



ONE SMALL STEP FORWARD

FOUNDATION

December 2006 Issue

Accenture and One Small Step Forward Foundation: A Strong CSR Partnership in 2006-2007

Libis Elementary School page 1
Bagumbayan Elementary School . page 2
Sto. Cristo Elementary School . . . page 3

Accenture in Libis Elementary School

Background. In late 2002, Bing del Rosario began negotiations with Kumon Philippines Inc. to offer the Kumon Math program as an outreach effort at Libis Elementary School in Libis, Quezon City. In December of 2002, KPI approved the proposal for a pilot of 50 students, 25 from Libis Elementary School and 25 from the nearby Bagumbayan Elementary School. Under the terms of agreement, Bing would pay the usual monthly royalty fees per child and hire-pay the salaries-allowances of the center's teachers and part-time proctors; in turn, KPI would waive the materials cost. In mid-January 2003, the Kumon center inside Libis Elementary School started formal operations, with Mr. Victor Claravall, a Kumon franchisee and director of the Kumon center where Bing's children were enrolled, volunteering to head the outreach center. In 2004, KPI gave permission to up the enrollment to 75. In 2005, Bing got approval to up the center capacity to 100. And in mid-2006, KPI gave permission to raise the enrolment to 125.

The current approximate "cost" per child is P400 per year, with salaries and allowances taking up 75% of total. Utilities and space has been for the school's account although Bing has had to make investments in leasehold improvements and furniture acquisition.



Program Benefits. The results over the last four years have been dramatic. Math grades of the children have significantly improved, by an average of four to five percentage points, especially among those who have stayed with the program for two or more years, as attested to by the records that the center meticulously keeps. Most Kumon parents have noted a marked increase in discipline and concentration improved study habits. In January 2006, the school fielded an all-Kumon team to the MTAP competitions and topped the cluster level and then the district level in all categories, and had several first place individual and grade level wins at the division level, the first time the school achieved such a feat. In October 2006, two of the Kumon students actually reached the Advanced Students Honor Roll – those achieving Kumon levels equivalent to three years advanced of their actual school level - and received their gold medals at the PICC.

It is also interesting to note that the program has seen through three different school principals, with each one supporting the program wholeheartedly.

Accenture Steps In. Last October 2005, Accenture joined hands with Bing to support the equivalent of 40 scholars for a period of one year, which took a significant financial load off Bing's shoulders, after he had received KPI permission to increase seats by 25. Most





of the Accenture scholars were new entrants, mostly Grade 1. Their selection was based on the premise that the younger they started with the program, the more years they could spend doing Kumon before graduating from elementary school. On November 30, 2005, Accenture Country Lead Beth Lui with Senior Executive and CSR-in-charge Nescel Asuncion attended the simple ceremony at Libis Elementary School to kick off the one-year Accenture scholarship program. Since then, Bing del Rosario and center director Victor Claravall had provided Accenture with semi-annual reports on the progress of the 40 Accenture scholars.

Renewing the Commitment. In October 2006, Accenture decided to reinvest in One Small Step Forward Foundation's Kumon program for Libis Elementary School, this time sponsoring 10 additional scholars in addition to the previous year's 40 scholars for a total of 50 awardees for 12 months October 2006 to September 2007. Again, in simple ceremonies last November 6, 2006, Senior Executive and CSR-in-charge Nescel Asuncion kicked off the second year of Accenture's involvement. The ten new Accenture scholars were presented to Nescel and she was given the opportunity to talk to the 40 current scholars. She also chatted with principal Seri Vargas, who opened the event. A math teacher, a Kumon parent and a Kumon kid gave glowing testimonials.

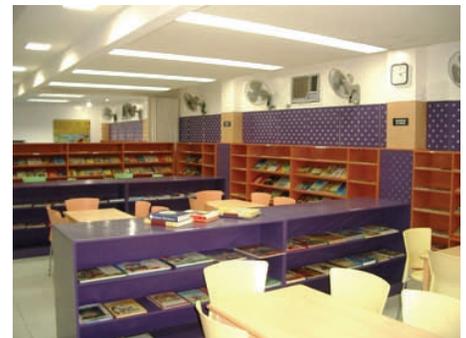


Accenture in Bagumbayan Elementary School

Background. In July 2002, Bing del Rosario started discussions with the principal of Bagumbayan Elementary School in Bagumbayan, Quezon City to draw up plans for a new library. She found a sizeable percentage of school-children who did not meet the minimum requirements for reading literacy at their grade level and believed that a modest reading room, stocked with sufficient storybooks, would be an effective vehicle to launch her "100% reading literacy" program. As Bing del Rosario worked on the design, the concept evolved, from a modest reading room to a multi-room multi-media fully-fitted-out center that would be a showcase and a model for future library projects in the public elementary schools.

