



IFAIRPLAY ANNUAL REPORT 2020

Mars

1 a Minute
To Clean

→ Calming strategy
→ making goals

wants - needs

S -> specif

M - easurab

A - hahabie

relevan

relevan



ACKNOWLEDGEMENT

Special thanks to everyone who made this possible.



**MIGUEL GARCIA
& FAMILY**



OUR CORE VALUES

We are lifelong **learners**.

We **innovate** and **improve** what is around us.

We show we **care**.

At Fairplay, we love to learn. We love to explore new things and gain deeper knowledge where we already are. We care about the people around us and about our community. And we always want to improve the situation and make sure with everything we do things are better this week than they were last.

We want to see progress.

FAIRPLAY FOR ALL FOUNDATION

WHO WE ARE AND WHAT WE DO





MISSION / VISION

We are a non-stock, non-profit, non-governmental charity organization based in Payatas, Quezon City. Our mission is to level the playing field. This means creating a safe environment for the children and families we work with to develop holistic, innovative, and sustainable projects to break the cycle of poverty together. This also means empowering the community by ensuring they are part of the decision-making process and organization of each project, identifying the root cause of the problem, and building a mentoring network for the right social and emotional guidance.

Our vision: *a level playing field* that allows children and families a better chance to succeed in life and break the cycle of poverty for good. This is an empowered community that cares for each other and strives to learn and develop.

THEORY OF CHANGE

At Fairplay, we understand breaking the cycle of poverty requires many areas of support. It is necessary to break the barriers that currently sustain the cycle of poverty, and therefore create a path out of poverty, but also that a lot of support is needed for people to continue that path. It is not a sprint, but a marathon.

One area of support or development is typically not enough to break the cycle. We need to level the entire playing field for our community to have a chance. From others' research and experience (Pathways to Education¹), as well as our own, we identify four pillars for breaking the cycle of poverty in a community:

Financial incentives

Social support

Academic support

Mental health (guidance/mentoring/counseling)

Each of our projects works within these four pillars to provide a larger pathway out of poverty. Each of these areas complements and supports each other in widening that path. For financial incentives, our education scholarships provide the financial incentives to continue studying, while our scholars can intern with us as coaches in our Sports Center, as cooks in our Fairplay Cafe, or tutors at our Youth Center. Social and emotional support is also furthered in our youth groups and sports teams. The Youth Center's tutorials provide an additional support for the students' academics, and the Q Club and sports teams provide the base for better emotional and mental health.

With a holistic program, focused on these four pillars, our scholars have a chance.



Creating a pathway out of poverty does not guarantee someone will take that road. To support people once those opportunities have been created, we need to understand the risk-factors involved. Why would one child enthusiastically and quickly take that path while another seemed to self-sabotage?

We found, through research and our experience, that the root cause of many of the stumbling blocks, such as addiction, crime, depression, teen pregnancy, and more, lies a great deal in childhood trauma. The adverse childhood experiences (ACEs) study is one of the best examples of quantifying childhood trauma and understanding its impact on physical and mental health. People who had experienced 4 or more of the 10 types of trauma surveyed had 2-3x the rate of heart disease, diabetes, cancers, and other physical health problems. They were 4 times more likely to suffer from depression, and 16 times more likely to attempt suicide.

Our own research has found that while 1 in 8 people reported an ACE score of 4 or more in the original study (Felitti et al., 1998), 7 of 8 of our kids reported a score of 4 or more (errer & Moore, 2020). Further, 1 in 4 of our Fairpaly beneficiaries surveyed reported an ACE score of 6 or more, categorized as 'severe childhood trauma'. The impact of this severe childhood trauma reduces life expectancy by almost 20 years (Felitti, 1998).

A DEEPER PROBLEM



Research has shown that the best way to prevent, buffer, and heal from such childhood trauma is through the care of a 'buffering adult', a trusted caregiver who is there for the child (Hughes et al., 2017). Following this, there are 6 key areas that reverse the impact of childhood trauma (Burke Harris, 2018):

- Good sleep*
- Good nutrition*
- Good exercise*
- Mental health support*
- Social support*
- Mindfulness*

Each of our projects therefore aims to work in reversing childhood trauma by providing support in these key areas.

Our sports program, youth center, and social business each provide the basics for giving a child a chance to heal. Our mentors at the Youth Center and Coaches at the Sports Center are also trained in understanding how important their care is for the families we work with. For some of our scholars, they act as the buffering adult, the caring role model and mentor. For others, they are an additional support network.

Over time, the older students started to replace our staff members and became role models and mentors themselves, ensuring a more virtuous cycle to replace the past vicious cycle. Our process and execution are certainly not perfect, but we believe we are learning and improving each year.

THE SOLUTION





ANNUAL ACCOMPLISHMENT REPORT 2020

EXECUTIVE SUMMARY

Similar to many organizations and companies in the Philippines and in the world, 2020 was a challenging year for Fairplay. During the first quarter of 2020, we had a promising start. Our Education Program hired a new Youth Center Manager and a new Registered Social Worker whom we onboarded in December 2019. Our Sports Program continued the regular football training sessions to prepare the kids for upcoming tournaments and leagues. And our Social Business (the Fairplay Café), while providing meals for the kids, was also organizing the opening of the café to serve the community beyond the Fairplay Scholars and generate sales.

Then the pandemic hit, and the lockdown happened.

The COVID-19 pandemic and the ensuing Enhanced Community Quarantine (ECQ) threw us off course by mid-March, and we were forced to temporarily shut down our normal operations in compliance with government directives. It became clear early on, however, that the community needed immediate support as families lost their livelihoods and were becoming desperate for their daily sustenance. We quickly mobilized our manpower and resources and, from late March to the end of June, we carried out emergency relief operations in the community. This entailed weekly food packs, full of healthy vegetables, for the families of our Fairplay Scholars.

This eventually grew to supporting over 100 families each week.

When the lockdown transitioned to General Community Quarantine (GCQ) level, we started thinking about what the “new normal” would look like for us, what operations we can restart, and how. Since July, we have gradually and cautiously resumed some operations with the required health and safety standards in place. To date, only our sports program remains on hiatus as contact sports continue to be restricted.

This Annual Accomplishment Report highlights Fairplay’s accomplishments and challenges in 2020 and shares what we are looking forward to in 2021.

SALIENT ACCOMPLISHMENT

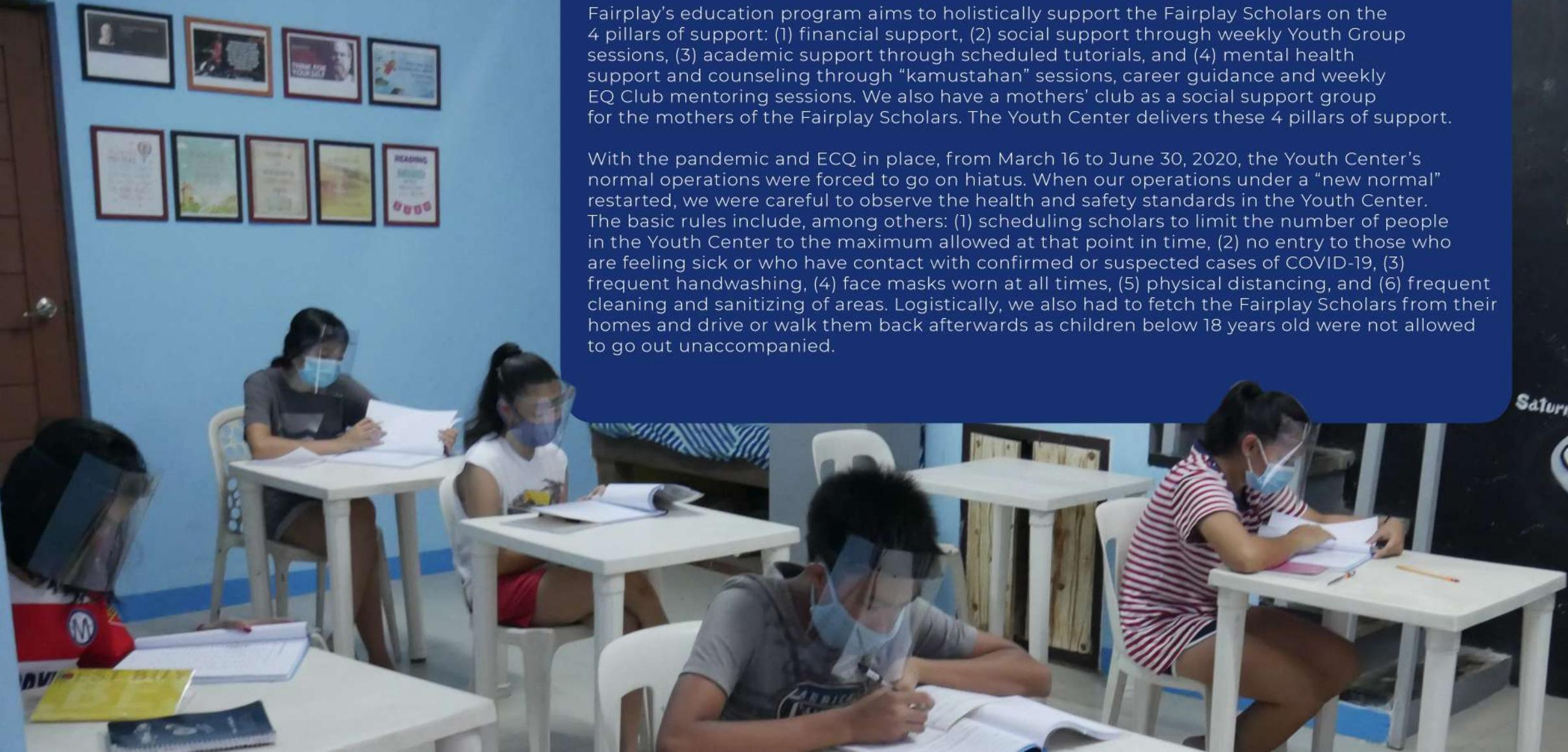
(STATISTICAL AND NARRATIVE)



EDUCATION PROGRAM

Fairplay's education program aims to holistically support the Fairplay Scholars on the 4 pillars of support: (1) financial support, (2) social support through weekly Youth Group sessions, (3) academic support through scheduled tutorials, and (4) mental health support and counseling through "kamustahan" sessions, career guidance and weekly EQ Club mentoring sessions. We also have a mothers' club as a social support group for the mothers of the Fairplay Scholars. The Youth Center delivers these 4 pillars of support.

