time especially to lower grades - concern on safety of tablets while in use - more training on how to teach well all the contents and proper use of equipment
Gained ability to improve ProFuturo contents and align it to daily lessons	4	2.2	2.0	3.9		
Easier classroom management	5	2.8	1.6	3.9		
Increased ability to use DCP and LMRDS	5	2.8	1.6	3.6		
Improved ability to share knowledge to co-teachers	5	2.8	2.0	3.7		
Increased skill in using ICT in teaching	8	4.4	2.0	3.9		
Improved effectiveness in teaching	7	3.9	2.0	3.7		
Increased happiness in teaching	7	3.9	1.9	3.8		
Lesser time in preparing visual aids	18	9.9	1.9	3.6		
Lesser time on preparing lesson plan	40	22.1	1.9	3.2		
More time for remedial classes or extracurricular activities	34	18.8	1.8	3.3		
Increased self-confidence	13	7.2	2.0	3.7		
More time for self	29	16	1.8	3.3		
Improved work-life balance	23	12.7	1.9	3.4		
Reduced fatigue/exhaustion in teaching	26	13.4	1.9	3.5		

					- IP students learn how to use ICT, first-time to use gadgets	

Those who strongly disagreed and disagreed to the outcomes statements also say positive remarks on the qualitative portion, mostly validated the outcomes statements that they rated. There are gaps and challenges however, that they expressed in the open-ended portion. Common gaps and challenges identified were difficulty in logging-in, limited lessons especially in MAPEH, weak internet connection, longer time on connecting to router especially to lower grades, and concern in the safety of the tablets while in use. There were two recommendations, which were placed in the negative responses because it is a response to address a gap or a challenge. The recommendations were to make creation of materials and lessons user friendly, and additional training on how to teach well all the contents of ProFuturo.

Below is a table summarizing the data and qualitative responses of the segment of respondents that rated the negative outcomes statements 4 and 5 agree and strongly agree.

Negative Outcomes/ Gaps in Implementation	Number of respondents who rated the outcomes 4 and 5, Strongly Disagree and Disagree	% As Compared to Total # of Respondents	Group Rating	All Respondent's Rating	Responses of the Group in Qualitative Questions	
					Positive	Negative
Children becomes unruly	23	13	4.0	2.2	- students became active in class - opportunity for students to experience high tech learning - students became more interested in lessons - helped in learning - students were excited to use tablets - students enjoy learning - helped during pandemic	- not enough time to upload materials - difficult to find lessons for other subjects, - error in using tablets -difficult to use in non-readers - non-familiarity to tablets consumes more time
More time was used in transferring gadgets from room to room	50	28	4.3	2.2		
Increased stress due to weak signal	50	28	4.2	2.9		
Not enough time in using gadgets	65	36	4.3	3.2		

					- more knowledge in tech - gives us more confidence - learned how to explore gadgets - students learn to work individually and as a team	- lack of time in uploading contents - more trainings for teachers on how to use the gadgets and how to teach contents - difficult to give instructions especially to kinder - longer time to find lessons in gadgets

Those who rated the negative outcomes and gaps in implementation 4 and 5, agree and strongly agree expressed positive remarks, mostly validating the positive statements that they rated positively. The remarks on the negative outcomes' column are challenges experienced by the respondents and some of their recommendations to improve the program. The challenges expressed were not enough time to upload materials, difficult to find lessons for other subjects, error in using tablets, difficult to use in non-readers, non-familiarity to tablets consumes more time, lack of time in uploading contents, more trainings for teachers on how to use the gadgets and how to teach contents, difficult to give instructions especially to kinder, more time are used in finding lessons in gadgets.

From the qualitative responses of the two segments of respondents above, it shows that there is a need to improve the program in terms of allocating time on creating and uploading of materials to ProFuturo system and making it user-friendly, more teacher's training or mentoring on the subject of how to use the gadgets, finding lessons, how to teach contents, and how to give instructions like logging-in especially to kinder classes. Providing time for teachers on creating materials and uploading it to the system will lead to more local materials in ProFuturo that will address the gaps on limited materials especially on MAPEH and on reading. Encouraging teachers to create and upload materials on MAPEH and reading will address this gap. Parallel to this advocacy, ProFuturo management should explore how to develop materials on MAPEH and reading as part of the regular content offering of ProFuturo. This is worth pursuing especially contents on reading because the global data for low and middle-income countries on learning poverty, which includes reading is at 70%, while the Philippines is at a high of 90% (World Bank, 2022). ProFuturo can help on this learning gap if reading is included in its core content offering.

For future analysis, it would be worthwhile to look at or model the possible deterioration on teaching difficult subjects without ProFuturo.

Other Notes on Segmentation

For future SROI. it is highly recommended to gather more information regarding the respondents such as age, length of teaching, subject matter being taught, civil status, income level, which will give more information for segmentation. For this assessment, the researcher made the survey questionnaire as short as possible, enough to retain their interest in responding to the questionnaire for higher accuracy on responses.

## 6.2.5 Responsiveness to Compelling Community Needs

ProFuturo Digital Solutions addressed a compelling need in the Philippines to narrow the gap in digital divide.

Teachers in the Philippines have urgent need for capacity enhancement on using technology in the classroom. While it is acknowledged by the Philippine government that the teachers should adapt to technology development and use technology inside classrooms, computer literacy and its use in teaching is still not a requirement for teacher certification or licensure and therefore not in the priority list of skills developed in teacher preparation.

The Department of Education (DEPED) recognized the need to further develop the competency of teachers on using ICT in the classroom to increase effectiveness in teaching and consequently increase developing higher learning competencies among students. As evidence, DEPED developed a competency standard for teachers contained in the DEPED ICT4E Strategic Plan of 2008. One can assume a big gap between teachers acquired training in school and the competency standards set by the department.

During the SROI analysis, improvement in ICT skills of teachers were measured. Ayala Foundation developed a survey questionnaire on ICT skills of teachers based on the targets of the Department of Education (DEPED) and UNESCO. A consultant was hired to harmonize the two sets of indicators set by DEPED and UNESCO and the indicators was used as basis of survey for ICT skills outcomes. The ICT skills survey was administered before the project begins in 2018 and served as baseline data, and again in 2020 for the endline data. The baseline ICT skills of teachers before ProFuturo intervention was basic based on indicators set by DEPED and UNESCO. Endline measurement shows that ProFuturo program was able to increase ICT skills of teachers towards proficient. The biggest improvements were in the areas of learning environment, with .7 improvement, and instructions with .6 improvement. The program hopes to increase it further through time with sustained teacher training, mentoring, and coaching. A graph showing improvement on ICT skills of teachers pre and post ProFuturo intervention is below.