The Library Today. The Multimedia Learning Center was designed to support eight different "functions": a general student reading area, with enough tables and chairs to accommodate a large number of simultaneous readers, with book shelves in easy reach; a video screening area, where videos are selected based on grade level and are to be scheduled based on teacher requests; a computer station room, where all PC programs to be installed would have research (for example, Encarta, Kids Encyclopedia) or reading (for example, Living Books or Walt Disney interactive story books) or skill-building content (for example, keyboard typing speed and accuracy); an audio section, where well-loved stories are narrated on U.S.-produced audio tapes and audio CDs; a story-telling section, where volunteer storytellers are invited on regularly-scheduled basis to read Pilipino and English stories to the children; a "game" area, where a select number of word games (Scrabble) thinking games (for example, Chess, dominoes, Connect Four, Game of the Generals, etc.) and manipulative materials (building blocks, etc.) are permanently assigned; a crafts and activities area, to be used for crafts see-and-do sessions, such as origami, drawing, sculpture, card tricks, magic, optical illusions, etc.; a faculty lounge area, with magazines and periodicals where teachers can gather or work, meet or just casually lounge.

Originally planned to take over the area of three classrooms, which consisted of 1,250 square feet or 125 square meters, the plans were quickly redrafted to include the corridor space, which added another 325 square feet or 32.5 square meters, for a total of 157.5 square meters. The library has a maximum capacity of 125-130 people at any one time. That includes the 52 seats in the main reading room, the 20 seats in the educational game area, the six seats in the computer-audio room, and the 45-55 floor-seating positions possible in the video-story-telling section. It was inau-



gured in July 2003. Since its opening over three years ago, the library has always been filled in the afternoon with students eager to read, work with PC software, listen to audio tapes, watch video clips, or listen to stories. Bing had made it a point to personally read to the kids twice a week.





Continuing Investment In New Titles.

But for a library to continue to be successful and to draw a consistent crowd day in and day out, it is imperative that the titles – books, software, audio tapes, DVDs – be regularly refreshed. Based on his three-year experience in running the library, Bing had concluded, as a rough rule of thumb, that a quarterly infusion of titles, equivalent to P15,000 to P25,000 worth every three months, was needed. That was aside from the normal operating expenses for repairs and maintenance of computers, audio equipment, lighting fixtures, tables, chairs, shelves, video equipment, etc.



Accenture Gets Involved.

So it was a godsend when Accenture volunteered to shoulder the quarterly infusion of new titles for one full year, starting November 2006. In practice, Bing would still be the one to purchase the titles but the donations would be in Accenture's name. Accenture's Nescel Asuncion turned over Accenture's first donation of new titles—worth over P20,000—last November 6, with the school principal Thelma Co and librarian Grace Pelagio in attendance. 150 new books, eight audio CDs, 10 VCDs, and 13 DVDs were turned over in total.

Accenture in Sto. Cristo Elementary School

Background. One Small Step Forward Foundation had also been involved since 2005 with Sto. Cristo Elementary School in Sto. Cristo - Pag-asa, Quezon City. In 2005, Bing responded to a distress call from school principal Nitz Pangilinan., who feared that a whole Grade 3 section would fail, as the Education Department threatened to strictly enforce a policy of “no read, no pass” for all 3rd graders throughout the country. That scared the principal since they had a literacy test at the beginning of the schoolyear (July 2005) and Grade 3 section 4 (the laggard section) had an average 15% literacy score. Which would mean they'd all flunk and be held back if the threat of the Education Department was actually carried out.

A Vicious Cycle. Bing learned that section 4 was always the dumping ground of the low IQ and the unmotivated or problematic children. That the effort needed to handle 60 Section 1 students is ¼ the effort needed to handle 60 section 4 students; and unfortunately, the best teachers get assigned the best (Section 1) sections, and conversely, the worst teachers handle the poorest sections. That despite loud claims to contrary, there are not enough textbooks to go around. That there was a high corre-

lation between economic prosperity and sectioning, with the children of the poorest parents tending to be in Section 4.

