

PRIME Program

# Monitoring and Evaluation Framework and Plan

Philippines' Response to  
Indigenous Peoples' and  
Muslim Education (PRIME)  
Program

*15 October 2011*



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## Acronyms and Abbreviations

ALIVE	Arabic Language and Islamic Values
AusAID	Australian Agency for International Development
BALS	Bureau of Alternative Learning Systems
BEE	Bureau of Elementary Education
BEIS	Basic Education Information System
BESMEF	Basic Education Sector Monitoring and Evaluation Framework
BESRA	Basic Education Sector Reform Agenda
BSE	Bureau of Secondary Education
CEIP	Community Education improvement Plan
CSPAF	Country Strategy Performance Assessment Framework
ConPIP	Consolidated Program Implementation Plan
COPIP	Central Office Program Implementation Plan
DAC	Development Assistance Committee (of the OECD)
DepED	Department of Education
DMEG	Division Monitoring and Evaluation Group
DQMT	Division Quality Management Team
EDPITAF	Educational Development Projects Implementing Task Force
EFA	Education for All
GoA	Government of Australia
GoP	Government of Philippines
GPIDA	Gender, Poverty Inclusiveness and Disability Awareness
IKSPs	Indigenous Knowledge Systems and Practices
IP	Indigenous People
KPI	Key Performance Indicator
KRA	Key Result Area
KTA	Key Thrust Area
LGU	Local Government Unit
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MEPA	Monitoring and Evaluation Plan Adjustment
M/F	Male/Female
NCIP	National Council for Indigenous People
NCMF	National Commission on Muslim Filipinos
NEDA	National Economic Development Authority
NPSBE	National Program Support for Basic Education
NQMT	National Quality Management Team
OECD	Organization for Economic Cooperation and Development
OMA	Office of Muslim Affairs
OPS	Office of Planning Service
PDED	Program Development and Evaluation Division
PPD	Program Planning Division
PIP	Program Implementation Plan
QAA	Quality Assurance and Accountability
QMS	Quality Management System
RMEG	Regional Monitoring and Evaluation Group
RPIP	Regional Program Implementation Plan
RQMT	Regional Quality Management Team
SIP	School Improvement Plan
STRIVE	Strengthening implementation of Visayas Education
TWG	Technical Working Group





# 1 The PRIME Monitoring and Evaluation Framework

## 1.1 Overview

## 1.2 Scope and Status of this Document

This Monitoring & Evaluation Framework (MEF) provides a guiding framework for the monitoring and evaluation of the Philippines' Response Muslim and Indigenous Peoples' Education (PRIME) Program. The \$ AUD 16 Million program commenced in March 2011 and will end in June 2014.

The MEF was first developed following a brief in- country visit by the AusAID design team (September 2008), and updated following initial appraisal comments from AusAID. The contents of the initial framework document were developed through a process of document review, rapid assessment and brief consultations<sup>1</sup>.

In updating and revising the MEF, one of PRIME's main considerations was to ensure engagement of the various Department of Education (DepED) levels i.e. the Office of the Planning Service and the Bureaus at the Central Office, the nine (9) target regional offices and the initial ten (10) priority Divisions, in the process. This engagement was to facilitate DepED's ownership and adoption of the M&E framework and overall system. DepED's involvement and participation demonstrated early buy-in of the proposed system and enabled these units/offices' to participate and shape the MEF revision and enhancement.

The revised MEF and the M&E Plan (see **Part 3**) were developed following a process of progressive engagement and validation with stakeholders. The MEF retains the key elements, concepts and approaches of the initial version but adds additional and/or updated information based on the results of the Inception Phase activities. The MEF has been particularly strengthened through:

- Revision of key outputs (removal, refinement, addition) and adjustments to the program component structure
- Identification of realistic end of program outcomes (reflecting both demand and supply factors) taking into account the reduced time frame
- Refinement of key evaluation questions to ensure consistency with expected target outcomes
- Identification of indicators aligned to the Basic Education Sector Monitoring and Evaluation Framework (BESMEF) that will enable reporting on all program levels
- Revision of the Results Framework to reflect the current target outputs outcomes and performance questions and data collection
- A stronger emphasis on the need for culturally sensitive approaches to working with IP and Muslim communities
- Clearer linkages to sustainability strategies
- Incorporation of Gender, Poverty Inclusiveness and Disability Awareness (GPIDA)
- Updating stakeholder information needs and responsibilities

<sup>1</sup> Key reference documents used in the development of the initial and revised MEF appear as Annex A.

- Updating key learning and knowledge  
sharing events
- Outlining the structure and steps to  
operationalize the M&E system through the M&E Plan

## 1.3 M&E - Basic Concepts

### 1.3.1 What is M&E?

Monitoring and evaluation is primarily about collecting, analyzing and using information to support informed decision making, learning and accountability. According to accepted DAC terminology:

- **Monitoring** is *'a continuing function that uses systematic collection and analysis of data on specified indicators to provide management and main stakeholders of a development intervention with indications of progress and achievement of objectives and an understanding of progress in the use of allocated funds'*.
- **Evaluation** is *'the systematic and objective assessment on an ongoing or completed activity, program or policy, its design, implementation and results. The aim is to determine the fulfillment of objectives, relevance, effectiveness, efficiency, impact and sustainability'*

### 1.3.2 Purpose and Objectives of Monitoring and Evaluation

The purpose and objectives of monitoring and evaluating any activity is premised on the following:

- **For Management:** To support management in making in the adjustment of implementation approaches and strategies in program implementation including sustainability; and to assist program managers and partners to focus on results and improve quality by collecting reliable performance information. It will also help managers to deliver against targeted results, promptly address what is not working well and inform programming and budget allocation decisions.
- **For Learning:** To provide a knowledge base for stakeholders to learn more about what is working well and what is not, through regularly reviewing the relevance, effectiveness of program/project support.
- **For Accountability:** To ensure that program/project resources are effectively and appropriately applied in line with public expenditure management, procurement and audit requirements.

### 1.3.3 What is an M&E Framework?

An M&E Framework provides a guiding structure for undertaking all M&E activities associated with the program. This framework specifies:

- The purpose and scope of the M&E system
- The objectives to be achieved (impact, outcomes, outputs, etc. – sourced from the design)
- Key stakeholders, responsibilities for M&E and the type of information they need
- Performance indicators
- The sources of information and methods used to collect and record it
- Critical reflection processes and events;
- How M&E information is to be reported and used.

This Framework also identifies the key risks to be monitored and managed, including the prospects for sustainability of benefits. For PRIME a detailed Risk Management Strategy and a Sustainability Strategy have been prepared and these were used to inform development of the MEF. The key risks, and the required management responses, operate not just at the technical / operational level (e.g. resource and capacity constraints) but also at a much broader level (e.g. the need for PRIME to be seen not as “just another donor project” but rather as a fully GoP owned, led and managed

program).

#### *1.3.4 What is the basis for PRIME's Monitoring and Evaluation?*

The primary basis on which monitoring and evaluation is carried out in PRIME is the Program Design Document (PDD) and the multi-year consolidated Program Implementation Plan (PIP). These provide the basis on which *performance* is monitored and evaluated, as it allows comparisons to be made between planned and actual achievements.

The consolidated PRIME Program Implementation Plan (PIP) describes: i) the outcomes that are to be supported/achieved; ii) the outputs to be delivered; iii) the type of activities to be undertaken to achieve the outputs; iv) the anticipated schedule for implementing activities and delivering outputs; v) the resources and inputs required to implement activities (and the schedule of when they will be needed); and vi) budget for implementation.

The PDD specified proposed management and governance structures and responsibilities, as this determines 'whose' monitoring and evaluation systems will be used and who will take primary responsibility for collecting and using information. The risks inherent in the design are specified, as these provide the basis for monitoring and managing risks.

Not all the details of planned outputs, activities, inputs and resources were specified in advance in the design document. Rather, details of these were determined during the first 6 months of implementation based on the nine (9) Regional Program Implementation Plans (R-PIPs) and the Central Office Program Implementation Plan (CO-PIP) prepared at the national, the regional and division levels. These plans will be regularly reviewed and updated on a quarterly (3 month) basis.

### **1.4 Guiding Principles and Approach**

#### *1.4.1 Alignment and capacity building*

The monitoring and evaluation of the Program will build on and use DepED's existing (and emerging) M&E systems and tools. For example, it will align with DepED's 'Basic Education Sector Reform Monitoring and Evaluation Framework' (BESMEF) in term of selecting key performance indicators, will use data collected through the established 'Basic Education Information System' (BEIS) and will support DepED national, regional and division monitoring teams to help validate results on the ground. Alignment with and use of partner systems will support institutional capacity building and reduce 'transaction costs' associated with establishing parallel systems.

The Program will support DepED in:

- i) filling in key information gaps with respect to monitoring access to quality basic education for IPs and Muslim communities (e.g. through specific baseline and follow-up surveys/studies and a data collection module as part of the BEIS);
- ii) establishing some Program specific monitoring systems necessary for accountability purposes (e.g. financial management systems); and,
- iii) meeting specific AusAID monitoring and evaluation requirements (e.g. annual performance reports and an Independent Progress / Completion Reports).

The Program is expected to effectively contribute to the collection, analysis and utilization of adequate baseline data disaggregated according to gender, poverty inclusiveness and disability awareness (GPIDA).

The way the PRIME will implement its M&E will take into consideration and emphasize capability-building and developing the competencies and skills of monitoring and evaluation teams at the national, regional office and division levels.

#### *1.4.2 Managing for results*

Monitoring and evaluation will focus on whether or not results are being achieved. This means that particular focus will be given to collecting and using information on *access to quality basic education for targeted IP and Muslim communities*, rather than just monitoring inputs, activities and delivery of outputs (e.g. learning materials provided and teachers trained).

It is important to be realistic and pragmatic. Changes in access to quality basic education are influenced by many factors and can take many years of concerted effort to achieve. During the (initial) duration of Program funding some key learning outcome indicators may not change, even though important ground work is effectively undertaken. Monitoring the quality of outputs delivered and the satisfaction of target groups with progress is therefore important particularly given the relatively short duration of the program.

The Program is providing relatively modest financial/resource inputs in relation to total resource allocations to basic education. Nevertheless, through careful targeting of Program resources in specific geographic locations of disadvantaged Muslim and IP groups, the Program's contribution to outcomes should be demonstrable. Assessment of contribution will be primarily assessed through qualitative enquiry with targeted stakeholders.

#### *1.4.3 Sustainability*

Promoting sustainability of the flow of benefits is critical. The M&E framework draws from the PRIME Sustainability Strategy to ensure monitoring and evaluating:

- i) the use and application of a number of strategies to enhance sustainability;
- ii) the number of DepED initiatives to operate and institutionalize management and governance arrangements that will ensure sustainability; and,
- iii) whether or not Program supported initiatives and envisioned key benefits are sustained and have the potential for replication by DepED.

#### *1.4.4 Balancing learning and accountability*

Typically many aid activities have focused on developing monitoring and evaluation systems primarily to meet reporting and financial accountability requirements of the donor, and have invested little time in developing learning processes focused on the needs of local stakeholders. In order to maximize the impact of an activity, it is critical that effective learning processes and systems are nurtured so that successful innovations can be shared and applied. To this end the M&E framework has been designed to meet the information needs for outcome (result) and learning-oriented management, while at the same time fulfilling the responsibility for accountability for expenditure, activity and output delivery.

#### *1.4.5 Simplicity and practicality*

The M&E framework aims to be simple and practical to implement. This is important given that complex M&E systems are unlikely to be understood or used by key stakeholders, and the resources available from the Program for specific M&E activities are limited. For this reason, it is imperative that data collection methods be simple and clear, and the number of indicators kept to a minimum.

The framework therefore focuses on three main elements, namely:

- i) tracking changes in outcomes (using key indicators on access to quality basic education for target groups);
- ii) tracking inputs/activities and output delivery (based on work plans, budgets and implementing agency progress reports); and,
- iii) organizing regular discussions with key stakeholders on implementation progress, including an annual and semi-annual reviews (Six-Monthly Progress Reports – SMPR) on critical performance questions as the basis for subsequent annual plan preparation

#### *1.4.6 Approach to IP and Muslim communities*

PRIME's monitoring and evaluation approach at the various DepED levels (Central Office, Region, Division and communities/schools) will promote and adhere to strict ethical considerations in the collection of data/information and will develop and utilize culturally-responsive/sensitive and appropriate tools, instruments, and techniques that recognizes the specific socio-cultural and political contexts of its clientele.

Moreover, the Program will employ strategies and approaches that will uphold, give due recognition and respect to existing religious and indigenous practices in obtaining data and information that are relevant to tracking progress and determining results of program implementation.

#### *1.4.7 Approach to gender, poverty inclusiveness and disability awareness (GPIDA)*

The M&E Framework is designed to support the Program's Gender, Poverty Inclusiveness and Disability Awareness (GPIDA) approach. This requires that all Program supported initiatives include equity objectives and are appropriately targeted at meeting the needs of the poorest and most disadvantaged community members. Accordingly GPIDA disaggregated data will be collected, analyzed and used.

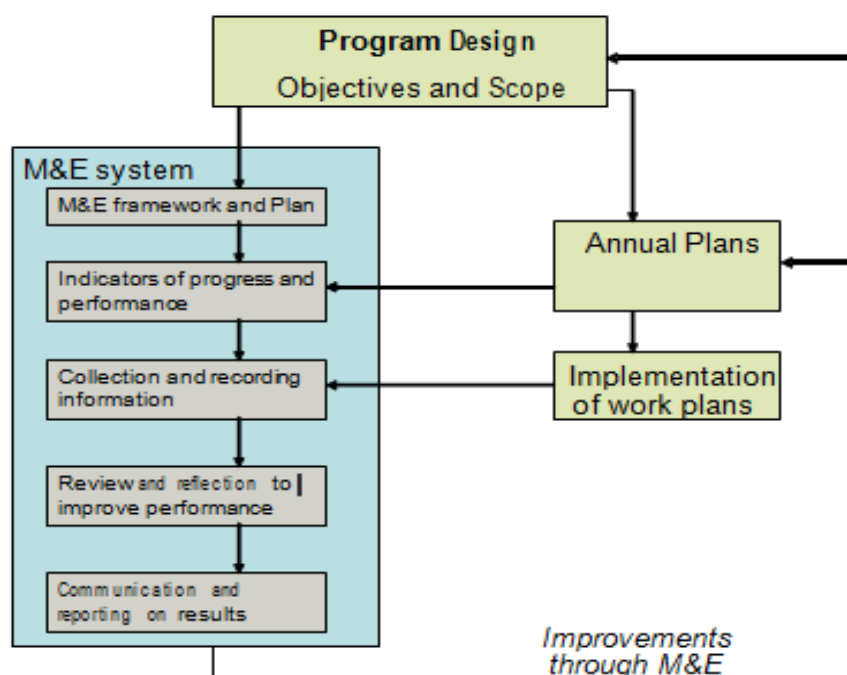
Monitoring and evaluation of the GPIDA approach will be undertaken at three primary levels, namely:

- i) Appraisal of the content/focus of work programs included in the Program's annual plan using a GPIDA checklist (drawn from the GPIDA Strategy);
- ii) Monitoring the implementation of work programs (activity and output delivery) to assess if GPIDA principles are applied; and,
- iii) Review/evaluation of outcomes in terms of GPIDA objectives

### 1.5 Program Design and Link to M&E

The Program M&E framework and plan are based on the Program design, namely its objectives, scope and institutional arrangements.

