

**THE EDUCATION MATCHING GRANT PROJECT: THE IMPLEMENTATION EXPERIENCES  
OF ITS BENEFICIARY SCHOOLS**



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## **ABSTRACT**

The study tackles the Education Matching Grant Project (EMGP) of the United States Agency for International Development's (USAID's) Growth with Equity in Mindanao III (GEM-3) Program. It explores the experiences of its beneficiary schools in implementing their individual EMG Projects.

Despite the existence of EMGP guidelines, most of its beneficiary schools still expressed difficulty in implementing the project such as on the 50 percent cost-share counterpart requirement. The study sought to determine the right mix of procedures that would simplify the project implementation, avoid delays in the project completion, and minimize difficulties both on the side of the beneficiary schools and on Area Coordinators of EMGP.

The researcher conducted a series of interview to EMGP beneficiary schools. The respondents (School Heads and PTA Presidents) were asked to discuss their experiences in implementing EMGP following its general guidelines. Out of the experiences, they were asked what were the challenges or difficulties they encountered. Out of the challenges/difficulties, they were also asked what they could suggest or recommend to USAID's GEM Program to improve the project.

As evident on the experiences of beneficiary schools, the study suggests that cost-share counterpart effort was an important factor because it would develop a sense of ownership and responsibility among beneficiary schools. In short, increased counterpart effort is synonymous to increased empowerment.

# **CHAPTER 1**

## **INTRODUCTION**

### **Background of the Study**

In the aftermath of the attacks at the Twin Towers and Pentagon on September 11 year 2001, the people of America have launched a “war on terror” and enacted the “USA PATRIOT Act” which stands for Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001. One of the legislations of the act is to provide funds to its agencies and other ally countries to cooperate in a campaign to wage war against terrorism. A portion of their attention has been directed in the southern Philippines when the Abu Sayyaf Group (ASG), having ties with Osama Bin Laden’s Al-Qaeda, has started to intensify terrorist activities like kidnapping of foreigners and bombing of public facilities.

The “September 11” attacks in the United States (US) and also the US Global War on Terrorism (GWOT) has changed the role of the United States Agency for International Development (USAID) in the Philippines. USAID has expanded its strategy beyond conventional goals of development and focused a large part of its development assistance in Mindanao. USAID programs in Mindanao have been expanded to focus explicitly on combating terrorism and violence, and promoting regional stability and security.

USAID, as a bilateral donor agency, has played important role in the development of Mindanao. Its flagship program, the Growth with Equity in Mindanao

(GEM), aims to consolidate peace in the area, and accelerate economic growth to help ensure that as many people as possible, including members of cultural and religious minorities, benefit from it.

The current GEM-3 Program continues and expands the work carried out under GEM-1 (from 1995 to 2002) and GEM-2 (from 2002 to 2007). GEM-3 started on January 2008 and is expected to operate until the end of 2012. The GEM-3 program is a complete package of assistance in Conflict Affected Areas of Mindanao (CAAM). Key components of GEM-3 ranges from its infrastructure development component, business growth component, workforce preparation component, governance improvement component, former combatant reintegration component, and other related activities in development work (GEM-2 Completion Report. Page 4. 2008).

This study focuses on one of the major activities of GEM under its workforce preparation component such as the Education Matching Grant Project (EMGP), formerly Education Awareness Support Effort (EASE). EMGP is designed to increase public awareness of the problems the education sector is facing in Mindanao, and also at mobilizing local stakeholders, such as Parent-Teacher Associations (PTAs), for activities directed towards solving some of these problems (EMGP Synopsis. Page 1. 2008).

This study will concentrate on improving the implementation guidelines of EMGP. Compared with other GEM activities, the existing implementation guidelines of EMGP has been developed in a short span of time without further consultation to its prospective proponents, and has been designed to generally address development as well as the counter terrorism objectives. The past and present experiences in the

implementation of EMGP allow somebody to see that its guidelines can still be modified according to the needs of the community and the capability of the program. The future improvements of the right mix of procedures must ensure that the resources of the implementers are optimized and that the objectives of the project are being achieved.

