


Australian Foundation for  
Fostering Learning in the Philippines Inc.

Annual Report 2012-13



<http://www.afflip.com>

ABN: 70 078 683 534



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AFFLIP is a voluntary, non-government, not for profit Foundation based in South Australia which seeks to make a contribution to the educational development of young people living in some of the poorest areas of the Philippines. At present its work is located in Mindanao in the Southern Philippines.

AFFLIP's focus is on learning, and so its various programs involve fundraising to contribute physical facilities and learning resources for schools, providing scholarships for students from impoverished backgrounds, initiating activities which promote the health and nutrition of students, twinning Filipino public schools with public schools in South Australia, and supporting the professional development of teachers.

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## Chairman's Report

AFFLIP has been operating for almost two years. In that short period, it has marked up many achievements consistent with its central aim: to make a contribution to the education of young Filipinos living in some of the poorest areas of the Asia-Pacific Region. In its formative phase, AFFLIP has been working with 15 schools based in Davao City, Mindanao in the Southern Philippines

This is AFFLIP's first annual report, and has been produced to coincide with our first AGM on December 4, 2013. It describes a number of the programs of the Foundation up to the present time. It should be noted that we have confined the audited financial statement to the financial year 2012-2013, in order to begin a pattern for AFFLIP reporting and accounting. From now on, the AGM will be held in November/December each year, and cover the period of the financial year.

When AFFLIP began its life, we were determined to ensure that it had a sturdy organisational structure and transparent processes of operation. Central to this has been a 12 member Board comprising people with an extensive range of skills and experiences in areas relevant to AFFLIP's work; and two Patrons who are well known South Australians. The Board has worked extremely well together. For the purposes of my Chairman's report, I thought I would identify some of the features which characterise our work. They include the following:

- **A sound philosophical base:** AFFLIP has developed an explicit philosophy which guides the ways in which the Foundation works. The philosophy is reproduced in this report;
- **Equality of Partnership:** AFFLIP does not see itself as a Foundation which is 'saving' the less fortunate, but rather as one which has an equal partnership with the participating schools in the Philippines with mutual benefits to both countries. A Technical Working Group in the Philippines liaises with the AFFLIP Board to facilitate the partnership;
- **Transparency:** 100% of the money raised by AFFLIP is expended on AFFLIP programs and activities which directly benefit the Filipino schools. Everyone who works on behalf of the Foundation does so as a volunteer. The financial management of AFFLIP conforms to strict guidelines and expenditure here and in the Philippines and this is closely monitored;

- **Rigour:** AFFLIP has established a rigorous process for assessing and determining need in the Filipino schools, and developing, implementing and evaluating strategies to meet specific needs.
- **Holism:** AFFLIP recognises that there are many aspects which make up successful education programs. These include resources, the quality of teachers and teaching, and curriculum programs. AFFLIP is seeking to span a number of these areas in its work;
- **Sustainable innovation:** As well as providing basic resources such as books and agricultural implements, AFFLIP is involved in activities which are designed to address an identified issue, problem or practice in ways which are both innovative and sustainable. The innovative aspect comes from the fact that the programs are breaking new ground in education and are capable of being 'scaled-up' to other sites in the Philippines and indeed Asia. The sustainable aspect comes from the fact that the program or activity can be used beyond the time of AFFLIP's involvement, and in wider settings than just the schools which benefit initially.



I have identified these features of our work because they are often hidden from view, and yet they permeate everything the Foundation does. The rest of the Annual Report, as well as past Newsletters and the website, describe the specific activities and programs through which these features are expressed. These programs are supervised by two main portfolio groupings – AFFLIP Flagship Programs; and Administration and Finance – each of which contain a number of coordination committees.

All of this work has been achieved through the efforts of a wonderfully committed Board and sub-committees comprising AFFLIP members. It has been a pleasure to work with such a committed and talented group of people, and AFFLIP's success is due to them and our colleagues in the Philippines.

Most of this work is done without recognition or fanfare: people just do it because they believe in the aims of AFFLIP. Together, we have discussed approaches to development work in education; dealt with the myriad of administrative demands that go with setting up a new body; established and implemented programs; attracted new members;

organised and run fund raising activities; and much more. It has been hard work – but also a lot of fun, and certainly rewarding.

On this occasion I want to single out two retiring Board members – John Younger and Graham Dodd. Graham was an original member of our Board and his efforts played a significant role in helping us to shape AFFLIP’s current education programs. John has been our Treasurer since AFFLIP’s inception and has been integral to establishing our financial systems and processes in his measured, calm and professional way. On behalf of AFFLIP, I thank them both sincerely.

AFFLIP is now moving into its next phase of development. There are exciting challenges ahead as we consolidate our established programs, expand into other areas of education, and seek to widen our contribution by ‘scaling up’ successful programs to other areas of the Philippines. Given the commitment of our Board and sub-committee members to the belief that education is central to the task of making a fairer world, I am confident that AFFLIP is up to the challenge.

