

# AFFLIP TEN YEARS ON

## BACKGROUND DOCUMENT

“ *AFFLIP began in November 2011 with a vision born of and developed by Alastair Douglas and Alan Reid, informed by the experience Alastair gained when undertaking Overseas Aid Programs in South East Asia, particularly the Philippines. He gained a deep insight into the economic and educational challenges faced by rural communities in the southern Philippines where he had strong affiliations with Department of Education personnel.* ”

**afflip**



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# TABLE OF CONTENTS



## 3. WORKING IN THE PHILIPPINES

## 4. ESTABLISHING THE FOUNDATION

## 6. FLAGSHIP PROGRAMS

7. HEALTH & NUTRITION

8. SCHOOLS LEARNING NETWORK

9. LEARNING THROUGH THE OUTDOORS

10. PD LITERACY

12. SCHOLARSHIPS

## 13. PATRONS

13. PATRONS

## 14. AFFLIP BOARD

14. BOARD MEMBERS

## 18. ACHIEVEMENTS

18. ADMINISTRATION AND FINANCE

22. CURRICULUM, PROGRAMS AND  
PROFESSIONAL LEARNING

25. PROMOTION, PARTNERSHIP

FUNDRAISING AND COMMUNICATION

28. RESOURCES AND INFRASTRUCTURE

## WORKING IN THE PHILIPPINES

The public education system in the Philippines is decentralised to some extent and is managed through a structure of 18 regions, each with its own divisions which in turn administer a number of school districts. The focus of AFFLIP's work to date has been with 15 elementary schools and their personnel in the Talomo School District, located in Region XI within the Davao City Division. This district draws students from communities that experience significant economic and social disadvantage, making schooling expensive and difficult to access and limiting opportunities for further education.

Education is highly valued by the community; attendance and participation are high where access is possible and where the economic circumstances of the families enable full involvement.

The educators who work in the schools with which AFFLIP has been involved are enthusiastic and committed and their motivation to engage in professional learning and pedagogical expansion is high.

Resources are scarce but there is a strong culture of adaptation and opportunity building through the use of available resources. AFFLIP's Flagship Programs build on this culture. They are:

- Health and Nutrition
- Schools Learning Network
- Learning through the Outdoor Environment (OLEP)
- Professional Development: Literacy
- Scholarships

For Australian schools the AFFLIP connections are genuine opportunities to gain valuable intercultural understanding, strengthen international friendships, share what they have in terms of educational resources and take from the Filipino students and educators some valuable learning in the way they teach with the resources available. The Filipino culture recognises, celebrates and honours those who serve and achieve in learning and they demonstrate high levels of commitment to and value of schooling.

## ESTABLISHING THE FOUNDATION

*AFFLIP began in November 2011 with a vision born of and developed by Alastair Douglas and Alan Reid, informed by the experience Alastair gained when undertaking Overseas Aid Programs in South East Asia, particularly the Philippines. He gained a deep insight into the economic and educational challenges faced by rural communities in the southern Philippines where he had strong affiliations with Department of Education personnel.*

At the time of establishment, the Philippine Government was pursuing universal free education and encouraging all children to access (compulsory) free early childhood and primary level education. Not all children were able to undertake full primary level schooling, especially in regions experiencing significant hardship in terms of sourcing sufficient trained personnel, educational resources and supplies, or where families and communities lived in poverty.

AFFLIP responded to the opportunity to engage in a strategic and influential means of educational support that was designed on principles of intercultural friendship, professional exchange, shared understandings and mutuality in professional learning. In contrast to some aid programs, AFFLIP's goal was to support communities to undertake long term steps to self-determination and locally driven economic and social development.

An understanding of the challenges facing areas of the Southern Philippines saw the formation of a core of committed South Australian educators and other business and professional people who understood the responsibility they had to contribute to the wider global community. Together they began a process that inquired into the level of interest in forming a partnership between the two countries through a formalised body.

The Foundation believed that it was best to start its work with a small group of disadvantaged neighbouring schools in a severely disadvantaged part of the Philippines, and educators in Talomo District volunteered to commit to a partnership. Concerns for equity determined AFFLIP's commitment to all 15 elementary schools, allowing the schools to collaborate and build sustainability, as well as provide a practical and 'doable' focus for AFFLIP as it developed its infrastructure, expertise and relationships with Talomo educators.