Improvement in the ICT Skills of Teachers Based on Competency Standards set by DepEd and UNESCO
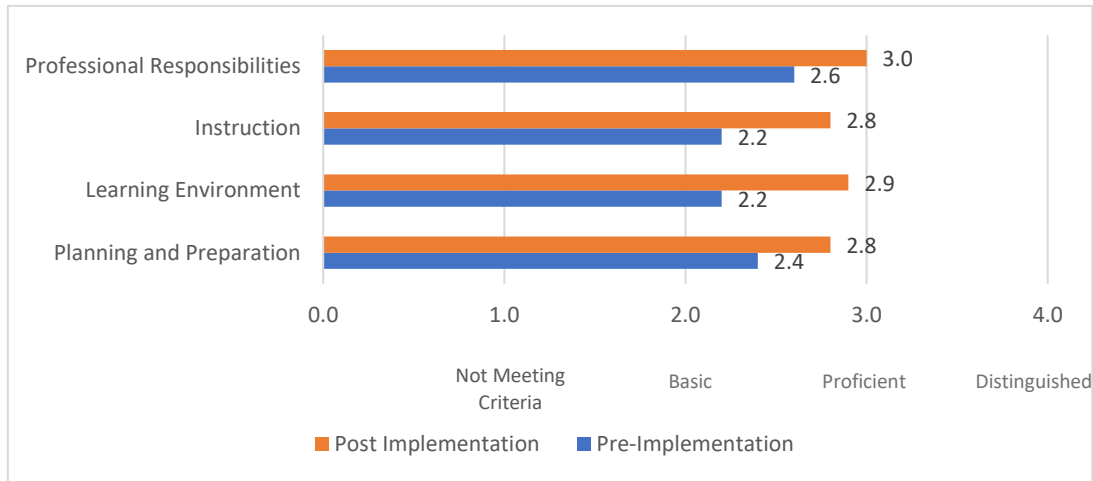
Ayala Foundation engaged a consultant to harmonize competency standards set by DepEd and UNESCO on ICT skills of teachers for teaching and learning. The indicators were organized based on Danielson's Framework of Four Domains: Planning and Preparation, Learning Environment, Instruction, and Professional Responsibilities. The skills levels are Basic, Proficient and Distinguished. The harmonized indicators were used in developing questionnaires for the pre and post assessment. The baseline forms were administered upon commencement of the program in 2018 and an endline survey using the same tool was administered in 2020.

ProFuturo assisted in the attainment of the Philippine commitment to Sustainable Development Goal (SDG) 4 specifically in target 4.a, which is to provide access to internet and computers for pedagogical purposes. There's a gap in achieving this target. The DepEd estimated that as of 2021, the computer student ratio in elementary schools is 1:19. On this ratio, computers provided for schools are not solely used for academic but also for administrative purposes. The bulk of administrative work of schools takes most of the time of computer use. Also, from 2016 to 2020, the number of computers per elementary schools remains the same, (DEPED, 2021). This ratio and use of computers in schools will make it difficult for using ICT for pedagogical purposes if the regular class size is 1:31 (PNA, 2018).

As a response, ProFuturo program provided 2,730 tablets, 65 laptops, and 65 LCD projectors, which are packed in 65 suitcases with wheels. The suitcases are easy to transfer from one classroom to another that makes possible the use of devices in classes by 1,079 teachers and 22,189 students in 31 schools. Teachers are also provided internet load allowances to ensure connectivity.

Notes on Baseline and Endline Survey

Comparison in baseline and endline survey results show an accurate improvement in the ICT skills of teachers. It gave an accurate level of improvement in terms of how many points have the program improved from a starting point. It is recommended for future analysis to identify potential outcomes and indicators i.e. on well-being, that can be subjected to a pre and post data comparison. This will give a more granular result in terms of how well the program achieved the outcomes in terms of points.

6.3 Duration, Deadweight, and Attribution

Duration, deadweight, and attribution questions were asked from the respondents using a 4-point scale. The duration, deadweight, and attribution of all the outcomes leading to the final outcomes were averaged to get the value for the final outcomes. Below is the summary for each of the final outcomes. The average duration was used in the value map. The average Deadweight and average attribution per final outcome were used as reference points in the deadweight and attribution rubrics in identifying percentage points in the value map.

Duration was used in the value map to calculate the values of outcomes considering the number of years that the outcomes will be experienced by the stakeholders. Deadweight, displacement, and attribution were deducted in the values of outcomes to remove values that were not the result of the activities, and so the remaining values becomes a more accurate estimation of the impact of the project.

Please see sensitivity analysis for additional information.

Stakeholders	Chain of Events	Duration In years	Deadweight Rating Scale of 1-4	Attribution Rating Scale of 1-4	Well-defined Outcomes	Ave. Duration In years	Ave. Deadweight	Ave. Attribution
Elementary School Teachers	Ease of getting attention of students	3	3.1	3.1	Increased effectiveness in teaching	3	3.0	3.0
	Easier classroom management	3	3.0	3.0				
	Increased skill in using ICT in teaching	3	3.0	3.0				
	Increased ability to use DCP and LMRDS	3	2.9	2.9				
	Gained ability to improve ProFuturo contents and align it to daily lessons	3	3.0	3.0				
	More time for remedial classes or extracurricular	3	2.8	2.8				
	Improved effectiveness in teaching	3	3.0	3.0				
	Ease of getting attention of students	3	3.1	3.1	Increased Satisfaction in teaching	3	3.0	3.0
	Easier classroom management	3	3.0	3.0				
	Reduced fatigue in teaching	3	2.9	2.9				
	Increased happiness in teaching	3	3.1	3.0				
	Increased skill in using ICT in teaching	3	3.0	3.0		3	3.0	3.0
	Easier classroom management	3	3.0	3.0				

Stakeholders	Chain of Events	Duration In years	Deadweight Rating Scale of 1-4	Attribution Rating Scale of 1-4	Well-defined Outcomes	Ave. Duration In years	Ave. Deadweight	Ave. Attribution
	Improved ability to share knowledge to co-teachers	3	3.0	3.0	Increased self confidence in teaching using ICT			
	Increased self-confidence	3	3.0	3.0				
	More time for remedial classes or extracurricular	3	2.8	2.8	Improved work-life balance	3	2.9	2.9
	Less time in preparing lesson plan	3	2.9	2.8				
	Less time on preparing visual aids	3	2.9	2.9				
	More time for self	3	2.9	2.9				
	Improved work-life balance	3	2.9	2.9				
School Principals and District Supervisors	Gained access to ICT	4	3.0	2.8	Better Performance	4	3.0	2.9
	Increased usage of Department of Education's Learning Resources Management and Development System (LMRDS)	4	3.0	2.7				
	Increased number of uploaded materials in LMRDS	4	3.0	2.8				
	Put ProFuturo in school reports	4	2.8	2.8				
	Improved performance of students	4	3.1	2.9				
	Improved performance of teachers	4	3.2	2.9				
	Higher quality of education	4	3.0	3.0				
	Increased performance	4	3.1	2.9				
	Put ProFuturo in Individual Performance Commitment and Review Form (IPCRF)	4	2.8	2.9	Higher job satisfaction	4	2.9	2.9

Stakeholders	Chain of Events	Duration In years	Deadweight Rating Scale of 1-4	Attribution Rating Scale of 1-4	Well-defined Outcomes	Ave. Duration In years	Ave. Deadweight	Ave. Attribution
	and Office Performance Commitment and Review Form (OPCRF)							
	Higher points in IPCRF/OPCRF	4	2.9	2.9				
	Ease of accessing ICT for school	4	2.9	3.0				
	More time for self	4	2.8	2.7				
	Higher chance of promotion	4	2.8	2.8				
	Easier school management	4	3.0	2.9				
	More time for other roles	4	2.9	2.9				
	Higher job satisfaction	4	2.9	2.9				
	Positive feedback from parents	4	3.0	3.0	Higher self-esteem	4	3.0	2.9
	Higher respect of communities	4	3.1	3.1				
	Higher respect from other schools	4	2.9	2.8				
	Higher self-esteem	4	2.8	2.8				
AFI Project Management Team (Leads and Coaches)	Increased proficiency in using ICT in education	4	3.2	3.3	Higher job marketability	4	2.6	2.8
	Increased knowledge and proficiency in mentorship	5	3.1	3.2				
	Increased skills to improve ProFuturo contents	4	1.8	2.0				
	Broaden knowledge to contextualize Weclass	3	1.7	2.0				
	Increased skills in networking with LGUs and schools	5	2.7	3.0				
	Increased knowledge in other fields like program management	4	2.3	2.2				
	Increased ability to share learnings to other coaches	3	2.2	2.7				
	Improved credentials	4	3.2	3.3				