*Professor Emeritus Alan Reid AM  
AFFLIP Chairperson  
December 2013.*



## Highlights of 2012-13

- We have completed all the "red tape" associated with becoming an incorporated not-for-profit foundation, established a twelve-person Board and sub-committee structure, formed a Technical Working Group and sub-committee structure to support each flagship program in Davao, and can now boast a membership of over 120 people.
- We have developed an explicit philosophical basis for AFFLIP along with a well-defined structure for operation, both of which can be found on the website [www.afflip.com](http://www.afflip.com).
- During the year we have expanded the Board and have been very fortunate that Stephen Baker has joined Greg Crafter and become an AFFLIP Patron.
- We have established two main portfolio groupings – AFFLIP Flagship Programs, and Administration and Finance. The five major flagship programs are Curriculum Learning Resources, Health and Nutrition, Scholarships, Schools Networking and Teacher Professional Development. These are supported by the eight portfolios of Administration, Finance, Advocacy and Publicity, Liaison with the Filipino Community, Communications and those with a fundraising focus of Membership and Donations, Grant Applications and Sponsorships, and Event Management. Each portfolio is led by a Board member and many are supported by sub-committees.
- AFFLIP has landed three shipments of Curriculum Resources in Davao which have been distributed to the schools. We are now working on our fourth shipment!
- Two rounds of gardening tools have been provided to all schools to assist them



with the growing of vegetables to supplement their school feeding programs. Several schools have also embarked on aquaculture programs which we are supporting with significant infrastructure and equipment. These initiatives contribute to our Health and Nutrition program where we also plan to provide basic medical equipment and first aid supplies to each school when our resources allow.

- The AFFLIP Scholarships program has been established and this year we will sponsor thirty Grade 4 students from impoverished backgrounds who are at risk of dropping out of school. In the next two years these numbers will increase to ninety

students who will be sponsored for the final three years of their elementary education to Grade 6. For the cost of \$70 per year we can purchase school uniforms and shoes, and pay school fees and club memberships for our AFFLIP scholars. A number of AFFLIP members have already become sponsors and we hope to encourage others to do so.

- We have now identified the first six schools in both SA and Talomo to be the pioneers in our Schools Networking program and communications between those schools has commenced.
- The Board has been active on the fundraising front with a most exciting launch held in February where the then Chief Executive of DECD Mr Keith Bartley officially launched AFFLIP with 300 members and friends in attendance. The Event Management sub-committee has also conducted two other very successful events one a barbecue at a beautiful hills property and the second a film afternoon to view *The Great Gatsby*.
- We have appreciated the financial support of many generous individuals and service clubs including the Maitland, Bordertown and Adelaide Rotary Clubs and the Maitland Apex Club; and substantial donations (greater than \$500) from Mr Arn Doan, Mr Robert Schulze, Mr Peter Wilkinson and Ms Judy Will. Our target this year is to raise \$25,000 to support our flagship programs and activities.
- In March this year Alan Reid and Ali Douglas visited Davao and worked with the Talomo principals to review the activities of the past year and develop a draft Strategic Plan for 2013/2014. The visit once again emphasized that AFFLIP is a partnership and that our colleagues are working extremely hard to make the most of the opportunities which AFFLIP is providing for their schools and also for schools in South Australia. This visit was also part of our annual monitoring and evaluation program.
- Jenny Barnett and Lyn Wilkinson have just returned from a 10 day visit to Davao during which time they established the AFFLIP Professional Development program in Literacy for teachers, conducted training and development activities for Literacy coordinators and planned for a partnership with the University of the South-Eastern Philippines to assist Talomo teachers.





## Profit Statement and Balance Sheet

### Profit Statement for the year ended 30th June 2013

\$	Income	\$
2,650	Cash Donations	8960
	Donations in Kind	2250
300	Membership fees	1530
	Net Fundraising profit	19259
6	Interest received	384
<u>2,956</u>		<u>32383</u>
	<b>Expenses</b>	
62	Bank Charges	
	Bookkeeping & computer processing	250
	Books & teaching supplies	2000
	Garden & agriculture supplies	1640
	Insurance	366
	Scholarship payments	2085
380	Shipping & Duties costs	24
	Sundry expenses	247
	Travel & accomodation	5833
<u>442</u>		<u>12445</u>
<u>2,514</u>	<b>Net Profit for year</b>	<u>19938</u>

### Balance Sheet As at 30th June 2013

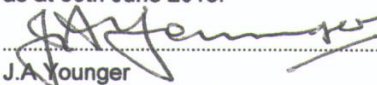
\$		\$
	<b>Members Funds</b>	
	Accumulated funds b/f	2514
2514	Net profit for year	19938
<u>2514</u>		<u>22452</u>

#### Represented by -

	<b>Current Assets</b>	
2514	Cash at bank	21757
	Prepayment	405
	Stock on hand, at cost	748
<u>2514</u>		<u>22910</u>
	<b>Current Liability</b>	
	Sundry creditors	458
<u>2514</u>		<u>22452</u>

#### Treasurer's Statement

I advise members that the above financial statements have been prepared by me and I believe they accurately reflect the transactions and financial position of AFFLIP as at 30th June 2013.