# ESTABLISHING THE FOUNDATION

The starting point was a needs analysis conducted in a series of workshops with the Talomo group to identify the major issue/priorities for the schools e.g. lack of resources, PD in Literacy for teachers, suitable reading material, kids leaving school at end of grade 3 or 4, students' minimal connection at a global level, malnutrition, poverty of families, etc. then came the development of the flagship programs to address some of the identified needs - things which were realistic for AFFLIP to attempt." This needs significant tidying up but does make the link that the partnership and consultation established the needs which AFFLIP could address and then the flagship programs became the response.

AFFLIP was formalised as a voluntary, non-government, not-for-profit foundation with its governance managed by a Board chaired by Chairman Alan Reid, with Deputy Chairman Alastair Douglas and inaugural board members Lyn Wilkinson, Jock McFarlane, Trevor Tiller and Graham Dodd supported by AFFLIP's first patron, the Hon Greg Crafter. The Foundation was formed in 2011 and is an Incorporated Body under the Associations Incorporations Action 1985 (South Australia). AFFLIP achieved Overseas Aid Gift Deductibility Scheme status (OAGDS) in 2015.

Some early initiatives were commenced during the 2012 -13 formation stage. Fundraising contributed to physical facilities and learning resources for schools, scholarships for students, twinning of Filipino public schools with South Australian public schools and supporting the professional development of teachers. Alongside these areas, AFFLIP developed programs focusing on health, nutrition and student well-being.

Further programs involving teacher professional exchange and outdoor learning programs also commenced over time. International bonds were created between South Australian Schools and those in the Talomo District of the Department of Education in the Philippines. Importantly, a Technical Working Group (TWG) was set up in Talomo District, mostly made up of school principals. This demonstrated a strong imperative for mutuality, as well as enabling the exchange of information about needs in the schools, a process for ratification and implementation of decisions, and oversight of expenditure. The Board has developed an explicit philosophy about how it will operate, which is published on the website (<https://www.afflip.com>), and its principles, approaches and strategies are in line with this statement.

# FLAGSHIP PROGRAMS

***Vision into action:** Over time, as indicated previously, AFFLIP has set up five flagship programs to oversee and deliver resources and support to the 15 elementary schools in Talomo District.*

## HEALTH & NUTRITION

Promotes the health and nutrition of students and provides support for agriculture and aquaculture activities to help sustain each school's feeding program.

## SCHOOLS LEARNING NETWORK

Supports principals and teachers from the Talomo District participating in educational exchanges and visits to SA schools.

## LEARNING THROUGH THE OUTDOOR ENVIRONMENT (OLEP)

Assists schools to develop ways to enhance outdoor school environments in order to promote student learning. It involves Australian and Filipino educators and students working together to explore and then design outdoor learningspaces and teaching materials and resources.

## PD LITERACY

Provides quality curriculum resources to each school and works with teachers to enhance their knowledge and skills in teaching English literacy.

## SCHOLARSHIPS

\$100 scholarships are provided to at-risk students in grades 4, 5 and 6. The funds provide basic school supplies and the opportunity to engage in leadership programs.



## HEALTH AND NUTRITION

### HEALTH AND NUTRITION ARE CENTRAL TO LEARNING

The focus of this portfolio has previously been the immediate needs of the many students who present at school as malnourished and the importance of students learning about approaches to healthy living, health care and the development of interpersonal, livelihood and leadership skills.

AFFLIP supports vegetable growing, aquaculture and chicken rearing activities which help to sustain the schools' feeding programs.

AFFLIP has also sponsored major projects in aquaponics, hydroponics, elevated greenhouses, plant nurseries and wicking beds; all of which have been designed to intensify food production and increase output.

This focus will continue and be complemented by an increased emphasis on the development of curriculum and learning materials in a range of subject areas utilising the gardens, ponds and outdoor environment as learning resources.

# SCHOOLS LEARNING NETWORK

The Schools Learning Network aims to encourage and develop greater global understanding for the pupils of the 15 Talomo schools and their twin schools in South Australia.

The success of the program is based on developing strong communication links leading to learning relationships and the sharing of jointly prepared units of work between the participating schools.

In 2015 AFFLIP completed the task of twinning the 15 Talomo District schools with schools in South Australia and made the decision to invite educators from the Schools Learning Network schools to visit South Australia, led by a representative from the Division Office in Davao. The idea behind the visits was to deepen the educational outcomes from the twinning arrangements, including Filipino and South Australian teachers planning and teaching a common unit of work, enabling students in these two different cultures to share their learning.