Stakeholders	Chain of Events	Duration In years	Deadweight Rating Scale of 1-4	Attribution Rating Scale of 1-4	Well-defined Outcomes	Ave. Duration In years	Ave. Deadweight	Ave. Attribution
	Increased job marketability	4	3.2	3.3				
	Gained more friends	5	3.6	3.4	Improved independence and resilience	5	3.2	3.3
	Widen local network	5	3.0	3.0				
	Increased job satisfaction	4	3.2	3.3				
	Increased self-esteem	5	3.3	3.3				
	Increased ability for self-care during relocation to project sites	5	2.4	3.0				
	Became independent	4	3.3	3.6				
	Became stronger	4	3.4	3.6				

Displacement was not asked in the survey, but it was asked in the FGD with teachers, principal, and district supervisors. They said that there were no outcomes displaced by the project. Drop-off was not also asked from the participants because AFI has no plan of phasing out on the pilot sites in the next 6 years and has continuous interventions with the stakeholders such as mentoring and teacher training. A 30% displacement and drop-off were deducted on the values based on below rubrics and to account for unforeseen factors.

In the Displacement Rubric below, 30% displacement means "There is low probability that Ayala Foundation's project outcomes has displaced other outcomes in the project area, or low probability that it has transferred negative conditions to areas not covered by the project." In a Drop-off Rubric, a 30% Drop-off means "Ayala Foundation has no plan of phasing out in the next 6 years, with a reduced programmatic intervention for project sites." Ayala Foundation will continue the same intervention, but the "reduced intervention" or 30% was allocated as drop-off to account for possibilities of reduced time for pilot sites because of expansion sites that will be on the plates of project teams.

Displacement and drop-off were not included in survey questionnaires because these are difficult concepts to asked in an online survey without in-depth explanation about what they are and for what purposes it will be used. In future analysis, post pandemic, it may be explained well and asked in qualitative and participatory methodology. This may also be asked in succeeding surveys when respondents have some level of familiarity on both displacement and drop-off in a new normal setting.

Duration, deadweight, displacement, attribution, and drop-off (DDAD) were not asked from the students to make the questionnaire as simple and short as possible for their young age. DDAD for students were asked from teachers in the FGD. For future analysis, and in new normal time, these may be asked from the students through play activities.

6.3.1 Deadweight, Attribution, Displacement, and Drop-off Rubrics

The following rubrics were used for deadweight, attribution, displacement, and drop-off:

Deadweight Rubric

Deadweight Scale			
Score	**0 - 15%**	**16 - 30%**	**31 - 50%**	**51 - 70%**
Measure	No or very low probability that the outcomes will happen without AFI project	Low probability that the outcomes will happen without AFI project	Moderate probability that the outcomes will happen without AFI project	High probability that the outcomes will happen without AFI project
Description	Ayala Foundation's project was responsible for a very high degree of the overall outcome to participants with no or a very small chance of achieving the outcome without the project. This means that even after excluding the broader opportunities and trends which affect the participant demographics, the AFI project generated very strong impact beyond this benchmark.	Ayala Foundation's project was responsible for a high degree of the overall outcome to participants with a small chance of achieving the outcome without the project. This means that even after excluding the broader opportunities and trends which affect the participant demographics, the AFI project generated strong impact beyond this benchmark.	The AFI project was responsible for a moderate degree of the overall outcome to participants with a moderate probability that the outcome will happen even without Ayala Foundation's project. This means that even after excluding the broader opportunities and trends which affect the participant demographics, the AFI project generated moderate impact beyond this benchmark.	The AFI project was responsible for some degree of the overall outcome to participants with a high probability that the outcome will happen even without Ayala Foundation's project. This means that even after excluding the broader opportunities and trends which affect the participant demographics, the AFI project generated some impact beyond this benchmark.

Deadweight Scale				
Score	**0 - 15%**	**16 - 30%**	**31 - 50%**	**51 - 70%**
Mean Rating Equivalent	1 - 1.5 Not possible	1.6 - 2.5 May not be possible	2.6 - 3.5 Possible	3.6 - 4 - Extremely Possible

Attribution Rubric

Attribution Scale				
Score	**0 - 15%**	**16 - 30%**	**31 - 50%**	**51 - 70%**
Measure	No or very low probability that the outcomes will happen because of other similar projects in the area outside of the project design*	Low probability that the outcomes will happen because of other similar projects in the area outside of the project design	Moderate probability that the outcomes will happen because of other similar projects in the area outside of the project design	High probability that the outcomes will happen because of other similar projects in the area outside of the project design
Description	Ayala Foundation's project was responsible for a very high degree for the achievement of the outcome to participants with no or a very small chance of achieving the outcome through similar projects of other organizations in the area outside of the project design. There is no similar project available for	Ayala Foundation's project was responsible for a high degree for the achievement of the outcome to participants with small chance of achieving the outcome through similar projects of other organizations in the area outside of the project design. Access to similar project is difficult due to stakeholder's capacity or situation. Some of the stakeholders have access to similar	Ayala Foundation's project was responsible for a moderate degree for the achievement of the outcome to participants with moderate chance of achieving the outcome through similar projects of other organizations in the area outside of the project design. There is moderate probability that participants can access similar project easily. Most of the participants	Ayala Foundation's project was responsible for a low degree for the achievement of the outcome to participants with high chance of achieving the outcome through similar projects of other organizations in the area outside of the project design. There is high probability that participants can access similar project easily.

Attribution Scale				
Score	**0 - 15%**	**16 - 30%**	**31 - 50%**	**51 - 70%**
	stakeholders, or similar projects are targeting other stakeholder's group, or access to similar project is impossible due to stakeholder's capacity or situation.	projects and others have no access.	are participating in similar program.	All of the participants are participating in similar program.
Mean Rating Equivalent	1 - 1.5 Not possible	1.6 - 2.5 May not be possible	2.6 - 3.5 Possible	3.6 - 4 - Extremely Possible

* Outside of Project design. Since Ayala Foundation's project design is always in collaboration with partners like Ayala business units, local government units, government agencies, civil society organizations, and other service providers, all inputs from these partners are contributing to the project outcomes. Attribution is considered when part of the outcome is the result of other projects in the area outside of the collaboration for the project being assessed.

Displacement Rubric

Score	0 - 15%	16 - 30%	31 - 50%	51 - 70%
Displacement Scale				
Measure	No or very low probability that the project has displaced other outcomes through the course of implementation	Low probability that the project has displaced other outcomes through the course of implementation	Moderate probability that the project has displaced other outcomes through the course of implementation	High probability that the project has displaced other outcomes through the course of implementation
Description	Ayala Foundation's project outcomes did not displace or with very low probability that it has displaced other outcomes in the project area, or no negative conditions was transferred to another areas, or with very low probability that it has transferred negative conditions to areas not covered by the project.	There is low probability that Ayala Foundation's project outcomes has displaced other outcomes in the project area, or low probability that it has transferred negative conditions to areas not covered by the project.	There is moderate probability that Ayala Foundation's project outcomes has displaced other outcomes in the project area, or moderate probability that it has transferred negative conditions to areas not covered by the project.	There is high probability that Ayala Foundation's project outcomes has displaced other outcomes in the project area, or high probability that it has transferred negative conditions to areas not covered by the project.

