



SOROPTIMIST®

Investing in Dreams

SOROPTIMIST INTERNATIONAL OF THE AMERICAS
PHILIPPINES REGION (A FOUNDATION), INC.



Governor's Biennium Thrust 2022-2024

*"You educate a man; you educate a man.
You educate a woman; you educate a generation."*

- Brigham Young, American Leader



SOROPTIMIST®

Investing in Dreams

Our Vision

Women and girls have the resources and opportunities to reach their full potential and live their dreams.

Our Mission

Soroptimist is a global volunteer organization that provides women and girls with access to the education and training they need to achieve economic empowerment.

Our Core Values



GENDER EQUALITY

Women and girls live free from discrimination



EMPOWERMENT

Women and girls are free to act in their own best interest



EDUCATION

Women and girls deserve to lead full and productive lives through access to education



DIVERSITY & FELLOWSHIP

Women from varied backgrounds and perspectives work together to improve the lives of women and girls.

Introduction

The Governor's Biennium Thrust is a project chosen by the Region Governor during her term of office of two years. This biennium thrust is aimed to align with the mission, vision, and goals of Soroptimist in improving the lives of women and girls, particularly through education. This will enable them to become socially and economically empowered, thus, assuring them and their families of a better future.

The project enjoins the participation of all clubs to enable the Region to achieve the Federation's Big Accelerator Goal of providing education to five hundred thousand women and girls worldwide in the next ten years.



About the Governor

Virginia "Gigie" V. Penalosa joined Soroptimist in 2008 and from then on, her passion to empower women and girls was fueled even more as she got more involved in the different activities of this global organization,

She became a Federation Director of the Soroptimist International of the Americas and was the first Filipina to be elected as its Secretary/Treasurer. She continued her path to the international seat as a Director of Soroptimist International, the highest body of the Soroptimist organization, overseeing its five federations.

Now, her advocacies for Filipino women and girls are being accentuated as Governor of SIA Philippines Region for Biennium, 2022-2024. Governor Gigie's strong belief that education is an effective way of getting women to become empowered and enabled is what her Governor's Thrust is all about - Access to Education, as a pathway to transformation and empowerment.

PROPOSED PROJECT FOR BIENNIUM 2022-2024
Under the term of Incoming Governor Gigie Penalosa

ACCESS TO EDUCATION (A.T.E.)

Through Soroptimist "ATEs"

ATE is a Filipino word for older sister. In this instance, ATEs would refer to Soroptimist club members who will implement the project and nurture the beneficiaries in their communities.

Special Committee

CHAIRPERSON



COMMITTEE MEMBERS





Rationale for this Project

- Education is a basic human right. It enables and empowers a person.
- Education helps one to acquire knowledge, skills, values, and attitudes to make informed decisions, lead meaningful lives, and undertake active roles in society.
- In this context, women and girls must have the opportunity to be educated in any possible form—whether in academics, the arts, technical, or vocational—and to advance their personal and professional development.
- Educating women and girls and providing opportunities for lifelong learning are basic to achieving gender equality.

For the above reasons and following the core mission of Soroptimist, clubs are encouraged to sustain the projects started under this program.

SOROPTIMIST® Basic Needs Assessment Investing in Dreams



- During the pandemic, learning became a challenge for most students with financial needs including the difficulty of keeping up with the lessons without proper access to technology and tools, due to the lack of conducive area for study/work, and without a guide to help them navigate effectively the learning process.
- Prolonged home-based schooling has contributed to the student's feeling of isolation resulting in the lack of motivation to learn (partly due to teacher's difficulty to engage students online) and stress/mental health issues.
- Following the philosophy of SIA (Soroptimist International of the Americas, Inc.) "A quality education, more than any intervention, holds the greatest potential to transform the lives of women and girls. Access to education addresses many of the other issues that impact women, including domestic violence, trafficking, teen dating violence, homelessness, teen pregnancy, and sexual assault."
- As the country slowly moves towards the new normal, where face to face classes are resumed, online classes and digital tools for learning will continue to be part of the teaching/learning aid, the challenge of equipping them with these tools and access to technology remain the same.