Since that time, three delegations involving 27 teachers and school heads from all Talomo schools have visited SA and shared their learnings with their colleagues on their return to their schools. The visits were led by Ms Marilyn Marcelo Director of Special Programs in 2016 (now District Supervisor in Talomo), Dr Adeline Go Talomo District Supervisor in 2017, and Mrs Evangeline Vicencio Division Reading Focal Person in 2018.

These visits have been very successful with many ideas and strategies being disseminated across the Talomo schools.

# LEARNING THROUGH THE OUTDOOR ENVIRONMENT (OLEP)

Funded largely by the Di and John Harris Memorial Education Fund, this portfolio focuses on using the outdoor environment to enhance student learning through the formal and informal curriculum. It involves educators and students working together to explore and then design:

- outdoor spaces using natural materials, to foster learning through play
- teaching materials and resources for mainstream subjects which use the outdoor environment (eg vegetable gardens, aquaculture) as the starting point for learning in subjects such as Science, Maths, English and Livelihood Education
- approaches to enhancing the outdoor physical environment of the school and its capacity to foster learning (e.g. quiet areas for contemplation, areas for games and social interaction).

AFFLIP commenced work with the A. Bonifacio Elementary School community (OLEP Pilot) in 2015 to research, design, implement and evaluate the development of the outdoor areas of the school for learning.

In November 2015, AFFLIP brought three educators from the school to South Australia to examine the ways in which a number of South Australian schools were developing their outdoor learning environments. The visit was an outstanding success and enriched the OLEP program which has since become a template not only for similar work in the Talomo District, but elsewhere in the Philippines.

Through cascading learning across the district, and the visits from Talomo educators in 2016 - 2018, Talomo schools are developing their own outdoor learning areas and implementing programs across various curriculum areas.

# PROFESSIONAL DEVELOPMENT LITERACY

Education is central to the social, economic, environmental and cultural health of all societies and literacy is critical in achieving an educated community. When children can comprehend texts successfully, their life trajectories are enhanced, and they are better able to participate in democratic societies.

The focus of this flagship program is twofold: the provision of professional development both externally and from within the district using the Talomo District PD – Literacy TWG; and access to adequate and useful resources in classrooms.

Apart from continuing to support learning through the provision of books, AFFLIP has supported 85 literacy teachers through a professional development program related to reading. The literacy coordinators in each school are using this knowledge to collaborate in writing, illustrating and then producing reading resources for Kindergarten – Grade 6 students in English, Filipino and mother tongue. They are using a photocopying facility and laminating machines provided by AFFLIP to print off multiple copies of each book to supply all schools. That is, rather than solely providing books from Australia, the schools are producing books with much needed local context and culturally appropriate texts – even while the process is providing powerful professional learning for the teachers involved.

In 2018 during the Schools Learning Network visit to SA, several South Australian schools provided practical examples of reading lessons in action and the principles behind the successful implementation of reading programs, as well as ways of collecting and displaying data about student achievement in reading. The leader of the visit, Evangeline Vicencio, and Principal Aida Placencia returned to the Philippines to work on a reading improvement program in Talomo District. Titled “Fostering Achievements in Reading – Nine Essentials About Reading” (FAR-NEAR), it is a capacity building initiative for teachers.

## PROFESSIONAL DEVELOPMENT LITERACY

This has involved the delivery of workshops face to face in Davao with two or more teachers from each school attending, with each teacher taking up a classroom action research project trialling a reading strategy of their choice. Max Greenwood provided further teacher development workshops during his February 2020 visit.

Plans are underway for implementation of Guided Reading (another classroom strategy). This aims to help teachers from K to Grade 6 to provide reading experiences which ensure that all children have the attitudes, information and strategies that will help them to read a range of texts successfully. This initiative will be actioned once postal restrictions arising from the Covid 19 pandemic are removed. Discussions are also being held about how to enhance the range and variety of reading resources in all classrooms, including, for example, through more teacher produced books and action songs, together with a list of web sites that support reading development.

AFFLIP has provided shipments of books, laminators and big book stands to support literacy programs and is planning to host another delegation to SA with a literacy focus as soon as possible.

## SCHOLARSHIPS

In 2013 AFFLIP took the decision to provide scholarships to support the poorest and most at-risk students attending Talomo District schools.