Figure 1 – Link between Program design, implementation and M&E



#### 1.5.1 Scope, Coverage and Limitations of the M&E Framework

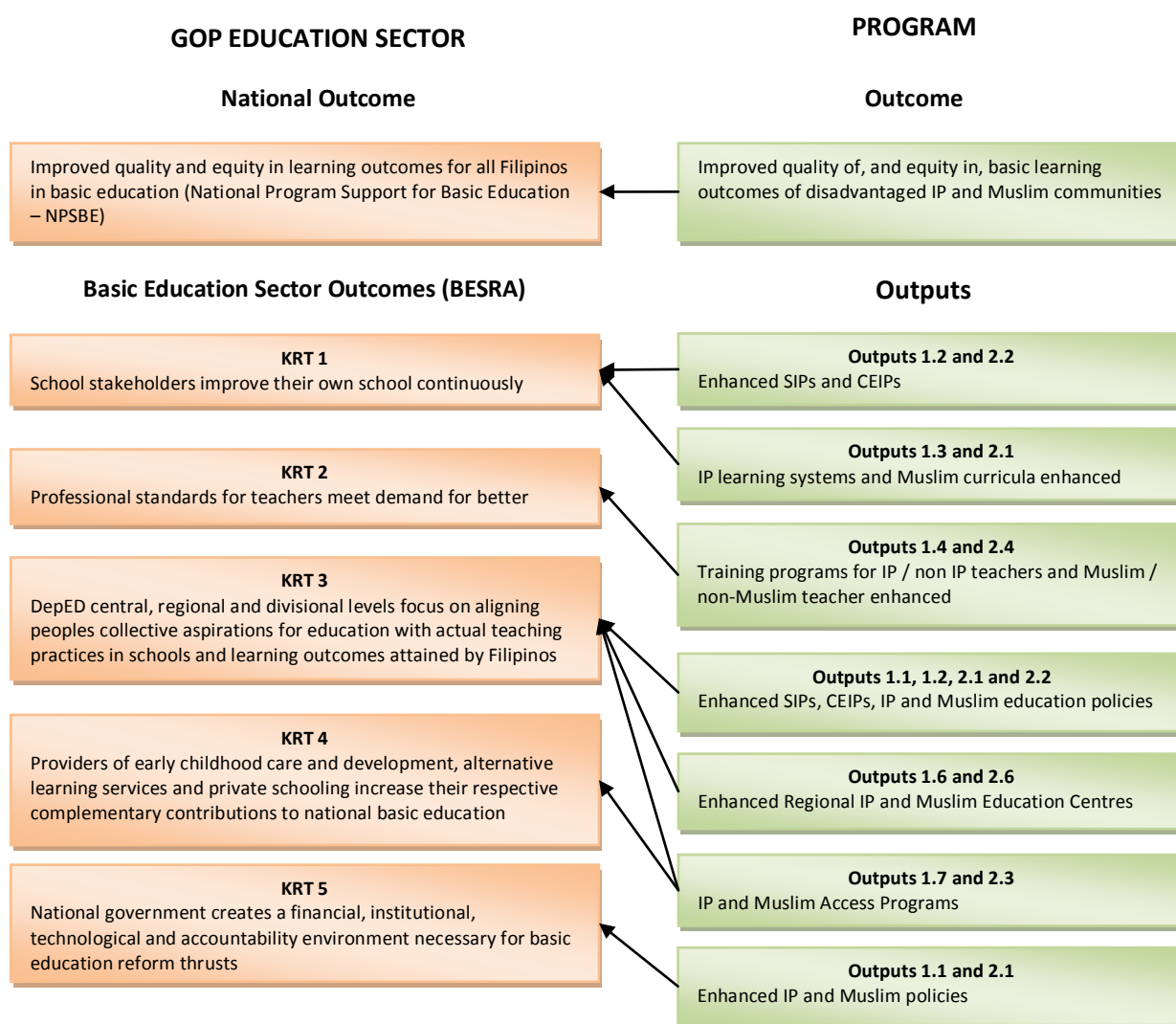
The PRIME Program is intended to build upon and scale up the support activities for Muslim and IP education that were developed as part of the Basic Education Assistance for Mindanao (BEAM) project that concluded in 2009. The Program is viewed by DepED as a significant contributor to the implementation of the Basic Education Sector Reform Agenda (BESRA) – the package of policy reform to assist DepED meet international commitments of Education for All (EFA) and the Millennium Development Goals (MDG). In particular, the PRIME Program is intended to focus on MDG Goal 2 – Universal access to quality primary education.

Based on the foregoing premise, M&E will report on the progress and results vis-a-vis relevant key result thrusts (KRTs) of BESRA and to indicators in the AusAID CSPAF and objectives that are applicable for PRIME.

### 1.5.2 PRIME and GoP education sector outcomes

**Figure 2** below highlights the links between GoP education sector outcomes (including the Key Thrust Areas of the current Basic Education Sector Reform Agenda (BESRA) and the Program objective structure. The diagram does not show all links between each Program output and every BESRA KRT but is provided for illustrative purposes only.

*Figure 2 – Link between sector outcomes and Program outcomes*



### 1.5.3 PRIME goal, objectives and component design structure

During the Inception Phase the wording of the goal and objective were slightly modified to more clearly articulate the supply and demand side dynamics underpinning educational quality and access. Additionally, the component structure was adjusted to respond to DepED’s interest to separate IP and Muslim education initiatives. Moreover, the importance of capacity building has been highlighted in the component, *Component 3: Capability-Building and Institutional Strengthening*. GPIDA, as a cross-cutting issue, is highlighted as impacting on all components.

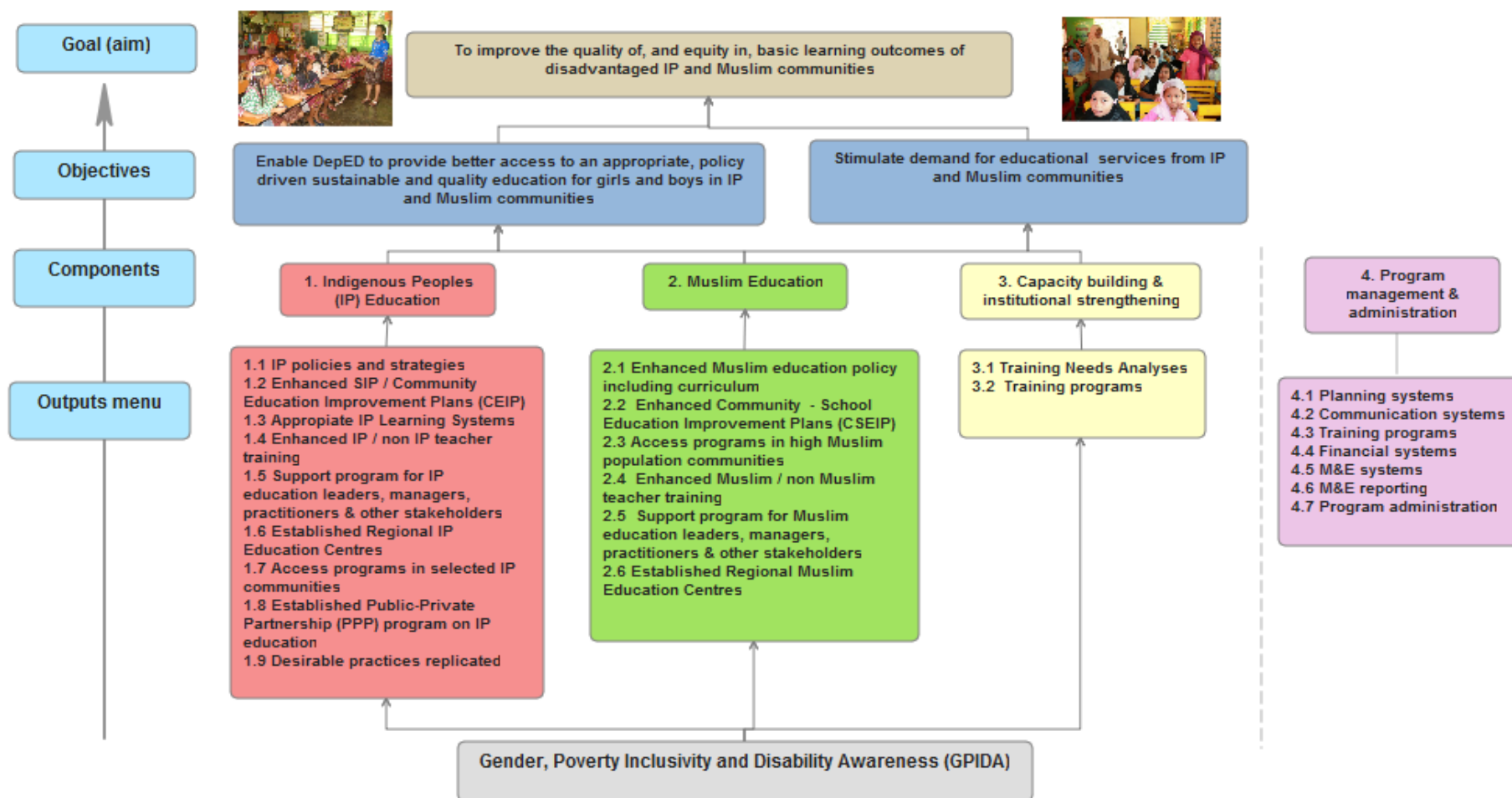
As shown in **Figure 3** below, the revised design structure diagram is based on a ‘results hierarchy’ of desired impact and outcome objectives together with a “menu’ of outputs. The details of all



activities, input requirements and costs are not included as these are identified and specified by the DepED Central Office and the Regional Offices during the preparation of their respective Program Implementation Plans (PIPs). The Program design thus provides the guiding strategy for implementation. The PIPs Annual plans translate the strategy into more detailed plans of action for implementation at the field level.

The 'menu' of outputs is a crucial feature of PRIME. It provides the focus for the development of the central, regional and division annual work plans. The menu concept takes account of the fact that not all regions will have the same priorities/needs, as well as the fact that the Program will not be able to support all areas of work in all targeted regions within its limited resource envelope. It is therefore expected that targeted provinces will identify outputs that are a particular priority for them, and based on these selected outputs, develop proposed work plans, output targets, activity and input schedules/budgets for possible funding through the Program.

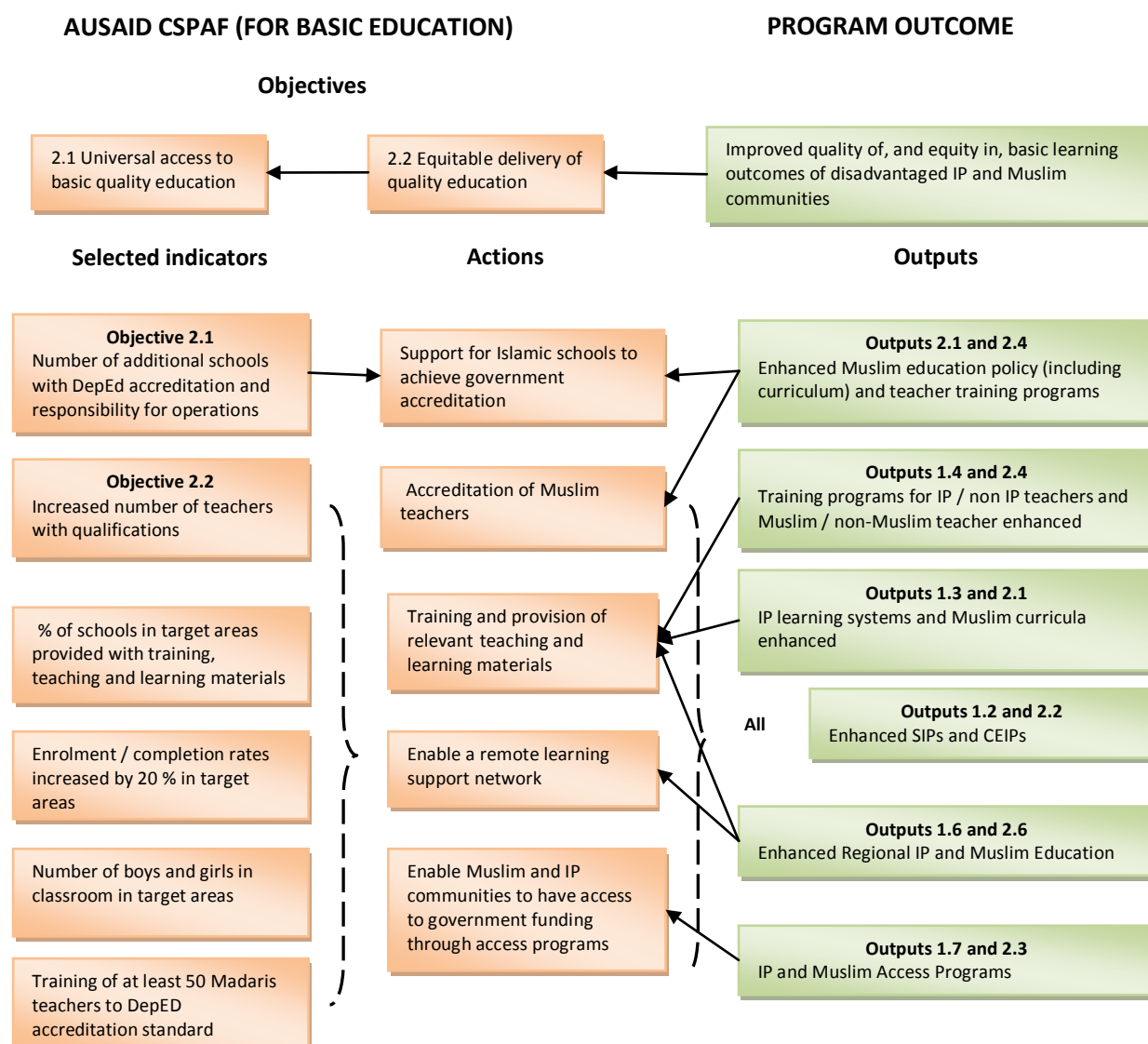
Figure 3 – PRIME Design Structure



## 1.6 Alignment to Education Sector outcomes and AusAID's Performance Framework

With reference to the PRIME program's alignment to Australia's Country Strategy Performance Assessment Framework (CSPAF) for the Philippines, it will report against selected objectives as noted in **Figure 4**, below:

Figure 4 – Link between Australia's CSPAF and Program outcomes



## 2 The MEF Structure

### 2.1 Overview

The PRIME M&E Framework describes the content and processes of monitoring and evaluation. It is anchored on the stakeholders' requirements as determined during a series of consultations with the central, regional and division M&E focal persons. These will be further validated in the course of operationalizing the M&E Plan.