Drop-off Rubric

Drop-off Scale				
Score	**0 - 15%**	**16 - 30%**	**31 - 50%**	**51 - 70%**
Measure	No or very low probability that the outcomes will depreciate within the next 6 years	Low probability that the outcomes will depreciate within the next 6 years	Moderate probability that the outcomes will will depreciate within the next 6 years	High probability that the outcomes will will depreciate within the next 6 years
Description	Ayala Foundation has no plan of phasing out within the next 6 years and will have continued programmatic interventions for project sites.	Ayala Foundation has no plan of phasing out in the next 6 years, with a reduced programmatic intervention for project sites.	Ayala Foundation has a plan to phase out in the next 6 years but a turn-over and sustainability plans was installed with the properly with definite action steps for sustainability of program.	Ayala Foundation has a plan to phase out within the next 6 years or will abruptly phase out for some reasons without a transition or sustainability plan.

6.3.2 Summary of Deadweight, Displacement, Attribution, Drop-off, and Sensitivity Analysis

The table below summarizes the deadweight, displacement, attribution and drop-off, and sensitivity analysis as discussed above.

Stakeholders	Final Outcomes	Deadweight	Displacement	Attribution	Drop Off	Sensitivity Analysis
Elementary School Teachers	Increased effectiveness in teaching experienced by 94% of teachers	50%	30%	50%	30%	Local value was used. Actual number of stakeholders experiencing the outcomes are used as factor to avoid overclaiming as compared to using the total number of teachers reach. The maximum % in the rubric where mean rating of 3 for both deadweight and attribution falls.
	Increased Satisfaction in teaching	50%	30%	50%	30%	Foreign value was used but the training is readily accessible to Philippine stakeholders. Foreign currency exchange rate was applied.

Stakeholders	Final Outcomes	Deadweight	Displacement	Attribution	Drop Off	Sensitivity Analysis
	experienced by 94% of teachers					Actual number of stakeholders experiencing the outcomes are used as factor to avoid overclaiming as compared to using the total number of teachers reach. The maximum % in the rubric where mean rating of 3 for both deadweight and attribution falls.
	Increased self-confidence experienced by 92% of teachers	50%	30%	50%	30%	
	Improved work-life balance experienced by 84% of teachers	50%	30%	50%	30%	The value used was from 2010 and computed based on the basket of goods in UK so PPP and inflation rate was applied. Actual number of stakeholders experiencing the outcomes are used as factor to avoid overclaiming as compared to using the total number of teachers reach. The maximum % in the rubric where mean ratings of 2.9 and 3 for deadweight and attribution falls.
e Elementary School Students	Ease of learning difficult competencies experienced by 93% of students	50%	30%	50%	30%	Local value was used. Actual number of stakeholders experiencing the outcomes are used as factor to avoid overclaiming as compared to using the total number of students reach. Deadweight and attribution mean ratings of teachers were used for this outcome in the absence of actual rating from students because of similarity of their context in the classroom.
	Positive outlook in life experienced by 92% of students	50%	30%	50%	30%	Foreign value was used but the good is readily accessible to Philippine stakeholders. Foreign currency exchange rate was applied. Actual number of stakeholders experiencing the outcomes are used as factor to avoid overclaiming as compared to using the total number of students reach.

Stakeholders	Final Outcomes	Deadweight	Displacement	Attribution	Drop Off	Sensitivity Analysis
						Deadweight and attribution mean ratings of teachers were used for this outcome in the absence of actual rating from students because of similarity of their context in the classroom.
	Increased opportunities for the future experienced by 93% of students	50%	30%	50%	30%	Local value was used.

Increased opportunity was computed based on the opportunities offered by exposure to technology. Increased opportunity was represented by salary differences between minimum wage that a person may get from basic knowledge and skills and the lowest entry level salary of a person with ICT background in the Philippines. The difference was multiplied by 12 months to get the value per year.

Actual number of stakeholders experiencing the outcomes are used as factor to avoid overclaiming as compared to using the total number of students reach.

Deadweight and attribution mean ratings of teachers were used for this outcome in the absence of actual rating from students because of similarity of their context in the classroom. |
| School Principals | Higher quality of education experienced by 97% of principals and district supervisors | 50% | 30% | 50% | 30% | Local value was used.

Actual number of stakeholders experiencing the outcomes are used as factor to avoid overclaiming as compared to using the total number of teachers reach. The maximum % in the rubric where mean ratings of 3 for both deadweight and attribution falls. |
| | Higher job satisfaction experienced by 89% of principals and district supervisors | 50% | 30% | 50% | 30% | Foreign value was used but the training is readily accessible to Philippine stakeholders. Foreign currency exchange rate was applied.

Actual number of stakeholders experiencing the outcomes are used as factor to avoid overclaiming as compared to using the |

Stakeholders	Final Outcomes	Deadweight	Displacement	Attribution	Drop Off	Sensitivity Analysis
						total number of school principals reach. The maximum % in the rubric where mean rating of 2.9 and 3 for deadweight and attribution falls.
	Higher self-esteem experienced by 94% of principals and district supervisors	50%	30%	50%	30%	Local value was used. Actual number of stakeholders experiencing the outcomes are used as factor to avoid overclaiming as compared to using the total number of teachers reach. The maximum % in the rubric where mean ratings of 3 for both deadweight and attribution falls.
AFI Program Management Team (Project Leads and Coaches)	Higher job marketability experienced by 100% of team leads and coaches	50%	30%	50%	30%	Foreign value was used but the good is readily accessible to Philippine stakeholders. Foreign currency exchange rate was applied. The maximum % in the rubric where mean ratings of 3 for both deadweight and attribution falls.
	Improved independence and resilience experienced by 90% of team leads and coaches	50%	30%	50%	30%	

Overclaiming in the value of outcomes was avoided by deducting percentages of deadweight, displacement, attribution, drop-off, and discount rate. Values of outcomes become more valid and accurate. Other strategies that were used in this assessment to avoid overclaiming were using local values, using the actual number of stakeholders experiencing the outcomes vs using the entire population of stakeholders, applying purchasing power parity vs simply using currency conversion on foreign values, applying inflation rate when using values of different year from the year of measurement, using conservative value when a range of values are available, applying currency conversion rate during the time of assessment when foreign values of goods directly accessible to the Philippines were used, using a discount rate to account for differences in the worth of money overtime, using DDAD Rubrics for standard valuation across AFI programs, using the maximum percentage in the DDAD Rubric to be more conservative in claiming values.

6.4 Value of Outcomes

6.4.1 Valuation of Final Outcomes

Valuation is an estimation of relative importance of the social outcomes created by projects. Valuation of outcomes in this assessment strictly follows the standard set by SVI as outlined in its valuation standard document. The valuation technique used in this assessment is the Revealed Preference Techniques using either the market prices of the outcomes created or substitute prices of similar goods that represents the outcomes (Richards et. Al., 2015, p. 2). This analysis used local values in valuation whenever possible. In the absence of local values, foreign values are used. Purchasing Power Parity (PPP) was applied to all foreign values except for trainings or other similar activities that may be accessible to Philippine stakeholders in real time due to technology. For training that are readily available even to Filipinos because of technology, a direct currency exchange rate was applied. Purchasing Power Parity is a comparison of value of currency of different countries accounting the worth of same basket of goods found in both countries. PPP is used in this measurement to have a more accurate conversion to Philippine value of money as compared to applying straight foreign currency exchange rate. Inflation was also taken into consideration to values identified by related literature dating before 2018, to have a more accurate value for the time of the assessment.

Chain of events were carefully analyzed during the assessment to show clear links between input, activities, output, indicators, and outcomes leading to the final outcomes per stakeholder to avoid double counting in valuation. Outcomes leading to other outcomes were not valued but only the final outcomes with clear chain of events.

Values used, the financial proxy and the sources of values are outlined in the table below.

