



Annual Progress Report 2011

**Scaling-up the Essential Health Care Program in the Philippines to Marginalized  
Child Populations in the Autonomous Region in Muslim Mindanao**

AusAID Agreement Number 58855

## Summary

Children in the conflict-ridden Autonomous Region Muslim Mindanao (ARMM) – one of the poorest areas in the Philippines – lag far behind in education and health related development indicators. Ill child health is known to be a key reason for ARMM's lowest national school completion rate and a dropout rate of 36 % after Grade 1.

Aiming to transform ARMM public elementary schools into healthier places, the Australian and the German Governments are co-funding a Program to implement, in partnership with the Philippine's Department of Education (DepEd), the Essential Health Care Program (EHCP) in ARMM. EHCP institutionalizes daily handwashing and toothbrushing as well as bi-annual deworming as school-based group activities. In ARMM elementary schools, EHCP implementation is coupled with low-cost sanitation solutions to further improve hygiene and quality of life of school children in ARMM. Healthier children are expected to perform better and their drop-out rate is projected to decrease.

In April 2011, the Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ) was commissioned by both German and Australian Governments with the execution of the 3-year Program "Scaling-up EHCP with a focus on marginalised child populations in ARMM". GIZ contracted the EHCP-expert NGO *Fit for School Inc.* to execute the Program in ARMM. In the first Program year, EHCP and low cost sanitation solutions are planned to be implemented in 30 Model Schools. In the following two years, the number of schools is to be upscaled to 300.

Eight months into the first year of implementation, the foundations for a successful and sustainable implementation of the Program have been laid:

- *Fit for School Inc.* and GIZ recruited and trained a team of an ARMM coordinators and four field staff, as well as an international adviser and five officers for finances, administration, M&E and PR.
- Receiving organizational development and tailored training, *Fit for School Inc.* was capacitated to establish effective administrative and transparent financial processes.
- Implementing EHCP in ARMM requires high conflict sensitivity, which has been incorporated into the planning and execution of field operations of *Fit for School Inc.* in ARMM.
- Research to select and field test low-cost sanitation facilities is undergoing.

In ARMM, the implementation of EHCP is under way with several milestones achieved during the first months:

- An Implementation Agreement to endorse the details of the Program's implementation has been circulated for consultation at DepEd Central office.
- Fit for School has signed Memoranda of Agreement to collaboratively implement

EHCP with the ARMM Government and with the Provincial Governments of Maguindanao and Lanao del Sur (including Marawi City).

- EHCP has been launched in both mainland Provinces with strong support from the seven targeted School Division.
- 35 Model Schools have been selected by stakeholders in a participatory and conflict-sensitive process (five per Division), and the School Divisions' staff, LGU officials, principals and teachers, as well as parents are currently oriented and trained in EHCP implementation.

There are some fundamental risks to reliable operation in ARMM, which have had high impact on *Fit for School Inc.*'s work in the field: namely, the poor and unpredictable security situation in ARMM, as well as the political instability at the different political levels. In spite of these risks, the implementation of EHCP in partnership with DepEd on behalf of the Australian and German Governments is well on track.



Photo 1: Handwashing girl during EHCP Launch in Lanao del Sur



Photo 2: DepEd ARMM officials during EHCP Launch in Maguindanao

# 1 Introduction/Overview

A Delegated Arrangement to realize the 3-year Program “Scaling-up the Essential Health Care Program in the Philippines to Marginalized Child Populations in the Autonomous Region in Muslim Mindanao” was signed by the two co-financing Donors, the Governments of Australia and Germany, in April 2011. Both Governments commissioned the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) to implement the Program in partnership with the Department of Education (DepEd) of the Philippines and the Philippine NGO *Fit for School Inc.* (FIT). The Program period of three years began on 13 April 2011.

The objective of the Arrangement between GIZ and AusAID is to improve donor co-ordination and harmonization through delegated co-operation, thereby reducing the administrative burden of the Government of the Philippines and enhancing the efficiency of the Donors' development co-operation activities.

The overall objective of the Program is to improve school performance and retention, and healthy behavior of children in the Autonomous Region in Muslim Mindanao (ARMM), through improving schools to become healthy places and the implementation of an effective school health program.


GIZ is acting in execution of the commission with which it has been charged by the Government of the Federal Republic of Germany and the Government of Australia.