With the pandemic and ECQ in place, from March 16 to June 30, 2020, the Youth Center's normal operations were forced to go on hiatus. When our operations under a "new normal" restarted, we were careful to observe the health and safety standards in the Youth Center. The basic rules include, among others: (1) scheduling scholars to limit the number of people in the Youth Center to the maximum allowed at that point in time, (2) no entry to those who are feeling sick or who have contact with confirmed or suspected cases of COVID-19, (3) frequent handwashing, (4) face masks worn at all times, (5) physical distancing, and (6) frequent cleaning and sanitizing of areas. Logistically, we also had to fetch the Fairplay Scholars from their homes and drive or walk them back afterwards as children below 18 years old were not allowed to go out unaccompanied.





FAIRPLAY SCHOLARS

The COVID-19 pandemic and the lockdown abruptly ended SY 2019-2020. Those who were set to graduate from Grade 6 and Grade 10 graduated without a formal ceremony. Children were confined inside their homes with their families for months. There was much uncertainty on whether the kids would be able to go back to school and how school would look like in the new academic year.

Table 1 below has been updated from our previous AAR 2019. It shows the number of Fairplay Scholars in the past four years, including the present school year.

To reiterate from our previous report, in SY 2017-18, we supported 44 scholars in public schools. There were no new scholars as our focus at the time was running the Fairplay School. At the start of SY 2018-19, 7 scholars exited from the program for the following reasons: 3 completed senior high school and did not pursue tertiary education, while 4 high schoolers dropped out of school, meaning a dropout rate of 9%.

In SY 2019-20, 13 students were added into the roster of scholars. In our previous report, we reported that 5 scholars exited the program. We would like to correct this number. Only 4 scholars exited the program at the start of SY 2019-20. Of the 4, 2 completed senior high school and did not pursue tertiary education, and 2 dropped out of school entirely, meaning a dropout rate of 3%.



Table 1. Number of Fairplay Scholars

Status	Start of SY 2017-18	Start of SY 2018-19	Start of SY 2019-20	Start of SY 2020-21
Ongoing	44 100%	37 84%	32 50%	41 48%
Exited from ESP		7 16%	4 6%	11 13%
New to ESP			13 20%	
On Probation (scholars with accountabilities)			15 23%	9 11%
Applicants				24 28%
TOTAL	44	44	64	85

SY 2020-2021 has proven to be the toughest school year in recent times. Not only were grades from the previous year delayed, which also delayed our reporting, school enrollment suddenly became uncharted waters. Then with the pandemic and the lockdown still in effect, the government delayed the start of the school year. The Department of Education (DepEd) and the Commission on Higher Education (CHED) then put into effect distance learning in all levels as a learning delivery modality. In this practice, "learning takes place between the teacher and the learners who are geographically remote from each other during instruction." Schools, including public schools, are making use of the modular distance learning and online distance learning to teach their students.²

At the start of SY 2020-21, we recorded 11 scholars who exited the program. Of this number, 1 had completed high school education through ALS but opted to find employment instead of continuing to senior high school, another 1 moved to the provinces, while the rest dropped out of school, meaning a dropout rate of 14%. The major factor that pushed the 9 scholars to drop out of school was the relocation of their families from Payatas to Rodriguez, Rizal, in August 2019, by the local government. These families had been among the poorest of the poor in Payatas and the drastic change with little support from the government eventually led to: (1) loss of livelihood, (2) access to new employment was small to nonexistent (if they could not find a junk shop in Rodriguez who could employ them, they had to travel to and from Payatas to scavenge), (3) access to basic needs like food, water and electricity was limited, and (4) paying rent for the houses they were relocated to. The financial stress and the shift of the families' priorities towards survival meant sacrificing the education of their children. They had dropped out sometime between October 2019 to March 2020 and thus were not renewed for the ESP in SY 2020-21. We tried our best to support them so they could stay in school, but ultimately the adult caregivers did not respond to these opportunities and so without this, the difficulties of the relocation proved too much.

But there is also good news. At the start of 2020, we had identified potential scholars from our list of young football players and invited them to apply to become Fairplay Scholars. When the new school year started in October 2020, we shortlisted 24 of the applicants. Among all the applicants, these 24 kids had shown the most initiative and engagement with our activities, and parental involvement—strong indicators of their commitment to their education and personal development.

The next table shows the number and percentage of Fairplay Scholars classified by their biological sex. The total number does not include those who have exited the program.

In the past few years, there have been more boys than girls in the program. We are doing our best to bridge that gap and it is indeed closing. Indeed, we strongly believe that investing in the education of the girl child can break intergenerational poverty³. In SY 2020-21, the number of girls in the ESP increased from 26 to 34, now making up 46% of our scholars. The number of boys also increased from 34 to 40, now making up 54% of the total number of scholars.

Table 1. Fairplay Scholars: Classification by Sex

Sex	SY 2017-18		SY 2018-19		SY 2019-20		SY 2020-21	
	No.	%	No.	%	No.	%	No.	%
Male	25	57%	15	56%	34	57%	40	54%
Female	19	43%	12	44%	26	43%	34	46%
TOTAL	44		27		60		74	





Table 3 below shows the number and percentage of Fairplay Scholars classified by their year level range. The total number excludes those who have exited the program.

In SY 2020-21, most of the Fairplay Scholars are in high school (Grade 7-Grade 10) at 46%. They are the Fairplay Scholars we began supporting in their early Elementary years and we continue to support year-on-year. This is followed by those in the elementary level (Kinder-Grade 6) at 23% of the group. Meanwhile, 12 of our scholars (16%) are now in senior high school, 1 is doing her ALS, and 10 (or 14%) are in college.

Out of the 10 Fairplay Scholars in college, 4 of them go to the Quezon City University (QCU), 3 go to the National College of Business and Arts (NCBA), 2 go to Bestlink College of the Philippines, and 1 goes to the University of Sto. Tomas (UST).



Table 3. Fairplay Scholars: Classification by Year Level

Year Level Range	SY 2017-18		SY 2018-19		SY 2019-20		SY 2020-21	
	No.	%	No.	%	No.	%	No.	%
Kinder - Grade 6	11	25%	7	19%	24	40%	17	23%
Grade 7 - Grade 10	17	39%	18	49%	18	30%	34	46%
ALS	1	2%		0%	4	7	1	1%
Senior High School	15	34%	8	22%	6	10%	12	16%
College/ Tertiary			4	11%	8	13%	10	14%
TOTAL	44		37		60		74	

Financially, Fairplay Scholars receive an average of at least Php 500 per month in cash for their school needs—uniform, school supplies, project materials, etc. They also have access to the Fairplay Café, which provides school lunch 5 days a week. In addition, they also get shuttled to and from school by Fairplay's school service, at least before the lockdown.

Those in the senior high school and college levels can request for additional financial assistance for their tuition and other school needs. At this level, school and university demands are greater and thus require greater support. Scholars who access this support are required to pay the education assistance back without interest once they graduate from college and start earning. The amount they pay will support the next generation of Fairplay Scholars in what we envision as a virtuous cycle of sustainable support for higher learning.

Aside from the Fairplay Scholars, we also have Team Philippines Scholars. These scholars are the football players of Team Philippines during the Street Child World Cup 2018 in Moscow, Russia. The scholarship they receive is our legacy project and aims to support the players in higher education.

The Team Philippines Scholarship supports 16 players and 1 youth coach. Of the 16 players, 5 are Fairplay Scholars while the youth coach is also a Fairplay Scholar. Of these 17 scholars, 7 are currently in college and have started receiving support.



ACADEMIC SUPPORT

Tutorials are our academic support activities geared towards helping our scholars with their schoolwork. This role, however, evolved during the pandemic and lockdown. As DepEd shifted the mode of delivery from face-to-face classroom learning to distance learning (online and modular), the Youth Center's academic support activity took center stage in our operations.

When the Youth Center re-opened in July 2020, it provided a safe space outside of the home for our Fairplay Scholars. To prepare them for the new school year, our efforts were directed towards holding remedial lessons. It is important to note here the impact of "summer learning loss" for students with lower socioeconomic status (SES). According to studies about summer learning loss, while higher and lower SES students show similar academic growth during the school year, the higher SES students tend to outpace lower SES students during the summer, largely due to a lack of trips, educational resources, and social clubs at home⁴. With public schools in the Philippines shut down due to the pandemic from mid-March to the end of August, effectively becoming one very long "summer break", we can expect that the impact of year 2020's summer learning loss for our students will be sharply felt. The role of the Youth Center in that respect was to try and fill in the gaps as much as possible.

When distance learning started in October 2020, the Youth Center provided access to the Internet for students' online classes and guidance in their modular learning.

All Fairplay Scholars, after the ECQ, were grouped into groups of no more than 10 students, and each group was scheduled to visit the Youth Center for learning sessions twice a week from July to September. Each session lasted no more than 2 hours. One hour was dedicated to academics (remedial lessons), specifically English reading comprehension and mathematics, and the second hour was dedicated to Youth Group social support sessions (see next sub-section on Social Support).