6.4.2 Final Outcomes, Indicators, Financial Proxies, and Values

Stakeholders	Final Outcomes	Indicators	Source	Financial Proxy	Values (Php)	Source
Elementary School Teachers	Increased effectiveness in teaching experienced by 94% of teachers	1,188 teachers trained 1,079 teachers registered on ProFuturo system 43,337 lessons created 27,115 lessons completed 165,223 activities created 128,271 activities completed 80SLACs, MLACs, and in-service training participated Average rating of 3.8 in a scale of 1-5 on Effectiveness questions in the survey questionnaire: - It is easier to get attention of students with ProFuturo (4.2) - Classroom management is easier because of ProFuturo (3.9) - My skill on using ICT in teaching improved (3.9) - I use DepEd Learning Resources Management and Development System (LMRDS) materials more because of ProFuturo (3.6) - I can improve materials in ProFuturo and align it to daily lessons (3.9)	ProFuturo Philippines Utilization Database Survey questionnaires summary report Project Reports	Department of Education's budget for teacher training per teacher per year	Php6,000	https://www.deped.gov.ph/2019/08/17/deped-underscores-need-for-training-and-development-programs-for-close-to-a-million-teachers-personnel/

Stakeholders	Final Outcomes	Indicators	Source	Financial Proxy	Values (Php)	Source
		- I had more time for extracurricular activities because of ProFuturo (3.3) - I became more effective in teaching because of ProFuturo (3.7)				
	Increased Satisfaction in teaching experienced by 94% of teachers	Average rating of 3.9 in a scale of 1-5 on teaching satisfaction questions in the survey questionnaire: - It is easier to get attention of students with ProFuturo (4.2) - Classroom management is easier because of ProFuturo (3.9) - My fatigue in teaching decreased (3.5) - My happiness in teaching increased (3.8)	Survey questionnaires summary report	Cost of course on Positive thinking Blueprint for Optimism, Success and Happiness	Php 4,559.52	[Positive Thinking Blueprint for Optimism, Success & Happiness	Udemy](#)
	Increased self-confidence experienced by 92% of teachers	Average rating of 3.8 in a scale of 1-5 on self-confidence questions in the survey questionnaire: - My skill in using ICT in teaching improved (3.9) - Classroom management is easier because of ProFuturo (3.9) - I can better share my knowledge with my co-teachers (3.7) - Regard to myself and my self-confidence increased (3.7)	Survey questionnaires summary report	Cost of Training the Trainers (APEX Academy for Professional Excellence)	Php 6,300	https://ph.speedycourse.com/courses/training-the-trainers?page=3
	Improved work-life balance experienced by 84% of teachers	Average rating of 3.8 in a scale of 1-5 on work-life balance questions in the survey questionnaire: - I have more time for other tasks in school like remedial classes and other extra-curricular activities (3.3) - My time spent on preparing lesson plans decreased (3.2) - My time spent on preparing visual aids decreased (3.6) - I got more time for myself (3.3)	Survey questionnaires summary report	Cost of work-life balance	Php 7,515.43 (Inflation and Purchasing Power Parity applied)	[Costs and Benefits to Business of Adopting Work Life Balance Working Practices: (publishing.service.gov.uk)](#) [https://fxtop.com/en/inflation-calculator.php?A=215&C1=GBP&INDICE=UKCPI2005&DD1=02&MM1=01&YYYY1=2012](#)

Stakeholders	Final Outcomes	Indicators	Source	Financial Proxy	Values (Php)	Source
		- I can balance better my teaching and time for self (3.4)				&DD2=30&MM2=06&YYYY2=2019&btnOK=Compute+actual+value salaryconverter.nigelb.me/
Elementary School Students	Ease of learning difficult competencies experienced by 93% of students	Utilization of ProFuturo platform: 165,223 activities utilized 128,271 activities completed Average rating of 4.1 in a scale of 1-5 on learning competencies questions in the survey questionnaire: - There are more engaging activities in the tablet that help me learn (4.2) - Lessons became more engaging (4.2) - ProFuturo makes me more involved in class discussion and activities (4.2) - I participate more in class (4.1) - I can pay attention to lessons longer (4.1) - I can understand lessons easier (4.1) - I learn more because of ProFuturo (4.1) - My grades Improved (4.1) - I perform better in school (4.1)	ProFuturo Philippines Utilization Database Survey questionnaires summary report	Cost of ICT per student per year, Department of Education, Philippines	Php 330.88	https://www.deped.gov.ph/2019/09/03/deped-highlights-gains-in-access-to-education-as-it-pivots-to-enhancement-of-quality-in-proposed-2020-budget/ https://newsinfo.inquirer.net/1126063/back-to-school-for-27-2-million-students-deped-vows-improvements
	Positive outlook in life experienced by 92% of students	Average rating of 4.1 in a scale of 1-5 on learning competencies questions in the survey questionnaire: - I am more motivated to learn (4.2) - I am more motivated to go to class because of ProFuturo (4.1) - Learning became more fun (4.2) - My absences in classes decreased (4.1) - My outlook in life became better (4.1)	Survey questionnaires summary report	Cost of developing positive outlook in life, 1 year subscription of The Optimistic Child by Martin E. P. Seligman,	Php 8,611.20	The Optimistic Child by Martin E. P. Seligman | Audiobook | Audible.com

Stakeholders	Final Outcomes	Indicators	Source	Financial Proxy	Values (Php)	Source
		- I became more motivated to develop more friendship because of ProFuturo (4.1)		Audiobook and other modules		
	Increased opportunities for the future experienced by 93% of students	Average rating of 4.1 in a scale of 1-5 on learning competencies questions in the survey questionnaire: - My knowledge and skill in using ICT in learning increased - I can share better my knowledge and skills on ICT with classmates - My chance of being promoted to higher level increased (4.1) - My chances of finishing school increase (4.1) My self-confidence and self-worth increased (4.1)	Survey questionnaires summary report	Salary difference of person with ICT skill from Philippine minimum wage ICT low salary average Phil desktop support	Php 102,960	REGION IV-B (MIMAROPA) | National Wages Productivity Commission (dole.gov.ph) http://www.salaryexplorer.com/salary-survey.php?loc=171&loctype=1&job=1&jobtype=1#:~:text=How%20much%20money%20does%20a,Information%20Technology%20make%20in%20Philippines%3F&text=A%20person%20working%20in%20Information%20Technology%20in%20Philippines%20typically%20earns,actual%20maximum%20salary%20is%20higher).
School Principals and District Supervisors	Higher performance experienced by 97% of principals and district supervisors	31 primary schools with ICT devices and contents at the classroom and student level 1,188 teachers reached 10,922 students reached Training and mentoring of teachers facilitated and allowed Allocated space for safe storage of devices	ProFuturo Philippines Utilization Database Project reports	Cost of DepEd Computerization Program per School	Php 188,842	https://www.deped.gov.ph/2019/09/03/deped-highlights-gains-in-access-to-education-as-it-pivots-to-enhancement-of-quality-in-proposed-2020-budget/

Stakeholders	Final Outcomes	Indicators	Source	Financial Proxy	Values (Php)	Source
		Developed system of gadget use in classrooms Average rating of 4.2 in a scale of 1-5 on learning competencies questions in the survey questionnaire: - The school that I managed and supervised got access to ICT (4.5) - Usage of materials from LMRDS Increased in my school due to ProFuturo equipment (4.3) - Materials in LMRDS increased because of materials uploaded by teachers due to learnings from ProFuturo (4.3) - Having ICT equipment being used by teachers in classes were added to our school reports (4.3) - Students in our school performed better (4.2) - Our teachers became more effective in school (4.2) - Performance of our school increased (3.9) - Quality of teaching in our school increased (4.0)	Survey questionnaires summary report			
	Higher job satisfaction experienced by 89% of principals and district supervisors	1,188 teachers reached Average rating of 3.9 in a scale of 1-5 on learning competencies questions in the survey questionnaire: - I put the use of ProFuturo in my IPCRF/OPCRF (4.1) - I got Higher points in IPCRF/OPCRF (3.9) - Accessing ICT for our school is easier (4.0)	ProFuturo Philippines Utilization Database Survey questionnaires summary report	Cost of course on Positive thinking Blueprint for Optimism, Success and Happiness	Php 4,559.52	Positive Thinking Blueprint for Optimism,Success & Happiness	Udemy