The Philippine Government's Essential Health Care Program (EHCP) is an innovative, integrated school health program, which links resources of the health and the education sector and is currently implemented in 40 provinces in the Philippines, covering about 2 Million children. The Program institutionalizes washing facilities and school-based handwashing with soap, and toothbrushing with fluoride toothpaste as daily group activities, as well as bi-annual deworming. It is a joint effort of DepEd, as implementing agency, the provincial governments, who contribute the materials (soap, toothbrushes and toothpaste), and the local communities and parents contributing to the construction of washing facilities. FIT and GIZ are supporting DepEd in scaling up the EHCP implementation and provide technical assistance for program management, monitoring and evaluation. GIZ is implementing the Program through the NGO *Fit for School Inc.*

This “Annual Report” documents the progress of the Program from 13 April 2011 to 15 November 2011. With approximately seven months of reporting period, this “Annual Report” reflects the activities and achievements in the calendar year 2011.

## 2 Key Activities Undertaken and Outputs per sub-component

*Table 1: Activities undertaken and outputs produced according to Project Proposal*

Activity	Output
<p><u>1. Selection of 30 pilot schools in the four mainland divisions</u></p> <p>The selection of Model Schools required frequent advocacy and information of SDS, Division and LGU staff. Overall, over 30 formal and 50 informal meetings with stakeholders were held in the seven Divisions to consult and come to a decision in a participative way.</p>  <p><i>Photo 3 Toothbrushing children during EHCP Launch in Maguindanao</i></p> <p><i>Please refer to Annex 1b “Activities in Preparation of School Selection”.</i></p>	<p>A total of 35 Model Schools have been identified by DepEd ARMM by 11 November 2011:</p> <p>5 model schools per division (Maguindanao I, Maguindanao II, Lanao del Sur IA, Lanao del Sur IB, Lanao del Sur IIA, Lanao del Sur IIB, Marawi City) have been selected by the LGUs and DepEd ARMM according to given criteria (security, supportive school head, close to central school, approximately 350 students on average, mix of schools with / without water access, BEAM-ARMM and 4P synergies).</p> <p>These schools cover approximately 16,000 children, have 392 classrooms and are staffed with 545 teachers.</p> <p><i>Please refer to Annex 1a “Actual Population Data of Pilot Schools as of 15 November 2011”. Please also refer to the ‘Benefits’ section for details on the selection process.</i></p>
<p><u>2. Survey to identify baseline needs (Assessment of WatSan situation in the schools / health status of children / school attendance / behaviour change / quality of life research) and conducting survey of selected indicators prior to program implementation.</u></p> <p>To assess baseline data on the WatSan situation in schools, the following activity was undertaken: the Unicef WASH in Schools assessment tool has been pre-tested and adjusted to the Mindanao / Philippine context.</p>	<p>The survey to identify baseline needs for the situation of water and sanitation facilities in schools is finalized. A specifically adapted Unicef WASH in Schools assessment tool is available and currently being used to collect data on water and sanitation in all Model Schools.</p> <p><i>Please refer to Annex 2a and b “WinS Interview” and “WinS Observation” respectively.</i></p>



### 3. Intensive awareness raising, sensitizing and advocacy in DepEd and LGUs

Awareness raising through Project Officers (POs) at different levels of government is a regular Program activity in ARMM.

The MoA signings and EHCP Launches were a result of these activities. In detail, the following activities were undertaken to realize the EHCP launches in Maguindanao and Lanao del Sur (including Marawi City):

- Constant coordination with LGU, DepEd Magindanao Divisions, ARMM Government, DepEd ARMM, AusAID and GIZ, BEAM ARMM, and school personnel;
- Organization of the GIZ/AusAID visits to ARMM;
- Training of launch schools (DepEd, PTCA, Barangay) on EHCP.

The Release of “DepEd ARMM Order no. 001 2011” in October 2011 was preceded by intensive advocacy, namely through the following activities:

- Consultation with SPCO Managing Director and HNU Chief;
- High level advocacy to harness support for EHCP and the Order;
- Drafting Order and providing PR-coverage.

Awareness raising through POs at different levels of government occurs regularly in ARMM. Outputs from these activities include:

- Two EHCP Launches covering the whole Program Area for year one with high level participation;
- The Release of “DepEd ARMM Order no. 001 2011” in October 2011 outlining the responsibilities of DepEd, FIT, and LGUs and mandating DepEd officials to collaborate with the EHCP-stakeholders;
- Good technical and personal relationships with School Divisions’ Superintendents (SDS) and their staff resulting from regular PO correspondence.