## 2.2 End of Program Outcomes (EoPOs)

In the course of the conduct of validation with stakeholders, it was determined that Program's contribution to educational outcomes will be difficult to attribute, given the limited time frame and the many other factors that influence education outcomes. It is therefore important that the expected target end of program outcomes (EoPO) be clearly articulated i.e. the type of change that can be realistically expected to have occurred by June 2014 as a result of PRIME.

The basis of setting the expected end of program outcomes (EoPO) are the two target objectives set for PRIME. First, on the *supply* side, the aim is to **“enable DepED to provide better access to an appropriate, policy driven sustainable and quality education for girls and boys in IP and Muslim communities”**. Second, on the *demand* side, the objective is **“to stimulate demand for educational services from IP and Muslim communities”**. Table 1 provides a matrix aligning the EoPOs with each main component.

Table 1 – Target End of Program Outcomes

Target End of Program Outcomes (EoPOs)	Component 1 IP Education	Component 2 Muslim Education	Component 3 Capacity building	GPIDA
<b>Supply Side</b>				
Strengthened DepED capacity in the management/implementation and monitoring and evaluation, particularly in the area of grants			✓	
A system in place for collecting and reporting better and relevant basic education data on IP and Muslim populations for basic education in the nine regions	✓	✓		✓
Key enabling policies and guidelines for adopting appropriate basic education pedagogy, content, and assessment	✓	✓		✓
Enabling guidelines for providing adequate and culturally-appropriate learning resources and environment to IP learners	✓			
Enabling policies and guidelines synergizing collaborative mechanisms for Madrasah education and PRIME Muslim education		✓		
Strengthened policies and guidelines on hiring, deployment, and continuous development of teachers and learning facilitators in the implementation of IP Education Program	✓			✓
Strengthened capacity of appropriate multi-level units within DepED responsible for planning, implementing, and monitoring IP and Muslim education interventions	✓	✓	✓	✓
Mechanisms and institutional arrangements that will ensure coordination, knowledge sharing and sustainability of IP programs among various civil society and education partners	✓		✓	
Institutionalized mechanisms for providing alternative delivery modes of learning for IP and Muslim basic education learners	✓	✓	✓	✓
Enhanced and strengthened capacity in executing, managing/implementing and coordinating program to support IP and Muslim education	✓	✓	✓	
<b>Demand side</b>				
370 PRIME schools/cluster of schools/community learning centres (within the PRIME Divisions) actively engaged in community-school-	✓	✓		✓

Target End of Program Outcomes (EoPOs)	Component 1 IP Education	Component 2 Muslim Education	Component 3 Capacity building	GPIDA
based activities to support projects to improve access to quality education				
Increased number of RO interventions planned, managed/implemented, monitored and evaluated to improve IP and Muslim access to quality education	✓	✓		✓
Increased number of DO interventions planned, managed/implemented, monitored and evaluated to improve IP and Muslim access to quality basic education	✓	✓		✓
Increased percentage of community-school interventions planned, managed, monitored and evaluated	✓	✓		✓
Increased multi-stakeholders' participation in PRIME-supported interventions such as planning, implementation and M&E	✓	✓		✓
Increased percentage of internal and external stakeholders (education leaders, managers, school heads, teachers) trained on the management of various interventions including implementation of indigenized education/learning materials and instructions as well as enhancing capacity to effectively implement IP and Muslim education in communities.	✓	✓	✓	✓
Increased percentage of teachers trained and capacitated for effective IP and Muslim education program implementation	✓	✓	✓	
Documentation of desirable and good practices in IP and Muslim Education	✓	✓	✓	✓
Positive change/s in behavior, attitudes, perception among internal and external stakeholders towards IP and Muslim Education.	✓	✓	✓	✓

## 2.3 The PRIME Results Framework Matrix

The PRIME Results Framework Matrix (Attachment B) integrates the M&E content and processes. The following discussion presents explanations of the results framework.

### 2.3.1 M&E Levels

There are three (3) levels on which the monitoring and evaluation of PRIME results will take place. The tasks at each level is influenced by the a) list of stakeholders' information & reporting requirements, and b) an estimate of when the data / indicators are likely to occur in program implementation. These M&E levels and descriptors are as follows:

- a. *Outcome Level:* At this level, M&E concerns are directed towards establishing the relevance and effectiveness of PRIME in terms of its contributions to the BESRA KRTs and AusAID CSPAF objectives and its achievement of program outcomes. The primary focus will be the evaluation of program's achievement of the purpose level indicators; generation of information on observable changes in the institution resulting from the effect of putting in place the 'enabling environment' and the success of the initiatives within the program sites.

At this level, M&E will also focus on generating information regarding lessons learned and desirable practices to aid management in identifying which approaches and contributions,

when adopted, will most likely generate significant results.

- b. *Output Level:* The output level M&E will measure the efficiency of implementation; attainment of the program component outputs based on quantity and quality; analysis of risks; qualitative information such as issues, facilitating & hindering factors and lessons learned will also be gathered to establish efficiency and effectiveness of program implementation.
- c. *Input (activity) Level:* This level is concerned with tracking input indicators across all the M&E areas (e.g. provision of resources, accounting of utilized resources, issues related to risk management and preparation of sustainability measures).

### 2.3.2 Key Performance Questions

The collection and analysis of information from M&E activities should help Program stakeholders answer the following types of possible questions:

- Is access to quality basic education improving in targeted IP and Muslim communities?
- Are the most disadvantaged communities and community members being effectively served?
- Is the Program effectively supporting DepED and other stakeholders to improve learning outcomes in targeted IP and Muslim communities?
- Which initiatives (inputs/activities and outputs) are having the most positive impact, and why?
- What is not working well, why, and what needs to be changed/modified?
- Are initiatives cost effective?
- Are successful initiatives being sustained and replicated?
- What outputs are achieved based on targets?
- What factors are affecting the delivery/achievement of outputs and results?
- As result of application implementation (delivery of services) of outputs, what observable changes occurred in RO, DO & community-school in terms of: i) Behavior; ii) Structure; iii) Practices; iv) Attitudes and Perceptions?
- What are the desirable and promising practices in implementing an IP and Muslim education program?

These questions were validated during the Inception phase consultations and a number of additional ones (central, regional, division) posed for incorporation into the M&E Plan. Together they provide the focus for analysis and discussion during review and learning events, and the answers to these questions will help inform future planning.

### 2.3.3 Specific indicators

The Results Framework Matrix provides details of proposed indicators and anticipated sources of information for monitoring and evaluating outcomes and output delivery – both during PRIME where possible, and beyond as part of BESRA.

These include a mix of quantitative indicators as used (or to be used) by DepED, plus some additional qualitative indicators of target group satisfaction with the educational services being provided. The indicators were validated during the Inception Phase consultations.

At the impact level (Program goal statement), there are two sets of long term indicators to be tracked, namely;

- NAT Scores<sup>2</sup> (M/F – IP/Muslim); and
- Evidence in DepED workplans and budgets of replication of successfully piloted initiatives for Muslim and IP education

At the *outcome* level (Program objective statement), the following indicators are proposed (drawn from DepED's sector M&E framework), namely:

- Net intake ratios (M/F – IP/Muslim)
- Cohort survival rates (M/F – IP/Muslim)
- Repetition rates (M/F – IP/Muslim)
- Completion rates (M/F – IP/Muslim)
- Number of schools (by type and location) effectively implementing approved SIPs
- Number of schools (by type and location) receiving SBM grants

These indicators will be supplemented by some additional indicators, covering both GPIDA and those specific to discrete activities such as:

- Number and percentage of IP children (M/F) enrolled in (i) DepED schools implementing indigenized curriculum; and (ii) other registered IP schools
- Number and percentage of Muslim children (M/F) enrolled in (i) DepED schools implementing the ALIVE program; (ii) registered Madaris implementing the National Standard Curriculum for Muslim Education ; and (iii) other registered Madaris
- Number and percentage of youth (M/F – IP/Muslim) enrolled and participating in Access programs
- Number and percentage of youth (M/F – IP/Muslim) who gain alternative certification for primary/secondary school
- Number and percentage of youth (M/F – IP/Muslim) who gain access to livelihood opportunities
- Qualitative information on target group satisfaction with access to and quality of basic education services

It is important to note that outcome indicators may help tell us *what* is happening, but may not adequately explain *why*. In such cases, this may prompt the need to undertake further investigation through such methods as case-studies, focus group interviews or sample surveys.

### 2.3.4 Baseline and targets

There is some existing baseline information concerning basic educational outcomes, access to education, poverty, location and number of IP and Muslim community members, though the data still needs further disaggregation. This data is available from such sources as DepED's BEIS, the Regional EFA Assessment Reports, the National Statistics Coordination Board (NSCB), the National Council for Indigenous People (NCIP), and from NSO/census data (including Family Income and Expenditure Surveys).

Once target provinces have been selected based on their relative disadvantage, more detailed baseline data profiles are to be prepared, and some information gaps filled. A major contribution of PRIME will be the commissioning of the Baseline Survey.

The Baseline Survey will be conducted in two stages. Stage 1 will be focused on targeting of Priority

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<sup>2</sup> There is an assumption that culturally and linguistically appropriate National Achievement Tests will be available to appropriately assess learners' achievement.



Schools Divisions in the nine target regions. Stage 2 will consist of two components - Component 1 will be the conduct of a survey and profiling of selected IP and Muslim communities in 24 Divisions through the conduct of a household survey, and Component 2 will be a community-based research / qualitative survey, providing in-depth investigation into the situation of the disadvantaged IP and Muslim communities within the selected priority Divisions.

Location specific information gaps will consider, but is not limited to such things as:

- Number of schools with School Improvement Plans (SIPs) in place
- Number of IPs (particularly school age M/F), numbers in school, and participation rates
- Number of schools in IP areas using indigenized curriculum/learning materials and numbers of students attending (M/F)
- Number of out of school youth (M/F – IP/Muslim)
- Number of private madaris and number of students attending (M/F)
- Number of madaris using ALIVE curriculum and learning materials
- Number of teachers trained in using IP indigenized curriculum and learning materials (M/F)
- Number of teachers trained in using ALIVE modules (M/F)
- Number of madaris interested in DepED accreditation, and the status of accreditation
- Qualitative data on target group priorities and needs and satisfaction with basic education services, particularly focusing on GPIDA

It is also proposed that there be Stage 3 survey which would involve a Panel revisiting the households again in 2014 at the completion of the program and again at some later date to assess impact. The specific baseline information needs will be determined and confirmed by DepED. The Program management team will then support the collection and collation of the required information into baseline profiles.

### 2.3.5 GPIDA and sustainability indicators

Examples of indicators that could be used to monitor progress and performance in delivering GPIDA outcomes and outputs include:

- GPIDA analysis undertaken and checklists used during planning / design of component activities
- Increased functional literacy rates in remote/poor IP and Muslim communities (M/F)
- Increased net enrolment ratios, completion rates, cohort survival and appropriate achievement tests in remote/poor IP and Muslim communities (M/F)
- GPIDA is reflected in School Improvement Plans (e.g. strategies/actions to meet the needs of disadvantaged/poor children)
- GPIDA is reflected in Access programs (e.g. strategies/actions to meet the needs of disadvantaged/poor families, including out of school youth)
- GPIDA sensitive ALIVE models developed and implemented in target areas
- GPIDA sensitive IP (indigenized) curriculum developed and implemented in target areas;
- Qualitative data from target group surveys (M/F) on their satisfaction with service delivery, including GPIDA issues; and
- Evidence that this data is being analyzed and used by DepED stakeholders to inform decision making on improving access to quality education for disadvantaged IP and Muslim groups.



### 2.3.6 Critical Elements of the Results Framework

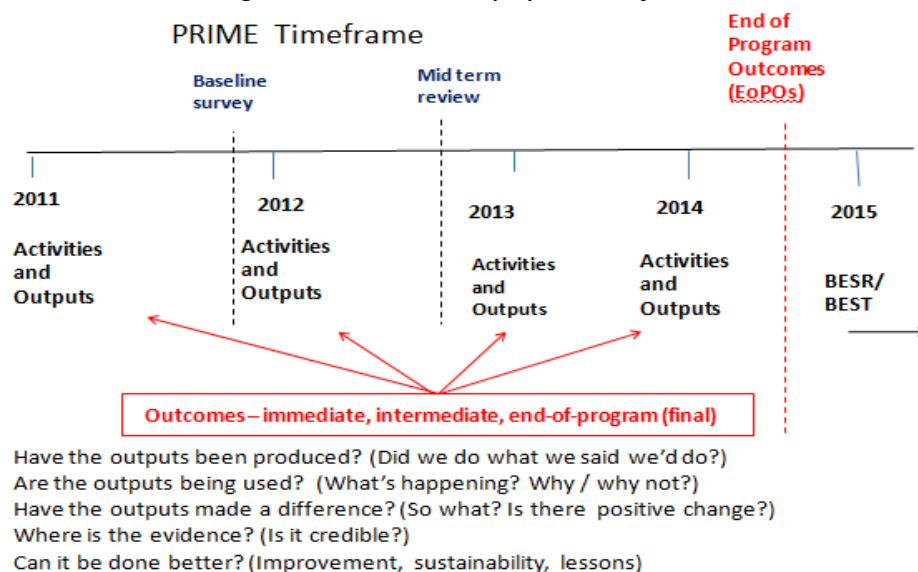
The PRIME Results Framework specifies eight (8) critical elements.