  
 J.A. Younger  
 Chartered Accountant

23<sup>rd</sup> July 2013

## Auditor's Report

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Accountants, Tax Agents + Business Advisors  
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### AUSTRALIAN FOUNDATION FOR FOSTERING LEARNING IN THE PHILIPPINES

#### Auditor's Report for the Year ended 30th June 2013

I report to the members of the Incorporation on the accompanying account of the Incorporation for the year ended 30th June 2013.

It is not practicable for the Incorporation establish accounting control over all sources of funds prior to their receipt and accordingly for my examination to include audit procedures to extend beyond the amount of funds recorded in the accounting records of the Incorporation. In my opinion funds recorded as receipts have been properly accounted for by the Incorporation.

Subject to the foregoing, the accompanying accounts in my opinion, are properly drawn up so as to give a true and fair view of the affairs of the Incorporation.

*J K Waters*

**J K Waters**  
Partner

*3rd October, 2013*



## Our philosophy

### The purpose of AFFLIP

AFFLIP is a voluntary, non-government, not for profit Foundation based in South Australia, which seeks to make a contribution to the educational development of young people living in some of the poorest areas of the Philippines. At present its work is located in Mindanao in the southern Philippines.

AFFLIP's focus is on learning, and so its various programs involve fundraising to contribute physical facilities and learning resources for schools, providing scholarships for students from impoverished backgrounds, initiating activities which promote the health and nutrition of students, twinning Filipino public schools with public schools in South Australia, and supporting the professional development of teachers. The work of AFFLIP is informed by a set of assumptions derived from its philosophical beliefs about the role of a Civil Society Organisation (CSO) based in an affluent country whose purpose it is to assist educational development in a less affluent country. This paper outlines the assumptions and their rationale.


### The rationale for AFFLIP

**Assumption 1: Education is central to the social, political, economic, environmental and cultural health of any society.**

The Board and members of AFFLIP are people who are committed to the belief that education is one of the most important ways by which any society can ensure that it functions effectively as a democracy, develops economically and provides opportunities for its citizens to live full and productive lives. This is because education is the major public site for the development of the capabilities of its people as citizens, workers and family and community members.

**Assumption 2: That in a globalising world people in affluent countries have a responsibility to contribute to the development of less advantaged countries. Education should be a central focus of these efforts.**

There are many countries in the world which are affected by the ravages of such issues as poverty, illiteracy, internal conflict, war, lack of respect for the rule of law, disease and environmental destruction. The issues in these countries are caused by a range of




historical, material and human factors, but they are not matters whose impact is confined to the boundaries of nation-states. In an increasingly interdependent world, human suffering and instability are matters which affect all of humanity. Apart from the moral obligation to alleviate the suffering of fellow human beings, recent research demonstrates that the maintenance of vast disparities in standards of living within and between nations across the world are a major cause of instability, a fact which affects wealthy as well as poor nations. It follows that it is the responsibility of people in affluent countries to contribute human and material resources in a combined global effort to address these issues in areas where they are most prominent. Given its importance (see Principle 1 above), it is clear that education should be a key focus of the contributions made by affluent countries.

Assumption 3: That the scale of development work needed in the world means that the task cannot be left solely to governments. CSOs have an important role to play in providing assistance to people in developing countries and in building a global civil society.

The bulk of the responsibility for providing aid to developing countries lies with governments. However, the scale of the issues to be addressed is such that the task cannot be left solely to governments. Just as there are volunteer-based civil society organisations (CSOs) which work within nation-states to address a number of social issues, so too do volunteer organisations need to operate in a global civil society. When they do, CSOs can take many forms. For example, a CSO might have members from a number of nation-states and work in many countries or, like AFFLIP, it might have its home in one country (Australia) and do its work in another (the Philippines). And it can also work in a range of ways, including individually, in tandem with governments and other CSOs or both. A CSO which works across the boundaries of nation-states is not only contributing to a chosen area of focus such as education, but is also engaged in the important task of helping to build a global civil society.

## Why the Philippines and why Mindanao?

Given Assumptions 1-3, the question for people who want to assist others in less fortunate circumstances than themselves is how and where to make their contribution. The simple answer is that the extent of such factors as poverty, illiteracy and disease in the world means that there are many places to choose from. So why the Philippines? AFFLIP Board members decided to focus on the Philippines for two major reasons. First, the Philippines lies in the bottom half of the United Nations Human Development Index



(HDI) which is a comparative measure of life expectancy, literacy, education and standards of living for countries worldwide. Second, there have been and continue to be strong economic and cultural ties between the Philippines and Australia, and specifically South Australia.