Photo 4 MoA Signing in Lanao del Sur

Please see Annex 3a “EHCP Launch Maguindanao Maguindanao”, 3b “EHCP Launch Lanao del Sur”, and Annex 3c “DepEd ARMM Order no. 001 2011”.

<p><u>4. Establishment of MoUs with LGUs in all 3 mainland provinces / city</u></p> <p>Activities to prepare the MoUs signings included:</p> <ul style="list-style-type: none"> <li>• Presentation and Advocacy of EHCP in a series of meetings to the ARMM Secretary, DepEd ARMM Secretary, HNU Chief at Regional level;</li> <li>• Presentation and Advocacy of EHCP in a series of meetings to the Governor, the different SDS, and constant consultation of the LGU and the DepEd divisions of Maguindanao and Lanao del Sur at province and division level;</li> <li>• Preparation and consultation of MoUs' content and advocacy and organization of the signing;</li> <li>• PR-work for the MoA and the signing events.</li> </ul>	<p>Memoranda of Agreement, between each of the respective DepEd ARMM Divisions, the respective LGUs, and FIT on the mutual implementation of EHCP in ARMM have been established with:</p> <ul style="list-style-type: none"> <li>• the ARMM Government;</li> <li>• School Divisions of Maguindanao (I, II), and Lanao del Sur (IA, IB, IIA, IIB) - Marawi City Division is included in this MoA.</li> </ul> <p><i>Please see Annex 4a-c "Memoranda of Agreement" for copies of the respective MoUs.</i></p>
<p><u>5. Intensive orientation and training of DepEd-ARMM and LGU personnel on effective, implementation and management of school health programs</u></p>	<p>By 15 November 2011, four Trainings of Trainors (ToT) were provided in 4 model schools to a total of:</p> <ul style="list-style-type: none"> <li>• 1 SDS;</li> <li>• 4 School Heads;</li> <li>• 72 Teachers;</li> <li>• 2 Division and 3 School Nurses;</li> <li>• 5 Municipal and 5 Barangay officials; and</li> <li>• 7 PTCA members.</li> </ul> <p>ToTs consist of:</p> <ul style="list-style-type: none"> <li>• EHCP Orientation;</li> <li>• Implementation Requirements;</li> <li>• Implementation Deficiencies;</li> <li>• M&amp;E;</li> <li>• Action Planning;</li> <li>• Material Distribution Scheme.</li> </ul> <p><i>Please see Annex 5 "Training of Trainors conducted as of November 15 2011" for a detailed breakdown of participants per school.</i></p>

<p><u>6. Facilitation of technical working group on school health</u></p>	<p>The facilitation of Technical Working Groups (TWG) per Province is ongoing. Draft lists of TWG members are circulated for consultation with SDS and LGUs.</p>
<p><u>7. Regular visits and on-the-spot trainings</u></p> <p>Project Officers visit Model Schools at least twice per month, generally in the context of one formal assessment visit and one informal meeting for feedback and on-the spot training.</p> <p>With exception of security related travel restrictions, this frequency has been upheld since the selection of schools became increasingly apparent in October 2011.</p>	<p>The visits are documented by both the POs and the schools to undertake iterative assessments and on the spot-trainings during visits.</p>
<p><u>8. Development and testing of low-cost water &amp; sanitation model facilities for schools in different representative settings (urban/rural, water situation etc.) and respective activities related to 'school led total sanitation'</u></p> <p>Activities in this context include:</p> <ul style="list-style-type: none"> <li>• Recruiting an expert on low-cost sanitation solutions;</li> <li>• Selecting suitable sanitation solutions; and</li> <li>• Selecting suitable research sites and purchasing materials for building and testing solutions.</li> </ul>	<p>Construction materials have been purchased for use in the research site in Lanao del Norte. (Lanao del Norte offers a safer environment for testing low-cost facilities – with environmental and socio-cultural conditions similar to those in mainland ARMM.)</p>



9. Promotion of access to water, support communities respective installation and upgrading of washing facilities and sanitation solutions for the 30 demonstration schools



Photos 5-7: Parents building group washing facilities in Lanao del Sur

In six model schools, communities have already completed the construction of washing facilities, though all other schools were still in the orientation process by November 15.

Kick-start materials are purchased and ready for distribution once the washing facilities are functional. In order to guarantee accountability for these materials, a monitoring system to oversee the distribution is currently in development.

Please refer to Annex 6 “List of School with constructed Washing Facilities” for details.