- i. **M&E Key Questions.** These are questions that will be asked in the course of progress monitoring and evaluation of the PRIME implementation within the 3 year period.
- ii. **Indicators of Response.** These are the indicators that M&E intends to gather in order to respond to the questions/requirements of the stakeholders. All M&E activities are directed towards gathering and measuring the items listed in this column.
- iii. **Data Requirements.** This is the data to be collected by M&E per “indicator of response”. This includes collecting the “means of verification” to substantiate the information to be reported
- iv. **Data source.** Influenced by the data requirement, this identifies where data will be obtained as a course of the delivery of outputs / results. It should be noted that the items identified ensured that any existing databases or records are priority sources of data rather than building new ones. For instance, any data requirement covered by BESMEF and produced by the DepED BEIS, will be obtained through the database management unit of DepED.
- v. **Method for analyzing the data.** These are the methods of how data will be processed and analyzed to develop the information responses to the M&E questions.
- vi. **Method of data gathering.** Influenced by the type and source of data requirement identified, this will define the approaches of data gathering. Data gathering methods will further be consolidated for a more streamlined and integrated approach, eliminating redundant M&E activities. This will be done on the onset of M&E instrumentation and operations.
- vii. **Possible tool for data capture.** These are the possible tools to support data gathering. The choice of data capture tool is influenced by the selected data gathering approach defined per data requirement. It should be noted that while each data gathering activity has an identified tool, the development of M&E instruments will, when possible and appropriate, consolidate / merge data requirements in a single data capture tool. This should streamline the number of instruments to be developed and used.
- viii. **Report schedule.** Identifies the timing and frequency of reporting. The main consideration is the prescribed reporting schedule of the stakeholders. This will influence the schedule of data collection and analysis that is discussed in the section “Implementation Arrangements”.

## 2.4 Processes in the M&E Framework

The PRIME M&E is a continuous cycle of data collection, analysis, reporting, reflection and program improvement. Apart from routine monitoring / tracking activities and outputs (quality, relevance, effectiveness, efficiency), regular evaluations will be conducted aimed at identifying outcomes over the life of the program, not just at the end. All M&E activities will be based on asking key questions that will help focus the assessments. Figure 5 below provides a visual representation of this process.

Figure 5: M&amp;E Activity cycle timeframes



### 3 THE MEF PLAN

The PRIME Monitoring and Evaluation Plan consist of two (2) major parts: i) M&E System Development/Design; and ii) M&E System Operationalization. Many of the key activities identified have already been completed. The Program will review the M&E Plan periodically to update the status of each of the planned key steps.

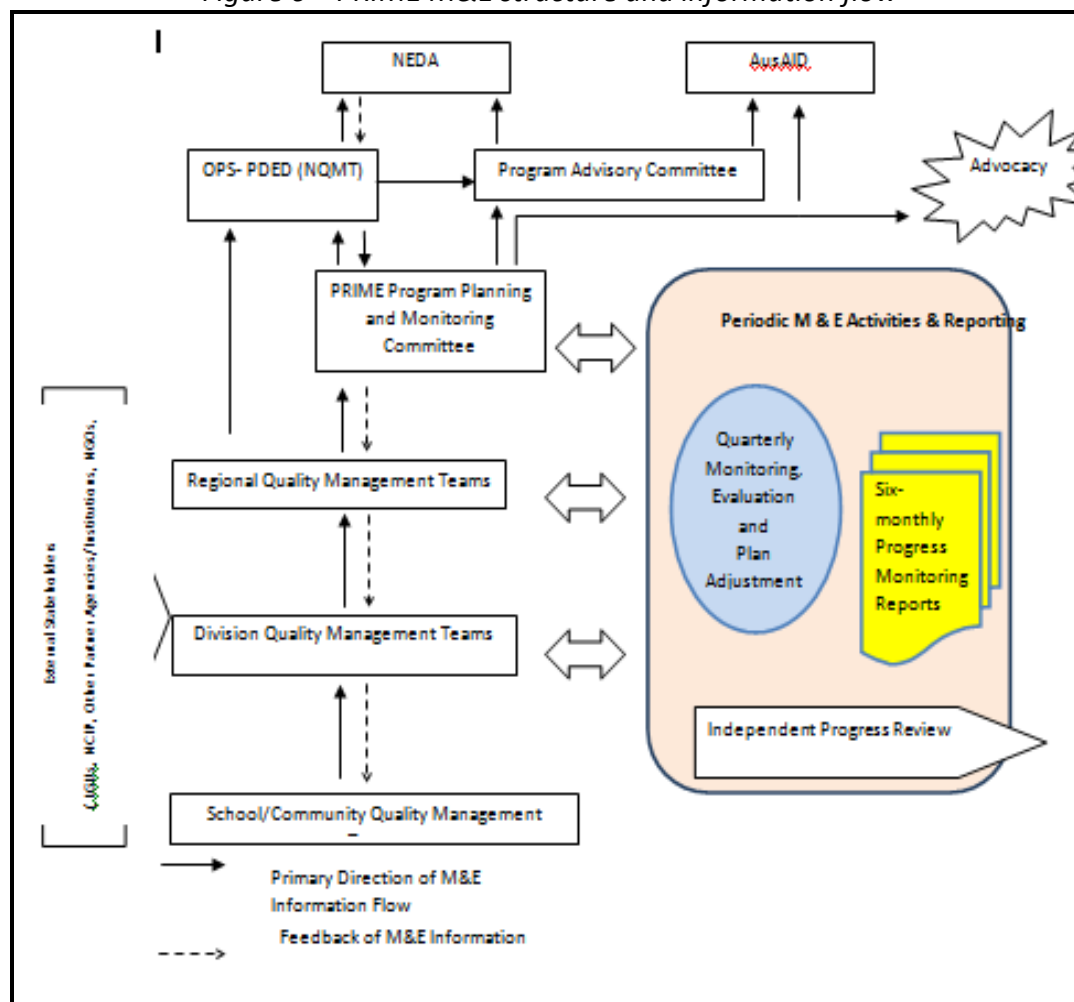
#### 3.1 Defining the basic M&E structure and information flow

A consideration in designing the M & E structure and information flow for PRIME is promoting transparency and accountability and the need to conduct participatory M&E among all stakeholders, including external stakeholders. With the governance structure being put in place, roles and functions defined, and groundwork for designing the implementation arrangements laid, the Program defined its basic M&E structure and information flow during the Inception Period to ensure seamless information flow common objectives synchronized.

Based on this premise, the lines between and among the implementation teams and M&E units are drawn to weave a network of communication and reporting arrangements. This should ascertain that all relevant units are able to receive and provide feedback.

**Figure 6** below provides an illustration of the information loop. It should be noted in the diagram that M&E information has more than one channel for reporting, in part to ensure validity and accuracy of information being reported.

*Figure 6 – PRIME M&E structure and information flow*



### **3.2 Validation, refinement and operationalization of the MEF**

The process of validating the M&E Framework provided opportunity for stakeholders within DepED at the levels of the Central Office, Regional Offices and Divisions to be engaged in the enhancement and refinement of the key elements of the MEF. Similarly the development of the M&E Plan will feature validation with external stakeholders.

#### **3.2.1 Alignment of PRIME M&E Framework indicators to BESMEF**

PRIME organized a workshop for the alignment of IP and Muslim education indicators with the BESMEF in September 2011. Key M&E personnel involved in PRIME and are performing M&E activities from the OPS-PDED and Bureaus, PRIME regional and division offices participated in the workshop.

### 3.2.2 Validation of the Key Outcomes with internal and external stakeholders.

Initial validation of key outcomes was first done with the National Quality Management Team (NQMT) composed of personnel performing M&E functions from the DepED Office of the Planning Service – Program Development and Evaluation Division (OPS-PDED), Bureau of Alternative Learning System (BALS), Bureau of Elementary Education (BEE) and Bureau of Secondary Education (BSE).

Discussion points on the validation process included:

- i. defining the key outcomes for PRIME in response to “What do we expect to see in June 2014?”;
- ii. determining key outcomes for both the *supply* side and for the *demand* side; and
- iii. validating key outcomes against the key evaluation questions.

The Program will continue to conduct validation and this will be with the Regional and Division levels to ensure that all Program Implementation Plans (PIPs) at the region and division levels, as well as programmed activities, will be consistent and geared towards the achievement of these key program outcomes.

Another level of validation will be with external stakeholders who are directly involved in monitoring and evaluation activities, either as source or users of information and as participant in the conduct of periodic activities.

### 3.2.3 Validation of stakeholders’ M&E responsibilities, tasks and information needs

The Program updated the *Matrix of M&E Responsibilities and Information* in **Attachment B** using the results of the validation conducted with the NQMT.

The validation and updating of the matrix takes into consideration the mandated functions and related M&E tasks of the DepED levels at the national, regional and division in accordance with Republic Act No. 9155.

The Program will arrange and organize an appropriate venue for validation of the M&E responsibilities and information needs with external stakeholders identified during the period October to December 2011.

## 3.3 M&E review and learning events with stakeholders

Collecting and recording information is only one aspect to monitoring and evaluation. Reviewing this information with concerned stakeholders, sharing different perspectives on what the information means, and agreeing on possible follow-up actions is also required. To this end, the Program will support a number of ongoing review and learning events including those shown in the following table:

Table 2 – Review and Learning Events

Event	Purpose	Key stakeholders	Frequency
Review of Design Document and M&E framework	To ensure stakeholders understand, support and can take on ownership of Program implementation and monitoring	TWG on IP & M education, DepED regional representatives, DepED central office including EDPITAF	In first 2 months of Program establishment

Event	Purpose	Key stakeholders	Frequency
Workshops to prepare CO-PIP, and R-PIP)	To ensure the program implementation plans are based target group and implementing agency needs and has their support	DepED staff in targeted regions and divisions, and DepED central office including EDPITAF	In first 6 months of Program establishment
Quarterly Monitoring Evaluation and Plan Adjustment (MEPA) workshops	To track progress of implementation, seek perspectives of different stakeholders on quantitative and qualitative aspects of the program, reflect on implications and adjust plans as required	DepED Central Office, including OPS, EDPITAF, Bureaus; core team members in targeted regions and divisions	Quarterly – every 3 months into implementation of each annual plan
Program Advisory Committee (PAC)	To discuss policy issues and strategic orientation and activities of the PRIME program, and make decisions on policy issues referred to them	DepED top management, NCIP, NCMF, CSO, Program management team members	At least 2 times per year
Stakeholder forums	To ensure the perspectives of target groups (e.g. teachers, students and parents) and other stakeholders are captured, reflected on and used as input to performance assessments and forward planning	Target groups (namely teachers, students and parents), LGUs, IP and Muslim organizations, and service providers	At least annually, through a structured process of qualitative data collection
Independent Progress Review meetings	To ensure the key GoA and GoP stakeholders are adequately informed of Program performance issues, can provide strategic direction, help solve problems, and make informed decisions on sustainability, effectiveness and efficiency of program implementation	AusAID, NEDA and DepED	Mid -term
Six-Monthly Progress Reports (SMPR), Mid-term and Completion review workshops	To determine status of the program achievements, outcomes and results. Share perspectives on what is working well and what is not, and to make recommendations regarding a possible future phase of GoA support	DepED staff in targeted areas, IP and Muslim school reps in target areas, other service providers, DepED central office including EDPITAF, Program management team	Every 6 months, At mid-term of Program implementation and on completion

### 3.4 Progress monitoring mechanisms for communication and reporting

There are two main reasons for communicating and reporting: (i) for accountability purposes, and (ii) to maximize impact by sharing information on successes, failures and lessons learned.

There currently is a system of reporting that is supported by the program, put in place and continuously being improved and strengthened to also ensure management efficiency. The

Program aims to engage stakeholders' compliance with these reporting requirements.

Even prior to the operationalization of the M&E System, PRIME has installed some mechanisms to monitor progress of implementation. The *Interim Monthly Progress Monitoring Report*, was installed and adopted by the PRIME regional core teams consisting of the Field-base Program officer (FBPO), RO Planning Officer and PRIME Focal Person. As this was done as interim mechanism early on in the program, the mechanism will be subject to review of its effectiveness as a tool to capture quantitative and qualitative information in program implementation. Others are pre-determined periodic and milestone reports required from PRIME.