Since the scheme was first established 260 children have received 3-year scholarships. The grants are designed to encourage these students to stay at school and develop their full potential with the support of their parents, through the provision of funds to pay for school fees, books, uniforms, school supplies and extra curricula activities.

Scholarships are offered to Grade 4, 5 and 6 students and are worth one hundred dollars (A\$100) per school year. The program is handled and administered by each school under the supervision of the Talomo District Scholarships Coordinating Committee.





## PATRONS

### **HON GREG CRAFTER AO & EMERITUS PROFESSOR ALAN REID AM**

Hon. Greg Crafter AO had a distinguished career as a Member of the SA Parliament during which time he held four major ministerial portfolios, including that of Education and Children's Services (1985-1992). Greg is a highly respected educator nationally and internationally and a former President of the International Baccalaureate Organisation (Geneva).

Emeritus Professor Alan Reid AM, Founding Chair, was previously professor at the University of SA. He publishes widely and has been influential in education policy development at both state and national levels. Alan's outstanding contributions to Australian education have been recognised through a number of awards, including being made a Member of the Order of Australia (AM) in 2012, and being a finalist for South Australian of the Year (2017).

# AFFLIP BOARD

## AFFLIP BOARD MEMBERS

**Alastair Douglas AFFLIP Chairperson** was previously a principal in the Department of Education and Children's Services in South Australia and has worked extensively as a consultant in education internationally over the last 20 years, including the Philippines and Mindanao in particular. In 2017 he was awarded a Certificate of Recognition by the Philippine Ambassador to Australia as a 70th Anniversary Awardee for Community Service.

**Tim Jackson AFFLIP Deputy Chair** has extensive experience in executive positions in local government in South Australia and Victoria over nearly forty years. His most recent executive position was as Chief Executive Officer of the City of Playford in South Australia. He is currently the State Government appointed Administrator of the District Council of Coober Pedy which has been suspended from office. He has and does serve on many boards and committees in the government and for purpose sectors.

# AFFLIP BOARD

## **AFFLIP BOARD MEMBERS**

**Lyn Wilkinson AFFLIP Minutes Secretary** was previously a senior lecturer at the Flinders University of South Australia and is a specialist in the area of English language and literacy.

**John Erskine AFFLIP Treasurer** was previously deputy principal and education consultant and is now an established business entrepreneur, serving on an international company board.

**Susan Boucher recently retired AFFLIP Chair** has worked at an executive level in the not for profit sector for more than twenty five years across both education and health. She was previously CEO at Principals Australia and Deputy Chair and Executive Director at Teach For Australia.

**Miriam Cocking** is currently employed with Catalyst Foundation as Access and Equity Officer. She has been a very effective leader and advocate within and for the Filipino community in South Australia and beyond for many years. In 2017 she was awarded a certificate of recognition by the Philippine Ambassador to Australia as a 70th Anniversary Awardee for Community Service.

**Jeannette Emery** has recently joined the AFFLIP Board and brings specialist knowledge and contemporary experience in English language and Literacy. She is currently a deputy principal within the SA Department for Education.

# AFFLIP BOARD

## AFFLIP BOARD MEMBERS

**Max Greenwood** was previously a principal and training and development leader in the Department of Education and Children's Services in South Australia. He has returned to Adelaide after ten years as an English language and literacy consultant in New York and Melbourne.

**Pat Maloney** was previously a school principal with the Department of Education and Children's Services and President of the South Australian Area School Leaders Association. Pat was a winner of Principals Australia John Laing Award for services to professional development to school leaders and he has been a member of several influential DECD committees.

**Irene Rowe** has recently joined the AFFLIP Board. She is a registered nurse with a demonstrated history of working in the hospital and health care industry. Her commitment to the Filipino Community in SA is extensive and reflected in her voluntary work including as President of the Filipino Australian Nurses and Carers Association. She brings extensive experience to the AFFLIP board in the area of health and education having worked as a nurse educator, Tagalog translator and teacher with the Filipino Ethnic School of SA along with her role as Ambassador to Breast Screening SA and board member of the Ethnic School Association of SA.

# AFFLIP BOARD

## AFFLIP BOARD MEMBERS

**Roger Saunders** is a consultant in education with international experience in the areas of ICT systems and the development of learning resources. He also worked in Mindanao for five years.