Objectives of the Project

- To provide access to formal/informal, academic/technical-vocational education for disadvantaged women and girls through the support of Soroptimist clubs throughout the country.
- To boost engagement of clubs to contribute to the Big Accelerator Goal thereby creating greater synergy and collaboration among clubs within districts towards a concrete advocacy that will directly benefit women and girls.
- For SIA Philippines Region to contribute to the achievement of the following universal Sustainable Development Goals (SDG) of the United Nations:

SDG #4 - Quality education for all and Promote Lifelong Learning

SDG #5 - Achieve Gender Equality and Empower Women and Girls

Note:

Soroptimist International has a General Consultative Status with the United Nations under the Economic & Social Council, which is one of the principal bodies of the UN tasked to promote social and economic empowerment and human rights, among others.

- To align the Governor's Biennium Thrust 2022-2024 with the Big Goal Accelerator initiative of SIA on providing women and girls with access to education.



What to do

- For clubs to undertake projects aligned with the Access To Education program.
- Strengthen our 50-year-old core program, the Live Your Dream Awards (LYDA) by finding women who will qualify for the award.
- Even without a winning LYDA candidate, clubs can support deserving women with access to education, through scholarships or any practical means of support that will aid the beneficiary in achieving her educational goal.
- Align guidance, mentorship, and career support for our girls with the Dream It, Be It program.
- Provide college scholarship grants.
- Provide assistance for technical-vocational courses.



Modes of Implementation

The good news is that SIA's new initiative, the Big Goal Accelerator, is all about access to education. Below are SIAPR's suggested initiatives in achieving access to education for women and girls. Each club may choose one or more from the six initiatives. The implementing club creates an A.T.E. program committee with a designated head, who will oversee the (a) raising the funds, (b) management, (c) implementation, and (d) monitoring the welfare and well-being of the scholar for the duration of her studies.

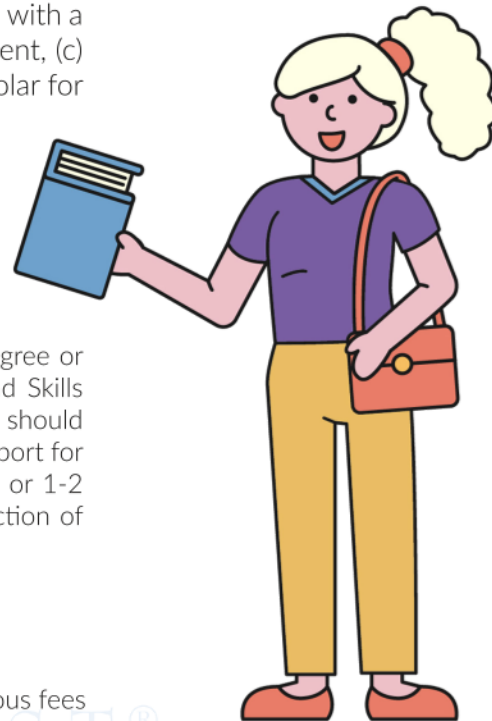
Each club may choose one or more from the six initiatives.

I. Scholarship Grant

To provide a scholarship grant to an individual female/s who wish to earn a degree or certificate from a private college/university or TESDA (Technical Education and Skills Development Authority) accredited technical/vocational school. The scholarship should cover the entire period needed for them to obtain a degree (e.g., continuous support for 4-5 years for a college degree) or certificate (e.g., 3-6 months for short course or 1-2 years for long course in a TESDA accredited technical/vocational school). Selection of the scholar may or may not be limited to the Selection Guidelines stated below.

Types of Scholarship Grants:

- (a) Full Scholarship – grant includes 100% tuition and 100% miscellaneous fees
- (b) Partial Scholarship – grant includes 50% of the tuition and 100% miscellaneous fees





2. Adopt-a-Scholar

To provide fixed monthly allowances to scholars to support their daily needs, such as transportation costs, internet load for online classes, and/or books/school supplies. This stipend will be provided for the duration of their studies until they obtain a degree or technical/vocational certificate.

This program can also be for girls/women who would like to pursue their education under the ALS-DAP (Alternative Learning System for Differently-Abled Persons) Program of DepEd (Department of Education) which aims to deliver Basic Literacy Program to the special/differently-abled children/OSYs/adults, or ALS-EST (Alternative Learning System – Education and Skills Training) which aims to produce ALS completers who are not able to catch up with basic academic education but who also have technical competencies for immediate employment.