When the school year started in October, the different groups were maintained but all visits were dedicated towards academic support for either online classes or modular learning. Schedules were also adjusted. The Youth Group social support sessions were detached from the academic support schedule and merged with the EQ Club sessions (see sub-section on "Mental Health").

Table 4 below shows the number of scholars using the Youth Center for academic support per week in 2020 before the ECQ while Table 5 shows the number of visits in the Youth Center after the ECQ.

Before the ECQ, we set 30 as our target, or 50% of the total number of scholars for SY 2019-20. There were only 5 active weeks from January-March 2020 for tutorials because the newlyhired Youth Center Manager and the Registered Social Worker had only just started and were still undergoing an orientation/training process. In those 5 active weeks, there was an average of 21 scholars using the Youth Center for academic support.

Table 4. No. of scholars using the Youth Center for academic support per week before the ECQ, January-March 16, 2020

Target: 30 (50% of total scholars)
No. of active weeks: 5
Average achieved: 21 (35% of total scholars)



After the ECQ, starting July 7, 2020, the Fairplay Scholars' visits to the Youth Center were scheduled to limit the number of people inside to no more than 10 in compliance with government guidelines re mass gathering. We gradually increased the number of Fairplay Scholars (including the applicants) to 74 visiting the Youth Center at least twice a week (for a total of 148 maximum visits). For 22 weeks from July to December 2020, the average number of visits weekly was 67, or 45% of the total maximum visits.

Table 5. No. of visits to the Youth Center for academic support per week after the ECQ, July 7 to December 12, 2020

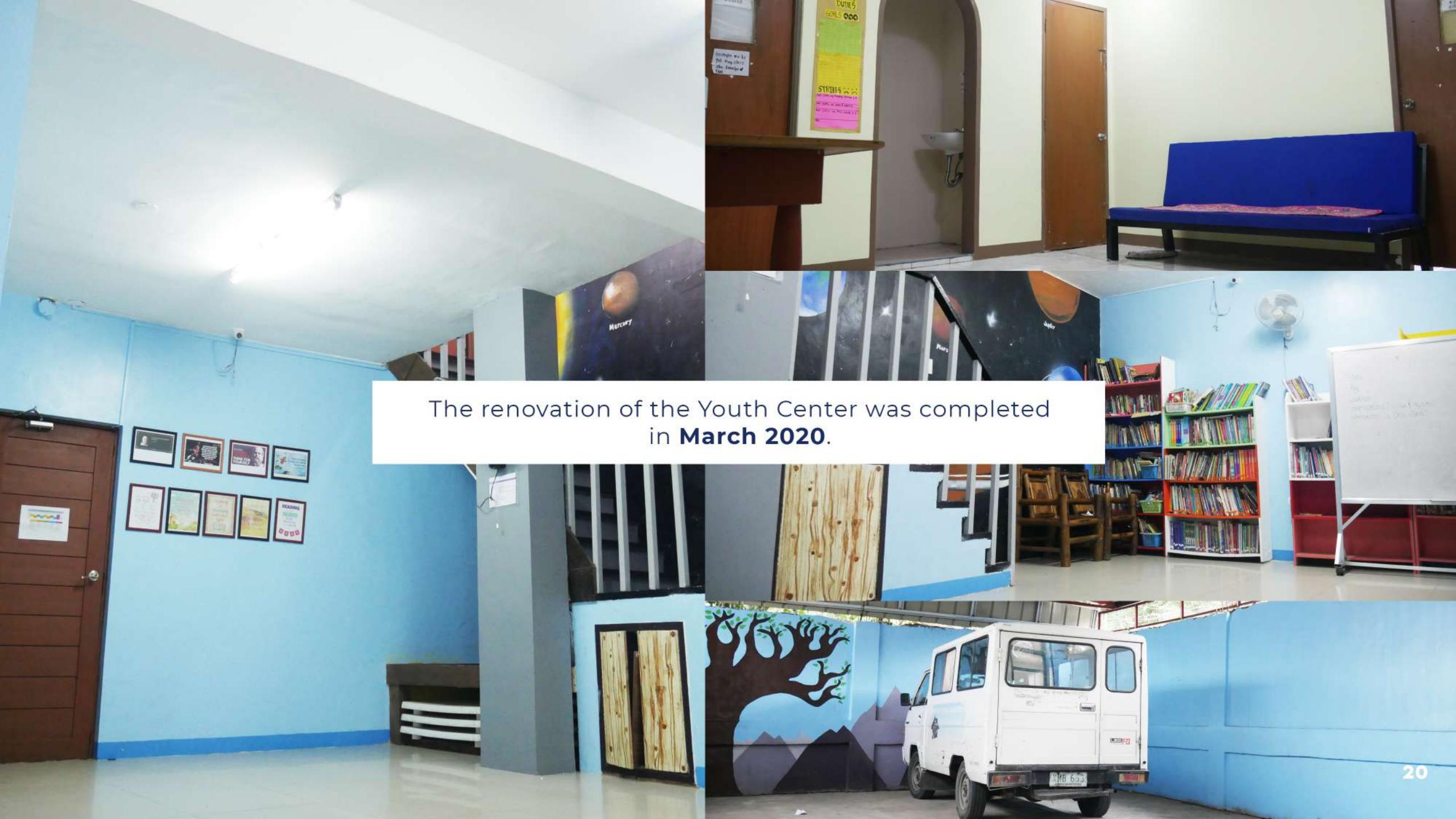
Target: *100 (68% of total weekly visits)*

No. of weeks: *22*

Average achieved: *67 (45% of total weekly visits)*

Peak: *114 visits during the 3rd week of September*

The increase in numbers can be attributed to some important factors. First, the kids, after being cooped up inside their small shanty homes with 4 or more other members of the family for months, are bored and eager to get out yet still have a safe space to interact with their friends again. The Youth Center presented such a space. Second, the kids' scheduled visits allowed them to go to the Youth Center at least twice a week and they took that opportunity. Previously, before the ECQ, the kids would go to the Youth Center for tutorials once a week because of the limited number of facilitators as we were training up the new staff for their roles. This leads to the third factor: after the ECQ, many of the older scholars stepped up to the role of tutor and advisor to provide that academic and social support to their younger peers (more on this in subsection "Community Youth Leaders and Interns"). And when the new school year started in October, many of the Fairplay Scholars sought help and support for their online classes and learning modules. All these factors contributed to the increase in the number of visits to the Youth Center.



The renovation of the Youth Center was completed
in **March 2020**.



YOUTH GROUP

The Youth Groups provide a safe space for our beneficiaries to come together with the purpose of building social relationships and promoting social support with each other. The beneficiaries here are children and youth made up of our Fairplay Scholars and Payatas Football Club players. These are not typically separate individuals as there is a good deal of overlap between the two groups – most of our Fairplay Scholars are part of the team and are friends with the other players who are not Fairplay Scholars.

The Youth Group utilizes more recreational activities to create a safe and fun space for the kids to relax and socialize with each other. Recreational activities include sports (football, table tennis), board games, and movie nights. Team building, drama games and sharing time are also facilitated in many of the sessions.

Table 6 below presents a glimpse of our Youth Groups in numbers in 2020. Before the lockdown, there were only 1-2 Youth Group sessions per week and participants numbered between 16-28 per session, thus these were large groups. After the ECQ, Youth Group sessions were composed of smaller groups. As mentioned in the previous sub-section, Youth Group sessions were first held in conjunction with academic support sessions with each group meeting twice a week from July to September, and then it changed to once a week held in conjunction with EQ Club sessions from October to December. Before the ECQ, our number of Youth Group participants per week averaged 26. After the ECQ, this increased to 40.