**Trevor Tiller** was previously a district director in the Department of Education and Children's Services in South Australia and a consultant in education. He has worked internationally including in Mindanao.

**Mario Trinidad PhD** grew up in the Philippines and later studied social work at Flinders University. He has held senior positions in government and non-government welfare services in South Australia and the Northern Territory. He is also Team Leader, Community Response Team for the St Vincent De Paul Society (South Australia).

**Dr Yvonne Zeegers** is the Program Director for the Bachelor of Education (MBET), at the University of South Australia. Yvonne has been a primary teacher, curriculum adviser, and was AusAID's pre-Service adviser in the Southern Philippines for three years. She teaches in science curriculum and professional experience courses.



# ACHIEVEMENTS

AN OVERVIEW OF THE FOUNDATIONS MILESTONES SINCE ESTABLISHED.

## ADMINISTRATION AND FINANCE

### AN INCORPORATED BODY

An incorporated body was established in the form of a working Board with effective governance and accountability mechanisms in South Australia in partnership with an operational arm comprised of Talomo District administrators supported by Davao City Division personnel in the Philippines. The constitution was drafted and approved as part of the incorporation process.

### ENDORSEMENT

Endorsements for AFFLIP were initially sought and received from Ms. Sara Duterte Mayor of Davao City; Hon. Karlo Nograles, Congressman for 1st District, Davao City; Dr. Yolanda Quijano Undersec DepED Central Office, Manila, Dr. Susana Estigoy Regional Director Region 11, Davao City; Dr. Helen D. Paguican Schools Superintendent Davao City; Mr. Titon Mitra Minister Counsellor AusAID, Manila; Ms. Ma. Lourdes de Vera-Mateo, Education Specialist, UNICEF; and Dr. Dante Juanta Philippine Consul General, Adelaide, South Australia.

## **ADMINISTRATION AND FINANCE**

### **ADMINISTRATION AND FINANCIAL PORTFOLIOS**

Administration and Financial Portfolios were established to support the flagship programs. These have included Membership and Donations, Grants Sponsorship and Promotion, Major fundraising events, Website and Communications, Advocacy and Publicity, Finance and General Administration.

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### **STRUCTURE OF AFFLIP PROGRAMS**

The structure of AFFLIP portfolios and programs has been clearly articulated and exhibits a strong partnership between Flagship program coordinators on the Board and the TWG coordinators and sub-committees in Talomo.

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### **LEADERSHIP**

Leadership and Board membership selections have been undertaken and transitions made which have enabled the foundation to grow and mature.

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### **PATRONS**

AFFLIP has appointed three patrons since its inception, Hon Greg Crafter, Hon Stephen Baker and Professor Alan Reid. There have been 23 people who have served on the Board during that time under the leadership of three chairs Alan Reid, Susan Boucher, Alastair Douglas. The knowledge, experience and profile of the Board members and patrons who have served AFFLIP has significantly enhanced the credibility of the foundation.

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### **MEMBERSHIP**

AFFLIP Membership has a wide range of professional skills and expertise available to the foundation through its extensive membership base of 380 people.

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## ADMINISTRATION AND FINANCE

### MEETINGS

Since AFFLIP's incorporation in 2011 there have been 41 Board meetings, 7 AGMs with associated Annual Reports and 3 Special General Meetings to update the constitution.

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### RECORD KEEPING

Record Keeping: extensive minutes and annual reports have provided a detailed record of activities, programs and decisions taken by the Board in partnership with our Talomo colleagues.

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### STRUCTURES AND PROCESSES

Structures and processes which have been established have brought a high level of credibility to the foundation. Those relating to finance including those measures ensuring accountability, transparency and responsibility in both Australia and the Philippines, provide members with a confidence that funds are managed judiciously and efficiently.

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### CHARITY STATUS

Charity status was established for AFFLIP through registration with ACNC and endorsement for charity tax concessions from the ATO.

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### THE PHILOSOPHY

The Philosophy for AFFLIP has been developed and clearly articulated.

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### TAXATION

Financial taxation status was instituted through Australian Business registration and resultant ABN and successful application to the ATO for a Tax File Number.

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## ADMINISTRATION AND FINANCE

### **AFFLIP'S BANKING ARRANGEMENTS**

Bank accounts were created in Australia and the Philippines along with on-line payments to the Australian account.