3. Working Scholar

To provide the scholar apprenticeship for her to gain work experience. Ideally, the scholar will be limited to 4 hours of work daily and 5 days weekly, to leave room for her studies.

In support of her apprenticeship, the sponsoring company through the club's initiative will provide the scholar an allowance.



Suggestions for successful implementation:

- The implementing club invites companies, entrepreneurs and/or club members who are willing to take part in this program.
- Unlike the Scholarship Grant program, the duration of the working scholar may be as little as a term or a year (renewable and depending on the individuals' ability to manage school and work) or for the duration of the certificate program.
- The chosen scholar by the A.T.E program committee may be entering college for the first time as a freshman or is currently enrolled in college, she may be enrolling or is currently enrolled in a technical/vocational school but would like to engage in the apprenticeship program.

4. Share-a-Scholar

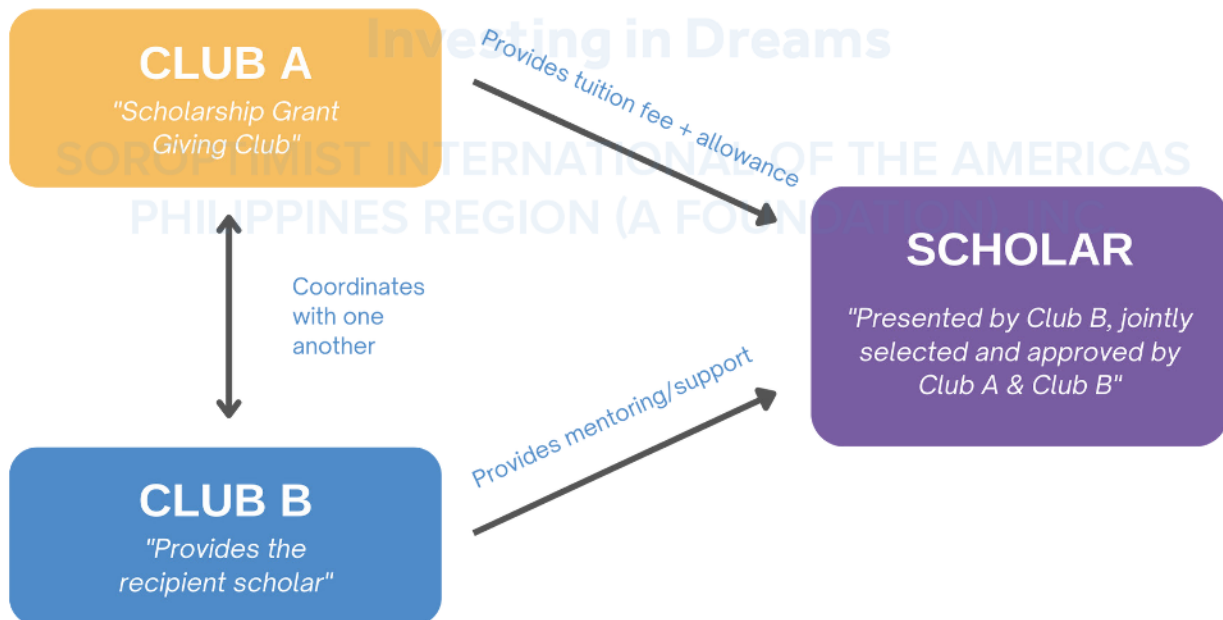
To promote interclub collaboration and assistance within a district, the partnership between clubs is permissible and encouraged to fulfill a specific scholarship endeavor mentioned above, by relying on the complementary strengths and capabilities of each of the clubs.