10. Recruitment and training of local staff to provide technical assistance to the DepEd-ARMM Divisions and LGUs

The following local staff were recruited:

- 1 ARMM Coordinator;
- 4 Project Officers (2x Lanao del Sur, 1 Maguindanao, 1 Marawi City);
- 1 M&E Coordinator;
- 1 Communications Officer;
- 1 Water and Sanitation Officer (financed through UNICEF funds).

The ARMM Coordinator and the POs received five days of Regional or

	<p>Provincial Project Officer Trainings, respectively, covering:</p> <ul style="list-style-type: none"> <li>• EHCP Orientation;</li> <li>• M&amp;E including practical training;</li> <li>• Partnership with LGU and DepEd</li> <li>• Partner Landscape and how to collaborate with other players.</li> </ul> <p><i>For details on further training and capacity building, please refer to Table 2 below.</i></p>
<p><u>11. Development and institutionalisation of intersectoral collaboration between the health, education and water/sanitation sectors, including strengthening of partnerships in the area of sanitation in ARMM</u></p>	<p>The MoUs signed (reported under Activity 4) and the the EHCP launches with stakeholder-wide participation prove the commitment of stakeholders to participate in an intersectoral effort in order to facilitate the improvement of the health and school attendance and performance of their school children.</p> <p>The TWGs, where intersectoral technical partnerships are strengthened and policies aligned and developed, are in the process of formalization. They are expected to meet for the first time by February 2012.</p>
<p><u>12. Applying multi-level approaches, which enables integration and feedback of experiences into policy processes and other important linkages between different levels within ARMM and the national level</u></p> <p>FIT is experienced in institutionalizing EHCP across the Philippines. These experiences are translated and adapted to the specific political context of ARMM. POs communicate them to the different political levels (Barangay, Municipality, Province and DepEd ARMM with its Divisions). Moreover, they communicate their local experiences to the national level.</p>	<p>GIZ and Fit for School Inc. actively advocate for a stronger national support for EHCP from all relevant stakeholders. A core argument in this context is the good performance and successful feedback of EHCP implementing LGUs and Divisions.</p> <p>Keynote speaker of the School Health Congress in Baguio (6-8 December 2011), Education Secretary, Br. Armin Luistro, confirmed that EHCP and the Fit for School concept as the official approach to set directions and manage the school health program of DepEd. He encouraged the DepEd Divisions to engage in partnership with LGUs and shift from treatment orientation in few schools to prevention on mass scale.</p> <p>ARMM Coordinator and POs participated in the Congress.</p>

	See Annex 7 “Program of the Congress, Day 2”.
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Table 2: Additional Activities undertaken and outputs produced

Activity	Output
<u>1. Drafting a Implementation Agreement</u>	<p>A Draft Implementation Agreement outlining the details of the Program was drafted and presented to DepEd Secretary of Education, Hon Br. Armin Luistro for consultation.</p> <p><i>Please refer to Annex 8 for the “Draft Implementation Agreement”.</i></p>
<u>2. Facilitating Organizational Development for FIT</u>	<p>Organizational Development provided by or through GIZ comprised of the following trainings and workshops:</p> <ul style="list-style-type: none"> <li>• A two-day leadership coaching session for FIT’s Directors was facilitated;</li> <li>• A two-day organizational development-session on the distribution of roles and responsibilities between GIZ and FIT, as well as the review of processes and communication strategies, was facilitated;</li> <li>• A two-day Team Building for the entire FIT staff was provided for by GIZ;</li> <li>• A two-day Do no Harm-Workshop (Activity 6 in this table) was conducted;</li> <li>• One Time Management and one Knowledge Management Workshop was provided for FIT staff;</li> <li>• An M&amp;E-Orientation to harmonize M&amp;E between BEAM ARMM, FIT, and GIZ was facilitated.</li> </ul> <p><i>Please see Annex 9a-c “Attendance Sheet” for further details.</i></p>
<u>3. Providing on-the spot coaching as well as contracting and financial services to FIT</u>	<p>Coaching and other services were provided by GIZ in the form of the following measures:</p> <ul style="list-style-type: none"> <li>• On the spot-advice and coaching to</li> </ul>