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### **DI AND JOHN HARRIS FUND**

The Di and John Harris fund was established by the Harris family in memory of Di and John following their passing and has provided significant funding for OLEP. This memorial fund has realized just under \$17,000.

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### **OVERSEAS AID GIFT DEDUCTIBILITY SCHEME STATUS**

AFFLIP achieved Overseas Aid Gift Deductibility Scheme status (OAGDS) in 2015 following the submission and approval of our application. Achievement of Discretionary Gift Status (DGR) has enabled AFFLIP donors and supporters to claim a tax deduction for their donation to the foundation.

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### **BOARD DELEGATIONS TO DAVAO**

There have been 13 delegations to Davao by 11 Board members to deliver PD and evaluate programs. In addition, there were three visits prior to incorporation to scope and establish AFFLIP. Detailed reports of all visits to and from the Philippines have been prepared and are complemented in many cases with formative and summative evaluations which have informed future strategic planning priorities.

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## **CURRICULUM, PROGRAMS AND PROFESSIONAL LEARNING**

### **PRIORITIES**

A needs analysis was conducted with our Talomo colleagues to clarify their major priorities for the Board's involvement. In response to the needs analysis, key flagship programs were then established in Scholarship provision for pupils at risk of dropping out of school, Health and Nutrition, a School Learning Network through the pairing of all 15 Talomo schools with South Australian schools (there have been 19 schools "exposed" to SLN), Professional Development for teachers and administrators in Literacy, and a program focusing on Learning in the Outdoor Environment. Board members were assigned to each flagship portfolio, working in partnership with a coordinator and subcommittee in Talomo in the implementation of each program.

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### **PROFESSIONAL DEVELOPMENT LITERACY**

Professional development has been provided for teachers in several literacy related areas including the use of big books and reading. Big books stands were constructed and delivered to all schools along with class sets of big books to assist the learning process. Schools have also been supplied with laminators. Talomo teachers have been encouraged to write short stories for children based on the Philippines context and culture through a writing competition funded by AFFLIP. A photocopying facility has been established through an agreement with Canon to reproduce learning materials for use in all schools funded by AFFLIP.

The Talomo PD Literacy TWG has been supported by Board members to develop an action plan Fostering Achievement in Reading (FAR)/Nine Essentials About Reading (NEAR) which is aimed at implementing a sequenced program of activities to raise the standard of pupils' reading skills across the district.

The professional development delivered by Board literacy and language experts has assisted teachers to make changes to their teaching and learning practices in schools. The support provided to the development and implementation of the Talomo Reading Action Plan is a concrete example of AFFLIP's impact in working with the TWG and school-based reading coordinators.

AFFLIP has supported 85 literacy teachers through a professional development program related to reading. The literacy coordinators in each school are using this knowledge, to collaborate in writing, illustrating and then producing reading resources for year 4 – 6 students in English, Filipino and mother tongue.

Past delegations to South Australia have had reading as a major focus area and a future delegation is planned for school-based reading coordinators, as part of the implementation of the Reading Action Plan.

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## **CURRICULUM, PROGRAMS AND PROFESSIONAL LEARNING**

### **SCHOOLS LEARNING NETWORK**

Since 2015 thirty educators from the Talomo District (principals, teachers and three DepEd supervisors) have participated in 3 educational exchanges to South Australia. Participants have been hosted by their twinned school and AFFLIP Board members and friends. Nearly \$50,000 in funding has been provided through the Schools Learning Network program. The visits to South Australia have resulted in delegates returning to their schools and sharing with their colleague's new literacy and numeracy approaches, teaching strategies, outdoor learning programs, administrative procedures and many more ideas and systems observed during their time away. The AFFLIP clubs formed in and across the Talomo schools have provided opportunities for students to meet and participate in leadership and cultural activities.

The Schools Learning Network has seen students and staff in South Australia and the Philippines engage with people from another country and work in the spirit of mutual exchange and friendship. They develop and share units of work and other communications, which provide an opportunity for greater global understanding. It is interesting to note the many examples of Philippine and Australian national days being celebrated in the sister schools of the other country. National flags have been exchanged.

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### **LEARNING IN THE OUTDOOR ENVIRONMENT (OLEP)**

An Outdoor Learning Environment pilot study was conducted at Bonifacio E.S. which included a visit to Adelaide by three educators from the school. The project was designed to assist schools to develop ways to enhance outdoor school environments in order to promote student learning. This program commenced at Bonifacio ES in 2015 and is currently being rolled out in all Talomo schools. The Di and John Harris Memorial fund has financially supported the pilot and the visiting delegation.