*Table 3 – Reporting schedules and responsibilities*

Frequency/Occurrence	Means and Type of Report	Stakeholder
1. Day to Day Monitoring/Tracking	<ul style="list-style-type: none"> <li>▪ Ongoing face to face informal briefings/communication</li> <li>▪ Ongoing e-mail communication, letters, phone calls etc. to stakeholders on planned and implemented activities</li> <li>▪ Key documents and reports posted on DepED website, including results of feedback from schools/communities on their satisfaction with services and their issues/concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Program Management</li> <li>• OPS Divisions</li> <li>• EDPITAF</li> <li>• PRIME Regional Offices</li> <li>• PRIME Division Offices</li> <li>• Managing Contractors</li> <li>• Program Advisory Committee</li> </ul>
2. Monthly	<ul style="list-style-type: none"> <li>▪ Interim Progress Monitoring Reports</li> <li>▪ Monthly Financial Statements (budget, commitments, expenditure, outstanding acquittals, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Program Management</li> <li>• OPS Divisions</li> <li>• Regional Directors</li> <li>• PRIME Regional Core Team</li> </ul>
3. Quarterly	<ul style="list-style-type: none"> <li>▪ Status of PRIME Program Implementation:               <ol style="list-style-type: none"> <li>a. Physical Performance</li> <li>b. Financial Status</li> </ol> </li> </ul> <p><i>Main Source of information: Monitoring and Evaluation and Plan Adjustment Workshop</i></p>	<ul style="list-style-type: none"> <li>• NEDA</li> <li>• OPS-PDED</li> <li>• PRIME target regions and divisions</li> <li>• Clusters (Luzon and Mindanao)</li> </ul>
4. Bi-Annual (twice per year, in between Annual Plans)	<ul style="list-style-type: none"> <li>▪ Six-Monthly Progress Report (SMPR) - as Milestone</li> </ul>	<ul style="list-style-type: none"> <li>• AusAID</li> <li>• GoP/DepED</li> <li>• Program Management</li> </ul>
5. Annual Plan	<ul style="list-style-type: none"> <li>▪ Annual Plan (including consolidated and cumulative review of performance)</li> </ul>	<ul style="list-style-type: none"> <li>• AusAID</li> <li>• GoP/DepED</li> </ul>

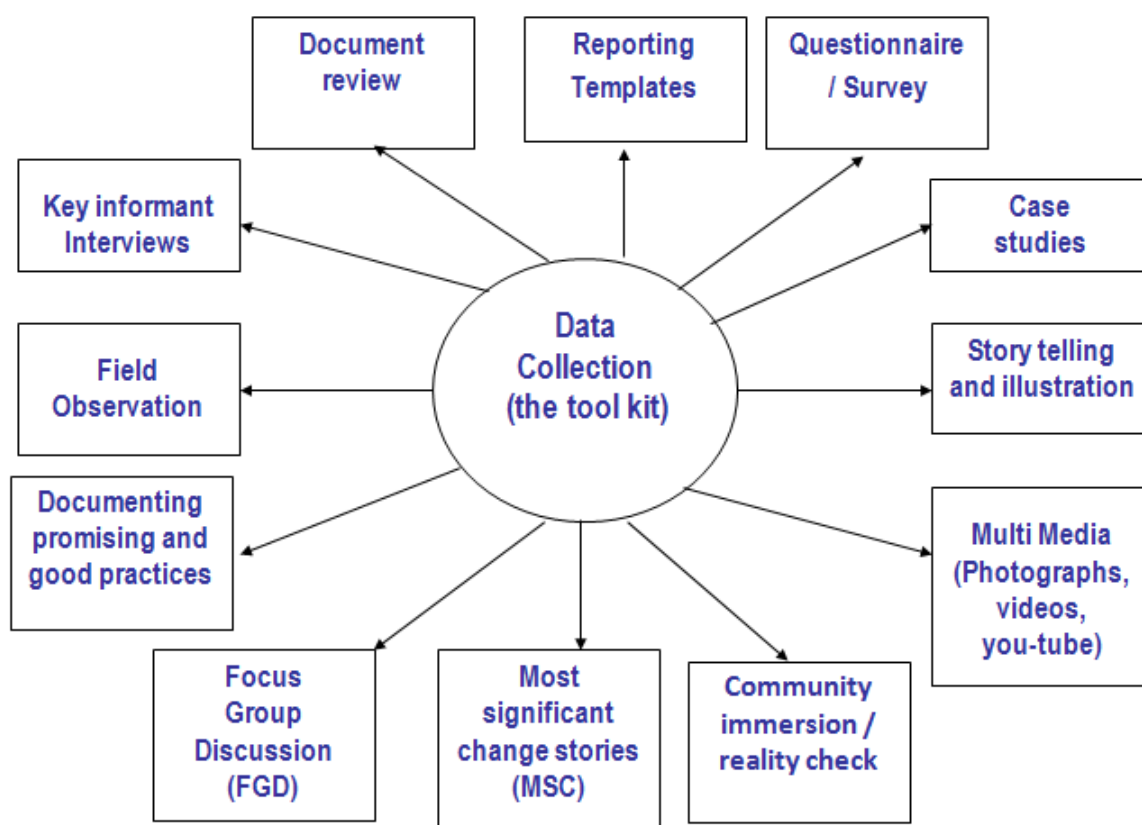
6. Other Reports: As required or as necessary	<ul style="list-style-type: none"> <li>▪ Issues based reports as requested by DepED and AusAID or as deemed useful by DepED/the Program management team</li> <li>▪ Information/presentations at other national or regional fora that are concerned with IP and Muslim education issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Program Management</li> <li>• AusAID</li> <li>• DepED Senior Management</li> <li>• Program Management</li> <li>• DepED (CO, RO &amp; DO)</li> <li>• Program Management</li> </ul>
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The specific formats for some of these reports, and due delivery dates, will be agreed between AusAID and DepED, keeping in mind the desire to use/build on DepED systems and processes as much as possible and timing and format ideally to complement AusAID's quality reporting requirements.

### 3.5 Development of tools and instruments (the M&E tool kit)

The Program will design appropriate and culture-sensitive qualitative and quantitative data collection methods, techniques, tools and instruments for the foregoing review and learning events. It shall likewise organize venues for joint and participatory stakeholders validation and analysis of information. PRIME develop a resource handbook to guide DepED M&E personnel on these tools, methods and techniques. Figure 7 outlines options that can be drawn from the proposed M&E toolkit.

Figure 7 - the M&E Tool Kit





### 3.6 *Assessment of M&E Capacity of DepED Central Office, Regional Offices and Divisions*

The Program has commenced in September 2011 the conduct of M&E capacity assessment of the personnel performing M&E functions and those involved in PRIME implementation at the various DepED levels: national, regional and divisions levels, starting with the DO level.

The assessment intends to determine existing capacity of internal stakeholders to perform monitoring and evaluation functions, existing structures, arrangement/s and practices in M&E. Enhanced evaluation is intended to lead to improved performance management and reporting. Focus areas of the assessment include: i) Institutional Support for M&E; ii) Institutional Capacity to Perform M&E of programs and projects; and iii) Individual Capacity to discharge M&E duties and responsibilities.

The results and findings of the assessment will inform: i) plans for capability building activities to develop personnel skills and competencies as well as identify appropriate interventions to address gaps identified at the individual level; ii) institutional adjustments on structure and functions to respond to needs and gaps identified.

The Program is set to continue the conduct of assessment with the national and regional M&E personnel, specifically those who are designated / assigned to constitute the PRIME M&E Teams.

### 3.7 *Mobilization, activation and strengthening of the M&E teams for PRIME*

#### 3.7.1 *Team mobilization and preparation.*

Consistent with its overall strategy of building on existing structures and units and strengthening the capacity of organic DepED personnel to sustain the benefits of the M&E system operations, the Program is establishing M&E mechanisms across all levels of governance to ensure smooth program implementation and reporting. It is currently facilitating the mobilization and preparation of existing and planned M&E structures at the DepED national, region and division levels. Each level shall activate and strengthen its M&E teams, either as a quality management team or a monitoring and evaluation group/team.

DepED will constitute the M&E Team at the following levels as well as setting criteria for selection of personnel to perform the function:

- a. **National Level.** The National Quality Management Team (NQMT) of QAA/ME TWG will serve as the National M&E Team for RPIME. OPS-PDED will serve as chair of the team. The Team shall also consist of personnel from the OPS-RSD, OPS-PPD, BEE, BSE and BALS.
- b. **Regional Level.** The selection of member shall be based on *Knowledge, Skills and Attitudes (KSAs)*: core competencies on planning, monitoring and evaluation, implementation of programs and projects; b) skills in leadership teamwork, facilitation, communication and technical writing; and c) computer proficiency.

For Regions I, X and XII which are model regions of the Quality Management System (QMS), the existing RQMTs may be utilized for the purpose. For the non-model regions, the region has the option to organize their respective Regional Monitoring and Evaluation Groups (RMEGs) for EFA. The Regional Planning Division/Unit will serve as chair of the group.



- c. **Division Level.** The identification and selection of members shall be consistent with criteria set for selection of regional members. For Divisions which have existing M&E units PRIME will ensure that necessary capacity-building are provided to personnel involved.

A draft memorandum is being facilitated for the Creation of Monitoring and Evaluation Teams for PRIME. The document: i) states the premises for naming and identifying the key personnel involved; ii) set criteria for selection of M&E personnel at the region and division levels; and iii) calls on the regions and divisions to submit the nominated personnel based on criteria (see **Attachment D** for Draft Memorandum Creating the M&E Teams for PRIME dated September 21, 2011).

A proposed Terms of Reference (TOR) of the PRIME M&E Team defines the following:

- a. Role of the Group
- b. Tasks/Functions
- c. Composition
- d. Mode of working
- e. Quorum
- f. Minutes
- g. Miscellaneous

### *3.7.2 Determining and Programming M&E capability-building needs of stakeholders*

The Program will help ensure that key implementing agency staff (primarily DepED central office, regional offices and divisions, especially members of the monitoring teams) have the basic knowledge and skills to undertake effective information collection, analysis and reporting. It is therefore anticipated that workshops/training activities on M&E will be organized and delivered early on in the life of the Program. This should include a 'training of trainers' element.

The results and findings of the on-going capacity assessment will guide the Program in identifying appropriate training program and interventions for key M&E personnel.

Initial capability-building and training needs identified and deemed priority for personnel performing M&E and related functions include the following:

1. Policy research and analysis (including statistical report writing, case studies and data interpretation)
2. Program impact evaluation
3. Monitoring and evaluation of programs
4. Designing surveys
5. Monitoring progress of program implementation
6. Conducting focused group discussions (FGD)
7. Feed-back giving and soliciting

### *3.8 Strengthening existing IT support systems*

It is *not* anticipated that the Program will develop and establish any new IT platforms for DepED, as this work is better undertaken through other programs/projects which are or have addressed sector- wide institutional capacity building initiatives. These are assumed to have been already put in place in the existing environment.

The Program will nevertheless need to ensure that there is capacity within DepED/the Program management support office to efficiently and effectively capture, analyses and report basic physical and financial data on Program supported initiatives (e.g. activities implemented, outputs

delivered, and financial resources used) including capacity to generate, present and analyses disaggregated data (by sex, geographical focus, IP groups, Muslim groups). Some IT equipment and software may therefore be procured for Program management purposes. The Program may also procure some IT equipment to support material production, information storage and processing, and information dissemination/communication.

### **3.9 Progress (Input and Output) M&E Information System especially for grant management**

PRIME will facilitate the monitoring and evaluation of the progress and accomplishment at two (2) levels:

- a. **Status of input and output objectives and indicators.** This system shall maintain a database containing the Consolidated and Regional Program Implementation Plans (R-PIPs), Regional Progress Monitoring Reports, accomplishment and progress data. Built-in analysis methods shall facilitate the evaluation of data, generation and packaging of reports and management information.
- b. **Grant implementation.** To support the attainment of this desired capacity building result, the PRIME Program has been requested to provide assistance in the development of a computer-based grants management information system (GMIS) that will enable DepED to keep track of PRIME grant funds that have been awarded to schools, communities, divisions and regions.

DepED intends to utilize the grants management information system (GMIS) developed as part of the PRIME Program to monitor and manage the department's SBM Grants as well as other grants coming from various donors – which may include providing an information management service for the "Adopt-A-School" program.

The PRIME Grants Management Information System will be developed from the relevant elements of the Project Monitoring and Evaluation Information System (PMEIS) developed under the STRIVE Project since the PMEIS had one component which collected information and documentation on the SOBE (Support Options for Basic Education) Grants.

PRIME intends to provide technical assistance to the DepED to design an appropriate Grants Management Information System (GMIS) which will align and integrate with the Enhanced Basic Education Information System (EBEIS) and the yet-to-be-developed Unified Information System (UIS) of the DepED.

With the GMIS, DepED intends to achieve the following:

- Timely submission of project status and other data relevant to grants received by beneficiaries.
- Effective monitoring of the status of project grants at all levels to enable timely response/interventions to implementation issues.
- Support beneficiaries in implementing and managing grants.
- Assist in policy and plan development at the division, regional and central office levels.

### **3.10 Conduct of evaluation studies**

#### **3.10.1 Baseline Study**

The Baseline Study is aimed at obtaining information and data on the key indicators in IP and Muslim education as well as the situation and realities of the target groups prior to program implementation.

The approach used in the conduct of the Baseline is in two (2) stages:

- i) Stage 1 has generated a priority ranking of Schools Divisions (a total of 24 Divisions) with significant populations of disadvantaged Muslim and IPs communities within the nine (9) selected Regions to serve as basis for program targeting and conduct of Stage 2 of the PRIME Baseline Survey.
- ii) Stage 2 will be the conduct of a comprehensive survey and in-depth investigation into the situations of the disadvantaged IPS and Muslim communities within the priority 24 Divisions – conducted through a formal survey (Component 1) and community-based research approaches (Component 2).

#### **3.10.2 End-of-Program Evaluation**

The end-of-program will evaluation is intended to assess the achievement of key outcome indicators identified during inception.

### 3.11 The M&E Work Plan Schedule

The PRIME M&E Work Plan Schedule appears in Table 4 below.