SOCIAL SUPPORT

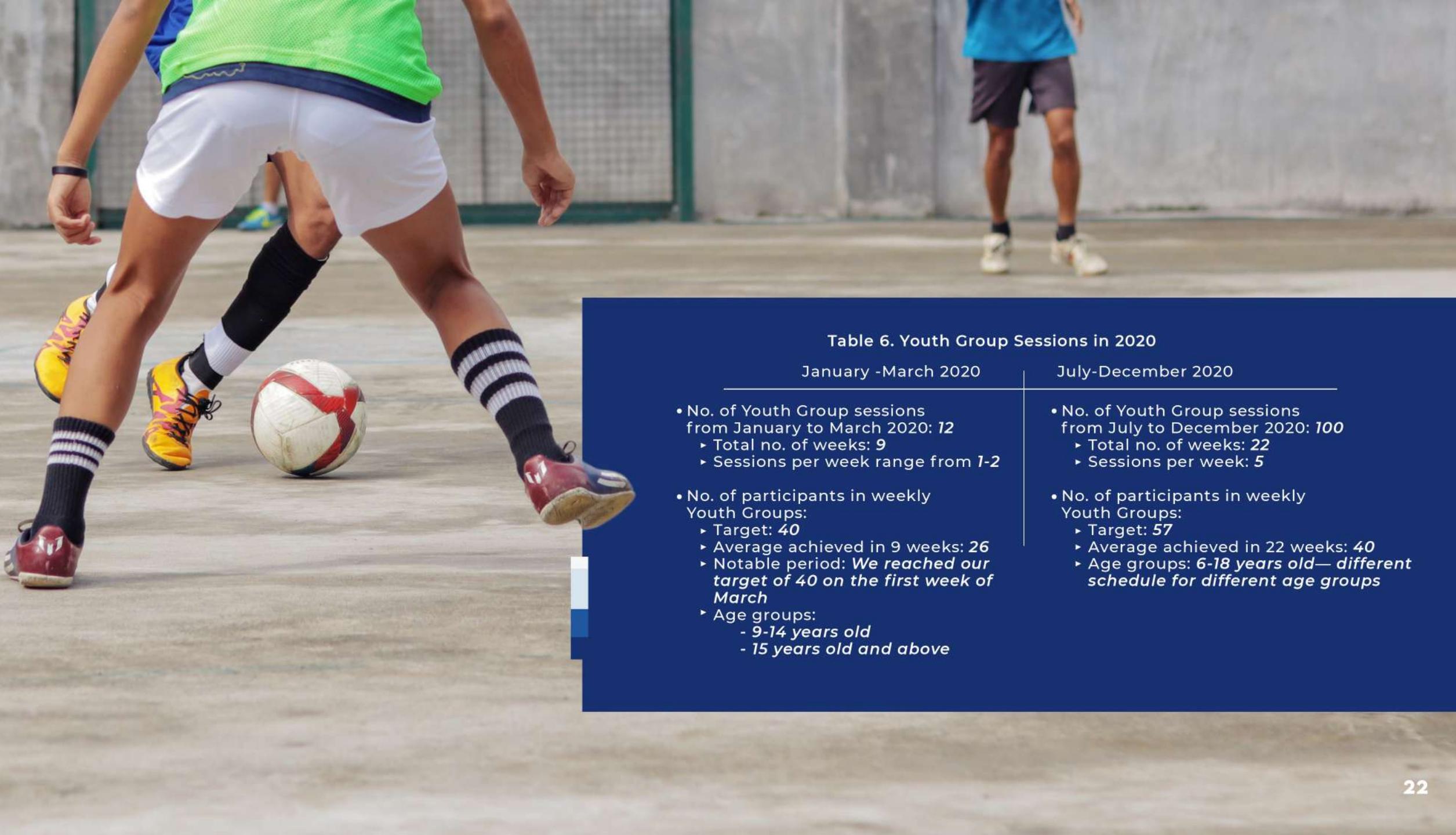


Table 6. Youth Group Sessions in 2020

January -March 2020

- No. of Youth Group sessions from January to March 2020: **12**
 - Total no. of weeks: **9**
 - Sessions per week range from **1-2**
- No. of participants in weekly Youth Groups:
 - Target: **40**
 - Average achieved in 9 weeks: **26**
 - Notable period: *We reached our target of 40 on the first week of March*
 - Age groups:
 - **9-14 years old**
 - **15 years old and above**

July-December 2020

- No. of Youth Group sessions from July to December 2020: **100**
 - Total no. of weeks: **22**
 - Sessions per week: **5**
- No. of participants in weekly Youth Groups:
 - Target: **57**
 - Average achieved in 22 weeks: **40**
 - Age groups: **6-18 years old— different schedule for different age groups**



MOTHERS CLUB

The Mothers Club merges both the aims of the Youth Group and the EQ Club (next sub-section) into a single session each week, targeting the mothers of our scholars and players. This is to strengthen their relationships with each other, provide a space away from families (who can be extremely dependent with the traditional gender-roles in the home), and provide them with tools and learning to use at home to further their own and their family's physical and mental health goals.

During the first quarter of 2020, Mothers' Club sessions continued from 2019. The pandemic and ECQ halted the progress and we have not been able to restart it ever since. We had opted to prioritize activities for children and youth, so we put the Mothers' Club on hold. Partly this was because mothers were preoccupied with the survival for their families (providing the basics during the period of pandemic), and, we did not have an easily available facilitator to organize and run the mothers' group consistently, following the resignation of the Youth Center Manager after the ECQ. This group has been the most difficult to restart.



Table 7 below presents a glimpse of our Mothers' Club in numbers before the ECQ.

Table 7. Mothers' Club Sessions in 2020

- No. of Mothers' Club sessions from January to March 2020: **8**
 - Total no. of weeks: **8**
 - Sessions per week: **1**
- No. of participants in weekly Mothers' Club:
 - Target: **40**
 - Average achieved in the 8 sessions: **9**

On January 9, 2021 we held a Focus Group Discussion with some of the Fairplay Scholars' mothers randomly selected. What we gathered from them has been very telling of their experience during the pandemic, the lockdown up to present. They expressed overwhelming worry and anxieties not just with the COVID-19 transmission, but importantly the financial aspect of life under lockdown.

They all described the unpredictability and uncertainty of the lockdown as the greatest source of anxiety and stress in this time. The support that they desperately need, according to them, is largely financial due to unemployment, especially with their husbands having no work or income. They have amassed debts from neighbors and sari-sari stores just to support basic daily needs and the survival of their families, and they have not been able to pay their utilities (water and electricity) and hoped for help in this area as they worry about being cut off from these basic services.

The financial support they need is a stumbling block for us at Fairplay, given our own limited financial resources, and we are still figuring out a way to assist sustainably without fostering dependency.



MENTAL HEALTH

EQ CLUB

The EQ Clubs also provide a safe space for kids to come together, but its purpose is more educational. It aims to nurture social and emotional learning (SEL) through the exploration of different topics and deliberate facilitation of activities geared towards personal development, specifically emotional intelligence and growth mindset.

The EQ Club sessions were put on hold from March 16 to the end of September 2020. When it was re-started in October 2020, we began to implement the Social Emotional Learning (SEL) Curriculum developed by Pathway 2 Success for elementary and high school level participants. The curriculum introduces the 5 areas of SEL: self-awareness, self-management, social awareness, relationship skills, and decision making. The curriculum is inclusive of detailed lesson plans and activities.

Table 8 below shows a glimpse of our EQ Club sessions in numbers in 2020. From January to February 2020, we held 1 session per week with each session garnering 9-18 participants (average: 15 participants per session). During the first two weeks of March, as attendance was gradually increasing, we were able to increase the number of sessions to 2 per week with an average of 36 participants in total. After the ECQ, from October to December when the EQ Club sessions restarted, we were able to facilitate 5 sessions a week with each session having 8-12 participants. Each Fairplay Scholar is grouped with his/her age group and each group have one session per week. Out of a targeted 57 participants per week, we were able to achieve an average of 42.

Table 8. EQ Club Sessions in 2020

January -March 2020	October-December 2020
<ul style="list-style-type: none"> • No. of EQ Club sessions from January to March 2020: <ul style="list-style-type: none"> ▸ Total no. of weeks: 8 ▸ Sessions per week: 1-2 	<ul style="list-style-type: none"> • No. of EQ Club sessions from October to December 2020: <ul style="list-style-type: none"> ▸ Total no. of weeks: 10 ▸ Sessions per week: 5
<ul style="list-style-type: none"> • No. of participants in weekly EQ Club sessions: <ul style="list-style-type: none"> ▸ Target: 20 ▸ Average achieved in 8 weeks from January-March 2020: 21 ▸ Notable weeks: 1st and 2nd week of March with more than 30 participants (34 and 39) March ▸ Age groups: <ul style="list-style-type: none"> - 12-14 years old - 15 years old and above 	<ul style="list-style-type: none"> • No. of participants in weekly EQ Club sessions: <ul style="list-style-type: none"> ▸ Target: 57 ▸ Average achieved in 10 weeks from October-December: 42 ▸ Age groups: 6-18 years old—different schedule for different age groups





Table 9 below presents the number of respondents to the survey.

Table 9. Community Research: No. of Respondents

- No. of respondents - from among our beneficiaries:
 - ▶ Youths: **70, age ranging 10-21 years old**
 - Males: **35**
 - Females: **35**
 - ▶ Mothers: **30, aged 30 years old and above**
- No. of respondents - from the community at large (not among our beneficiaries, but still residents of Payatas B):
 - ▶ Youths: **80, age ranging 10-21 years old**
 - ▶ Mothers: **80, aged 19 years old & above**



ADVERSE CHILDHOOD EXPERIENCES (ACES)

are traumatizing events during childhood or before the age of 18 that have a tremendous effect on a person's long-term physical health, mental health, and life prospects. ACEs include all kinds of abuse and neglect, parental mental illness, substance abuse, divorce, incarceration, domestic violence, and poverty.

US Department of Health & Human Services,
<https://bit.ly/37oNhAI>)

Pioneering study: CDC-Kaiser ACE Study
- "Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults" by V.J. Felitti, et al.
(<https://www.cdc.gov/violenceprevention/aces/about.html>)



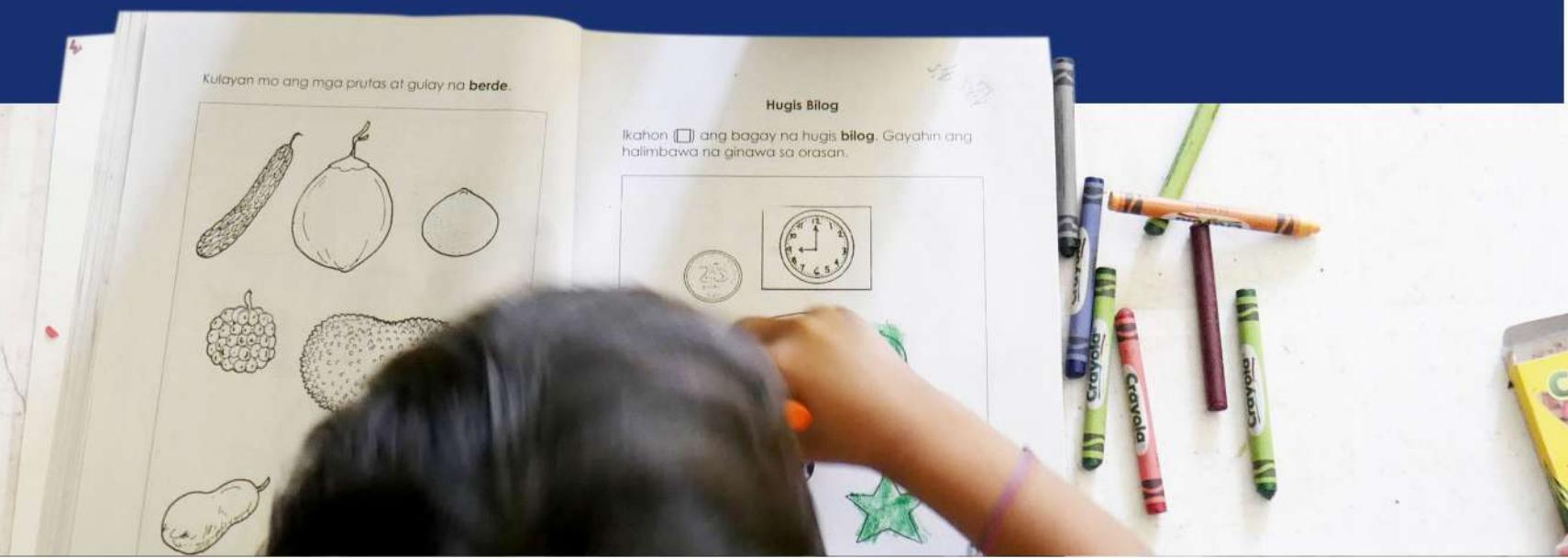
Below is an abridged summary of the results of our wave 2 data gathering, which is in process for the final version.