This poverty results in a whole new set of problems. For example, parents are unable to provide their children with pads, notebooks and pencils. When the Section 1 teacher writes on the board, the Section 1 students start copying. When the Section 4 teacher starts writing, almost no one is copying since they have nothing to copy with. Also, absenteeism is highest, sometimes reaching 50%, because some parents prefer that their children take time off from school to earn money by peddling sampaguitas or flannel wipes. These are the same



parents for whom getting kids educated is lower priority vis-à-vis day-to-day survival. Thirdly, children are often malnourished - section 4 children had actually fainted in class from actual hunger.

A Host of Interventions. What One Small Step Forward Foundation I did last year was to cut up section 4 – a





class of 50 - into three groups during Filipino and English hours and paid the allowances of two extra teachers. All the textbooks were photocopied and each student was given a complete set. Phonetic, mnemonic and audio-visual learning aids were purchased. Plus, each section 4 child was given a schoolbag - with notebook, pad, pencils, eraser, crayons, illustration board-blackboard, and ruler inside. Finally, the Foundation mounted a modest feeding program, with each child in the section being fed a cup of noodles three times a week.

The intervention was an unqualified success. At the end of the year (March 2006), 95% of the children had hurdled the literacy achievement test.

A New Problem. In September 2006, principal Nitz Pangilinan again approached the Foundation for help. She had the same literacy dilemma with Grade 2, because all first graders last year were promoted to grade 2, based on assurances from parents of 35 illiterate children that they would coach their children in the summer months. Not too coincidentally, the 35 kids belonged to the poorest families, had the highest absenteeism records, and had major social skill deficiencies. But testing in the first month revealed that there had been no progress made; the parents had not kept their part of the bargain. So Sto. Cristo



was again faced with the distinct possibility of the equivalent of an entire section of students finishing grade 2 without being able to read with comprehension.

Accenture Intervenes. Bing discussed the problem with Accenture and it struck a sympathetic chord with the organization's senior executives. Accenture agreed to provide financial support for the planned "intervention", similar to what the Foundation had mounted the year before. At the Foundation's request, the school pulled the 35 problematic children out of the four regular sections, created a new "section 5" and hired a new teacher, Miss Gigi Socano, at a contractual salary of P5,000 monthly, to handle the class. Additional reading and language workbooks were purchased for each student. In addition, every child was provided a full set of school supplies. Finally, the school was asked to provide a three-times-weekly feeding program for the 35 students - plus 15 other severely malnourished kids from the other Grade 2 sections - to be prepared by the school's HE department, with a budget of P15 per meal, or roughly P10,000 monthly, excluding the cook's allowance. Based on last year's experience, Bing is confident that the special attention will achieve the objectives. Already, absenteeism has dropped to below 20% and the teacher reports a significant increase in interest and motivation levels for 25 of the 35. Accenture's Nescel had met with the principal and the assigned teacher twice and met the kids once already. She also witnessed the feeding program in action last November 6, 2006.

More Info on One Small Step Forward Foundation

The One Small Step Forward Foundation, Inc. was formally established by Jaime "Bing" del Rosario, former senior partner in Accenture Phils., in September 2006 to provide a legal vehicle for Bing del Rosario's social work, which had been ongoing since June 2002. The Foundation was set up primarily to uplift the standards of public school education in the country. This has included, among other things, donating schoolrooms and research laboratories; building private school-standard libraries in public schools; donating schoolbooks, library books, audio-video aids, educational games and school supplies; providing after-school academic programs such as Kumon Math, Kumon Reading and MTAP tutorials for both gifted and remedial classes; conducting regular story-telling sessions; assisting public schools with infrastructure and equipment needs; providing sports coaching, athletic equipment and playing facilities; providing high school and college review classes and scholarships to academic achievers; coaching teams for inter-school math competitions, etc.

To date, the Foundation has gotten involved in several projects with three different schools in Quezon City, and discussions are in progress with two more. The Foundation views its public school mission to include the Philippine Science High School, where a major donation has been made to the PSHS Foundation to address urgent infrastructure needs, and the University of the Philippines, where the Foundation recently donated the Human Factors & Ergonomics Laboratory to the Industrial Engineering Department.

Outside public school education, two other areas of future focus for the Foundation are job generation for the unskilled and low-skilled, and improving public health.