Stakeholders	Final Outcomes	Indicators	Source	Financial Proxy	Values (Php)	Source
		- I have more time for self (3.7) - I have higher chance of being promotion (3.6) - School management is easier (3.8) - I have more time for other roles (3.8) - I am more satisfied in teaching (4.0)				
	Higher self-esteem experienced by 94% of principals and district supervisors	10,922 students reached Training and mentoring of teachers facilitated and allowed Allocated space for safe storage of gadgets Developed system of gadget use in classrooms Average rating of 4.1 in a scale of 1-5 on learning competencies questions in the survey questionnaire: - We gained positive feedback from parents (4.1) - Communities show more respect for school (4.3) - Other schools show more respect for our school (4.1) - My self-esteem becomes higher (3.8)	ProFuturo Philippines Utilization Database Survey questionnaires summary report	Personality development – Public Personality	Php 15,000	https://ph.speedycourse.com/courses/30601/personality-development-public-personality
AFI Program Management Team (Project Leads and Coaches)	Higher job marketability experienced by 100% of team leads and coaches	6 coaches trained Networked with 31 LGUs Coordinated with 31 principals and district supervisors 6 online training sessions benefitting 258 teachers	Project reports	Cost of webinar on ICT use in education	Php 7,200	https://www.cpsctech.org/2021/01/instructional-design-based-on-ict-and.html

Stakeholders	Final Outcomes	Indicators	Source	Financial Proxy	Values (Php)	Source
		1,987 mentoring hours 80 SLACs, MLACs, and In-Service Trainings conducted and facilitated Regular coordination with teachers Regular monthly reports Completed Feedback forms Average rating of 4.1 in a scale of 1-5 on learning competencies questions in the survey questionnaire: - My skill on using technology in class expanded (4.2) - My knowledge and skills in mentorship increased (4.4) - My skill to enhance ProFuturo contents increased (3.9) - My skill on contextualizing ProFuturo contents in Philippine setting increased (3.6) - My skill in coordination with local government, teachers, school heads, district supervisors and communities increased (4.6) - My knowledge and skills in other fields like implementing AFI programs in the area (4.1) - I can share my learnings to other coaches (4.1) - My credentials improved (4.2) - My job marketability improved (4.0)	Survey questionnaires summary report			

Stakeholders	Final Outcomes	Indicators	Source	Financial Proxy	Values (Php)	Source
	Improved independence and resilience experienced by 90% of team leads and coaches	Average rating of 4.0 in a scale of 1-5 on learning competencies questions in the survey questionnaire: - I gained more friends (4.7) - My local network widened (4.6) - My satisfaction to my job increased (3.7) - My self-esteem Increased (3.8) - My ability to take care of myself increased because of relocation (3.6) - I became more independent (4.0) - I became stronger (3.9)	Survey questionnaires summary report	Cost of Adaptive Resilience Training	Php 7,108.80	https://siyli.org/programs/adaptive-resilience/resilience-series#signup

6.4.3 Selection of Values

The value used in increased effectiveness of teachers is the mandated cost of the Department of Education in training of teachers to increase their skills and keep up with developments. On the professional judgement of the evaluator, this value best represents the outcome.

Increased job satisfaction for both teachers and school principals was represented by the cost of training on optimism and developing happiness. It can represent Job satisfaction because based on related literatures, Job satisfaction is often based on affective factors such as appreciation, feeling of belongingness, feeling of being loved, respect and relationships with co-workers and supervisors (iEduNote, 2022). All of these affective factors can be intrinsically developed through developing optimism and happiness.

Values used in increased self-confidence in teaching is the cost of training the trainers for professional excellence. The chain of events leading to self-confidence in teaching are related to professional excellence such as improved skill in ICT, classroom management, and sharing of knowledge.

Values for improved work-life balance is a direct cost of developing work-life balance for a business.

Ease of learning difficult competencies was represented by the cost of the Philippine Department of Education in developing ICT for learning per student per year. The chain of events leading to ease of learning difficult competencies is on ICT use in the classroom.

Positive outlook in life is represented by the cost of 1 year subscription of developing positive outlook modules and videos for children. One year subscription may develop similar outcome for students.

The chosen value for increased opportunities for the future is the difference between the minimum wage, which represents the average salary that the students can have after graduation in high school, and the salary of a regular ICT worker i.e. desktop support. The difference represents the opportunity created by exposure to ICT.

Value for higher performance for principals is the cost of computerization program for the Department of Education per school per year. The chain of events leading to higher performance is mostly on ease of access to ICT, higher usage of ICT platforms, and use of ICT in school reports. Closer equivalent value is the Department of Education's budget for computerization of schools.

Chosen value for higher self-esteem for principals is the cost of personality development. According to National Health Service UK, personality can play a role in low-self-esteem (NHS, 2022), and a value on developing self-esteem can be value for developing personality. The evaluator chose the public personality development cost of training.

Value for higher job marketability for project team and coaches is cost of webinar on ICT use in education. The chain of events leading to this outcome are mostly on ICT use in education and improving the platform. The closest value is the training on ICT use in education.

The cost for adaptive resilience training was used as value for improved independence and resilience experienced by the project team and coaches because it may deliver similar outcome.

6.4.4 PARTICIPATION OF STAKEHOLDERS IN VALUATION AND OTHER APPROACHES IN VALUATION

As discussed above, the valuation technique used in this assessment was Revealed Preference Technique where a market price of an outcome or cost of similar goods that can represent the outcome were selected as values. Due to limitation brought by the pandemic and for minimizing the instances where teachers are taken out of their work, or to add more activities in their numerous tasks in school, consultation on the values used were included in the validation workshop on the result of SROI with the stakeholders.

During new normal times and if the context of the stakeholders allows it, direct participation of stakeholders in valuation is recommended. There are a number of participatory valuation techniques that can be used. Examples of participatory valuation techniques are the Valuation Game and the Auction Game. Valuation Game is an activity where the respondents are asked to value outcomes by comparing the outcomes to goods and services with market value. This is also part of Stated Preference Technique. Auction Game is an activity where participants are asked to make bids, either through silent or group-based auctions to identify Willingness to Pay (WTP) for a good and services representing an

outcome, or Willingness to Accept (WTA) a compensation value for not experiencing the outcomes or for experiencing negative outcomes (SVI 2015). More discussions on valuation can be found on SVI Discussion Document on Valuation of Social Outcomes.

7. FUTURE VALUE

7.1 Total Present Value

Present values are the values of outcomes after deadweight, displacement, attribution, and drop-off have been accounted for and applied to the measurement. It shows the relative value of each of the outcomes. Duration for each of the outcomes are from the average of the responses to the duration questions in the survey. The drop-off was an estimation of rate of development and depreciation of gadgets, which was pegged at 30%. Fundacion ProFuturo and Ayala Foundation are sustaining the project in the next 3-5 years through teacher training, coaching and other technology related interventions and there is not much drop-off foreseen in the outcomes beyond the 30% estimated drop-off.