ADVERSE CHILDHOOD EXPERIENCES

For Wave 2, we again surveyed the beneficiaries to see their reported levels of ACEs. As ACE Scores are final at 18 years old, we expected little change in the reported information – especially for the mothers' groups. For the minors, we could estimate from any change the level of increase from one year to the next.

The wave 2 results among our Fairplay beneficiaries show that there is not much difference from the 1st wave when it came to the category of 2+ ACEs and 4+ ACEs. The significant difference is the now-universal reporting of at least one ACE, from 92% to 100%. In other words, it seems that the kids that reported no ACEs in the 1st wave of data gathering experienced abuse or neglect or additional family dysfunction during the pandemic to the point it is now universal to have at least one ACE. It can be surmised that the pandemic has contributed to the kids' increase of ACEs at the lower levels.

It is not difficult to arrive at this conclusion. Much of childhood trauma is experienced at home; in the context of the pandemic and lockdown, it can be deduced that ACEs will intensify during this period. Indeed, experts in the field of childhood trauma are already sounding the alarm bells: "Despite the low risk of COVID-19 to children, their risk of exposure to adverse childhood experiences (ACEs), such as childhood maltreatment, household dysfunction, maladaptive parenting, violence and economic adversity, has substantially increased due to the social, financial and psychological consequences of the ongoing COVID-19 pandemic."⁵ Even more alarming is that this will be more sharply felt by low-income families⁶, such as those from Payatas. This has a profound implication on the long-term physical and mental health of kids. Thus, our mission at the Youth Center has felt as imperative and urgent as ever.



RISK OF DEPRESSION

Risk of depression was measured to understand the environmental factors and pressures on the students and mothers that directly contribute to mental health challenges. Overall, we see a large change: many among the Fairplay Scholars who previously reported a moderate risk of depression during wave 1 dropped to mild during wave 2 and those who previously reported mild dropped to low – with the no risk of depression category growing significantly from 8.6% to 21.4%.

With the pandemic going on at the same time, this represents a highly positive result - that the students' risk of depression dropped during this time reflects a support network around them. This all comes together for an average 12% drop in the risk of depression scores.

The mothers tell a different story, though. For them, the lower levels of the risk of depression likewise fall, but those at the higher end reported virtually no change. This is likely because the stress of the pandemic hit them the hardest – with their livelihoods and ability to provide for the family severely challenged. They also receive much less direct support, especially socially and emotionally, compared to our Scholars. The support they did receive, including the weekly food packs, may be enough for some individuals on the lower end of the risk, but it was not enough to move the needle for those with the greatest risks - therefore repeating the need for a more holistic and deeper support network for the caregivers.





SELF-ESTEEM AND RESILIENCE

Self-esteem is an important area for emotional growth, and this area saw positive changes for our Scholars. For the Fairplay Scholars, the average scores increased from 28 to 30, a nearly 7% increase overall. Interestingly, despite the above-noted risks, the mothers' self-esteem rose slightly more than the students.

This is a small and a modest increase, but considering the results are over a one-year period, are expected to compound year-on-year. Of course, this was highly interrupted with the pandemic, which means these results could be highly positive. It will be interesting to note the results once the pandemic ends and compare these.

For resilience, we see the opposite trend. There is a decrease in the resilience of our beneficiaries during this time. Overall, there is a drop of 8 percentage points in the high resilience category and a corresponding increase in the average category.

It is somewhat concerning to see this decline. Nevertheless, as resilience relates in a large part to the external environment, quality of work, school, and so on, this is an area that will benefit more from further dissection of the data. This would help to understand if the results have improved from the questions and resilience related to things we can control, having someone the child can go to and get support from, a caring adult, and such, and if those from the external factors largely affected by the pandemic - school and employment - account for the changes we see.

RESILIENCE

is the ability to overcome serious hardship. Factors that support resilience include personal skills, positive relationships, community support and cultural connections.

Measure: The Child and Youth Resilience Measure (CYRM) and the Resilience Research Centre Adult Resilient Measure (RRC-ARM) are companion scales developed by the Resilience Research Centre, Dalhousie University, Canada.

Source: K.E. Hughes, K. Ford, A. Davies. (2018). Sources of resilience and their moderating relationships with harms from adverse childhood experiences. Report 1: Mental Illness.

<https://bit.ly/3at1Bd1>





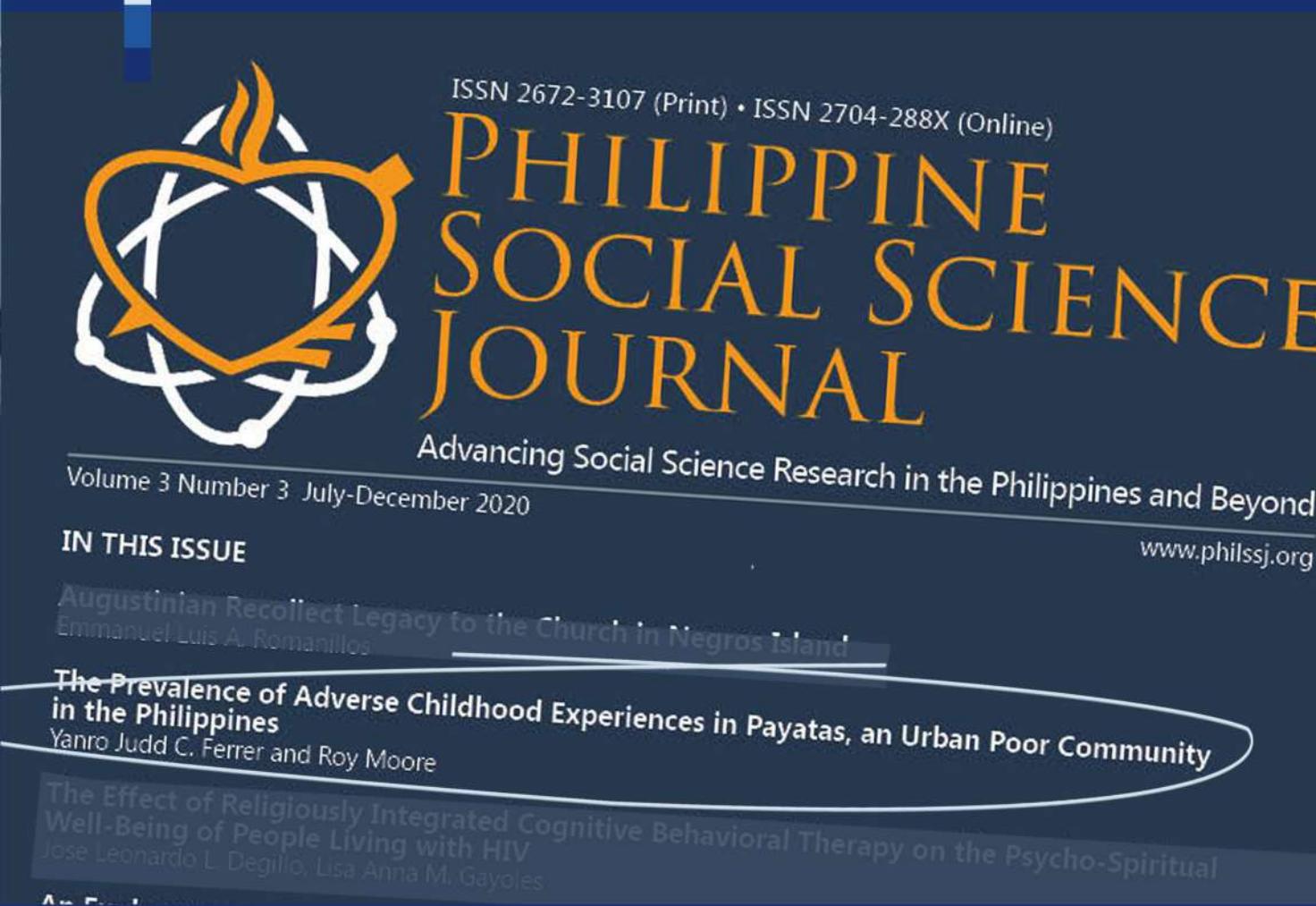
WELL-BEING

In subjective well-being we see some interesting dynamics. Overall, there are modest improvements in subjective well-being for both our students and our mothers. Going into the detail, though, we see some interesting areas of strengths and weaknesses.

Subjective well-being is a cumulation of three areas: mental well-being, sense of satisfaction, and sense of determination (empowerment). Overall, we see small improvements on all three measures for our Fairplay students. For the mothers, we see falls in both mental well-being and sense of determination, though a large increase in sense of satisfaction, almost 20% improvement, to give an average improvement overall. Further study would need to be done to understand better the factors that contributed to the mothers reporting decrease in mental well-being and sense of determination while reporting increase in satisfaction. A hypothesis could be that while a sense of satisfaction is felt from receiving food packs and social amelioration packages to help relieve immediate financial stress at the height of the lockdown, it would not work long-term since it is not empowering.