**Assumption 4. That although AFFLIP has a Philippines wide brief, the Foundation believes that it is best to start its work with a small group of disadvantaged neighbouring schools in a severely disadvantaged part of the Philippines. This allows the schools to collaborate and to build sustainability, and provides a practical and ‘doable’ focus for AFFLIP as it develops its infrastructure and expertise.**

Having chosen the Philippines, our next decision was to form a CSO which would make its central aim the enhancement of education in the Philippines, an aspiration which we tried to capture in its name: the Australian Foundation for Fostering Learning in the Philippines (AFFLIP). Our intention was that AFFLIP would work with other CSOs to advance this aim.

However, we were still unclear about where AFFLIP might focus its attention in the first instance. Our research demonstrated that some of the 17 regions in the Philippines fall well below the HDI measure for the Philippines as a whole, and the lowest of these is Mindanao with 17 out of its 24 provinces falling into the bottom half of the national HDI list. Indeed, 9 of the bottom 10 provinces in the Philippines are in Mindanao. The extent of disadvantage in Mindanao made it an obvious choice for the focus of AFFLIP’s work for at least the next five years.

Mindanao is the second largest island in the Philippines and has a population of 21 million. There are over 15,000 schools in Mindanao and clearly it would be impossible for a fledging Foundation to have an impact on such a vast schooling system. We decided against the idea of simply selecting the most disadvantaged schools across Mindanao because individualising schools in this way is inconsistent with our education philosophy. In particular we wanted to work with a group of schools which had formed or had the potential to form a collaborative network, sharing ideas and resources. We believe that such an approach as well as being more practical is more likely to foster sustainability than support for stand-alone schools. We also believe that this approach has the potential to strengthen the existing district structures and collaborative efforts between the schools.

The next task was to select the first group of schools. Here pragmatism took over. Our education contacts based in Davao City in the DepEd were asked to nominate a School



District comprising schools which (a) were disadvantaged in terms of resources; and (b) wanted to work with a Foundation like AFFLIP to enhance student learning outcomes. They nominated the Talomo District, located on the southern edge of Davao City and comprising 15 elementary schools. We were ready to start.

**Assumption 5: That a cascade approach where new groups of schools are added as the Foundation expands, will provide these schools with the opportunity to learn from and with schools previously supported by AFFLIP, as well as to collaborate with each other.**

Another benefit of working with a small group of schools is that they can continue to support each other after a period of time when AFFLIP turns its focus to a new group of schools. The previous schools also provide an additional resource for the new schools, and in this way AFFLIP can slowly expand its work across Mindanao and to other parts of the Philippines.


## What is AFFLIP's educational philosophy?

**Assumption 6: That AFFLIP's educational approach should be holistic by aiming to contribute to a range of facilities, resources, programs and activities which develop the capabilities of each child necessary for living a full and productive life.**

As expressed in Assumption 1, AFFLIP is based upon the premise that education is the key to improving the quality of life of societies around the world. The Foundation's understanding of the concept of 'quality of life' includes not only personal health and well-being but also the social, economic, political, environmental and cultural aspects of life. Given this broad conception of the role of education, AFFLIP has adopted a holistic educational philosophy which places the development of capabilities to enable young people to live fulfilling and productive lives at its heart.

The adoption of this philosophical approach has implications for the focus and the processes of AFFLIP. It means for example, that it rejects an approach which has a sole focus on, say, physical resources such as buildings. There is little point in contributing facilities or resources which can't be used if, for example, considerable professional development is needed to activate their use. Rather, AFFLIP will identify needs in ways consistent with Assumption 8 below, and provide support spanning three broad areas:

- Student well-being – resources and activities which promote student physical and emotional well-being such as a contribution to addressing malnourishment through, for example, funding the establishment and running of school vegetable



gardens; providing scholarships for the most impoverished students to help them develop the wherewithal to remain in school; working with school communities to design and develop play spaces for children, etc.

- Curriculum – resources and activities which promote learning such as curriculum materials; staff professional development especially related to pedagogy, curriculum content and educational leadership; twinning with South Australian schools to foster mutual learning between students and teachers in vastly different cultures and contexts; and on-line learning exchanges between teachers in South Australia and Mindanao.
- Physical infrastructure and resources – small infrastructure projects such as hand basins, reading stations, video-conferencing technology.

## What is AFFLIP's operational philosophy?


There are six assumptions which underpin AFFLIP's operational processes.

**Assumption 7: That where possible and appropriate, AFFLIP should identify and work with other bodies, groups or agencies whose aim it is, directly or indirectly, to foster learning in the Philippines.**

As in any society, there are a number of groups, bodies and programs directly or indirectly working towards promoting learning in the Philippines. These include government agencies such as the Philippines Department of Education and its Regional, Divisional and District based structures; overseas government aid programs such as AusAID; aid activities run through the United Nations; and world-wide non-government organisations. AFFLIP will identify which organisations are working in this way in the Philippines, and specifically Mindanao, and the types of programs and activities that are in place. This will allow AFFLIP to work not only with other groups where appropriate (including applying for funds etc) but also to ensure that its activities are not inconsistent with, or counterproductive to, these efforts.