In fact, EMGP already has existing set of general guidelines on how to avail the project for its prospective proponents or beneficiary schools as indicated in its published "Activity Proposal Form". The EMGP Area Coordinators usually distribute the "form" to School Administrators, PTA Officers and other school representatives during orientations at various offices of the Department of Education (DepEd). The suggested guidelines include the following: a.) identification of partner school PTAs; b.) generation of project proposals; c.) signing of Letter of Understanding (LOU) documents; d.) validation of school PTA counterpart; e.) procurement of Matching Grant (MG) item/s; f.) delivery of MG item/s; and g.) drafting of Post Activity Report/s (PAR/s).

Despite the existence of EMGP general guidelines, most of its beneficiary schools (primarily composed of School Administrators and PTA Officers) still expressed difficulty in implementing the project.

The EMGP Area Coordinators have also observed that some schools have difficulty in motivating or getting the interest of their stakeholders during the "identification of partner school PTAs" and "generation of project proposals." Once the schools have done motivating their stakeholders, the long waiting time of approval puts a heavy burden on schools. The "signing of LOU documents" is usually done to formally inform beneficiary schools that their project proposals have been approved by the

donor (USAID). During the “validation of school PTA counterpart,” most beneficiary schools also find it difficult to raise the 50 percent mandatory counterpart in order to avail the assistance as indicated in the design of EMGP. After the beneficiary schools have completed their 50 percent cost share counterpart, some of them still have to bear the long waiting period of the “procurement of MG item/s” and “delivery of MG item/s.” Once the beneficiary schools have received the items, they will also be encouraged to sustain the assistance which will be considered in the “drafting of PARs.”

Given the problems cited above, the researcher is motivated to conduct this study in order to confirm if many from the beneficiary schools are undergoing these concerns, and to determine ways on how to simplify the process of EMGP.

### **Objectives of the Study**

The study seeks to improve the guidelines for the implementation of the Growth with Equity in Mindanao’s (GEM’s) Education Matching Grant Project (EMGP) in Davao Region.

Specifically, the study determines the right mix of procedures that simplifies the project implementation, avoid delays in the project completion, and minimize difficulties both on the side of the potential beneficiary schools and on GEM’s EMGP Area Coordinators. The determination of the right mix of procedures are based on the following questions:

- 1.) What are the **experiences** of the beneficiaries to the EMGP implementation guidelines in terms of:

- a.) Identification of partner school PTAs
  - b.) Generation of project proposals
  - c.) Signing of LOU documents
  - d.) Validation of school PTA counterpart
  - e.) Procurement of MG item/s
  - f.) Delivery of MG item/s
  - g.) Drafting of PAR
- 2.) What are the **challenges or difficulties** of the beneficiaries' experiences to the EMGP implementation guidelines in terms of:
- a.) Identification of partner school PTAs
  - b.) Generation of project proposals
  - c.) Signing of LOU documents
  - d.) Validation of school PTA counterpart
  - e.) Procurement of MG item/s
  - f.) Delivery of MG item/s
  - g.) Drafting of PAR
- 3.) What are the **suggestions or recommendations** of the beneficiaries for the improvement of the EMGP implementation guidelines in terms of:
- a.) Identification of partner school PTAs
  - b.) Generation of project proposals
  - c.) Signing of LOU documents
  - d.) Validation of school PTA counterpart

- e.) Procurement of MG item/s
  - f.) Delivery of MG item/s
  - g.) Drafting of PAR
- 4.) What are the **convergences and divergences** of the beneficiaries' experiences to the EMGP implementation guidelines in terms of:
- a.) Identification of partner school PTAs
  - b.) Generation of project proposals
  - c.) Signing of LOU documents
  - d.) Validation of school PTA counterpart
  - e.) Procurement of MG item/s
  - f.) Delivery of MG item/s
  - g.) Drafting of PAR
- 5.) What is the **extent of conformity and deviation** of the beneficiaries' experiences from the EMGP implementation guidelines in terms of:
- a.) Identification of partner school PTAs
  - b.) Generation of project proposals
  - c.) Signing of LOU documents
  - d.) Validation of school PTA counterpart
  - e.) Procurement of MG item/s
  - f.) Delivery of MG item/s
  - g.) Drafting of PAR

The objectives of the study are re-arranged as into follows: (1) Experiences, (2) challenges or difficulties, (3) suggestions or recommendations, (4) convergences and divergences, and (5) conformity and deviation.