To get the Present Value, a basic discount rate recommended in HM Treasury's Green Book of 3.5% (Nicholls, J. et. Al., 2012, p. 67) was deducted from the total values per year to account for the value of money over the years. Discount rate gives value to the differences of monetary value overtime. Please refer to the value map, attached to this report as Annex A, for all the values and formula for each of the cell.

This table shows the present value of each of the outcomes of ProFuturo Program and the Total Present Value.

Stakeholders	Outcomes	Value of Outcomes Over Duration and Total Present Value						
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total Value
Elementary School Teachers	Increased effectiveness in teaching	1,064,700.00	745,290.00	-	-	-	-	1,809,990.00
	higher satisfaction in teaching	809,086.82	566,360.78	-	-	-	-	1,375,447.60
	Higher self-confidence and self-esteem	1,094,782.50	766,347.75	-	-	-	-	1,861,130.25
	Improved work-life balance	1,191,571.43	834,100.00	-	-	-	-	2,025,671.43
Elementary School Students	Ease of Learning Difficult Competencies	1,194,906.94	836,434.86	-	-	-	-	2,031,341.80

Stakeholders	Outcomes	Value of Outcomes Over Duration and Total Present Value						
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total Value
	Positive Outlook in life	30,763,081.44	21,534,157.01	-	-	-	-	52,297,238.45
	Increased opportunities	371,819,448.00	260,273,613.60	-	-	-	-	632,093,061.60
Principals	Higher performance	991,420.50	693,994.35	485,796.05	340,057.23	-	-	2,511,268.13
	Higher job satisfaction	22,341.65	15,639.15	10,947.41	7,663.19	-	-	56,591.40
	higher self esteem	76,125.00	53,287.50	37,301.25	26,110.88	-	-	192,824.63
Project Team	Higher independence and resiliency	9,952.32	6,966.62	4,876.64	3,413.65	-	-	25,209.23
	Higher job marketability	11,340.00	7,938.00	5,556.60	-	-	-	24,834.60
	Total	409,048,756.60	286,334,129.62	544,477.94	377,244.94	-	-	-
	Present Value for Each year	409,048,756.60	276,651,332.97	508,275.98	340,253.32	-	-	-
Total Present Value (PV)								686,548,618.87
Net Present Value (PV minus investment)								659,550,424.87
Social Return (Value per amount invested)								25.43

8. SENSITIVITY ANALYSIS

In SROI impact analysis, the value of outcomes that were achieved as a result of the project activities being assessed, needs to be determined. This is in adherence to the SROI principles of "Do not overclaim" (The Seven Principles of Social Value, p. 3) and claim only the outcomes created by ProFuturo. Several steps were undertaken to achieve this.

In the quantity column in the value map, only the actual percentage of stakeholders experiencing the outcomes were used as a factor in measurement. The actual percentage of stakeholders experiencing the outcomes were computed based on the number of respondents who rated positively the questions contributing to the final outcomes. To show an example, for the final outcome "increased effectiveness in teaching", the total number of teachers who registered and have account in ProFuturo is 1,079 and the average percentage of those teachers who positively rated the outcomes statements leading to the final outcome is 94%. 94% of 1,079 is 1,014 which was used in column H (Quantity) of the value map.

In instances of using foreign values, purchasing power parity were applied to further adjust the difference on what money can buy in the Philippines as compared to the country where the values originated. This is in contrast with using a plain currency conversion.

A discount rate of 3.5% was used to account the value of money overtime covering the duration of impact. Rubrics on deadweight, attribution, displacement, and drop-off were formulated as AFI standard and used in this assessment.

Deadweight, attribution, displacement, and drop-off were also deducted from the measurement.

Deadweight is accounting for the possibility that the stakeholders will experience the same outcomes even without the ProFuturo project. Attribution is accounting for possibility that the outcomes may come from similar projects in the area outside of ProFuturo project design. We asked this possibility in the survey questionnaires for Teachers, Principals and Project Team. The possibility rating was on a scale of 1 – 4, 1 as absolutely not possible and 4 as extremely possible. The average deadweight and attribution mean ratings of outcomes leading to final outcomes are for all stakeholders except students ranges from 2.9 to 3. The maximum score in the range in which the ratings fall was used to be more conservative and to ensure avoiding overclaiming. Students were not asked deadweight and attribution questions because of the complexity of these types of questions for their age. In the absence of deadweight and attribution ratings for students, mean of teachers' ratings are used because of the similarity of their context in the classroom.

Displacement is the probability that ProFuturo addressed a community problem in one area but just transferred the problem to other areas. There is no known displacement of outcomes that happens in this project but to be conservative and to avoid overclaiming, a 30% displacement was used to give value to possible displacement that was not foreseen in this analysis.

Drop-off is a possibility that the value of outcomes becomes less over the years particularly for outcomes that lasts for more than one year. A 30% estimated drop-off was used to account for the rate of development of technology overtime that may outdate the content and technology of the platform, and other depreciation factors. The pilot sites implementation was also continuing with presence of coaches for teachers and continued training for teachers to sustain learning. Please also see 6.3 Summary of Deadweight, Displacement, Attribution, Drop-off, and Sensitivity Analysis

The SROI ratio was also tested if valuation of negative outcomes, and an estimate of ProFuturo Madrid overhead cost were added to the value map. What will be the SROI ratio? Will it affect the ratio substantially?

Valuation of those who experienced increased stress due to unruly children and weak signal was tested in the value map using the resiliency value used in the outcomes for coaches, the SROI ratio did not change.

The ProFuturo Madrid overhead cost was estimated following the UN Central Emergency Respond Fund allowing their offices for a 10% Project Servicing Cost (PSC) and another 7% PSC for their NGO partners (UNCERF 2012). A 10%, 17%, and 20% overhead cost was used in sensitivity analysis to look at how it will affect the SROI result. The 10% and 17% are from the UN standard, and the 20% was an estimate higher than the UN standard to account for possibilities of higher overhead cost in ProFuturo Madrid. The SROI ratio for a 10% overhead cost was P1:23.12 or 2.31 points lower than the computed SROI of P1:25.43. At 17% PSC, SROI is at P1:21.73 or 3.7 points lower than the computed SROI. 20% PSC resulted to P1:21.19 or 4.24 points lower than the computed SROI. This means that the overhead costs of ProFuturo Madrid is material in input because it affects the SROI in an estimated range of 2 - 4 points difference. It is recommended to include the management cost of ProFuturo Madrid in future SROI analysis. It also means that SROI and impact of ProFuturo program is still high above P1:20 SROI ratio, considering all factors in sensitivity analysis including adding an estimate of ProFuturo Madrid overhead cost in the input.

Potential outcomes for families of students, who were excluded in the assessment due to difficulty of reaching them during the pandemic, were tested for sensitivity analysis. The potential final outcome of better family condition was valued using the valuation for student's outcome of increased opportunities in life, which was represented by the difference between the minimum wage and the entry level wage of persons with basic ICT skill set in the Philippines. The number of families experiencing the outcome was estimated at 36.3% based on the number of household population ages 17 – 24 with post-secondary and college education (Ericta 2013). This percentage can represent students with higher interest and potential of pursuing ICT related education and training. The DDAD applied was at a maximum of 70%, 50%, 70% and 50% respectively to account for other possibilities and potentials from families' ecosystem. The SROI ratio was increased to P1:27.34, which is 1.91 points higher than the computed SROI of P1:25.43. This means that the families of students are material stakeholder, and it must be included in future SROI analysis post pandemic.