	<p>compensate effects of the fast organizational growth including backstopping in the development of internal procurement and financing guidelines;</p> <ul style="list-style-type: none"> <li>• GIZ has assumed background work on research tasks that FIT implements in the Program area;</li> <li>• Contracts for consultants and research assistants were prepared through GIZ, applying GIZ-approved legal standards;</li> <li>• Regular backstopping by international consultant for FIT Directors.</li> </ul>
<u>4. Ensuring that funds transferred to FIT are used effectively and efficiently</u>	<p>The financing of those components that FIT is implementing is managed via the GIZ tool “Financial Agreement”. Financial backstopping and training was provided to FIT and the NGO reports to GIZ according to GIZ accounting and financing standards.</p>
<u>5. Providing research services and technical backstopping for research in the fields of education, health, and water sanitation research</u>	<p>Research was commissioned to obtain a study on appropriate low-cost toilets for ARMM elementary schools. The preparation and supervision of the research relied heavily on GIZ water and sanitation expertise that continuously provides support to FIT.</p> <p>Backstopping was provided in the context of a common research project on sanitation and personal hygiene behaviour in Mindanao. The data gathering is finalized and the final report is expected in January 2012. It will inform the solution finding of low-cost toilets for Program schools.</p> <p>Extensive research of impact of EHCP on health of children and school attendance has been carried out in 23 reference schools in Camiguin. This research project serves as the national reference r project for EHCP . The results provide evidence that school based hygiene activities reduce percentages of children with low body mass index, reduced percentage of</p>

	<p>children suffering toothache, reduced percentage of children with heavy intensity worm infection. School absenteeism was reduced significantly. Results of this study is used for advocacy in the ARMM region.</p> <p><i>Please see Annex 10 for “Personal Hygiene Research Protocol” of the ongoing research.</i></p>
<p><u>6. Building peace-building and conflict-sensitive capacities</u></p>	<p>A two-day Do No Harm-training was provided to FIT’s ARMM coordinator and to the four ARMM Project Officers. Conflicts were mapped and mitigation strategies per Division were elaborated. The available tools and approaches are currently integrated into a PO Manual to inform POs’ practice.</p> <p><i>Please see Annex 11a-b for the Program and Agenda of the “PCA – Do-no-harm Training”, respectively.</i></p>
<p><u>7. Supporting the international recognition of EHCP as a model program and increasing the visibility of FIT</u></p>	<p>Nominated by GIZ, FIT and DepEd were awarded the “PEGNet Best Practice Award” for the close evidence-based link between program design and implementation.</p>



### 3 What was achieved?

#### **Benefits**

The first core benefit of the activities in ARMM and the advocacy at national level is the increasingly clear distribution of roles and responsibilities among the different stakeholders of EHCP implementation. Across the multi-level and intersectoral setting of EHCP implementation in ARMM, actors are aware of their tasks and deliverables and begin valuing the benefits they obtain through their contribution.

As stakeholders develop a deeper understanding how their respective responsibilities weave into a successful implementation of EHCP, the political and financial potential of their cooperation becomes more apparent. These incentives reinforce their commitment to live up to their responsibilities.

The second core benefit from the activities undertaken since the beginning of the Program is the successful creation of a competent and motivated FIT team in ARMM.

Following the initial months of recruiting, procuring, orienting, and training, the meanwhile trained and capacitated FIT team responsible for ARMM fulfil their tasks with increasing routine and growing impact in the schools and Divisions. This is as true for the recently employed PR- and M&E- staff in Manila as it is for the field team in Mindanao. The local networks they have established over the past months are tightening and the communication they facilitate between different stakeholders, particularly SDS, LGUs, and Model School heads, is becoming more regular and more technically substantial. The signed MoAs, the DepEd Order, and the EHCP Launches illustrate this progress, as does the already ongoing formalization of Technical Working Groups.

Finally, the third key benefit is the promising result of the thorough and transparent preparation of the selection of model schools per Division. The selection process followed a two-step approach: 1. DepEd Divisions provided a short list of schools; 2. the LGU in charge selected the model schools from the list. This was entirely facilitated by FIT staff, who were also widely involved in determining the criteria to select model schools, however, FIT was never engaged in the very selection of schools. This paid back when, towards the end of the process, conflicts arose about the distribution of Model Schools between and within different Divisions. Applying a conflict-sensitive do no harm-approach during the school selection process enabled FIT to remain a neutral and cooperative facilitator. At the same time, FIT successfully avoided adding further layers to the existing conflicts.

The Philippine Development Plan 2011-2016 clearly identifies that in “conflict-affected areas, the peace talks must be complemented by the delivery of basic services, institution of good governance, people empowerment [and] policy reform”. The Program proved elsewhere to contribute to these complementary elements and, thus, to lasting peace-building efforts. Accordingly, the third benefit of the Program is the implicit contribution to social wellbeing, conflict mitigation and peace building efforts in ARMM.