Logic follows that data analysis in the study are done in two phases. The first phase are via extracting data from Focus Group Discussions (FGDs). The first phase answers the first three objectives (like [1] experiences, [2] challenges/difficulties, and [3] suggestions/recommendations). However, the last two things (like [4] convergences and divergences as well as [5] conformity and deviation) do not come from FGD results. The respondents do not answer the last two things. Instead, the researcher answers them from his perspective and analysis. The researcher first got a gist of the beneficiary schools' experiences, challenges/difficulties and suggestions/recommendations, and then extracts from them the convergences and divergences as well as conformity and deviation.

It is more logical to re-arrange the objectives into first phase and second phase. First phase includes interview/FGD, transcription and segregation on the following: (1) Experiences, (2) challenges or difficulties, and (3) suggestions or recommendations. The beneficiary schools (or respondents) answers the first three objectives. Second phase, on the other hand, includes further analysis on the following: (4) Convergences and divergences, and (5) conformity and deviation. The researcher answers the last two objectives.

## **Analytical Framework of the Study**

The study utilizes the theory of Everett M. Rogers' Innovation-Decision Process as its "Framework for Analysis" because the theory talks about the process of adopting new innovations like programs of development intended for "developing nations" which is similar to the Philippines.

According to Baran and Davis (2009), the theory of Rogers is enormously influential especially to the United States Agency for International Development (USAID) because it has utilized Rogers' strategy to spread a number of innovations in the "developing nations." Some USAID programs that are being implemented in Asia include Save the Children, Peace Corps as well as the Growth with Equity in Mindanao (GEM) where EMGP belongs.

Baran and Davis (2009) also narrate that way back the Cold War Era from 1950s up to 1960s, the United States has competed against the Soviet Union for its influence in "developing nations." America has aspired to gain the favor of majority via convincing peasants and rural villagers to adopt a large number of new agricultural innovations as quickly as possible in order to feed themselves better. Rogers' "Diffusion of Innovations" has become the training manual for this effort. Development Workers from around the world have been brought to Michigan State University to learn from Rogers' theory.

The figure below illustrates the "Innovation-Decision Process" coming from the book of Everett M. Rogers entitled "Diffusion of Innovations (Fifth Edition)" that has been published on 2003.