In 2020, we also worked on getting our research paper – the results from our wave 1 data gathering – published by a peer-reviewed journal. Our draft was conditionally accepted by the Philippines Social Science Journal and underwent revisions and reviews before it was published on January 4, 2021. You can read our research paper “The Prevalence of Adverse Childhood Experiences in Payatas, an Urban Poor Community in the Philippines” by Yanro Judd Ferrer and Roy Moore at <https://philssj.org/index.php/main/issue/view/8>

RESEARCH PAPER



ISSN 2672-3107 (Print) • ISSN 2704-288X (Online)

PHILIPPINE SOCIAL SCIENCE JOURNAL

Advancing Social Science Research in the Philippines and Beyond

Volume 3 Number 3 July-December 2020

IN THIS ISSUE

Augustinian Recollect Legacy to the Church in Negros Island
Emmanuel Luis A. Romanillos

The Prevalence of Adverse Childhood Experiences in Payatas, an Urban Poor Community in the Philippines
Yanro Judd C. Ferrer and Roy Moore

The Effect of Religiously Integrated Cognitive Behavioral Therapy on the Psycho-Spiritual Well-Being of People Living with HIV
Jose Leonardo L. Degilio, Lisa Anna M. Gayoles





SPORTS PROGRAM

Our sports program aims to develop and empower children and youth. With the positive impact team sports can make, when done in the right way, our program is consistent with the 4 pillars of support. At Fairplay, our sports philosophy also carries our core values of care, learn, and improve. Instead of fostering a “win at all cost” mindset, we try to nurture a safe environment that places a higher value on caring for players and coaches, learning through deep practice, and improving so that each week or month is better than the last.

Since 2011 to present, the Payatas Football Club still makes up the whole of our sports program and we celebrate the growth of our players, comprising of children and youth from the Payatas community, each year. It has been a decade since the football club was founded. What started as a constructive bridge to connect and strengthen ties with the community has become a talent hotbed in the city, including several national youth team players and Fairplay Scholars offered football varsity scholarships for university.

Following a very colorful 2019, the activities of our sports program came to an abrupt halt on March 16, 2020 due to the pandemic and lockdown. It has not been restarted ever since due to the government restrictions against contact sports, including team sports like football. Thus, apart from the completion of the roof of our Payatas Sports Center, there is little to report in the way of progress of the sports program in 2020. We hope that this would change in 2021.



The roof of the Payatas Sports Center was completed
in **November 2020**.





Table 10. Range in the No. of Children and Youth Participating Regularly in Football Training Sessions

2017	2018	2019	2020
20-81	69-93	86-115*	63-118

***Note:** There is a correction in figures for 2019. The 63-118 players in 2019 reported in last year's AAR are the numbers for January-March 2020

Table 10 above shows the number of Payatas FC players regularly participating in the football training sessions from 2017 to 2020. Note that it was only in 2017 when the Payatas Sports Center's first futsal court was completed and it was in 2018 when the second was done, so it will be observed that since completion there has been a steady rise in the number of players attending training sessions regularly.

NUTRITION & SOCIAL BUSINESS

Hungry kids cannot learn, cannot play, cannot grow. Poor families have limited access to nutritious foods, so malnutrition in Payatas is widespread. When our kids go compete in football games outside of Payatas, for example, they are often literally half the size of their counterparts from more affluent families. This is an alarming observation, especially when you put that side by side with the high ACE scores among these kids.

To help address the issue, we created the Fairplay Café. During the school year, we provide school lunches every day for our Fairplay Scholars. Our feeding program is different from the typical feeding program because we are based in the community and our program is sustained for school lunches, rather than just short-term relief not connected to a long-term solution for why the kids are hungry in the first place.

In 2019, the Fairplay Café provided a total of 37,674 meals throughout the year, about 3,000 meals per month, for our scholars, football players, and staff. We saw a massive drop in 2020 as we closed the Fairplay Café during the lockdown. We had originally planned to expand the Café in 2020 to sell in the community and beyond Payatas, but with the lockdown and staffing changes, we focused our energy on re-building the foundations again while continuing to serve meals internally, i.e. to our scholars and staff.



Table 11. No. of Meals Provided by the Fairplay Cafe

2019	2020
37, 674	14, 252

During the 4th quarter of 2020, we received a donation of VitaMeal from Save a Child, Save a Life. Specially formulated for malnourished children, VitaMeal⁷ is a vegetarian meal providing a balance of carbohydrates, protein, fat and fiber. The Fairplay Café prepared and distributed the free meals around the community, and this remains available at our Fairplay Café each day for anyone to go as a sort of 'soup kitchen.'



COMMUNITY EMERGENCY RELIEF OPERATIONS

IN RESPONSE TO ECQ



At the height of the ECQ imposed due to the pandemic, unemployment and hunger became widespread for many families, including those living in our Payatas community. Our beneficiaries in Payatas – our Fairplay Scholars and Payatas FC football players – and their families are among those who have been affected. To support them, we distributed hygiene kits and food packs (rice and assorted vegetables) weekly to families. With the financial support we received for the relief operations, we increased the number of beneficiaries supported, from 37 to 104 families.

Table 12 below breaks down the weeks and number of families supported each week with a link to the reports published on our website.

We received a total of Php 664,081.77 for the relief operations. The DSWD Authority/Solicitation Permit No. for our relief drive is DSWD-SB-SP-00089-2020. By the end of August, we officially closed the project and duly submitted our Fund Utilization Report to the Department of Social Welfare and Development.

During our Focus Group Discussion with the mother beneficiaries in January 2021, the mothers expressed gratitude not just to Fairplay but to all people who helped support them in terms of basic needs at such an uncertain and difficult period. Yet they also lamented that many are still unemployed, and this joblessness has meant less money and more debts. Indeed, relief operations are neither sustainable nor empowering in the long run; they are short term and for immediate relief in emergency situations only. It was certainly not expected that the Philippines would still be under lockdown at this point, a year after the first ECQ was declared.

Table 12. Community Emergency Relief Operations in Response to ECQ

Week No.	Date	Total No. of Families	Wave No.	Report Link
Week 1: Hygiene Supplies	19 Mar 20	37		https://fairplayforall.org/2020/03/18/fairplay-coronavirus-update-2-metro-manila-lockdown-what-we-are-doing-in-payatas-how-can-you-help/
Week 2: NONE		0		
Week 3: Food Packs	31 Mar 20	64	Wave 1	https://fairplayforall.org/2020/04/03/fairplay-coronavirus-update-3-relief-goods-for-our-families-during-manila-lockdown/
Week 4: Food Packs	7 Apr 20	88	Wave 2	
Week 5: Food Packs	14 Apr 20	88	Wave 3	https://fairplayforall.org/2020/04/15/fairplay-coronavirus-update-4-metro-manila-lockdown-extended/
Week 6: Food Packs	20 Apr 20	96	Wave 4	https://fairplayforall.org/2020/04/23/coronavirus-update-5-fairplay-food-packages-increase-to-96-families-as-lockdown-problems-deepen/
Week 7: Food Packs	27 Apr 20	100	Wave 5	https://fairplayforall.org/2020/05/01/fairplay-coronavirus-update-6-food-pack-distribution-continues-release-of-the-payatas-paper-1st-issue/
Week 8: Food Packs	4 May 20	104	Wave 6	https://fairplayforall.org/2020/05/01/fairplay-coronavirus-update-6-food-pack-distribution-continues-release-of-the-payatas-paper-1st-issue/
Week 9: Food Packs	11 May 20	104	Wave 7	https://fairplayforall.org/2020/05/15/fairplay-update-8-another-week-another-distribution/
Week 10: Food Packs	18 May 20	104	Wave 8	https://fairplayforall.org/2020/05/22/fairplay-coronavirus-update-9-lockdown-easing-restrictions-still-in-place/
Week 11: Food Packs	25 May 20	104	Wave 9	https://fairplayforall.org/2020/05/31/fairplay-coronavirus-update-10-restrictions-ease-as-ncr-shifts-to-gcq/
Week 12: Food Packs	1 Jun 20	104	Wave 10	https://fairplayforall.org/2020/06/09/fairplay-coronavirus-update-11-adjusting-to-new-measures/
Week 13: Food Packs	8 Jun 20	104	Wave 11	https://fairplayforall.org/2020/06/13/fairplay-coronavirus-update-12-the-distribution-continues-a-message-of-thanks-from-our-families/
Week 14: Food Packs	15 Jun 20	104	Wave 12	https://fairplayforall.org/2020/06/22/fairplay-coronavirus-update-13/
Week 15: CANCELLED				
Week 16: Food Packs	29 Jun 20	104	Wave 13	https://fairplayforall.org/2020/07/07/fairplay-coronavirus-update-14-operations-to-restart/



Week 1



Week 3



Week 4



Week 5



Week 6



Week 7



Week 8



Week 9

A photograph showing a woman from behind, carrying a large white plastic bag filled with laundry. She is walking through a narrow, dimly lit alleyway. On either side, there are laundry lines with clothes hanging. The walls are made of weathered, reddish-brown material. The scene conveys a sense of daily life and struggle.

We were all dealt a bad hand in 2020 in the form of COVID-19. At Fairplay, we have had to manage the challenge of (a) shutting down operations due to the lockdown yet continue supporting the community and our staff, (b) bridge the manpower gap brought by pandemic-related staff resignations, (c) cope with the struggles of restarting operations and getting back on track, (d) tackle the issues of the new school year including distance learning, as well as face the question of financial sustainability beyond 2020.