Suggestions for successful implementation:

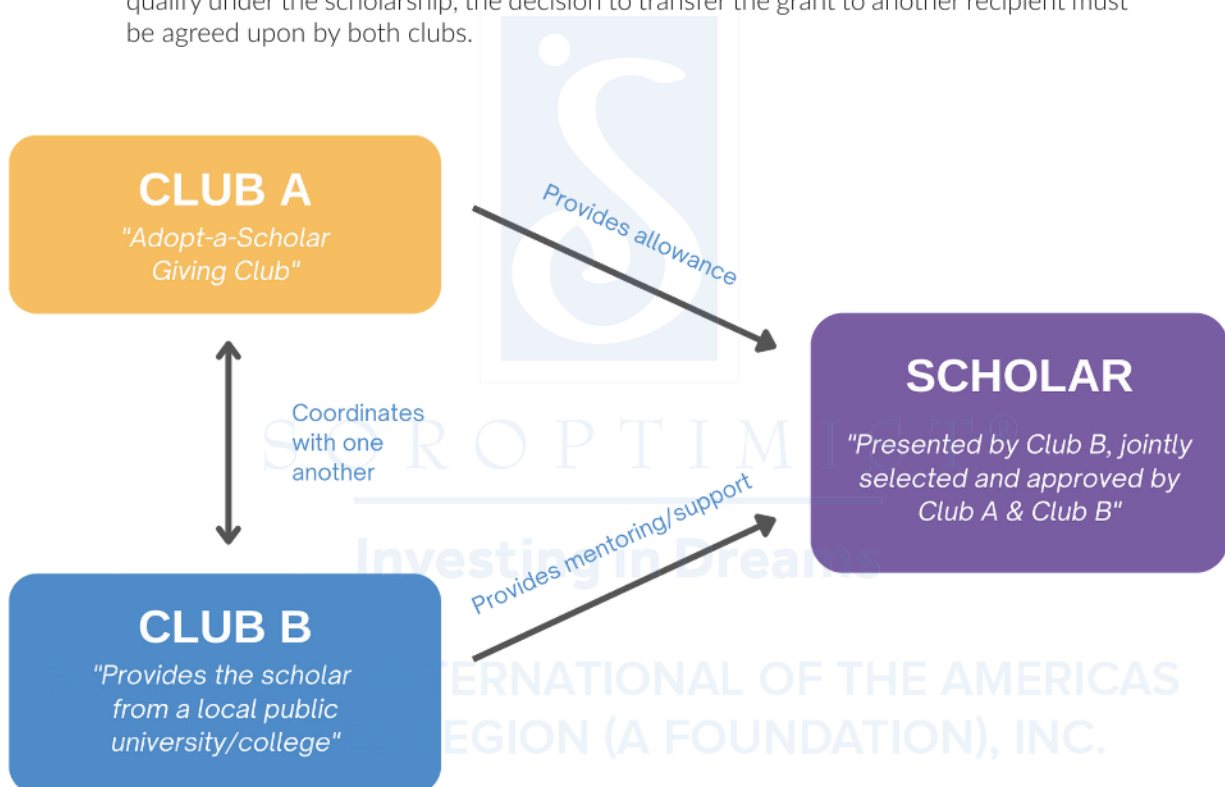
(a) Scholarship Grant

- If the "Scholarship Grant Giving Club" wishes to take on a partnership with another club who will provide it with a scholar, the partner club will be in charge of monitoring the welfare and well-being of the scholar throughout the duration of their study. The role of the "Scholarship Grant Giving Club" is to ensure that the funding needed by the scholar will be provided until the degree or certificate of the scholar is attained. The partner club, in turn, will provide updates on the status of the scholar and ensure the eligibility of the scholar to proceed from one term to the next until completion. If the identified scholar is not able to fulfill the requirements set by both clubs to remain/qualify under the scholarship, the decision to transfer the grant to another recipient must be agreed upon by both clubs.
- Selection of a partner club by the "Scholarship Grant Giving Club" may be done through a district announcement of available scholarship fund in search of a recipient and allowing clubs to apply for a partnership by presenting their chosen scholar or directly forging a partnership with the club of their choice to search for a recipient.