**Assumption 8: That there must be an equal relationship between AFFLIP and the schools with which it is working where both parties have agency. The structures and process of AFFLIP should be consistent with this assumption.**

AFFLIP rejects any approach which constructs a hierarchical relationship between itself and the schools with which it is working, or which is based on a patronising 'helping hand' philosophy. Rather it sees itself and schools in the Philippines as collaborating partners working together to foster learning. One structural way in which this is



represented is through the interaction between the Board of AFFLIP and a group of educators based in Mindanao who comprise what is called the Technical Working Group (TWG). Both parties work together on problems and issues. For example, each year the schools identify their perceived needs in one or more of the areas of curriculum, resources or student well-being. These are aggregated by the TWG and then evaluated by the AFFLIP Board in relation to a number of factors including the extent and type of resources needed, the completion of previous projects, the outcomes and evaluation methods to be used, and the overall contribution that the achievement of the identified needs will make to fostering learning. The AFFLIP Board's appraisal will then form the basis of a discussion with the TWG and individual schools, prior to the negotiation of an agreed plan for the year. In this way, the schools are not mendicants of AFFLIP, nor does AFFLIP simply carry out the wishes of the schools without question.


**Assumption 9: That it is important to ensure that AFFLIP's activities and programs will promote sustainability rather than dependency.**

Some of AFFLIP's activities will be directed towards providing basic resources which are needed to address issues at a specific time. However, although this is an important role for the Foundation, one of the dangers for any CSO is for its activities to always focus on short term and urgent needs and so unwittingly foster a culture of dependency. AFFLIP is determined to avoid falling into this trap by developing programs and running activities which have short, medium and long term outcomes.

Thus an important criterion against which activities (other than basic and urgent resource provision) will be judged is the extent to which they will foster sustainability so that when AFFLIP shifts its focus, the activities can continue without the Foundation's support. This may mean ensuring that local educators have the skills to continue the activity and/or access to the resources necessary for its maintenance. For example, it may be necessary to work directly with teachers on a professional development program in a specific curriculum area where there is little local expertise, but at the same time include teacher education academics from Universities in the area who can continue this professional development work long after the AFFLIP program concludes.

In order to address many of the issues facing educators in the Philippines, and given some of the resource constraints, AFFLIP also strives to make its programs innovative. This means that far from simply being the recipients of aid, the Filipino educators will be engaged in developing new ways to solve entrenched problems or issues. Apart from this approach serving the needs of the schools involved, it also charts a way forward for education in other parts of the Philippines and Asia. In this way, AFFLIP's work extends





beyond the immediate school sites in which the projects are developed and implemented. Indeed, these sites become innovation hubs, trialling and evaluating new approaches which can be picked up elsewhere.

**Assumption 10: That AFFLIP's activities will contribute to community building.**

Another aspect of sustainability is the extent to which an activity is connected with the local community. There are a number of ways in which AFFLIP will plan with and through local communities and so promote the powerful idea that education not only belongs to the community but is central to community building.

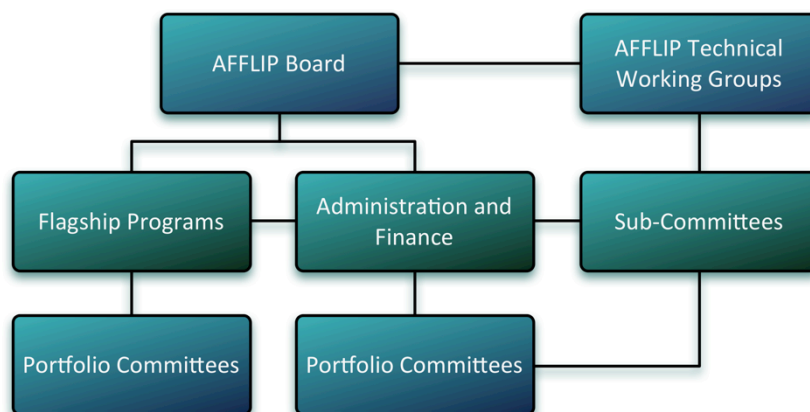
**Assumption 11: That it is important for AFFLIP to develop processes which guard against cultural imperialism in its programs and activities.**

Another danger for a CSO based in one culture and working in another is to engage unwittingly in a form of cultural imperialism by carrying across values and processes that are culturally inappropriate or which are based on false assumptions. For example, curriculum resources and materials that are suitable to the Australian context may for various cultural reasons be inappropriate in the Philippines context; or ways of working with teachers may clash with accepted protocols of the Filipinos. AFFLIP will work hard to guard against this danger. The TWG, whose views will always be sought on the cultural appropriateness of activities and programs, is one safeguard against this danger. In addition, AFFLIP members are working hard to expand their understanding of Philippine's culture.