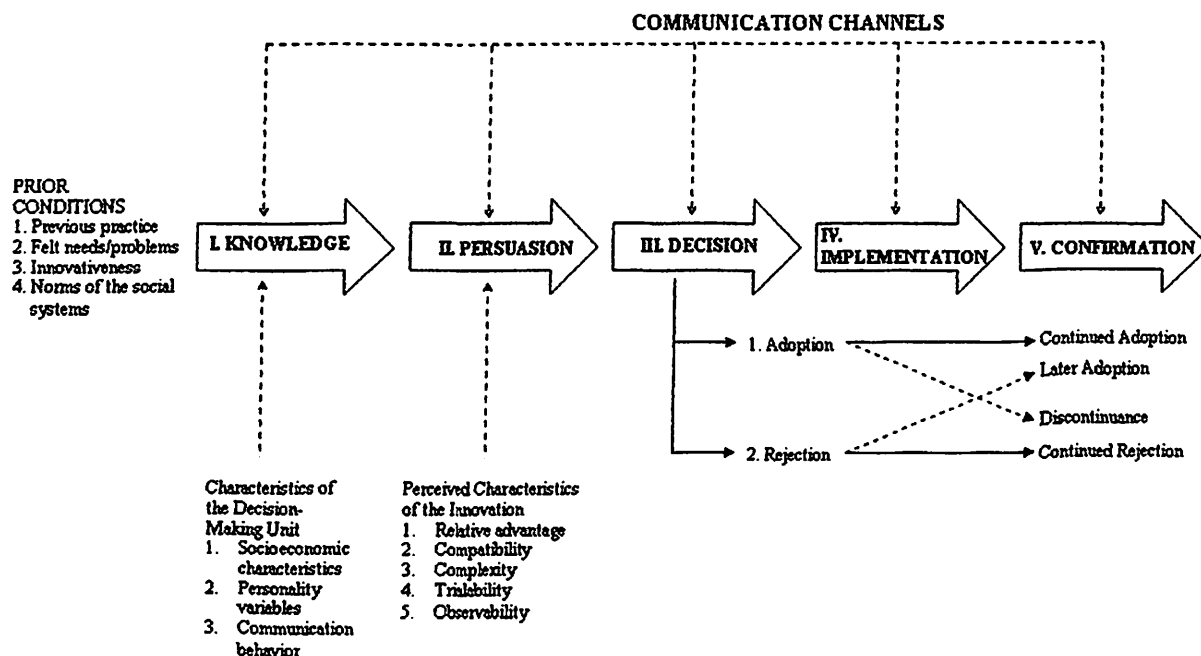


Figure 1. Innovation-Decision Process

According to Rogers (2003), the Innovation-Decision Process is an information-seeking and information-processing activity, where an individual is motivated to reduce uncertainty about the advantages and disadvantages of an innovation. It involves five stages such as knowledge, persuasion, decision, implementation and confirmation.

In the **Knowledge Stage**, the individual (decision-making unit) attempts to determine what the innovation is and how and why it works. According to Rogers, knowledge is categorized into three types such as awareness-knowledge, how-to-knowledge and principles-knowledge. Awareness-knowledge represents the knowledge of the innovation's existence. This type of knowledge can motivate the individual to learn more about the innovation and eventually to adopt it. This may also encourage an individual to learn about the two other types of knowledge. How-to-knowledge contains information about how to use an innovation correctly. Rogers see this knowledge as essential variable in the innovation-decision process. To increase

adoption chance of an innovation, the individual (decision-making unit) should have sufficient level of how-to-knowledge prior to the trial of this innovation. Thus, this knowledge becomes more critical for relatively complex innovations. Principles-knowledge includes the functioning principles describing how and why an innovation works. An innovation can be adopted without this knowledge, but the misuse of the innovation may cause its discontinuance.

In the **Persuasion Stage**, the individual (decision-making unit) has negative or positive attitude toward the innovation but the formation of favorable or unfavorable attitude toward an innovation does not always lead directly or indirectly to adoption or rejection. The individual shapes his or her attitude after he or she knows about the innovation, so the persuasion stage follows the knowledge stage in the innovation-decision process. Furthermore, Rogers states that while the knowledge stage is more cognitive (or knowing) centered, the persuasion stage is more affective (or feeling) centered. Thus, the individual is involved more sensitively with the innovation at the persuasion stage.

In the **Decision Stage**, the individual (decision-making unit) chooses to adopt or reject the innovation. While adoption refers to the full use of an innovation as the best course of action available, rejection means not to adopt an innovation. If an innovation has partial trial basis, it is usually adopted more quickly, since most individuals first want to try the innovation in their own situation and then come to an adoption decision. However, rejection is possible in every stage of the innovation-decision process. Rogers expressed two types of rejection (active and passive). In an active rejection, the

individual (decision-making unit) tries an innovation and thinks about adopting it but later he or she decides not to adopt it. In a passive rejection, the individual (decision-making unit) does not think about adopting the innovation at all.

In the **Implementation Stage**, an innovation is put into practice but the innovation brings newness in which some degree of uncertainty is involved in diffusion. Uncertainty about the outcomes of the innovation can still be a problem. The implementer may need technical assistance from change agents and others to reduce the degree of uncertainty about the consequences. Reinvention usually happens at the implementation stage. This is the degree to which an innovation is changed or modified by a user in the process of its adoption and implementation. Rogers also explained the difference between invention and innovation. Invention is the process by which a new idea is discovered or created, while innovation is the process of using an existing idea.

In the **Confirmation Stage**, the individual (decision-making unit) looks for support for his or her decision. This decision can still be reversed if the individual is exposed to conflicting messages about the innovation but the individual tends to stay away from these messages and seeks supportive messages that confirm his or her decision. Thus, attitudes become more crucial at the confirmation stage. Depending on the support for adoption of the innovation and the attitude of the individual, later adoption or discontinuance happens during this stage. Discontinuance may occur during this stage in two ways. In replacement discontinuance, the individual rejects the innovation to adopt a better innovation replacing it. In disenchantment discontinuance,

the individual rejects the innovation because he or she is not satisfied with its performance.

In application of the Innovation-Diffusion Process to EMGP, the researcher is able to fit some of its concepts to the sub-stages of the theory.