> In this analysis, the percentage of DDAD used were the maximum in the range identified in the DDAD Rubric to be more conservative in valuation. The sensitivity of using middle point in the range of DDAD percentage points were tested to see if it will affect the SROI ratio substantially. When the DDAD was adjusted to 40%, 25%, 40%, 25% respectively, the SROI increased by 14.9 points to P1:40.33 from a computed SROI of P1:25.43. This means that a big claim to outcomes was removed through the DDAD to avoid overclaiming of values. It is also good to be conservative in claiming values of outcomes. Having a DDAD rubric also helps in maintaining standards across measurements.

9. CONCLUSIONS

9.1 Most Important Outcomes

The top 5 outcomes with the highest values are increased opportunities for students with a value of Php632M, positive outlook in life for students with a value of Php52M, higher performance for principals and district supervisors with a value of Php2.4M, ease of learning difficult competencies for students and improved work-life balance for teachers both with values of Php2M. These values show the most important outcomes of the project.

These findings corroborate about findings of Maiti et.al in a study. Maiti and Awasthi (2019) noted in a study using a panel database for 67 countries from 2000-1014 that ICT exposure positively improves the aggregate wellbeing and progress of a nation. Maiti's findings are evident in the aforementioned outcomes of the ProFuturo Pilot implementation. The effect of ICT goes beyond improved economic outcomes, but also affects the behavioral, social and cultural domains of life (Maiti & Awasthi, 2019).

9.2 SROI Ratio

With the Project's Total Present Value worth Php 686,548,619, and the total value of input at Php 26,998,194, the Social Return on Investment of ProFuturo's Pilot implementation with Ayala Foundation is Php 1:25. It means that every peso of investment for the program, Php 25 worth of social goods return to the stakeholders in the form of benefits. Benefits for teachers were increased effectiveness in teaching, higher satisfaction in teaching, higher self-confidence, and improved work-life balance. Benefits for students were ease of learning difficult competencies, positive outlook in life, and increased opportunities. For school principals, benefits were higher quality of education in school, higher self-esteem, and higher job satisfaction. For AFI Project Management Team, benefits were higher independence and resiliency, and higher job marketability.

10. VERIFICATION

Results of ProFuturo SROI Analysis undergone a series of validation from step 1 to step 6. ProFuturo TOC which came from and validated through an FGD with teachers, the AFI validators team, and project team. So are the survey questionnaires and SROI results. The final report was subjected to a validation meeting of 101 teachers, principals, district supervisors, and coaches on April 19, 2022. In this validation workshop, the theory of change, the range of outcomes, the result of data analysis, valuation of outcomes, and recommendations were all presented to teachers, principals, district supervisors, and coaches. The results were affirmed by the stakeholders, and more recommendations for program improvement were gathered.

The SROI result was also presented and reviewed by AFI Validators Team, members of which are AFI talents that undergone SROI Practitioner's Training, which was held in the Philippines by the Social Value International. Five of the participants composed the SROI Practitioners Team in AFI, who undergone deep dive handholding with a UK-based institution.

11. RECOMMENDATIONS

An open-ended question in a survey of teachers, students and principals, and interview with the coaches generated recommendations to enhance the project for greater impact. The result was presented to the Management Committee of Ayala Foundation, ProFuturo Spain team, and the AFI ProFuturo Project Team to discuss the result and the recommendations. All groups agreed on the recommendations and the AFI ProFuturo Project Team came out of a Training Plan to implement the recommendations. It is being monitored and tracked by the Program Governance Team. For ProFuturo Spain, it was recommended to track and monitor in the system the locally uploaded contents and lessons because it would help the local stakeholders to know the number of created and uploaded materials in the system by the teachers. The team from Spain committed to review the system for the possibility of monitoring uploaded materials.

The summarized recommendations are as follows:

CONTINUE	UPSCALE	ACCELERATE	START
• Capacitate teachers on use of platform, creating and uploading local contents, how to teach contents.	• Use ProFuturo for other Filipino subjects, i.e. MAPEH, Reading	• Capacitate teachers on creating and uploading contents aligned with DEPED daily lessons	• Expand to areas with less access to technology
	• Use devices in other online learning	• Enhance creation of IP culture specific contents	• Monitor locally uploaded contents and lessons
		• Intensify activities that will increase lesson creation and activity completion rates	• Advocate for designated time for creating and uploading of contents

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ACRONYMS AND ABBREVIATIONS

LMRDS	Learning Resources Management and Development System
	A learning resource portal of the Department of Education where teachers can download teaching materials and lesson plans and/or create and upload materials for sharing to other teachers.
IPCRF	Individual Performance Commitment and Review Form
	Performance review tool used by Department of Education and other government agencies in the Philippines where targets per semester are written and rated by the individuals and their immediate supervisors.
OPCRF	Office Performance Commitment and Review Form

Performance review tool used by the Department of Education and other government agencies in the Philippines to measure performance of an office like the Principals Office.

LGU	Local Government Unit
	A geo-political subdivision in the Philippines. ProFuturo coaches relate to City and Barangay
Bgy.	Barangay. The smallest local government unit in the Philippines.
MAPEH	Music, Arts, Physical Education, and Health subject

GLOSSARY (Definitions are lifted from the SROI Guide, 2012)

Attribution	An assessment of how much of the outcome was caused by the contribution of other organizations or people.
Deadweight	A measure of the amount of outcome that would have happened even if the activity had not taken place.
Discount Rate	The interest rate used to discount future costs and benefits to a present value.
Displacement	An assessment of how much of the outcome has displaced other outcomes.
Drop-off	The deterioration of an outcome over time.
Duration	How long (usually in years) an outcome lasts after the intervention, such as length of time a participant remains in a new job.
Impact	The difference between the outcome for participants, taking into account what would have happened anyway, the contribution of others and the length of time the outcomes last.
Impact map	A table that captures how an activity makes a difference: that is, how it uses its resources to provide activities that then lead to particular outcomes for different stakeholders.
Input	The contributions made by each stakeholder that are necessary for the activity to happen.
Net Present Value	The value in today's currency of money that is expected in the future minus the investment required to generate the activity
Outcomes	The changes resulting from an activity. The main types of change from the perspective of stakeholders are unintended (unexpected) and intended (expected), positive and negative change.

Output	A way of describing the activity in relation to each stakeholder's inputs in quantitative terms.
Outcome Indicator	Well-defined measure of an outcome
Proxy	An approximation of value where an exact measure is impossible to obtain
Purchasing Power Parity	
Scope	The activities, timescale, boundaries and type of SROI analysis.
Sensitivity Analysis	Process by which the sensitivity of an SROI model to changes in different variables is assessed
Social Return on Investment	Framework for measuring and accounting social, environmental, and economic outcomes relevant to the people or organizations brought about by an activity, program or business.
Stakeholders	People, organizations or entities that experience change, whether positive or negative, as a result of the activity that is being analyzed.

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LIST OF ANNEXES

ANNEX A: Value Map

ANNEX B: Outcomes Consultation Questions

ANNEX C: Data Collection Survey (in Filipino)

ANNEX C-1: Survey for Teachers https://forms.gle/1S9QJt7Rt7sAEU9b6
ANNEX C-2: Survey for Students https://forms.gle/Z4TCoqWSDwDsDgAM6
ANNEX C-3: Survey for Principals and District Supervisors
https://forms.gle/fWXb1ohmzzH26eKa8
ANNEX C-4: Survey for Coaches https://forms.gle/u2z6ji9LPZWswoim8
ANNEX C-5: Survey for Teachers (With English Translation)
ANNEX C-6: Survey form for ICT competency (Used for Pre and Post Survey)
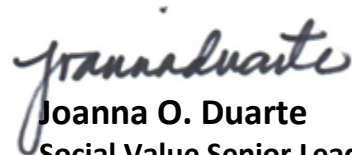
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