DIFFICULTIES/PROBLEMS ENCOUNTERED AND SOLUTIONS

SHUTTING DOWN NORMAL OPERATIONS

As reported in the previous sections, when the government declared the Enhanced Community Quarantine, or ECQ, on March 16, 2020 to stem the spread of the coronavirus and “flatten the curve” in the country, we complied with directives and shut down all our normal operations. All staff were asked to be with their families and make necessary preparations for the lockdown. It was a difficult time. It meant an interruption to the momentum we built and the plans we made. There was fear, uncertainty, anxiety and sometimes panic over a highly infectious disease. And a large increase in unemployment and underemployment massively challenged the already strained finances of many families, including those in Payatas.

Our solution was to re-focus our energies towards supporting our beneficiaries. Resources and manpower were thus immediately mobilized towards the emergency relief operations. During week 1 of the ECQ, we distributed hygiene supplies. On week 2 we started discussing and making preparations for our relief efforts. By week 3 we started the distribution of relief packs. This action also gave our Payatas-based staff something to do while normal operations were on hiatus, and throughout the extreme lockdown we made sure all employees received their salaries and taken care of to the best of our abilities.





GETTING BACK ON TRACK

When Metro Manila gradually transitioned from ECQ to GCQ, we gradually re-opened and adjusted our operations to comply with government guidelines. It was a difficult time not least because the government prioritized military over medical solutions, but also guidelines changed from time to time, often being announced virtually overnight. We did not know what to expect and it was hard to plan so we had to be flexible and adaptable but still allow room for stability, that once we restart operations we must strive for consistency knowing that children and youth respond well to routine and consistency.

Given the restrictions, we have had to ask ourselves the following questions:

What activities or areas of our operations are possible given the guidelines?

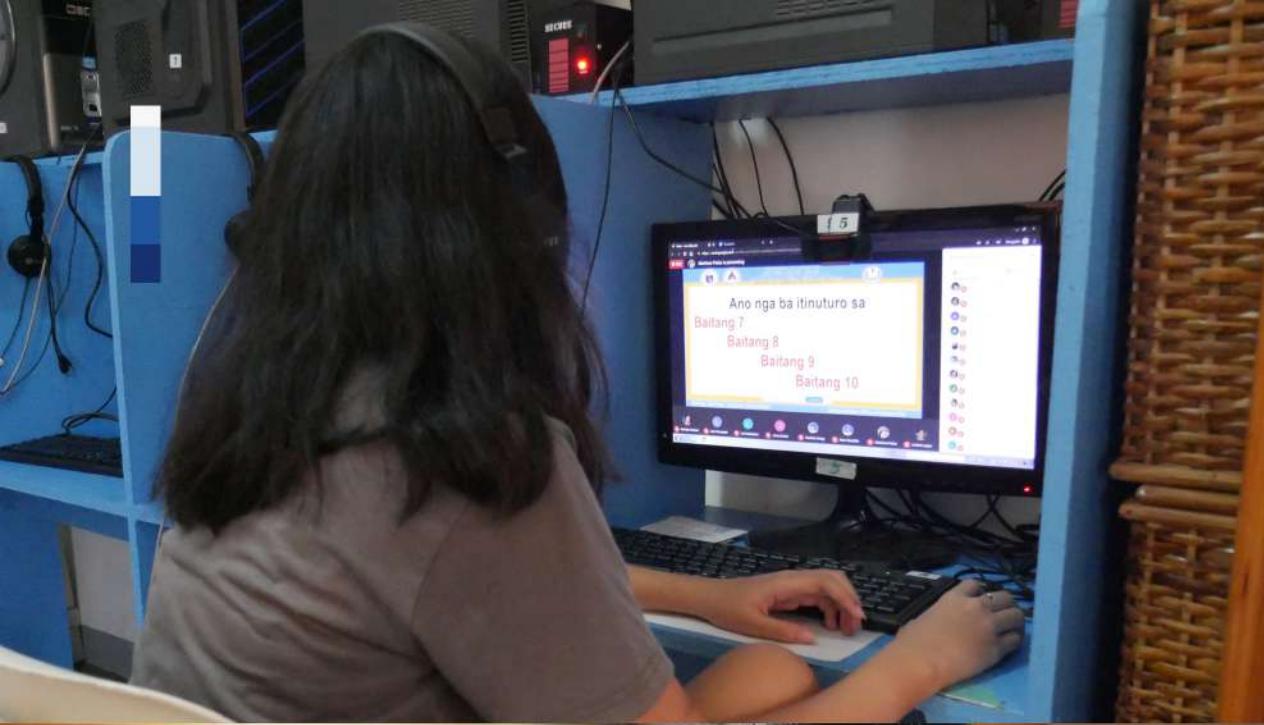
Among them, what can we do, given our capacities and limitations?

And which ones should be prioritized?

How do we implement the activities?

And who is best suited among our remaining manpower to handle them?

Our answers to the questions resulted in the re-implementation of areas of our operations in phases. In phase 1, starting July 2020, the Youth Center re-started academic support back-to-back with youth group sessions. The number of children and youth was limited, and a grouping system was utilized (see previous section on "Education Program"). This served as a testing ground for the families and the kids on how they respond to our reopening and for our staff on how to handle operations under a "new normal" setting, including enforcement of our workplace health and safety guidelines. The Fairplay Café re-opened minimally, serving the Fairplay Scholars.



In phase 2, starting October 2020, with distance learning officially started, academic support services of the Youth Center continued and focused on aiding our Scholars with the difficult transition to online or modular learning. The EQ Club sessions also restarted, utilizing the SEL curriculum of Pathway 2 Success. The youth group sessions were unmerged from academic support sessions and merged with EQ Club sessions. Also done in phase 2 was wave 2 data gathering for our community research (see previous section on "Community Research").

In phase 3, January 2021, we hope to restart Mothers' Group sessions. And in phase 4, April 2021, we hope to re-open our Payatas Sports Center and start football training sessions, or other non-contact sports. Hopefully by then, the lockdown restrictions have eased to allow contact sports again, but plans are being made around non-contact sports if these restrictions are still in place.

BRIDGING THE MANPOWER GAP

The pandemic and lockdown led to resignations of staff who resided outside of Payatas. Out of 5 non-Payatas-based staff, 3 resigned—one lived far and could not commute back and forth to the community, one experienced severe mental distress after losing a family member and needed a lengthened time to heal, and the last one eventually went home to their province with her family. The resignations left us with no Sports Manager, no Youth Center Manager, and no Creative Content Officer. With our sports activities on hold, it was the last two essential positions that concerned us.

Our solution: train up and mentor our older Fairplay Scholars as youth leaders and interns. This would fill the manpower gap in the short and immediate term and provide continuity in the long run. Many of the older scholars were also ready to take this step-up, but with travel to and from school they did not have the time to do so. Distance learning removed the commuting to and from college, for example, which freed up a good chunk of time. Many of them were also already trained as youth coaches and have handled groups of kids in training sessions. Thus, it was a fairly smooth transition from youth coach to youth leader. Each youth leader would lead a group of 7-8 kids, tutoring them, advising them, and assisting them with their schoolwork. All youth leaders would then meet together weekly with the Youth Center's Manager-Intern for debriefing, sharing of experiences, sharing of issues, and for support. The Youth Center Manager-Intern have a place in Fairplay's Interim Management Team and reports to the Executive Director for advising, guidance and mentoring.





A major challenge with this setup is that youth leaders and interns are, themselves still students. Though they do not need to commute back and forth to school or college, they still have their own online classes and modules to do. Indeed, during an FGD with the youth leaders and interns in January 2021, the youth leaders shared that their biggest challenge has been juggling their own schoolwork as well as helping the other kids with theirs. Thus, the positions are part-time with schedules that balance flexibility and consistency; schedules are adjusted based on the availability of the youth leaders, exam-periods, and particularly heavy workloads at school.

Other challenges they experienced included classroom management, especially handling rowdy kids, and feeling shy or timid in front of the kids – especially when they first started. Their biggest learnings have been in relation to overcoming these challenges and seeing themselves improve and grow, not just for themselves but for others. Some reported learning to manage their time as well as learning to teach and create lesson plans. One of them shared about realizing a profound change in attitude: from being selfish and thinking about one's self only to thinking about others and being more understanding towards the kids. They also observed that they have become friendlier with the kids, braver, and have more self-confidence.

For their contribution, youth leaders and interns receive an allowance; truly they have earned it. And so, rather than work in the junk shops, scavenging for metals and plastic, they earn their allowance supporting the other scholars and serving the community.