Table 3: Benefits and Evidence

Benefit	Evidence
<u>1. Successful creation of a competent and motivated FIT team for EHCP implementation in ARMM</u>	<p>Staff have been recruited and work cooperatively and collaboratively on their tasks to institutionalize and promote EHCP in ARMM.</p> <p>During a team building activity, the ARMM team proved to be well integrated in the wider FIT team.</p>
<u>2. A clear distribution of roles and responsibilities between the different stakeholders within the multi-level and intersectoral setting of ARMM</u>	<p>MoAs signed by the Division Representatives, LGUs at Provincial level, and by the ARMM government clearly line out roles and responsibilities of the various stakeholders.</p> <p>In addition, the ARMM Government, for instance, visibly honoured its obligation by issuing an ARMM-wide Order to implement EHCP.</p> <p>Along the same line, some schools have already finalized and others are in the process of building group washing facilities.</p> <p><i>Please refer to Annex 3c, 4, and 6.</i></p>
<u>3. Mitigation of unpredictable harm and potential conflict due to using an objective and partner-owned model school selection process</u>	<p>Knowing of tensions between and within Divisions concerning the selection of Model Schools, it was agreed that LGUs and Divisions shortlisted and selected schools, respectively.</p> <p>The criteria of selection were clearly established in collaboration with FIT as a result, each Division hosts five schools, and stakeholders continue to support EHCP following the selection process.</p> <p><i>See Annex 1a “Actual Population Data of Pilot Schools as of 15 November 2011”.</i></p>

### ***Unintended benefits***

At this early point of the EHCP implementation in ARMM no unintended benefits can be reported.

### ***Achievements against Logframe indicators***

With most logframe indicators of the Program targeting the Program's performance towards the end of the Program duration, it is at this point impossible to report comprehensively on related Assumptions, Results, and Evidence as requested in the Annual Report Template. Due to the early point of reporting, these three categories are instead subsumed under the Progress column.

*Table 4: Performance against Logframe*

<b>Output/Outcome Indicators</b>	<b>Means of verification</b>	<b>Progress</b>
<u><i>Successful implementation within the Department of Education (DepEd) system using the FIT / DepEd Monitoring and Evaluation (M&amp;E) tool.</i></u>		
Indicator: Quality of implementation according to M&E tool.	DepEd Order binding School Divisions to implement EHCP in DepEd ARMM.	A DepEd Order has been issued by the DepEd ARMM on 28 October 2011 binding all mainland ARMM SDS to collaborate and work closely together with FIT in order to implement EHCP, implicitly including the application of the M&E tool, within their Divisions.
Target: Implementation quality in 60% of Program schools is scored 'green' (successful) according to the M&E tool. (180 schools out of 300 schools).	Number of school reports using M&E tool.	At this point, no M&E reports have been produced.
	Number of "green" – performing schools according to M&E tool.	At this point, no M&E reports have been produced.
		<i>Please see Annex 3c "DepEd ARMM Order no. 001 2011" for further details.</i>

<p><u>Formalisation of intersectoral collaboration</u></p> <p>Indicator: MoUs signed and enacted in ARMM on a regional level as well as in all participating divisions/ provinces; School health policies and guidelines drafted and adopted at all levels.</p> <p>Targets: MoUs signed in at least 2 local government units (LGUs) during pilot phase, school health policies drafted and adopted during year 2.</p>	<p>MoUs; DepEd Orders; Official EHCP Launches.</p>	<p>An MoU to implement EHCP collaboratively between FIT and the Regional Government of ARMM was signed and is in effect. In consequence, DepEd ARMM issued the Order requesting the Divisions Superintendents and their staff to collaborate with FIT to implement the program. Equivalent MoUs with the LGUs Maguindanao and Lanao del Sur, including the Division Marawi City, were signed and are in effect.</p> <p>EHCP has been officially launched in Maguinadanao and Lanao del Sur.</p> <p><i>Please see Annex 4a-c "Memorandum of Understanding".</i></p>
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<u>Improvements in water and sanitation facilities</u>		
<p>Indicator 1: Schools have access to water</p> <p>Targets: 60% of schools without water access prior to the Program launch have water access on the school ground</p>	<p>Baseline study of schools and their progress documentation according the WatSan assessment tool.</p>	<p>The aggregated data on water access (and sanitation facilities) is not yet available; it is scheduled to be collected in the beginning of 2012 according to the school WatSan assessment tool developed by UNICEF and modified to the needs of this Program by FIT.</p>
<p>Indicator 2: Prototype solutions of washing facilities and sustainable sanitation solutions for resource-poor settings are developed, field-tested and implemented, participating schools and classrooms have appropriate washing facilities and toilets</p>	<p>Progress report on prototype research, building, and testing from GIZ.</p>	<p>Research in cooperation with UNICEF, on the one hand, and GIZ Water and Sanitation experts, on the other, has begun. An international expert is yet to be recruited to oversee the prototype development.</p>
<p>Targets: Prototype solution developed, tested and constructed in at last 80% of the 180 classrooms in the 30 demonstration schools during year one, 960 additional classrooms In year 2; and 660 additional classrooms in year 3 (total cumulative number 1,800 classrooms over the Program duration)</p>	<p>Research, testing and building reports, the latter based on the ongoing schools' assessment with the WatSan assessment tool.</p>	<p>No documentation can be provided yet.</p>
<p>Indicator 3: 'zero open defecation' solutions are developed and implemented</p> <p>Targets: 60% of schools (160 schools out of 300 schools) implemented 'zero open defecation' solution</p>	<p>Baseline study of schools and their progress documentation according the WatSan assessment tool.</p>	<p>The aggregated data on toilet availability, condition, and function is not yet available; it is scheduled to be collected in the beginning of 2012 according to the school WatSan assessment tool developed by UNICEF and modified to the needs of this Program by FIT.</p>