Table 1

*Innovation-Decision Process (Applied in EMGP)*

<b>Innovation-Decision Process</b>	<b>EMGP Process</b>
• Knowledge Stage	a) Identification of partner school PTAs
• Persuasion Stage	b) Generation of project proposals
• Decision Stage	c) Signing of LOU documents
• Implementation Stage • Confirmation Stage	d) Validation of school PTA counterpart
	e) Procurement of MG item/s
	f) Delivery of MG item/s
	g) Drafting of PAR

The Knowledge Stage and Persuasion Stage of “Innovation-Decision Process” may be equivalent to the first two processes of “EMGP Guidelines” such as Identification of Partner School PTAs<sup>1</sup> and Generation of Project Proposals<sup>2</sup>. It is in these two processes the beneficiary schools gain knowledge about the existence of EMGP as well as how to avail it. In these stages, the beneficiary schools form attitude or reaction towards the project.

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<sup>1</sup> Identification of Partner School PTAs refer to the process of obtaining the list of pre-identified “areas,” conducting a courtesy call to a respective Department of Education (DepEd) Division Office, and selecting possible proponents. (Punzalan, Raphael. *Senior Matching Grants Specialist*. 2008 to 2012).

<sup>2</sup> Generation of Project Proposals refer to the process of conducting a write-shop to an identified DepEd District Office, conducting a survey to an identified school, conducting a meeting to a respective school PTA, finalizing an MG application, and submitting a Special Activity Fund (SAF) request for approval. (Ibid).

The Decision Stage of "Innovation-Diffusion Process" may be equivalent to the Signing of LOU Documents<sup>3</sup> of "EMGP Guidelines." It is in this process that the beneficiary school formally started to commit its counterpart to the project by affixing their signature in the LOU documents.

The Implementation Stage and Confirmation Stage of "Innovation-Diffusion Process" may be equivalent to the last four processes of "EMGP Guidelines" such as Validation of School PTA Counterpart<sup>4</sup>, Procurement of MG Item/s<sup>5</sup>, Delivery of MG Item/s<sup>6</sup> and Drafting of PARs<sup>7</sup>. It is in these processes that the beneficiary schools utilize EMGP but they can still choose whether to continue the project or just cancel it for the meantime. If they choose to continue, then, they have to comply the 50 percent counterpart so that they can avail the assistance which signals its full implementation or completion of MG project.

The "EMGP Guidelines," just like the "Innovation-Diffusion Process," is a cycle of wherein after the beneficiary school can complete their current MG project, they have the free-will to re-match with another project or just be satisfied with only one completed project. In case they decide to re-match, then, they have to repeat the

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<sup>3</sup> Signing of LOU Documents refer to the process of waiting for the notice of approval from the donor, scheduling the availability of School Head and PTA President, and facilitating the actual signing of LOU documents. (Ibid).

<sup>4</sup> Validation of School PTA Counterpart refer to the process of waiting for the beneficiary schools' feedback, updating their counterpart after 60 days from LOU signing date, verifying their available funds, determining their declared counterpart item/s, and submitting their cost share counterpart documents. (Ibid).

<sup>5</sup> Procurement of MG Item/s refer to the process of listing the detailed MG item/s needed by the validated school PTA, canvassing of MG item/s, and purchasing of MG item/s. (Ibid).

<sup>6</sup> Delivery of MG Item/s refer to the process of scheduling the availability of the School Head and PTA President, granting of MG item/s, and issuing of MG completion documents. (Ibid).

<sup>7</sup> Drafting of PAR/s refer to the process of determining the hit objectives, evaluating the school PTA, evaluating the school children, and gathering feedback from its proponents. (Ibid).

whole process of the project wherein they become more fluent in the implementation because they already gained experience.

### **Significance of the Study**

The people and organizations who/which will benefit from the study are as follows: The project itself; the donor agencies; the beneficiary schools; the Ateneo Graduate School; the researcher; and other future researchers.

This study will improve the implementation of the Education Matching Grant Project (EMGP) and help the Growth with Equity in Mindanao (GEM) Program achieve its targets. The study will help GEM-3 Program standardize the EMGP procedures and guidelines which will be implemented by all its EMGP Area Coordinators. The GEM-3 Program can utilize the results of in-depth interview as additional reference for the impact assessment of its completed EMG Projects. The study will also provide useful information for the design, implementation, monitoring and evaluation of future projects with similar nature.