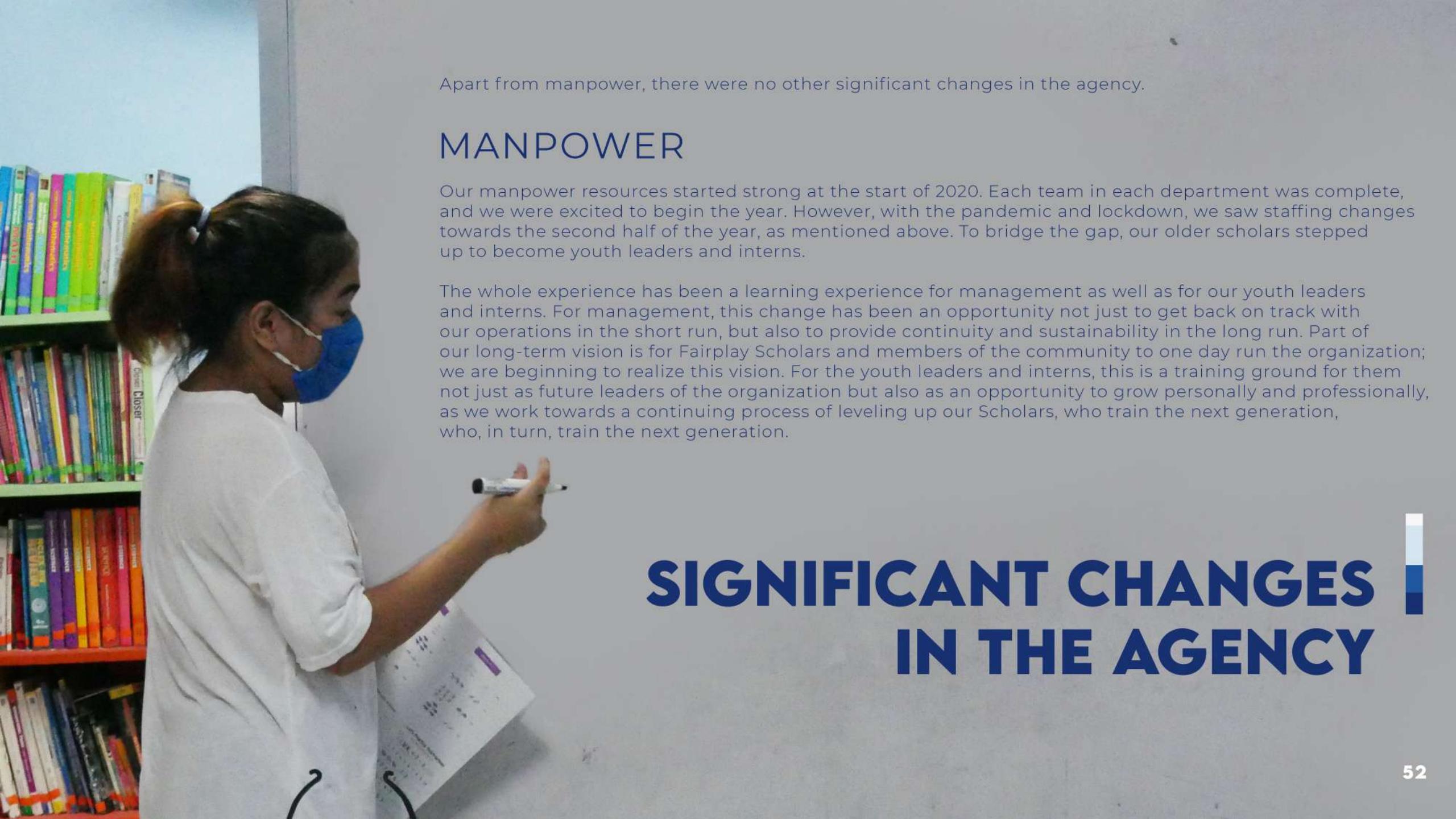
TACKLING DISTANCE LEARNING AND INTERNET WOES

A big challenge in 2020 has been the new school year. With the pandemic and lockdown, release of final grades from the previous school year was late, the official opening of classes of SY 2020-21 was greatly delayed, from June to October, and distance learning as a mode of learning delivery was implemented. This has affected many, especially children—more so the public-school students like the Fairplay Scholars.

Internet is a daily struggle. Internet in the Philippines has been described as slow and expensive compared to other countries. In Payatas, we have had problems over the years with intermittent and slow Internet and poor customer service by Internet providers. In 2020, students are experiencing these connection issues and it is affecting their online classes. We have already applied to upgrade Internet speeds, but we are still waiting for our application to be approved.

During our FGDs in January 2021, the kids reported how they are especially stressed with their modules and feel overwhelmed with the sheer amount of work they have to do, with little guidance from their teachers. Some of them reported that there were some teachers sending them instructions as late as 10:00 at night to 1:00 in the morning. Even with the support from the Youth Center, the kids are still having a hard time. To make matters worse, we have learned from some of the kids recently that many of them have received no grades in their report card even though they submitted all their schoolwork. And when they attempted to ask their teachers why this is so, some teachers have either blamed them for not submitting their modules while others have said that their grades were too low to warrant a grade. We have reassured the kids to continue doing their best, to learn what they can, and not worry so much about the grades this school year. Right now, that is all we really can do. We just hope that DepEd will be more understanding of the situation and not outright fail students, and that a more compassionate and effective response to the ongoing lockdown will be found for the public-school setting.





Apart from manpower, there were no other significant changes in the agency.

MANPOWER

Our manpower resources started strong at the start of 2020. Each team in each department was complete, and we were excited to begin the year. However, with the pandemic and lockdown, we saw staffing changes towards the second half of the year, as mentioned above. To bridge the gap, our older scholars stepped up to become youth leaders and interns.

The whole experience has been a learning experience for management as well as for our youth leaders and interns. For management, this change has been an opportunity not just to get back on track with our operations in the short run, but also to provide continuity and sustainability in the long run. Part of our long-term vision is for Fairplay Scholars and members of the community to one day run the organization; we are beginning to realize this vision. For the youth leaders and interns, this is a training ground for them not just as future leaders of the organization but also as an opportunity to grow personally and professionally, as we work towards a continuing process of leveling up our Scholars, who train the next generation, who, in turn, train the next generation.

SIGNIFICANT CHANGES | IN THE AGENCY

PLAN OF ACTION FOR 2021

The COVID-19 pandemic and the long lockdown period of 2020 had derailed us for a little bit, but we continue to adapt. We hope for a better 2021, not just for Fairplay but for the country and the world.

We have set several priorities for 2021 to better deliver on our projects and support within our community.

In our Sports Program, the upgrading of our facilities, which we had originally planned for in 2020, is now underway. By the end of the second quarter, we will have a complete Payatas Sports Center (PSC), ready to serve the community again, and beyond. We hope to reach at least 200 to 250 kids regularly training and playing in Payatas, coached by qualified Fairplay Level 2 Youth Coaches from among our older players. Hopefully by then, restrictions against contact sports will be eased.

For sustainability, the PSC will also become a space for groups, teams, and individuals outside of Payatas to play, join training sessions, hold tournaments and events for a fee as an income generating activity. Any revenue the PSC makes will be reinvested back into the Sports Program—to pay for the maintenance of the facility and for our youth coaches, so they can coach rather than scavenge.

Many of our talented football players have received offers for varsity scholarships at university. This has become an attainable path for them to receive tertiary education while doing something they love: football. With our improved facilities, we hope to continue becoming a talent hotbed for grassroots football players in the country and support Philippine football and futsal.

In our Education Program, we plan on increasing our scholars to 100 by SY 2021-2022. The Youth Center would become a learning hub for Fairplay Scholars and their families. Our academic support sessions, EQ Club sessions, Youth Groups and Mothers Club will be fully rolled out. The Internship Program would continue to provide on-the-job-training to Fairplay Scholars to nurture their personal and professional growth.

Our Social Business, the Fairplay Café, will finalize a new and improved menu for internal and external sales – for our school lunches and meals served to Fairplay Scholars and staff, and for selling in the community and potentially outside of Payatas. The Fairplay Café thus aims to break even on its own merit through the year and provide livelihood and training opportunities to Fairplay Scholars and mothers who want to venture into the culinary world or restaurant management sector.

All in all, by the end of 2021, Fairplay should be in a position where our facilities are fully fit-for-purpose as a sports center, youth center, and social business, representing the final model of our facilities for Fairplay in Payatas. This will better enable us to offer the four pillars of an effective mentoring program: academic tutoring, social support, financial incentives, and mental health, and to become more self-sustainable while doing it. With a promising start to the new year, we expect 2021 will be one we can look back in hindsight with great pride.



REFERENCES

¹To learn more about Pathways to Education, read the study conducted by Philip Oreopoulos et al. "Pathways to Education: An Integrated Approach to Helping At-Risk High School Students" here: <https://www.nber.org/papers/w20430.pdf>, or listen to the podcast by Freakonomics, "How to Fix a Broken High Schooler, in Four Easy Steps (Ep. 189)", for a quick listen: <https://bit.ly/2LWq39z>.

²Llego, M. (2020). DepEd Learning Delivery Modalities for School Year 2020-2021. TEACHERPH. <https://www.teacherph.com/deped-learning-delivery-modalities/#:~:text=Distance%20Learning,TV%2FRadio%2DBased%20Instruction>.

³The World Bank. (2011). Getting to Equal: How Educating Every Girl Can Help Break the Cycle of Poverty. The World Bank. <https://www.worldbank.org/en/news/feature/2011/09/22/getting-to-equal-how-educating-every-girl-can-help-break-the-cycle-of-poverty>

⁴K.L. Alexander, D.R. Entwistle, L.S. Olson. (2007). Lasting Consequences of the Summer Learning Gap. *American Sociological Review*, 72(2): 167-180. 10.1177/000312240707200202

R.L. Coley, C.L. Kruzik, E. Votruba-Drzal. (2019). Do family investments explain growing socioeconomic disparities in children's reading, math, and science achievement during school versus summer months? *Journal of Educational Psychology* 112(6). 10.1037/edu0000427

⁵Sahle, B.W., Ofori-Asenso, R., & Renzaho, A.M.N. (2020). Adverse childhood experiences should be priority in global response to COVID-19. *Journal of Pediatrics and Child Health*, 56(10), 1656-1657. <https://doi.org/10.1111/jpc.15132>

⁶Sanders L. M. (2020). Is COVID-19 an adverse childhood experience (ACE): Implications for screening for primary care. *The Journal of Pediatrics*, 222, 4-6. <https://doi.org/10.1016/j.jpeds.2020.05.064>

⁷Nu Skin. (n.d.). https://www.nuskin.com/en_ZA/culture/nourish_the_children/vitameal_-_more_thanjustameal.html





CONTACT US

 Fairplay For All Foundation
 www.fairplayforall.org
 ffafoundation@gmail.com

 32 Bicol Street, Payatas B.
Quezon City, Metro Manila, PH
 02 856 99074