(b) **Adopt-A-Scholar**

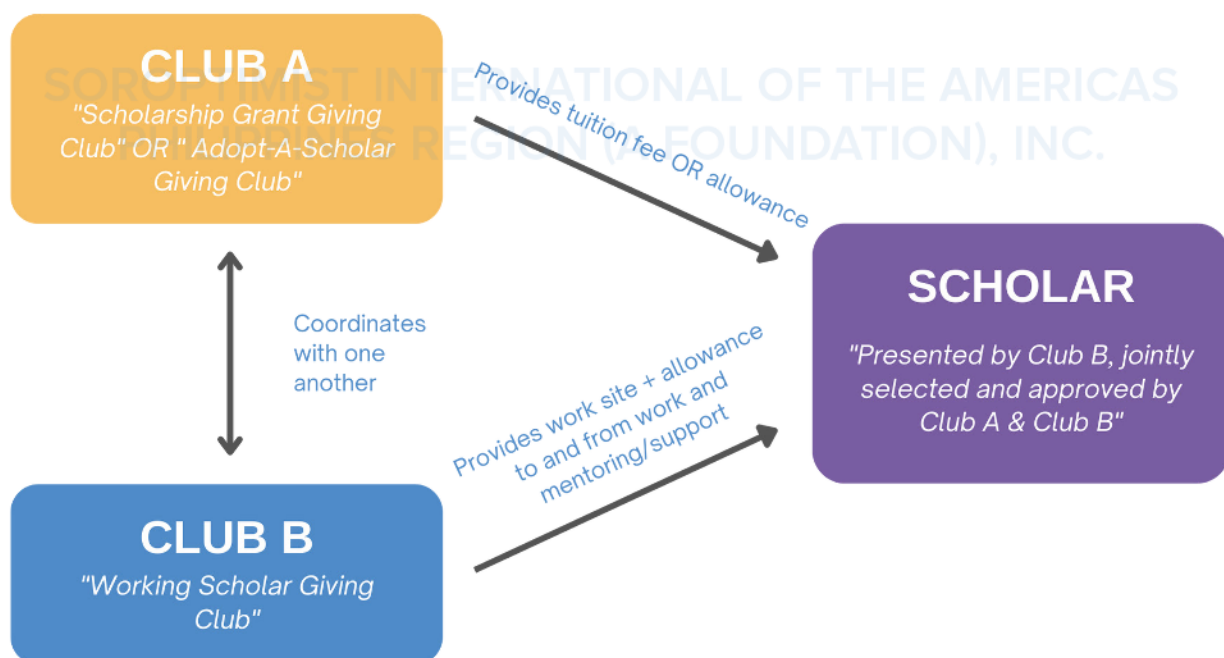
- If the "Adopt-A-Scholar Giving Club" wishes to take on a partnership with another club who will provide it with a scholar, the partner club who provided the scholar will be in charge of monitoring the welfare and well-being of the scholar throughout the duration of their study.
- The role of the "Adopt-A-Scholar Giving Club" is to ensure that the monthly allowance needed by the scholar will be provided and disbursed by the partner club until the degree or certificate of the chosen scholar is attained.
- The role of the partner club is to provide updates to the "Adopt-A-Scholar Giving Club" on the status of the said scholar and to ensure the eligibility of the scholar to proceed from one term to the next until the degree or certificate is completed.
- If the identified scholar is not able to fulfill the requirements set by both clubs to remain/qualify under the scholarship, the decision to transfer the grant to another recipient must be agreed upon by both clubs.





(c) Working Scholar

- Once the partnership between the two clubs is forged, the "Working Scholar Giving Club" will be in charge of monitoring the welfare and well-being of the scholar throughout the duration of their work and study. The role of the "Scholarship Grant Giving Club" or the "Adopt-A-Scholar Giving Club" is to ensure that the funding needed by the scholar will be provided for until the degree or certificate of the scholar is attained.
- On the other hand, the "Working Scholar Giving Club" will provide updates on the status of the scholar and ensure the eligibility of the scholar to proceed from one term to the next until completion. If the identified scholar is not able to fulfill the requirements set by both clubs to remain/qualify under the scholarship, the decision to transfer the grant to another recipient must be agreed upon by both clubs.
- Selection of a partner club by the "Working Scholar Giving Club" may be done through a district announcement for Working Scholar/s who is/are need educational funding or allowance. Or directly approaching a club, within the district, who can provide the type of financial assistance needed by their working scholar.
- Other clubs with existing scholars undergoing practicum may also approach the "Working Scholar Giving Club" to provide, if possible, On-The-Job training programs for their scholars based on their educational/career track.