Table 4 - M&E Work Plan Schedule

Timeline	Activities	Stakeholders	Specific Output/s	April - August				September				October				November				December				
				M	J	J	A	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
	<b>I. M&amp;E System Design</b>																							
	<b>1. Defining the M&amp;E Information Flow</b>	PRIME Management OPS	Basic M&E Information Flow																					
	<b>2. Revision, Enhancement of the PRIME M&amp;E Framework</b>																							
	<b>1.2 Validation, of the M&amp;E Framework</b>	PRIME Management OPS	Validated M&E Framework																					
	• Alignment of PRIME M&EF Indicators to the Basic Education Monitoring & Evaluation Framework (BESMEF)	PRIME Management OPS-PDED, PPD	Aligned PRIME Indicators with the BESMEF																					
	• Validation of Key Outcomes with Internal and External Stakeholders	PRIME Management OPS-PDED, PPD & External Stakeholders	Validated End of Program Key Outcomes																					
	• Validation of Stakeholders' M&E Responsibilities, Tasks, Information Needs	PRIME Management OPS-PDED, PPD, RO, DO	Validated Stakeholders' M&E Responsibilities, Tasks, Information Needs																					
		External Stakeholders																						

Timeline	Activities	Stakeholders	Specific Output/s	April - August				September				October				November				December				
				M	J	J	A	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
	II. M&E System Operationalization																							
Program Implementation Period	1. Plan and Implement the Review and Learning Events/Gathering with Stakeholders	PRIME Management OPS-PDED, PPD & External Stakeholders	List of M&E Review and Learning Events/Gathering, Purpose of the Activity, Stakeholders Involved and Frequency																					Done progressively until end of Program
	2. Installation of Progress Monitoring Mechanisms																							
	2.1 Installation of the Interim Monthly Progress Monitoring System to Monitor Progress of Program Implementation at the region and cluster levels	PRIME Management, Cluster SPOs & M&E Officers, ROs (PRIME Core Team)	Interim Monthly Progress Monitoring Reports																					
	3.2 Conduct of the Monitoring, Evaluation and Plan Adjustment (MEPA) Workshops	DepED Central Office (OPS, Bureaus, EDPITAF), RDs, ROs (PRIME Core Team: Focal Persons, Planning Officers, Finance Officers), Managing Contractor	Quantitative and Qualitative Information on the Progress of Program Implementation																					
	3.3 Submission of Periodic	DepED Central Office	Monthly, Quarterly																					

Timeline	Activities	Stakeholders	Specific Output/s	April - August				September				October				November				December				
				M	J	J	A	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
	Progress Monitoring Reports	(OPS, Bureaus, EDPITAF), RDs, ROs (PRIME Core Team: Focal Persons, Planning Officers, Finance Officers), Managing Contractor	Progress Reports																					
	3.4 Preparation of the Six-Monthly Progress Report (SMPR)	DepED Central Office (OPS, Bureaus, EDPITAF), RDs, ROs Managing Contractor	Six-Monthly Progress Reports	Note: This is a Milestone Report due: <ol style="list-style-type: none"> <li>1. January and June 2012</li> <li>2. January and June 2013</li> <li>3. January and June 2014</li> </ol>																				
	<b>3. Development of Tools &amp; Instruments for M&amp;E of Quantitative and Qualitative Information</b>	M&E Teams at the DepED Central Office OPS-PDED (NQMT/NMEG, RQMT/DMEG, DQMT,DMEG)	Tool Kit for Quantitative and Qualitative M&E																					
	4.1 Preparation of the M&E Tool Kit/Handbook																							
	<b>4. Assessment of the M&amp;E Capacity of DepED-PRIME CO, ROs and DOs</b>	DepED Central Office (OPS, Bureaus, EDPITAF), ROs, DOs, Managing Contractor: M&E Specialist, M&E Adviser & M&E Officers	Results and Findings of Assessment: Gaps and Recommendations for Program Interventions																					
	5.1 Conduct of Assessment at the Diff. Levels																							
	• DepED CO																							
	• ROs																							
	• DOs																							

Timeline	Activities	Stakeholders	Specific Output/s	April - August				September				October				November				December				
				M	J	J	A	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
	5.2 Consolidation and Analysis of Results																							Done continuously until end of Program
	5. Mobilization, Activation and Strengthening of the M&E Teams at the CO, Region and Division																							
	6.1 Constituting the M&E Teams at the CO, Region and Division Levels	USEC Rizalino Rivera, OPS, CO, RO, DO M&E Teams	Organized, Set-Up M&E Teams at the CO, RO and DO																					
	6.2 Programming and Implementing M&E Capability-Building Activities for M&E Teams	PRIME M&E Team, OPS-PDED, Bureaus, CO, RO, DO M&E Teams	Functional M&E Teams at the CO, RO and DO effectively performing M&E functions and tasks																					
Inception and End-of-Program	6. Conduct of Evaluation Studies																							
	7.1 Baseline Study	OPS-PDED, OPS-RSD, Service Provider for the Baseline	Baseline Data:  1. Profiles of:  i) Disadvantaged IP and Muslim Communities ii) DepED Stakeholders  2. List of Priority Divisions 3. Documentation on Characterization of IP & Muslim Communities																					
	7.2 End of Program	OPS-PDED, OPS-RSD,	Status of End-of Program	Note: To be conducted 6 months prior to Program Closing Date																				

Timeline	Activities	Stakeholders	Specific Output/s	April - August				September				October				November				December				
				M	J	J	A	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
	Evaluation	Service Provider for the Baseline	Key Outcomes.  Documentation of Desirable Practices  Changes in Behavior, Attitudes and Practices among Key Stakeholders on IP and Muslim Education																					





## 5 Attachments

### ***Attachment A      Reference documents***

1. AusAID's Philippines Country Strategy Performance Assessment Framework
2. Performance Assessment and Evaluation, AusAID policy document
3. Activity-level Monitoring & Evaluation, AusAID guidance document
4. Philippines Education Sector M&E Framework, as of April 2007
5. Strengthening Sector (Education for all) Monitoring and Evaluation Implementation Plan, BESRA M&E Technical Working Group
6. Various spreadsheets of data from DepED's Basic Education Information System
7. Questions and Answers (August 2007), Research and Statistics Division, Department of Education
8. Quality assurance and accountability framework, BESRA Technical Working Group paper
9. Monitoring & Evaluation and Sustainability Framework, STRIVE project stage 2, March 2008
10. BEAM Monitoring and Evaluation Framework, November 2004
11. BEAM Logframe (modified June 2008)
12. External Evaluation Report on the BEAM project's impact on the quality of teaching and learning in schools
13. Regional Assessment in Mathematics, Science and English (RAMSE) Report 2007,
14. Regions XI, XII and ARMM, April 2008
15. Basic Education Sector Monitoring and Evaluation Framework (BESMEF)
16. PRIME Inception Report (May 2011)

**ATTACHMENT B Program Results Framework**

(Updated October 2011 based on validation during Inception Phase)

**M&E Level: OUTCOMES**

M&E QS	INDICATORS OF RESPONSE	DATA REQ'S	DATA SOURCE	METHODS		TOOLS	REPORT SCHEDULE
				ANALYSIS	DATA GATHERING		
1. Is access to quality basic education improving in targeted IP and Muslim communities?	Increased access of P/Muslim boy and girl-children to basic education	Access indicators <ul style="list-style-type: none"> <li>▪ Net intake ratios (M/F – IP/Muslim)</li> <li>▪ Net enrolment ratios (M/F – IP/Muslim)</li> <li>▪ Cohort survival rates</li> <li>▪ Repetition rates (M/F – IP/Muslim)</li> <li>▪ Completion rates (M/F – IP/Muslim)</li> <li>▪ Functional literacy rates (M/F – IP/Muslim)</li> <li>▪ Number and percentage of IP children (M/F) enrolled in (i) DepED schools implementing indigenized curriculum; and (ii) other registered IP schools</li> <li>▪ Number and percentage of Muslim children (M/F) enrolled in (i) DepED schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline Report</li> <li>▪ Mid-Term Status Report</li> <li>▪ End-of-Program Report</li> <li>▪ EBEIS</li> <li>▪ PRIME Annual Plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Frequency count</li> <li>▪ Comparison of Before and after data</li> <li>▪ Percentage of Increase in access indicators</li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline Survey</li> <li>▪ End-of-Program Survey/Panel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Questionnaire</li> </ul>	2011 :Baseline  2012: Mid-Term  2014: End of Program

M&E QS	INDICATORS OF RESPONSE	DATA REQ'S	DATA SOURCE	METHODS		TOOLS	REPORT SCHEDULE
				ANALYSIS	DATA GATHERING		
		implementing the ALIVE program; (ii) registered Madaris implementing the <ul style="list-style-type: none"> <li>▪ National Standard Curriculum for Muslim Education ; and</li> <li>(iii) other registered Madaris</li> <li>▪ Number and percentage of youth (M/F – IP/Muslim) enrolled and participating in Access programs</li> </ul>					
2. What program outcomes were achieved?	Program Outcomes achieved based on periodic accomplishments:	<ul style="list-style-type: none"> <li>• List of program outcomes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual Reports</li> <li>▪ Six-Monthly Progress Reports</li> <li>▪ CO-OPS, RO Reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comparison of Baseline, Mid-term and EoP data</li> <li>▪ Baseline vs. accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documents Review</li> <li>▪ Review of Baseline Data</li> </ul>	Checklist	Yearly Baseline, Midterm & EoP
3. Are the most disadvantaged communities and community members being effectively served?	IP and Muslim Communities served by PRIME	<ul style="list-style-type: none"> <li>▪ List of outcomes (<b>Demand Side</b>)</li> <li>▪ List of IP and Muslim Communities served by PRIME</li> <li>▪ List of programs and projects/interventions serving the most disadvantaged communities and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline:               <ul style="list-style-type: none"> <li>i) Profiles of disadvantaged IP and Muslim Communities</li> <li>ii) Profile of DepED Stakeholders</li> </ul> </li> <li>▪ List of Priority</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comparison of Baseline, Mid-term and EoP data</li> <li>▪ Baseline vs. accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documents Review</li> <li>▪ Review of Baseline Data</li> </ul>	Survey Questionnaire FGD  Ocular visits/field visits	Yearly Baseline, Midterm & EoP

M&E QS	INDICATORS OF RESPONSE	DATA REQ'S	DATA SOURCE	METHODS		TOOLS	REPORT SCHEDULE
				ANALYSIS	DATA GATHERING		
		specific assistance given	Divisions <ul style="list-style-type: none"> <li>▪ Grants Proposals</li> <li>▪ Report on Grants Project Implementation</li> <li>▪ EBEIS</li> </ul>				
4. Is the Program effectively supporting DepED and other stakeholders to improve learning outcomes in targeted IP and Muslim communities?	Enabling environment for DepED to provide better access to an appropriate, policy driven sustainable and quality education for IP and Muslim communities	<ul style="list-style-type: none"> <li>▪ List of outcomes <b>(Supply Side)</b></li> <li>▪ List of DepED initiatives to support of programs for IP and Muslim education in terms of:               <ul style="list-style-type: none"> <li>↳ Policy issuances</li> <li>↳ Guidelines on the Enhancement of SIP integrating Community Education Improvements</li> <li>↳ Strengthening Program Management and M&amp;E capacity of DepED</li> <li>↳ Creating mechanisms to create improve learning outcomes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline</li> <li>▪ DepED Database</li> <li>▪ Minutes of PAC Meetings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Frequency count</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Documents Review</li> </ul>	Desk Review  Interview	As needed

M&E QS	INDICATORS OF RESPONSE	DATA REQ'S	DATA SOURCE	METHODS		TOOLS	REPORT SCHEDULE
				ANALYSIS	DATA GATHERING		
		<ul style="list-style-type: none"> <li>List of positive changes as a results of DepED initiatives to support programs for IP and Muslim education</li> </ul>					
5. As result of application implementation (delivery of services) of outputs, what observable	Positive changes in behavior, structure and practices within DepED to support: <ul style="list-style-type: none"> <li>Changes in:               <ul style="list-style-type: none"> <li>Behavior</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Number of teachers/officials</li> <li>Changes in:               <ul style="list-style-type: none"> <li>Behavior</li> <li>Perceptions &amp; Attitudes</li> <li>Practices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>List of observable changes form M&amp;E CO/RO/DO Reports</li> <li>MEPA Results</li> </ul>	<ul style="list-style-type: none"> <li>Comparative analysis of Structure/function of organization</li> <li>Trend Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>Documents Review</li> <li>Focused</li> </ul>	<ul style="list-style-type: none"> <li>Interview Guide</li> <li>FGD</li> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Yearly</li> <li>EO 3-years</li> </ul>

M&E QS	INDICATORS OF RESPONSE	DATA REQ'S	DATA SOURCE	METHODS		TOOLS	REPORT SCHEDULE
				ANALYSIS	DATA GATHERING		
changes occurred in: <ul style="list-style-type: none"> <li>• Behavior</li> <li>• Perceptions</li> <li>• Attitudes</li> <li>• Practices</li> </ul>	<ul style="list-style-type: none"> <li>↳ Perceptions &amp; Attitudes</li> <li>↳ Practices</li> <li>↳ Institutional structures</li> </ul>	<ul style="list-style-type: none"> <li>↳ Institutional structures</li> </ul>		<ul style="list-style-type: none"> <li>▪ Comparative Assessment</li> </ul>	Group Discussion <ul style="list-style-type: none"> <li>▪ Observation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Checklist</li> <li>▪ Observation Log</li> </ul>	
6. What factors are affecting the delivery/achievement of results?	Factors that hinder and support delivery of results identified.	List of facilitating and hindering factors	<ul style="list-style-type: none"> <li>▪ MEPA Results</li> <li>▪ Quarterly Progress Reports</li> <li>▪ Interim Monthly Reports</li> </ul>	Frequency Count	Documents Review	<ul style="list-style-type: none"> <li>▪ Capture Tool/Reports Review</li> </ul>	Periodic
7. What are the lessons learned/promising practices in implementing the program?	Desirable and promising practices identified based on set criteria	List of desirable and promising practices in implementing IP and Muslim Education	<ul style="list-style-type: none"> <li>▪ MEPA Results</li> <li>▪ Quarterly Progress Reports</li> <li>▪ Interim Monthly Reports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Trend Analysis</li> <li>▪ Frequency Count</li> <li>▪ Comparing Against standard</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interview</li> <li>▪ Documents Review</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Questionnaire</li> </ul>	Quarterly
8. What are the effects/results of the sustainability measures applied?	<ul style="list-style-type: none"> <li>▪ Achievement of sustainability indicators</li> <li>▪ Coverage and frequency of utilization</li> <li>▪ Percentage of outputs used/adopted by the DepED units</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sustainability indicators achieved</li> <li>▪ Percentage of outputs sustained</li> </ul>	List of record of Results of Sustainability measures applied:	Trend Analysis	Documents Review	Checklist	Periodic and EO Project

**M&E Level: OUTPUTS**

M&E QS	INDICATORS OF RESPONSE	DATA REQ'S	DATA SOURCE	METHODS		TOOLS	REPORT SCHEDULE
				ANALYSIS	DATA GATHERING		
1. Are the physical outputs delivered/ achieved?  ▪ As planned? ▪ On time?	Percentage of physical outputs achieved:  ▪ as planned ▪ on time	▪ List of targets  ▪ Standards per output  ▪ Physical outputs achieved	▪ Consolidated PIP ▪ Regional PIPs ▪ List of standards	▪ Frequency count ▪ Comparison of outputs based on Standards ▪ Percentage of achieved vs. targeted outputs	▪ Documents Review  ▪ Physical Count	▪ Documents Review ▪ Checklist ▪ Spot check observation ▪ Milestone Checklist	Bi-annual
2. Which outputs are having the most positive impact, and why?	List and brief description of impacts and effects of program outputs and activities	▪ The intended and unintended effects of program outputs and activities to CO, ROs & DOs	▪ Periodic reports ▪ Cluster and Regional Monthly Reports		▪ FGD or group Interviews with	Interview Guide	Annual, Mid-Term & EOP
3. What are the issues/concerns/ feedback that affected the achievement of outputs?	Problems encountered during the project including hindering and facilitating factors, risk factors (external to the program)	Identified issues/ concerns/feedback affecting the delivery of outputs	▪ MEPA Results: Documentation of issues, concerns and challenges ▪ Quarterly Progress Reports ▪ Consolidated Interim Monthly Reports	▪ Consolidation of brainstorming results ▪ Cross validation of Interview and Documents review	▪ Workshop ▪ Brainstorming ▪ Interview (sample) ▪ Documents review	▪ Documents Review checklist ▪ Interview guide	Quarterly
4. What are the lessons learned in program implementation?	Lessons learned in program implementation	Identified Lessons learned	▪ MEPA Results: Documentation of Lessons learned during program implementation	▪ Cross Validation of Interview and documents review ▪ Consolidation of brainstorming results	▪ Documents Review ▪ Brainstorming ▪ Interview (sample)	▪ Documents review checklist ▪ Interview Guide	Quarterly