**Assumption 12: That AFFLIP has a political as well as an educational role in fostering learning in the Philippines.**

It could be argued that some of the work that a CSO like AFFLIP undertakes is properly the responsibility of the Philippines government, and that it therefore lets the government 'off the hook'. There are a couple of issues to consider here. First, the government of the Philippines is constrained by the amount of taxation it can collect from its population, many of whom are already living on very low incomes. This curtails the kind of spending needed to lift educational outcomes, particularly in the poorest parts of the Philippines such as Mindanao. As a consequence, the assistance of CSOs like AFFLIP can be seen as an addition to the effort that is being made by governments, rather than as a replacement for those efforts. Second, AFFLIP recognises that it can also play a role, in association with other local groups, in lobbying the Philippines government for much needed resources. In such ways, CSO's such as AFFLIP serve to extend the work that Governments can do, not replace such work.

## AFFLIP's Organisational Structure 2012-13



### The Structure

AFFLIP's organisational structure comprises the following components:

- The AFFLIP Board is the decision making body of AFFLIP (see Board membership in Section 1);
- The Technical Working Group (TWG) based in Davao City and currently comprising the Principals of the Talomo District schools and key personnel in the District, is the key advisory group to the AFFLIP Board (see TWG membership in Section 2);
- There are two main AFFLIP portfolio groupings - AFFLIP Flagship programs (see Section 3); and Administration and Finance (see Section 4). Each AFFLIP Flagship Portfolio committee has a corresponding sub-committee of the TWG with which it relates about the details of its activities.

### The Process

Each year, the TWG conducts a rigorous needs identification with the schools in Mindanao and submits a proposed plan for the next 12 months which is based on an aggregation of the individual school requests, negotiated and costed. The AFFLIP Board then discusses the draft strategic plan with the TWG, makes any amendments and modifications, and adopts the plan which shapes the work of AFFLIP for the following year. The portfolio committees (see Sections 3 and 4 below) work to achieve the outcomes described in the strategic plan.



## AFFLIP Board Membership 2012/13

### Patrons:

*Hon. Greg Crafter AO* had a distinguished career as a Member of the South Australian 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).

*Hon. Stephen Baker* had a prominent political career as the member for Mitcham/Waite in the House of Assembly from 1982 - 1997, and Treasurer and Deputy Premier of South Australia for a number of years in the 1990s. Since he left Parliament, Stephen has worked in developing countries for the Asian Development Bank, AusAID and the World Bank, and spent some time in the Philippines. He is currently heavily involved in community organisations such as Rotary.

### Board Members:

*Professor Alan Reid AM (Chair)*, Emeritus Professor at the University of South Australia and a prominent Australian educator who has received a number of national awards recognising his distinguished contributions to education.


*Mr Alastair Douglas (Deputy Chair)/Secretary*, previously a principal in the Department of Education and Children's Services in South Australia, who has worked extensively as a consultant in education internationally over the last 16 years, including the Philippines and Mindanao in particular.

*Dr Jenny Barnett*, previously a senior lecturer at the University of South Australia and a specialist in learning and teaching English as an additional language.

*Ms Miriam Cocking*, has been a very effective leader and advocate within and for the Filipino community in South Australia and beyond for many years. She is currently employed with Seniors Information Service Inc. as Access and Equity Officer.

*Dr Graham Dodd*, a nationally recognised educator in the field of Health & Physical Education with extensive experience in education at both school and tertiary level, and a successful businessman.

*Ms Caroline Green*, has educational leadership experience in schools across remote and isolated, rural, regional and metropolitan South Australia. Her most recent role has



been Assistant Regional Director in the Limestone Coast and currently in the Adelaide Hills region.

*Mr Max Greenwood*, previously a Principal and Training and Development leader in the Department of Education and Children's Services in South Australia who has just returned to Adelaide after ten years as an English Language and Literacy consultant in New York and Melbourne.

*Mr Jock McFarlane*, previously one of the leading agricultural consultants for the Department of Agriculture in SA and now continuing to conduct a successful farming business.

*Mr Michael O'Donoghue*, senior lecturer in Religion Studies and Education at the University of South Australia, with an interest in intercultural understanding. *Mr Roger Saunders*, a consultant in education with international experience in the areas of ICT systems and the development of learning resources who has also worked in Mindanao for four years.

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

*Ms Lyn Wilkinson*, previously a Senior Lecturer at the Flinders University of South Australia and a specialist in the area of English language and literacy.

*Mr John Younger (Treasurer)*, a Chartered Accountant and successful businessman with extensive experience in charitable organisation procedures and management.



## AFFLIP Technical Working Group Membership in Davao 2012-13

### TWG members

Jose N. De Lara, JR. (Joe)	District Supervisor
Antonio Apat (Tony)	Talomo Central. E/S
Ronald Mangmang (Ronald)	A. Bonifacio E/S
Bernard Cerujano (Bernard)	D. J. Francisco E/S
Pabiolito Margate (Lito)	J. Bastida E/S
Elena Meralles (Elena)	Bago E/S
Rosita Remitar (Rose)	Baliok E/S
Eduardo Servillon (Eddie)	Quimpo E/S
Donna Sollano (Donna)	Generoso E/S
Ma. Epifania Villa (Poochie)	Davao City Special School
Asuncion Infiesto (Siony)	Mabini E/S
Hazel Linaza (Hazel)	Catalunan Pequeño E/S
Alvin Jumuada (Alvin)	Catalunan Grande E/S
Dr. Rogelio Gargar (Roger)	Doña Soledad Dolor E/S
Glen Pardillo (Glen)	Leon Garcia E/S
Allan Rivera (Allan)	San Lorenzo E/S
Rosebell Narciso (Rosebell)	District English Coordinator, TCES
Melanie Estacio (Melanie)	Program Supervisor, Davao City Division
Erlinda Flores (Linda)	Ret Program Supervisor, Davao City Division