The outdoor learning environment program has brought a much greater awareness and understanding of the importance of "play" in children's learning and the need to structure activities and provide facilities to encourage this engagement.

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## **CURRICULUM, PROGRAMS AND PROFESSIONAL LEARNING**

### **HEALTH AND NUTRITION**

The vegetable gardens and aquaculture projects have provided a great resource to encourage outdoor learning in math, science, language and livelihood. Teachers are currently drafting activities for pupils in grades 4, 5 and 6 in these subject areas. They are utilising the outdoor environment including the gardens and ponds for innovative projects associated with such things as aquaponics, vermiculture, poultry rearing and composting focusing on the learning competencies from the subject areas above.

AFFLIP has encouraged and facilitated the link between Division based subject supervisors in Math, Science, Language and Livelihood and their counterparts who lead curriculum development in Talomo.

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### **SCHOLARSHIPS**

525 Education Grants to the value of \$100 have been provided to students at-risk of dropping out of school in grades 4, 5 and 6 since 2013. The grants have provided uniforms, basic school supplies, club registrations and the opportunity to engage in leadership programs and camps.

The scholarship program has contributed significantly to the fact that all Education Grant recipients have remained at school and have completed their elementary education. This program has enhanced pupils' self-esteem and provided them opportunities to become involved in leadership activities. The program has also emphasized the importance of pastoral care by teachers not only with scholars but other pupils as well and the need to develop the whole child.

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## **PROMOTION, PARTNERSHIP, FUNDRAISING AND COMMUNICATION**

### **ENGAGEMENT**

We are engaging with 15 school heads and through them 564 teachers who support 20,754 pupils in Talomo.

The Board has established a very positive working relationship with the Davao City Schools Division Superintendent and Division Programs Supervisor. This relationship is crucial to the effectiveness of the partnership with the Talomo District administrators, teachers and District Supervisor.

Strong links have been established with the Hon Philippine Consuls General to South Australia, the Philippine Ambassador to Australia and members of the South Australian based Filipino organisations who have proved to be great supporters of AFFLIP fundraisers and hosting visiting delegations.

Strong connections have been made with tertiary institutions in Adelaide, and extensively with schools throughout South Australia. During the delegation visits, meetings have been arranged with several senior educators in SA.

The profile of AFFLIP was significantly enhanced when former Prime Minister, Hon Julia Gillard, delivered the inaugural AFFLIP lecture.

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### **COMMUNICATIONS**

An AFFLIP website was developed and established which has been complemented by regular newsletters to members and friends as part of the communications portfolio. More recently AFFLIP's Facebook page has proven popular.

Board members have made presentations about AFFLIP at numerous service clubs and other organisations seeking to promote AFFLIP's programs and attract financial support.

AFFLIP has been promoted through the media in print, radio interviews and television, in both Australia and the Philippines.

Close communication has been maintained with our major donors, which has provided them information about projects which they have supported and encouragement to continue their commitment to AFFLIP.

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## **PROMOTION, PARTNERSHIP, FUNDRAISING AND COMMUNICATION**

### **MEMBERSHIP SUPPORT**

AFFLIP currently has a membership base of 380 and since 2012 nearly \$67,000 has been received as cash donations or membership fees.

Major fundraisers since the AFFLIP launch in 2013 have included an annual event in the form of a cocktail party, dinner dance or ball; the inaugural AFFLIP lecture delivered by the Hon Julia Gillard, film afternoons and a sunset boat cruise. These activities have contributed \$120,000 to the flagship programs in Talomo.

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### **RECOGNITION AND PARTNERSHIP**

Meetings and courtesy calls when visiting Davao with Congressmen Nograles, the Region XI Regional Director and representatives of Mayor Duterte's office at City Hall have enabled us to promote AFFLIP programs and the work which our Talomo colleagues are doing. The efforts of Cabinet Secretary Nograles and the City Mayor's office have been significant in facilitating the processing of shipments of learning materials from the Davao wharf and the reduction in associated clearance fees.

Resolution of the City Council of Davao tabled at its meeting on September 4th, 2018, was adopted by a unanimous vote of council members. "To commend and thank the Australian Foundation for Fostering Learning in the Philippines (AFFLIP) for its support and contribution in enhancing the skills of the teachers and uplifting the education of students in the Talomo District, this city."