The results of this study will be useful to international donor agencies that provide support to projects which aim to improve education through mobilization and partnership with communities particularly located in Conflict Affected Areas of Mindanao (CAAM). Typical international donor agencies that show interest in CAAM mostly come from America, Australia, Germany, Japan, Spain and those that belong in "developed countries."

The beneficiary schools will benefit from this study because the results of the interview with them will be utilized as reference in case the donor will decide to improvise the implementation guidelines of EMGP and other similar projects. The School Administrators and Parent-Teacher Association (PTA) Officers will be given a chance to be heard about their experiences before, during, and after the implementation of their approved EMG projects. Their recommendations and experiences whether negative or positive will be considered as vital feedback which will contribute to the over-all evaluation of EMGP implementation guidelines and procedures. Other schools who find it difficult to comply with the requirements of EMGP will benefit from its simplified guidelines and procedures.

The academe particularly the Master of Arts in Applied Social Research (MASOR) of the Ateneo de Davao University (AdDU) will also benefit from this study. The study about EMGP (all-encompassing with development project management and peace process component) can be utilized as additional topic for the subjects "Methods of Research," "Mindanao History, Culture and Politics," "Advanced Research: Data Analysis and Interpretation," "Theories of Culture and Social Change," "Program Management and Evaluation," "Qualitative Research," "Peace: Development and Human Rights," "Development Communication," "Citizenship, Cultural Identities and Filipino Nationalism," "Community Organization and Community Development," and other related subjects.

The researcher will benefit from this study in the sense that this thesis (if approved and published) is the ticket of the researcher to graduation or acquiring a

Master's Degree in Applied Social Research. More than from acquiring a Master's Degree, the researcher can learn and internalize a number of skills (higher than the skills in Bachelor's Degree) about research. These skills are as follows: Writing a research proposal from the Introduction, Review of Related Literature, up to Methodology; constructing an interview schedule or questionnaire; using an in-depth interview guide as a way of collecting qualitative data; analyzing and interpreting qualitative data; and also defending one's own conclusion and recommendations.

Future researchers, who are interested to trace the detailed implementation of EMGP will also benefit from this study. They can access information about the common practices of EMGP beneficiary schools without actually experiencing the difficulty in going to the field. The common practices that can be accessed are in connection with EMGP implementation guidelines such as from the identification of partner school PTAs, generation of project proposals, signing of Letter of Understanding (LOU) documents, validation of school PTA counterpart, procurement of MG item/s, delivery of MG item/s and up to the drafting of Post Activity Report/s (PAR/s). Other researchers, who are interested in community development projects (in general), can also review the results of this study as point of reference or as model in implementing certain projects specifically situated in conflict communities.

## **Scope and Delimitation**

Since the Education Matching Grant Project (EMGP) of the Growth with Equity in Mindanao (GEM) Program has no record of any baseline data before its implementation, it was inappropriate to conduct an impact assessment about this project. Instead, the study only aimed to describe the experiences of its beneficiary schools.

The study focused on the project implementation of GEM's EMGP in Davao Region because it was easier and safer on the part of the researcher. GEM's EMGP generally categorized its coverage in Davao Region into Indigenous People (IP) area. The IP areas of GEM were located in its pre-identified "*Kalahi Para sa Kalayaan Barangays.*" These "*Kalahi Barangays*" were areas known for the presence of the Communist Party of the Philippines (CPP) -- New People's Army (NPA).

The study excluded the project implementation of GEM's EMGP in Muslim areas because it was inaccessible to the researcher due to its remote distance and potential danger. Most of its beneficiary schools in Muslim areas were prone to "*rido*" (family feud), kidnap-for-ransom activities and bombing incidents. Muslim areas of EMGP were populated with supporters of Abu Sayyaf Group (ASG) as well as renegade members of Moro Islamic Liberation Front (MILF) and Moro National Liberation Front (MNLF).

Another limitation was that aside from its geographic restriction, in terms of utilizing framework, the study did not discuss other concepts of Rogers' "Diffusion of Innovations." It did not detail discussions on Early Adopters, Communication Channels, Social System, and etcetera. It only focused its discussion on the five stages of Rogers' "Innovation-Decision Process" such as Knowledge Stage, Persuasion Stage, Decision

Stage, Implementation Stage and Confirmation Stage. All these stages were fully discussed in the Analytical Framework of the Study (pages 8 to 14).