The TWG is supported by Regional and Division Office personnel including:

Dr Gloria Benigno	Regional Director, Region XI.
Dr Helen D. Paguican	Schools Division Superintendent, Davao City
Maria Antonia Diaz	Assistant Schools Division Superintendent, Davao City
Elsie Gagabe	Education Program Supervisor, Davao City
Teresita Del Valle	Education Program Supervisor, Davao City

## TWG Sub-committee Coordinators 2012-13

Professional Development — Coordinator: Ma Epifania Villa

Schools Networking — Coordinator: Antonio Apat

Health and Nutrition — Coordinator: Asuncion Infiesto

Scholarships — Coordinator: Elena Meralles

Curriculum Resources — Coordinator: Hazel Linaza

## AFFLIP Flagship Programs: Board Portfolio Committees

Each Portfolio committee is headed by a Board member and comprises members of AFFLIP. The work of each committee is guided by the annual AFFLIP strategic plan developed by the Board in association with the TWG. There are regular Portfolio committee reports at AFFLIP Board meetings on progress made. The Portfolio committees are:

Professional Development: Literacy — Coordinator Jenny Barnett (with Lyn Wilkinson)

This portfolio establishes professional development as an important aspect of the work of AFFLIP, and one that will change focus over the years in response to the needs that teachers identify on the ground. For the next few years, the professional development focus will be literacy, primarily literacy in English, but making links with literacy in Filipino in order to build a cohesive approach. In particular, the focus will be on classroom implementation of the principles underpinning the English curriculum within mother tongue based multilingual education.



In 2013-14 a program of activities is being negotiated with literacy coordinators in the 15 schools and also with teacher educators at the University of the South East Philippines. Activities attend to key learning priorities for students, including code breaking skills for reading in English and vocabulary development through reading and writing. Another focus is school based development of locally relevant literacy materials

by students; this includes planning, writing, trialling and evaluating the materials as part of their regular curriculum.

#### Schools Networking — Coordinators: Trevor Tiller and Michael O’Donoghue

This portfolio involves establishing and supporting the twinning of South Australian primary schools with each of the schools in the Philippines. The details of the activities of the networked schools are determined by the twinned schools but typically involve communication between staff, students and members of each school community for the purposes of professional development, mutual learning, curriculum development, fundraising and support, visits by Filipino students and staff to South Australia, exchange of resources and so on.

In 2013-14 the first six pairs of schools have started the network and the AFFLIP coordinators will support, monitor and evaluate progress.

#### Health and Nutrition — Coordinator: Jock McFarlane



Health and nutrition are central to learning. The focus of this portfolio is the immediate needs of the many students who present at school as malnourished; the centrality of recreation and play spaces and facilities for the development of young children; and the importance of learning about approaches to healthy living.

In 2013-14 AFFLIP is pursuing the following programs:

- Providing gardening and aquaculture equipment to all schools to assist them in the growing of vegetables and fish to supplement their school feeding program;
- providing agricultural and aquacultural advice to all schools in the Talomo District as they work on their vegetable gardens, and as some develop aquaculture programs;
- investigating the ways in which vegetable gardens and aquaculture programs can be used to teach mainstream subjects such as maths, science, humanities and the arts; and working with Talomo teachers to develop learning materials to enable this;

- working with one or two Talomo district school communities in designing, implementing and evaluating the use of recreational play spaces (with appropriate facilities) in existing school grounds;
- supplying basic medical equipment and first aid supplies to each school as resources allow.

#### Scholarship Program — Coordinator: Roger Saunders

This portfolio provides scholarships to students from impoverished backgrounds, in the Talomo School District of Davao City, who are at risk of dropping out of school. The grants are designed to encourage students to stay in school and to develop their full potential. Scholarships, which are worth two thousand five hundred pesos (P2,500.00) per school year, are handled and administered by each school. They cover basic school needs and charges such as school fees, club membership, uniforms, shoes, notebooks, pencils/ballpoint pens, bag, ruler, papers, and other important school materials.

In the school year 2013/14 30 scholarships will provided for Grade 4 students. It is expected that under normal circumstances the recipients will continue with the scholarships through Grades 5 and 6. An additional 30 Grade 4 scholarships will be made available in the school year 2014-2015 with an extra 30 Grade 4 scholarships in the school year 2015-2016, making a combined total of 90 scholarships by the 2015-16 school year.

Early in the school year, scholarship sponsors are provided with details about the student they are sponsoring, and receive a report on the student's progress at the end of the school year.