Strong partnerships have been forged with the Marco Polo Hotel Davao, Helloworld Travel Naracoorte and Orion Partners in Adelaide.

Relationships have been built with key DepEd partners in the Philippines at the Central, Regional and Division levels and through the Davao City Council and District Congressmen. Similar relationships have been established with the Australian Embassy, ANZCHAM and Australian companies with a presence in Manila. Links have also been made with other development education agencies such as ADB, World Bank and UNICEF. Similar relationships are in place in Australia to promote the profile of AFFLIP through DECD, University of South Australia, the Philippines Business Chamber of SA, the Philippines Hon Consul to SA and local Filipino associations.

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## **PROMOTION, PARTNERSHIP, FUNDRAISING AND COMMUNICATION**

### **GRANTS AND SPONSORSHIP**

Grants and sponsorship promotional activities have successfully attracted significant grants/donations from SMEC (\$16,000), AFN Solutions (\$10,000) and Maitland Rotary club (\$17,000).

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### **TALOMO DISTRICT**

AFFLIP's involvement in the Talomo schools has resulted in greater parent and community support for the pupils and teachers in the schools. It has also encouraged schools to look elsewhere for Philippines based companies to adopt their school and support their programs.

The coordinators and TWGs in Talomo are taking greater responsibility for the implementation of their programs with much less dependence on Board coordinators.

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### **FUNDRAISING AND DONATIONS**

Fundraising and donations have built a capital base with which to work and membership affiliation has been developed through fundraising activities and regular communication platforms.

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## RESOURCES AND INFRASTRUCTURE

### LEARNING MATERIALS

Four shipments comprised of 10,000 books and learning materials were packed, notarized, transported and delivered to Davao on 10 pallets in 204 cartons in the years 2012 - 2014. In addition to the books and learning materials the shipments also contained a variety of items including nearly 3,000 khaki shirts! The cost to AFFLIP for all shipments was \$8,800.

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### RESOURCES

\$29,000 has been raised through additional non-budget private, corporate and service club sponsorship, to fund major livelihood projects relating to vegetable garden and aquaculture projects in all schools.

\$22,500 has been allocated from the general budget to support the provision of garden and aquaculture tools and supplies, basic first aid supplies and the scouting registrations of 2,250 pupils across all schools since 2012.

525 Education Grants to the value of \$100 have been provided to students at-risk of dropping out of school in grades 4, 5 and 6 since 2013. The grants have provided uniforms, basic school supplies, club registrations and the opportunity to engage in leadership programs and camps.

Outdoor Learning Environment infrastructural projects have been funded in 14 schools in 2019 to the total value of \$4,800.

SA schools involved in the SLN have donated significant funds to their paired schools which have been directed to scholarships, play equipment and learning resources. The students in each pair of schools in the SLN have been actively involved in deciding how the school to school donated funds have been spent. This has created a great learning opportunity for the students involved and particularly those which have included their SRCs from both schools.

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### SIGNAGE

Signage has been erected at most Talomo schools acknowledging their paired school in South Australia. Signs are also in evidence in the SA schools citing this relationship. Signs to acknowledge donors of larger Health and Nutrition and Outdoor Learning projects are evident and has encouraged further donations.

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## RESOURCES AND INFRASTRUCTURE

### INDUCTION AND SUSTAINABILITY

As part of an induction and sustainability approach, the Board has prepared resource documents including a Schools Learning Network Manual and a Pre-departure booklet for travelers from Talomo District. Operational Manuals have also been prepared for Scholarships, Outdoor Learning and Health and Nutrition.

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### PROCEDURES

Procedures have been established for the development, submission, approval, liquidation and tracking of major project/item requests from schools and the Talomo District sub committees. Liquidation procedures are transparent, comprehensive, timely and supported by extensive documentation.

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### PD LITERACY RESOURCES

The provision of shipments of books and learning materials, the encouragement given to teachers to write their own books and stories locally for their pupils and those in other schools, and the availability of the Canon photocopying facility have provided significant resource options for the schools' reading programs.

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### LEARNING RESOURCES

The vegetable gardens and fishponds have provided food to supplement the school-based feeding programs in all schools and encouraged children, parents and teachers to learn about growing produce for home consumption. Schools have been encouraged to understand how these can become a valuable learning resource, for example in Science, Math, and Language.

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