M&E QS	INDICATORS OF RESPONSE	DATA REQ'S	DATA SOURCE	METHODS		TOOLS	REPORT SCHEDULE
				ANALYSIS	DATA GATHERING		
5. What sustainability measures are being implemented?	Sustainability measures/strategies implemented	<ul style="list-style-type: none"> <li>List of sustainability measures implemented</li> <li>List of targeted sustainability measures</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability Plan</li> <li>Annual Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of Actual vs. Target</li> <li>Consolidation of FGD Result</li> </ul>	<ul style="list-style-type: none"> <li>Documents Review</li> <li>FGD</li> </ul>	<ul style="list-style-type: none"> <li>Documents Review Checklist</li> <li>FGD Guide</li> </ul>	Bi-annually

**M&E Level: INPUTS**

M&E QS	INDICATORS OF RESPONSE	DATA REQ'S	DATA SOURCE	METHODS		TOOLS	REPORT SCHEDULE
				ANALYSIS	DATA GATHERING		
1. Are the support resources <ul style="list-style-type: none"> <li>Well defined?</li> <li>In place?</li> <li>Adequately/ appropriately provided as the case may be?</li> <li>On time?</li> <li>Disbursed/ accounted for?</li> <li>Utilized?</li> </ul>	Timely provision of inputs: <ul style="list-style-type: none"> <li>Resources/Funds released and availed</li> <li>Developed and/ or produced designs/ framework/ standards/ materials listed</li> <li>Involvement of implementers/ partners: percentage – gender</li> </ul>	<ul style="list-style-type: none"> <li>List of resources, time delivered, resources disbursed and accounted for</li> <li>Amount disbursed</li> </ul>	<ul style="list-style-type: none"> <li>Request for resources</li> <li>Report on the specifications/ requirements met by the input resources</li> <li>GoA and GoP Financial Report</li> <li>Grant Guidelines</li> <li>Grant Management Information System</li> </ul>	<ul style="list-style-type: none"> <li>Comparative Analysis</li> <li>Percentage</li> </ul>	<ul style="list-style-type: none"> <li>Documentation Review</li> </ul>	Checklist	Quarterly
2. Which inputs and activities are having the most positive effect, and	List and brief description of impacts and effects of program outputs and	<ul style="list-style-type: none"> <li>The intended and unintended effects of program outputs and activities to CO, ROs &amp; DOs</li> </ul>	<ul style="list-style-type: none"> <li>Periodic reports</li> <li>Cluster and Regional</li> </ul>		<ul style="list-style-type: none"> <li>FGD or group Interviews with</li> </ul>	Interview Guide	Annual, Mid-Term & EOP

M&E QS	INDICATORS OF RESPONSE	DATA REQ'S	DATA SOURCE	METHODS		TOOLS	REPORT SCHEDULE
				ANALYSIS	DATA GATHERING		
why?	activities		Monthly Reports				
3. Are the inputs: <ul style="list-style-type: none"> <li>▪ Based on policies and guidelines;</li> <li>▪ Aligned to standards/ thrusts;</li> <li>▪ Provided in time?</li> </ul>	Accomplishment of output standards/ frameworks/ designs identified in the Consolidated Program Implementation Plan (CoPIP) and Regional PIPs <ul style="list-style-type: none"> <li>▪ Aligned to/ based on national frameworks/ standards/ thrusts / programs</li> <li>▪ Responsive to gender considerations</li> </ul>	List of Accomplishments based on COPIP and RPIPs	Regional Progress Reports	Frequency Count	Report Submission	Reporting Templates	Quarterly
4. What are the problems of the program in terms of resources: human and non-human? How are these issues resolved?	<ul style="list-style-type: none"> <li>▪ Program issues resolved/ unresolved <ul style="list-style-type: none"> <li>↳ Time</li> <li>↳ Funds</li> <li>↳ Approval</li> <li>↳ Human resources</li> <li>↳ Material</li> </ul> </li> <li>▪ Approaches are in consonance with the</li> </ul>	<ul style="list-style-type: none"> <li>▪ List of program issues resolved/ unresolved</li> <li>▪ List of approaches utilized to resolve issues</li> </ul>	Minutes of Meeting of Planning and Monitoring Committee (PAC) and PAC Minutes	<ul style="list-style-type: none"> <li>▪ Thematic grouping of responses</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report Submission</li> <li>▪ Documenting in meetings</li> </ul>	Reporting Templates	Quarterly

M&E QS	INDICATORS OF RESPONSE	DATA REQ'S	DATA SOURCE	METHODS		TOOLS	REPORT SCHEDULE
				ANALYSIS	DATA GATHERING		
	principles of consultation and participation						
5. Is there a sustainability plan? What strategies for sustainability are developed	<ul style="list-style-type: none"> <li>▪ Sustainability Plan developed</li> <li>▪ Sustainability strategies identified</li> </ul>	List of identified sustainability strategies	Program Sustainability Plan	Frequency count of sustainability strategies	Documents Review	Checklist	December 2011



### Attachment C Stakeholder M&E responsibilities and information needs

Stakeholder	M&E responsibilities	Information needs
Program Advisory Committee <sup>3</sup>	<ul style="list-style-type: none"> <li>The primary objective of the PRIME Program Advisory Committee is to discuss the policy – issues and strategic orientation and activities of the PRIME Program and decide on critical policy issues referred to them to help improve the relevance and impact of its objective.</li> </ul>	<ul style="list-style-type: none"> <li>Results being achieved (access to quality basic education for disadvantaged groups, disaggregated by group and sex)</li> <li>Key constraints that may require high-level support to resolve (e.g. on policy or budget)</li> <li>Lessons learned and opportunities for replication and scale-up</li> <li>Budget and expenditure summaries</li> </ul>
OPS/ EDPITAF & Program management office(s)	<ul style="list-style-type: none"> <li>Formulate standards and policies on education plans incorporating Muslim and IP education concerns and needs</li> <li>Formulate and operationalize the M&amp;E Plan</li> <li>Operationalise the M&amp;E Framework in partnership with DepED Bureaus</li> <li>Monitor, assess and enhance national learning outcomes for policy formulation and national standard setting</li> <li>Provide technical support and other resources for M&amp;E in line with workplans and budgets</li> <li>Collect, record and analyses data on progress and performance including issues and lessons learned for submission to oversight agencies</li> <li>Use information collected to support informed decision making, accountability and learning</li> </ul>	<ul style="list-style-type: none"> <li>Results being achieved (access to quality basic education for disadvantaged groups)</li> <li>Outputs delivered, activities undertaken and input/budget used</li> <li>Audit information on special accounts</li> <li>Constraints to implementation that require management action</li> <li>Lessons learned and opportunities for replication and scale-up</li> <li>Activities of other related programs</li> </ul>
DepED Bureaus	<ul style="list-style-type: none"> <li>Formulate standards for curriculum and training for IP and Muslim education implementers</li> <li>Monitor and evaluate the implementation of curricula and existing policies and standards on teaching training and development and learning resource materials</li> <li>Use information collected to support informed decision making, accountability and learning</li> <li>Support the national M&amp;E Team</li> </ul>	<ul style="list-style-type: none"> <li>Results being achieved (access to quality basic education for disadvantaged groups)</li> <li>Outputs delivered, activities undertaken and input/budget used</li> <li>Constraints to implementation that require management action</li> <li>Lessons learned and opportunities for replication and scale-up</li> <li>Activities of other related programs</li> </ul>

<sup>3</sup> Includes one representative each from the following: DepED (Chair), AusAID, NEDA, NCIP, Alternative representative from NCIP, NCMF, Alternate Representative from NCMF, The Program Director of PRIME Program (ex-officio member) and Representative from NGOs.

Stakeholder	M&E responsibilities	Information needs
DepED at Regional Levels	<ul style="list-style-type: none"> <li>Define the M&amp;E requirements for the IP and Muslim education portion of the REDP</li> <li>Appraise and monitor the DEDP</li> <li>Evaluating the Division's readiness to support schools on SBM</li> <li>Support the operationalization of the PRIME M&amp;E system plan</li> <li>Localizing / indigenizing curriculum standards issued by the Central Office</li> <li>Monitoring, evaluating and assessing regional learning outcomes;</li> <li>Undertaking research projects for evaluating the impact of the IP/ME program</li> <li>Evaluating the performance of Division Superintendents and Assistant Division Superintendents on progress in advancing IP/ME education.</li> <li>Operationalise the M&amp;E Framework in partnership with stakeholders</li> <li>Allocate time and resources for M&amp;E from own budget, including for divisional M&amp;E 'teams'</li> <li>Collect, record and analyses data on progress and performance of Regional and Division projects</li> <li>Use information collected to support informed decision making, accountability and learning</li> <li>Prepare summary progress and performance reports</li> </ul>	<ul style="list-style-type: none"> <li>Scope of approved workplans and budgets</li> <li>Results being achieved (access to quality basic education for disadvantaged groups)</li> <li>Outputs delivered, activities undertaken and input/budget used for Regional projects</li> <li>Outputs delivered and Immediate outcomes achieved for Division projects</li> <li>Academic Heads satisfaction with services provided</li> <li>Constraints to implementation that require management action</li> <li>Lessons learned from other regions and opportunities for replication and scale-up</li> <li>M&amp;E tools and their usage to track outcomes achieved</li> </ul>
DepED at Divisional Levels	<ul style="list-style-type: none"> <li>Define the M&amp;E requirements for the IP and Muslim education portion of the DEDP</li> <li>Appraise and monitor the SIP</li> <li>Support the operationalization of the PRIME M&amp;E system plan</li> <li>Define the M&amp;E Plan for the IP/ME portion of the DEDP</li> <li>Monitoring the utilization of funds for IP/ME by the Division, Schools and Learning Centers</li> <li>Ensuring compliance with quality standards set by the Region for IP/ME</li> <li>Operationalise the M&amp;E Framework in partnership with stakeholders</li> <li>Allocate time and resources for M&amp;E from own budget, including for schools and learning centers</li> <li>Development of tools to monitor and supervise the operations of all schools and learning centers for IP and ME.</li> <li>Collect, record and analyses data on progress and performance</li> <li>Use information collected to support informed decision making, accountability and learning</li> <li>Prepare summary progress and performance reports</li> </ul>	<ul style="list-style-type: none"> <li>Scope of approved workplans and budgets</li> <li>Results being achieved (access to quality basic education for disadvantaged groups)</li> <li>Outputs delivered, activities undertaken and input/budget used</li> <li>Community satisfaction with services provided</li> <li>Constraints to implementation that require management action</li> <li>Lessons learned from other divisions and opportunities for replication and scale-up</li> <li>M&amp;E tools and their usage to track progress of activities and outputs on IP/ME program</li> </ul>

Stakeholder	M&E responsibilities	Information needs
Schools	<ul style="list-style-type: none"> <li>• Prepare, implement and monitor SIPs</li> <li>• Work with community stakeholders on monitoring and evaluating access and quality issues of education for IP and Muslim students</li> <li>• Collect, record and analyses data in line with DepED requirements</li> <li>• Use information collected to support informed decision making, accountability and learning</li> <li>• Report performance data in line with DepED requirements</li> <li>• Manage schools systems and processes</li> <li>• Measure performance</li> <li>• Manage school programs and projects</li> <li>• Ensure continuous improvement of school programs and projects</li> </ul>	<ul style="list-style-type: none"> <li>• Basic education reform agenda priorities and targets</li> <li>• 'External' resources available for implementation of SIPs and related initiatives</li> <li>• Feedback from DepED on school 'performance' and priorities for action / follow- up</li> <li>• Community and student satisfaction with services provided (including M/F)</li> <li>• Lessons learned from other areas/schools that can support continuous improvement</li> <li>• M&amp;E tools and their usage to elicit feedback from the community on the IP/M&amp;E</li> </ul>
Targeted IP and Muslim communities	<ul style="list-style-type: none"> <li>• Support schools to develop and implement school improvement plans</li> <li>• Provide feedback to schools/DepED on educational needs and services needed by the community as well as satisfaction with these services</li> <li>• Participate in the monitoring of progress of grants</li> </ul>	<ul style="list-style-type: none"> <li>• Basic education reform agenda priorities and targets</li> <li>• 'External' resources available for implementation of SIPs and related initiatives</li> <li>• Feedback from DepED on the school's actions and priorities for action / follow- up</li> <li>• Lessons learned from other areas/schools that can support continuous improvement</li> </ul>
LGUs, non-govt. service providers and other local stakeholders	<ul style="list-style-type: none"> <li>• As appropriate, supplement resources to support improved M&amp;E of basic education service delivery</li> <li>• Use information collected to support informed decision making, accountability and learning</li> <li>• As appropriate, provide progress/performance reports on use of Program resources</li> <li>• Share information and data on LGU supported initiatives on IP and Muslim education</li> <li>• Participate in the monitoring of progress of grants</li> </ul>	<ul style="list-style-type: none"> <li>• Basic education reform agenda priorities and targets</li> <li>• 'External' resources available for implementation of SIPs and related initiatives</li> <li>• Community satisfaction with services provided</li> <li>• Lessons learned from other areas/schools that can support improvements in basic education</li> </ul>

***Attachment D       Terms of Reference (TOR) of the PRIME M&E Team***

For electronic version, please see separate file <<M&E ToR & Memo.pdf>





PRIME Program

# Milestone Schedule

Philippines' Response to  
Indigenous Peoples' and  
Muslim Education (PRIME)  
Program

*15 October 2011*





<b>Document Title</b>	Milestone Schedule - Revised
<b>Initial Issue Date</b>	13 May 2011
<b>Prepared by</b>	Program Director
<b>Revised by</b>	Project Manager
<b>Revision Date</b>	15 October 2011
<b>Version</b>	2.0
<b>Version 2.0 Reviewed by</b>	Program Director, Development Program Director