### **Definition of Terms**

The terms below are suggestive rather than fixed because the study is exploratory in nature.

**Experiences** -- may refer to the actual occurrence of what has happened to the project implementation of beneficiary schools with their individual Education Matching Grant (EMG) Projects. These experiences may revolve on the EMGP implementation guidelines such as starting from the identification of partner school Parent-Teacher Associations (PTAs), generation of project proposals, signing of Letter of Understanding (LOU) documents, validation of school PTA counterpart, procurement of MG item/s, delivery of MG item/s and up to drafting of Post Activity Report/s (PAR/s).

**Challenges and Difficulties** -- may refer to the problematic experiences of beneficiary schools that practically affect the implementation of their individual EMG Projects. For example, in the "identification of partner school PTAs" and "generation of project proposals," the beneficiary schools find it time-consuming to motivate the interest of stakeholders. Another thing is that in the "validation of school PTA counterpart," most beneficiary schools find it expensive to raise the 50 percent mandatory counterpart in order to avail EMGP assistance. After they have completed their 50 percent cost share counterpart, some of them still have to bear the long waiting period of the "procurement of MG item/s" and "delivery of MG item/s."

**Suggestions and Recommendations** -- may refer to the consultative comments of beneficiary schools that may influence the improvement of EMGP implementation guidelines. For example, the beneficiary schools may advise that EMGP Area Coordinators should at least speed-up the approval of proposal, procurement of MG items and its delivery to the school.

**Convergences and Divergences** -- may refer to the similarities and differences of the beneficiary schools' over-all experiences concerning about the project implementation of their individual EMG Projects. For example, the over-all experiences of beneficiary schools may possibly be similar and different in terms of how they treat their individual EMG Projects. The beneficiary schools' method of acquiring their counterpart requirement (might be through donations, fund-raising activities, solicitations and/or any other means) may be similar or different from one another.

**Conformity and Deviation** -- may refer to the beneficiary schools' "actual implementation experiences" compared to the "expected implementation procedure" of EMGP. The word "extent" in this context (not literally mean a degree but a situation) may refer to the qualification (based on the suggested EMGP guidelines) on how the beneficiary schools should implement the project. The researcher of this study (not the respondents) will be the one who will identify if a beneficiary school has conformed or has deviated from the implementation guidelines of EMGP. For example, the researcher may tag a beneficiary school as "has conformed" if that school has faithfully followed the existing process (suggested guidelines) in implementing EMGP which usually starts from the "identification of partner school PTAs" and ends to the "drafting of PARs." On

the other way around, the researcher may tag a beneficiary school as “has deviated” if that school has not followed (even one element) in the suggested EMGP guidelines (such as its chronological order of process).

**Identification of partner school Parents-Teachers Associations (PTAs)** -- may refer to the process of obtaining the list of pre-identified “areas,” conducting a courtesy call to a respective Department of Education (DepEd) Division Office, and selecting possible proponents (such as primary proponent, supporting proponent and other proponents).

**Generation of project proposals** -- may refer to the process of conducting a write-shop to an identified DepEd District Office, conducting a survey to an identified school, conducting a meeting to a respective school PTA, finalizing an MG application, and submitting a Special Activity Fund (SAF) request for approval.

**Signing of Letter of Undertaking (LOU) documents** -- may refer to the process of waiting for the notice of approval from the donor, scheduling the availability of School Head and PTA President, and facilitating the actual signing of LOU documents.

**Validation of school PTA counterpart** -- may refer to the process of waiting for the beneficiary schools’ feedback, updating their counterpart after 60 days from LOU signing date, verifying their available funds, determining their declared counterpart item/s, and submitting their cost share counterpart documents.

**Procurement of Matching Grant (MG) item/s** -- may refer to the process of listing the detailed MG item/s needed by the validated school PTA, canvassing of MG item/s, and purchasing of MG item/s.

**Delivery of MG item/s** -- may refer to the process of scheduling the availability of the School Head and PTA President, granting of MG item/s, and issuing of MG completion documents.

**Drafting of Post Activity Report/s (PAR/s)** -- may refer to the process of determining the hit objectives, evaluating the school PTA, evaluating the school children, and gathering feedback from its proponents. It will be in this process that the output of the project will be determined and measured.