<p><u><i>Strengthening of civil society capacity</i></u></p> <p>Indicator: Parents/ Community involvement in Program implementation.</p> <p>Target: Community members have contributed their manpower to construct the washing facilities and low-cost sanitation solutions in at least 80% of 300 Program schools. (240 schools out of 300 schools).</p>	<p>Baseline data from WASH in Schools (WinS) surveys.</p> <p>School visit reports from POs; School Improvement Plans.</p>	<p>The WinS baseline data is not yet available.</p> <p>As of November 15, six Model Schools have finished constructing washing facilities.</p> <p><i>See Annex 6 for details on the schools.</i></p>
<p><u><i>Institutionalizing a healthy school environment as part of school management</i></u></p> <p>Indicator 1: Principals/ Teachers-in-charge who have issued a plan/ schedule for the construction and maintenance of group facilities as well as for daily group activities.</p> <p>Target: 60% of principals/ teachers-in-charge have issued a plan / schedule for the construction and maintenance of group facilities as well as for daily group activities.</p> <p>Indicator 2/ Target: Essential Health Care Program (EHCP) (management) is included in the Human Resource training programs of DepEd and the regular teacher in-service trainings.</p>	<p>School's plans for construction / schedules of maintenance; implementation plan of group activities; school improvement plans [SIP] and annual improvement plans; PO reports from school visits.</p> <p>Programs and Frequency of DepEd ARMM Human Ressources trainings and the content of in-service trainings.</p>	<p>Both PTA and Principals collaborated when building group washing facilities in the above named six schools.</p> <p>DepEd ARMM has not yet included EHCP into HR and regular teacher trainings. Currently, the Training of DepEd Trainors is still ongoing in all Divisions.</p> <p><i>See Annex 5 and Annex 6 for information on the Training of Trainors and the schools with built group facilities, respectively.</i></p>

### ***Deviations from Project Design Document***

At this point in the Program's implementation the only notable deviation from the Project Design Documents (the Delegation Arrangement and the Project Proposal) is a delay in the construction of low cost sanitation solutions. The responsibility for the research-focusing-component to develop and test toilet solutions was shifted from FIT closer to GIZ. The recruitment of an expert to develop these solutions was successfully completed.

## **4 Monitoring and Evaluation**

Monitoring activities are undertaken frequently by both GIZ and FIT, the latter applying the EHCP Monitoring Tool that was developed by FIT and is endorsed by DepEd as national monitoring tool for Divisions to use when monitoring elementary school health.

Adding to these two M&E systems is, thirdly, the BEAM ARMM M&E system and reporting framework. The harmonization of these systems poses great opportunities and some challenges. A meeting of the M&E coordinators and FIT staff was arranged to initiate the process of harmonizing.

According to early point of assessment, the M&E activities listed below focus rather on the preparation for and development of a functioning M&E system than on results thereof.