#### Curriculum Resources — Coordinator: Lyn Wilkinson

This portfolio seeks to enhance the resources available to teachers and students across



the range of curriculum areas. High quality new and lightly used resources have been shipped from Australia, with an emphasis on reference materials including encyclopaedias, English dictionaries and atlases, aimed at various levels of schooling. Relevant non-fiction literature in science, the natural environment, health, sport, history, and people and places, which is either written in simple English or is





well supported with pictures and or diagrams/illustrations are also included. In addition, picture books, big books and posters, and prose fiction aimed at emergent readers in English, as well as teacher materials - especially those covering English language conventions and mathematics – are shipped. Depending on availability, school uniforms, stationery, CDs and taped material are included. Once funds are available, curriculum materials nominated by the schools will be purchased in the Philippines.

In 2012/13 two shipments of resources have been sent from Australia to Davao. AFFLIP has sought feedback from the schools about the appropriateness of materials sent in order to ascertain further requirements. A further two shipments will be sent in 2013/14. Opportunities for classroom teachers to explore ways in which the curriculum resources can potentially support children’s English language development are part of the professional development program.


#### Advocacy and Publicity — Coordinator: Alan Reid

This portfolio has two aspects to it. First, it involves the promotion and publicity of AFFLIP and its activities in Australia for the purpose of raising the profile of the Foundation and so widening its membership and resource base. In 2013/14 the committee aims to have two articles published in the South Australian media, organise for AFFLIP to be the subject of radio interviews and one TV segment, and publicise AFFLIP activities more widely in the education profession.

Second, the portfolio involves preparing and implementing a strategy which aims to inform key decision makers in the Philippines (Regional, Divisional and National) about successful approaches to learning which have been developed and trialled through AFFLIP programs. A particular focus of this advocacy is the argument that the latter programs can be brought to scale to advance the learning of children and young people across the Philippines. AFFLIP will also work individually, and in combination with other CSOs, to highlight the need for additional financial support to education from the government of the Philippines.

### AFFLIP Administration and Finance: Board Portfolio Committees

As for the Flagship Programs, each Portfolio committee is headed by a Board member and comprises members of AFFLIP. The work of each committee is guided by the annual AFFLIP strategic plan developed by the Board in association with the TWG. There are



regular Portfolio committee reports at AFFLIP Board meetings on progress made. The Portfolio committees are:

#### Administration - Coordinator: Ali Douglas

This portfolio includes maintenance of AFFLIP records; AFFLIP correspondence; agenda and minutes of Board meetings and AGM; TWG communication; travel arrangements; oversight of the development of major AFFLIP documents such as the Annual Report; and responsibility for key administrative and governance documentation relating to legal requirements and the AFFLIP constitution.

#### Finance — Coordinator: John Younger

This portfolio provides the important financial oversight of AFFLIP. It includes establishing and maintaining all financial records; banking; financial statements/reports to the Board; organising annual audits; and developing an annual financial report for the AGM.

#### Communication — Coordinator: Roger Saunders

This portfolio involves communication with AFFLIP members, donors and the wider community. It includes constructing and sending out AFFLIP Newsletters; developing AFFLIP promotional materials; advertising AFFLIP events; and developing and maintaining the AFFLIP website ([www.AFFLIP.com](http://www.AFFLIP.com)).

#### Liaison with the Filipino Community in Australia — Coordinator: Miriam Cocking

This portfolio involves liaison with members of the Australian Filipino community, mainly but not exclusively in South Australia. The liaison occurs in a number of ways which include keeping the community informed about and promoting AFFLIP and its activities through newsletters; attending Filipino association meetings when requested; communicating as necessary with the Philippines Ambassador in Canberra and the Philippines consul general in South Australia; identifying members of the Filipino community who might have an interest in participating in AFFLIP programs and events; and using the knowledge and expertise of the Filipino community to advance AFFLIP work.



### Event Management — Coordinator: Caroline Green

This portfolio is a key fundraising group in AFFLIP. The events it organises make a major contribution to financing AFFLIP's Flagship programs. Its activities include organising the major annual event, and planning and running other smaller scale fundraising activities such as film nights and social events. The Event Management Portfolio is largely supported by Board members commitment to promotion of events and ticket sales.

### Membership and donations — Coordinator: Max Greenwood

This portfolio focuses on developing the membership and donor base of AFFLIP which are so central to its fundraising. It includes maintaining records of membership and donors; organizing and overseeing renewal of memberships; developing strategies to attract new members and donors; organizing and overseeing donations as an ongoing expectation; ensuring all members and donor efforts are recognized and appreciated; liaising effectively with the treasurer; and providing material for the AFFLIP newsletter

### Grant applications and sponsorships — Coordinator: Alan Reid (with Susan Boucher)

This portfolio involves identifying and accessing funding for specific projects by applying for grants and seeking sponsorship. This includes writing applications to philanthropic organisations, businesses, community groups and relevant government agencies (eg ADRAS – AusAID); and approaching key businesses and organisations to be AFFLIP sponsors.