5. Educational Booster

To remove obstacles to learning by providing necessary items for learning like computers & tablets, internet load, learning materials, tools of the trade, or providing payment for fees for college preparation exams, college applications, collegiate entrance exams, and review centers.

Suggestions for successful implementation:

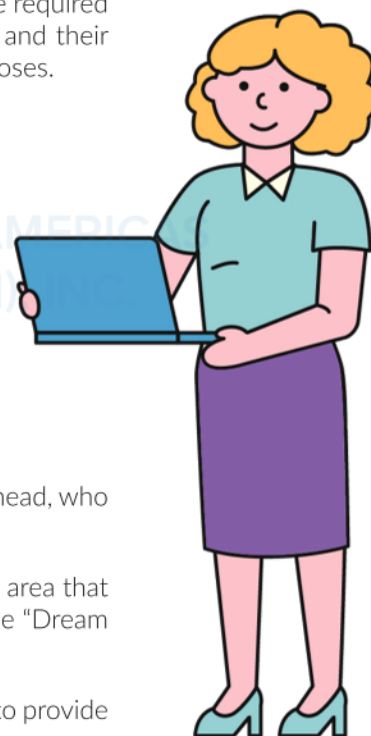
- (a) The implementing club is tasked to solicit/provide donations that can help remove the obstacles to learning and practicing the profession of individuals or groups of individuals. Hence, the implementing club creates an A.T.E program committee with a designated head, who will oversee the management and implementation of this program.
- (b) The implementing club may actively seek out recipients of this program, through its committee or advertise their services to the various clubs in the districts needing assistance for specific educational boosters.
- (c) Under this program, there is no need to engage in a partnership with a specific club since the services provided is in form of a donation/assistance to the various clubs who need it.
- (d) The clubs who have solicited various assistance from the implementing club are required to provide the implementing club a report/update on who the recipients are and their status (e.g., if they passed or failed the college entrance test) for auditing purposes.

6. Special/Focused Classes

To provide workshops or seminars for specific knowledge and skills training (i.e. resume writing, job application, applying for financial aid/grants, opening small businesses, computer literacy etc.), values formation, parent-child relationship building, mentoring, health and wellness programs etc.

Suggestions for successful implementation:

- (a) The implementing club creates an A.T.E program committee with a designated head, who will oversee the management and implementation of this program.
- (b) The implementing club will provide free workshops and seminars—within their area that is needed by the community or a select audience such as but not limited to the “Dream It, Be It” program.
- (c) Various clubs in the district may also tap the services of the implementing club to provide free seminars/workshops for their own community or select audience.



Resources Needed

- 1 Fundraising capability of the club and or its members to tap individuals, corporations, businesses, organizations (i.e. overseas Filipino organizations, League of Corporate Foundations, civic organizations etcetera), and Local Government Units for support.
- 2 Creating linkages with public/private universities or technical/vocational schools that grant scholarships to poor but deserving students.
- 3 Volunteer clubs/club members that are willing to provide apprenticeship opportunities in their companies/businesses for the working scholars.
- 4 Volunteer clubs/club members who are willing to give their time and talent to providing free seminars/workshops for knowledge and skills-building of the community or select audience.
- 5 Provide training for clubs to build their A.T.E program with regards to resource mobilization and mentoring skills.

Scholarship Eligibility

- 1 For College Degree: Females who are eligible to enroll in a college or who already have existing scholarship in a public college/university.

For Vocational Course: Females who are eligible to enroll or are currently enrolled in a technical vocational course.
 - (a) Financially incapable
 - (b) Eager to study and can sustain a passing mark per grading period.
 - (c) If needed, willing to undergo apprenticeship while studying.
- 2 For ALS-DAP (Alternative Learning System for Differently-Abled Persons)/ALS-EST (Alternative Learning System – Education and Skills Training): Young Girls/Females who are qualified for the program but are in need of financial assistance.



NOTICE:

These guidelines were created by the SIAPR Special Committee for this specific project for Biennium 2022-2024. It has full ownership over the contents of this document. Any reproduction shall be used solely as a guide in undertaking the A.T.E. Project. Revisions shall not be allowed without the permission of the SIAPR Special Committee.