*Table 5 Monitoring and Evaluation and Results*

<b>M&amp;E Activities undertaken</b>	<b>Results</b>
The Baseline study needs have partially been identified and the WASH in Schools assessment tool has been tailored to schools' assessment in ARMM.	The tool is finalized, the data collection is not yet completed.
Twice monthly POs visit and inspect model schools.	The results from visits are not encoded yet.
M&E Coordinators were recruited by GIZ and FIT and M&E systems have been developed	Clearly distributed responsibilities for the technical M&E coordination in and between the organizations are assigned.
An M&E meeting with the M&E coordinators from FIT and BEAM ARMM took place in November in Cagayan de Oro.	An Agreement on a tentative, harmonized, reporting calendar.  Increased convergence between the indicators of GIZ and BEAM ARMM monitoring systems.

## 5 Reflection and Lessons Learned

The presence of multi-faceted and generation-old conflicts in ARMM, as well as the sensitive political situation and fragile status of ARMM within the broader political context of the Philippines, are widely considered in the Program's design and implementation plan. Nonetheless, only after little over half a year of implementation, a number of factors proved to pose higher risks and generate greater practical uncertainties than envisioned in the design of the Program. The security situation, namely internal armed and economic conflicts as well as bomb threats and high levels of public fear make the regular travelling of the POs at times difficult, time-consuming and occasionally simply impossible. At the same time, the uncertainty of political leadership and stability in ARMM spilled over to DepEd ARMM, its school Divisions and the Provincial Governments. Facing this uncertain political future, POs must generally maintain good ties with the people in power as well as the political opposition so to ensure a smooth transition of the Program in cases of changed political power.

## 6 Sustainability

At this early time in the implementation of the program no comprehensive sustainability mechanisms can be discussed; neither can risks to the sustainability of the Program's achievements be definitively identified. However, it has already become obvious that the uncertain security situation across ARMM as well as the close connection of powerful families and public policies pose risks to the implementation of the Program. Capture of the Program by one party might well result in categorical refusal from another. A shift of political power between them is therefore an inherent risk to the sustainability of public policies such as EHCP.

Apart from this, the relatively proliferated community of Donors active in ARMM have led to a perception among some local public officials that they are in the position to demand per diem payments, gifts, and other benefits in return for their participation in activities and programs. The implementation of EHCP through DepEd, FIT, and GIZ fully refutes this practice and does not engage in it. However, the risk of losing partners and participants to more materially rewarding activities and programs is a conceivable risk.

### ***Issues that may affect sustainability***

*Table 6: Issues that may affect sustainability*

<b>Issues that may affect sustainability</b>	<b>Strategic responses</b>
Family feuds penetrating EHCP implementation.	A do-no-Harm Workshop was held to sensitize Project Officers how to map and mitigate conflict potential and maintain a sustainable, relatively neutral position when operating between the lines of one or more conflicts.

<p>Opposite to many ODA-Donors active in ARMM, FIT does not follow the wide-spread practice of offering material or gastronomic incentives to Partner officials in return for their attendance or cooperation.</p>	<p>Facing demands for better incentives, FIT staff is schooled to emphasize that EHCP is the stakeholders' own program – not a foreign product. It is a challenge to identify incentives for all stakeholders involved, which may be part of teachers performance ranking, or for LGUs to be popular. This is clear a task for the FIT team to develop the incentive system for ARMM.</p>
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## 7 Supporting Documents

Table 7: Supporting documents (All supporting Documents are on GIZ record)

Document name / title on document
Annex 1a “Actual Population Data of Model Schools as of 15 November 2011”
Annex 1b “Activities in Preparation of School Selection”
Annex 2a “ WinS interview”
Annex 2b “WinS Observation”
Annex 3a “EHCP Launch Maguindanao
Annex 3b “EHCP Launch Lanao del Sur”
Annex 3c “DepEd ARMM Order no. 001 2011”
Annex 4a “Memorandum of Agreement ARMM”
Annex 4b “Memorandum of Agreement Maguindanao”
Annex 4c “Memorandum of Agreement Lanao del Sur”
Annex 5 “Training of Trainors” conducted as of 15 November 2011”
Annex 6 “List of Model Schools with constructed group washing facilities”
Annex 7 “Program - School Health Congress”
Annex 8 “Draft Implementation Agreement”
Annex 9a “AS M&E meeting Barra”
Annex 9b “AS Roles and Responsibilities WS 1”
Annex 9c “AS Roles and Responsibilities WS 2 ”
Annex10 “Personal Hygiene Draft Research Protocol”
Annex 11a “Program of PCA – Do-no-harm Training”
Annex 11b “Participants of PCA – Do-no-harm Training”
Annex 12 “Financial Report AusAid-GIZ May-Nov 2011”



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