No.	Deliverable Output	Verifiable Indicator	Completion Date
1	1 <sup>st</sup> Annual Plan (2011-2012)	Accepted by AusAID and DepED in writing	15 October 2011
2	1 <sup>st</sup> Contractor Performance Assessment	Rating of “Satisfactory” or better	October 2011
3	1 <sup>st</sup> Six Monthly Progress Report (SMPR)	Accepted by AusAID in writing	15 January 2012
4	2 <sup>nd</sup> Contractor Performance Assessment	Rating of “Satisfactory” or better	April 2012
5	2 <sup>nd</sup> Six Monthly Progress Report (SMPR)	Accepted by AusAID in writing	15 July 2012
6	2 <sup>nd</sup> Annual Plan (2013)	Accepted by AusAID and DepED in writing	15 October 2012
7	3 <sup>rd</sup> Contractor Performance Assessment	Rating of “Satisfactory” or better	October 2012
8	3 <sup>rd</sup> Six Monthly Progress Report (SMPR)	Accepted by AusAID in writing	15 January 2013
9	4 <sup>th</sup> Contractor Performance Assessment	Rating of “Satisfactory” or better	April 2013
10	4 <sup>th</sup> Six Monthly Progress Report (SMPR)	Accepted by AusAID in writing	15 July 2013
11	3 <sup>rd</sup> Annual Plan (2014-2015)	Accepted by AusAID and DepED in writing	15 October 2013
12	5 <sup>th</sup> Contractor Performance Assessment	Rating of “Satisfactory” or better	October 2013
13	5 <sup>th</sup> Six Monthly Progress Report (SMPR)	Accepted by AusAID in writing	15 January 2014
14	6 <sup>th</sup> Contractor Performance Assessment	Rating of “Satisfactory” or better	April 2014
15	6 <sup>th</sup> Six Monthly Progress Report (SMPR)	Accepted by AusAID in writing	30 May 2014
16	Activity Completion Report (ACR)	Accepted by AusAID in writing	30 May 2014





PRIME Program

# Information, Advocacy and Communications Plan

Philippines' Response to  
Indigenous Peoples' and  
Muslim Education (PRIME)  
Program

*15 October 2011*



<b>Document Title</b>	Information, Advocacy and Communications Plan - Updated
<b>Initial Issue Date</b>	13 May 2011
<b>Prepared by</b>	Information and Advocacy Officer
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<b>Version 2.0 Reviewed by</b>	Program Director, Deputy Program Director

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## Acronyms and Abbreviations

AusAID	Australian Agency for International Development
CSO	Civil Society Organization
DepED	Department of Education
DPD	Deputy Program Director
EFA	Education for All
FBPO	Field Based Program Officer
GO	Government Office
IAC	Information, Advocacy and Communications
IAO	Information and Advocacy Officer
IP	Indigenous Peoples
IP/M	Indigenous Peoples/Muslim
M&E	Monitoring and Evaluation
NGO	Non-government Organization
SPO	Senior Program Officer
PD	Program Director
PRIME	Philippines' Response to Indigenous Peoples' and Muslim Education
PTCA	Parent-Teacher-Community Association
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund



# 1 Communication Goals and Objectives

## 1.1 General Goals and Objectives

The goal of this Information, Advocacy and Communications Plan is to maximize available information and advocacy networks and initiate new strategies to establish behavioral change towards better respect for and appreciation of cultural diversity in the basic education sector. It also aims to facilitate the conception of a DepED-initiated IAC Plan for IP/M Education as proposed in the PRIME Implementation Plan of DepED Central Office.

The general communication objectives of this IAC Plan are:

- To promote the need for inclusive education anchored on a rights-based approach and respect for cultural liberty
- To support effective resource mobilization through constant communication and coordination with various stakeholders

## 1.2 Communication Objectives per Stakeholder

### 1.2.1 Indigenous Peoples' and Muslim Communities and other possible recipients of PRIME Grants

- To stimulate community-led demand for quality basic education services through information and advocacy strategies

### 1.2.2 Department of Education Executives and Staff

- To mobilize DepED's organizational resources for the espousal and achievement of inclusive education
- To encourage DepED employees to be more sensitive to, respectful and accepting of cultural identities and unique contexts of learners coming from indigenous and Muslim communities who may have been marginalized due to historical injustices and deep-seated social prejudices
- To promote DepED's ownership of the PRIME Program

### 1.2.3 Other Relevant Government Offices

- To assist/encourage other GOs in identifying and understanding the needs of IP/M learners
- To promote convergence between DepED and other government agencies in the delivery of basic social services to the IP/M communities and other possible recipients of PRIME Grants

### 1.2.4 NGOs, CSOs, and Other Donor Agencies

- To stimulate interest in and gain support for the initiatives of the PRIME Program
- To initiate and encourage multi-level partnerships between DepED and these organizations

### 1.2.5 Links to the General Public

- To raise public interest on the initiatives of DepED with regard to inclusive education, particularly in IP and Muslim communities

- To position the initiatives and achievements of the PRIME Program as valuable sources of news and/or stories

## 2 Situation Analysis

With an IAC Plan formulated to promote respect for and appreciation of cultural diversity in the basic education sector, the following factors are expected to influence the implementation of the Program's information and advocacy strategies:

### *Strengths*

- Support of the following offices:
  - DepED Office of Planning Service
  - DepED Communications, Coordination and Crisis Management Office
  - AusAID Public Affairs Department
- Positive reception and support of CSO partners (e.g., Assisi Development Foundation and other NGOs and POs at the grassroots level)

### *Limitations*

- The interests of IP/M communities, particularly those related to the promotion of their rights and their education, receive inadequate attention from the media
- Unfamiliarity of the stakeholders to the PRIME Program

### *Opportunities*

- Signing of DepED Order 62, s.2011 (National Indigenous Peoples Education Policy Framework)
- Existence of the following institutions/offices
  - Office of Madrasah Education
  - Schools of Living Traditions
  - Indigenous Peoples education centers
  - Promising and successful initiatives of other entities /service providers
- Interest of the DepED Secretary and other senior managers in improving basic education services for IPs
- Availability of various social media to communicate with the DepED staff and the general public
- Development of PRIME website

### *Threats*

- Prevailing erroneous/inaccurate stereotypes, perceptions, and understanding among DepED employees and other stakeholders in general on the following:
  - Muslim Filipinos
  - Indigenous Peoples
  - Inclusive education
  - Educational grants
  - Foreign-assisted projects
- Lack of sustainable and effective institutional relationship and linkages between the IP/M Communities and other possible recipients of PRIME Grants. and the implementing agency



### 3 Intended Publics and Stakeholders

PRIME's culturally and socio-economically diverse stakeholders significantly emphasize the need for audience segmentation. Appropriate modifications to the messages and communication approaches will be applied when necessary to suit the distinctiveness of the following audience clusters:

#### ***IP/M Communities and Other Possible Recipients of PRIME Grants***

- Education sector
  - Target regions and divisions
  - Schools with high IP and/or Muslim population
  - Local school boards
  - Teaching and non-teaching personnel
- Parent – Teacher – Community Associations (PTCAs)
- NGOs/CSOs with education programs for IP/M communities that can be supported by PRIME

#### ***Department of Education Executives and Staff***

- Office of the Secretary
- Office of the Undersecretary for Regional Operations
- Office of the Undersecretary for Programs and Projects
- Office of Planning Service
- Educational Development Projects Implementing Task Force
- Bureau of Elementary Education
- Bureau of Secondary Education
- Bureau of Alternative Learning System
- Office of Madrasah Education
- Regional Offices
- Literacy Coordinating Council
- Regional Education Learning Centers
- Communications, Coordination and Crisis Management Office

#### ***Other Relevant Government Offices***

- National Commission on Indigenous Peoples
- National Commission on Muslim Filipinos
- National Economic and Development Authority
- National Commission for Culture and the Arts
- Department of Social Welfare and Development
- Technical Education and Skills Development Authority
- Commission on Muslim Education
- Local Government Units
- Other government agency members of the National Education for All Committee

#### ***NGOs, CSOs, and Other Donor Agencies***

- E-Net Philippines
- Assisi Development Foundation
- Episcopal Commission on Indigenous Peoples
- UN Agencies (UNICEF, UNESCO, UNDP, etc.)
- SEAMEO INNOTECH
- World Bank
- USAID
- Indigenous Peoples' Organizations

- Muslim Organizations
- Other potential partners

***Links to the General Public***

- DepED Communications, Coordination and Crisis Management Office (National and Regional)
- AusAID Public Affairs Department
- National Broadcasting Network
- Philippine Information Agency
- National and local media groups/representatives
- Related websites and publications

## 4 Information, Advocacy and Communications Matrix

### 4.1 Central Office / National – level Activities

Communication Issue	Communication Objective	Message	Channel/Strategy/Activity	Targeted Stakeholder	Timeframe	Responsibility Center	Budget
The stakeholders are unaware of the commencement of the PRIME Program	<ul style="list-style-type: none"> <li>Introduce the PRIME Program to the concerned regional DepED executives and target communities</li> <li>Increase in the level of understanding of the basis for the Program's existence and of its goals</li> <li>Increase in the perceived value/impact of the Program to the target communities</li> </ul>	Program description and goal	<ul style="list-style-type: none"> <li>Official visits and program introduction</li> <li>Installation of FBPOs</li> <li>Program Launch (National level)</li> </ul>	DepED Executives & Staff	May – June 2011	<ul style="list-style-type: none"> <li>PD</li> </ul>	Php 50,000.00 per region
				<ul style="list-style-type: none"> <li>DepED Executives &amp; Staff</li> <li>Other relevant GOs</li> </ul>	3 <sup>rd</sup> wk June – 1 <sup>st</sup> wk July	<ul style="list-style-type: none"> <li>IAO</li> </ul>	Php 500,000.00
			<ul style="list-style-type: none"> <li>Program Launch (Regional)</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, CSOs, &amp; other donor agencies</li> <li>Links to the General Public</li> </ul>	Target date: 6 July July – September 2011	<ul style="list-style-type: none"> <li>IAO</li> <li>FBPOs</li> </ul>	Php 70,000.00 per region
			<ul style="list-style-type: none"> <li>Dissemination of Program brochure and other advocacy materials</li> </ul>		All throughout the duration of the Program	<ul style="list-style-type: none"> <li>Program staff</li> </ul>	Php 150,000.00 per year
Access programs provided to children with special needs, in conflict-affected areas, and those belonging to IP/M communities are undervalued	<ul style="list-style-type: none"> <li>Promote inclusive education to DepED employees</li> </ul>	<ul style="list-style-type: none"> <li>Improving access to basic education of children who are not from mainstream communities are critical to the achievement of EFA goals</li> </ul>	<ul style="list-style-type: none"> <li>Revision of existing EFA Logo to incorporate elements that highlight respect for cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>DepED Executives &amp; Staff</li> <li>Other relevant GOs</li> <li>NGOs, CSOs, &amp; other donor agencies</li> <li>Links to the General Public</li> </ul>	4 <sup>th</sup> wk June – 1 <sup>st</sup> wk July	<ul style="list-style-type: none"> <li>IAO</li> </ul>	Php 5,000.00
		<ul style="list-style-type: none"> <li>DepED Order 62, s.2011</li> </ul>	<ul style="list-style-type: none"> <li>Translation of National IP Education Policy Framework</li> </ul>	<ul style="list-style-type: none"> <li>IP/M Communities and Other Possible Recipients of</li> </ul>	October 2011	<ul style="list-style-type: none"> <li>DPD</li> </ul>	Php 100,000.00

Communication Issue	Communication Objective	Message	Channel/Strategy/Activity	Targeted Stakeholder	Timeframe	Responsibility Center	Budget
				PRIME Grants ▪ DepED Executives & Staff			
Lack of understanding of DepED staff and other stakeholders of the experiences and realities of IP/M Communities	▪ Acquaint DepED employees with the plight of the indigenous peoples	▪ Social issues confronting IPs	▪ IP Day Film Showing	▪ DepED Executives & Staff	9 August 2011	▪ IAO	Php 15,000.00
	▪ Familiarize DepED employees with education programs and policies that have been developed for the IPs along with social issues that confront the IP/M communities	▪ DepED Order 62, s.2011 ▪ Background information on Philippine IPs	▪ IP Month Exhibit	▪ DepED Executives & Staff ▪ Links to the General Public	3 – 31 October 2011	▪ IAO	Php 200,000.00
	▪ Encourage respect for other cultures ▪ Exposure to indigenous teaching & learning methods used by the IPs	▪ The need for culturally-relevant and learner-centered curriculum	▪ Learning visits/immersion to IP communities, schools and learning centers	▪ DepED Executives & Staff (Luzon Cluster)	3-8 October 2011	▪ Luzon Cluster FBPOs & SPO	Php 200,000.00
	▪ Encourage respect for cultural diversity ▪ Promote inclusion (gender, poverty, disability)	▪ The basic education system should be able to effectively respond to the learning needs of learners with diverse backgrounds	▪ Inclusion of IP/M related activities in quarterly M&E meetings	▪ DepED Executives & Staff	Quarterly MEPA	▪ IAO ▪ M&E ▪ FBPOs	Php5,000.00 per quarter
Disinterest of several IP/M communities in formal education due to its perceived irrelevance to their respective cultures and life ways	▪ Introduce the National IP Education Policy Framework (DepED Order 62, s.2011) to stakeholders	▪ Program description and goal ▪ DepED Order 62, s.2011 ▪ Basic education is an enabling right	▪ IP Month Caravan	▪ DepED Executives & Staff ▪ IP/M Communities and Other Possible Recipients of PRIME Grants	October 2011	▪ IAO ▪ FBPOs	Php 500,000.00

Communication Issue	Communication Objective	Message	Channel/Strategy/Activity	Targeted Stakeholder	Timeframe	Responsibility Center	Budget
		<ul style="list-style-type: none"> <li>How basic literacy would affect their trade and the other aspects of their lives</li> </ul>	<ul style="list-style-type: none"> <li>Community visits</li> <li>Knowledge sharing/testimonials from IP and/or Muslim advocates of education</li> </ul>	<ul style="list-style-type: none"> <li>IP/M Communities and Other Possible Recipients of PRIME Grants</li> <li>Links to the General Public</li> </ul>	April – May 2012		Php 500,000.00
Out of sight, out of mind	<ul style="list-style-type: none"> <li>Keep target beneficiaries aware of the progress of the Program</li> <li>Emphasize               <ul style="list-style-type: none"> <li>The communities’ role in the program planning and implementation</li> <li>DepED’s ownership of the PRIME Program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The beneficiaries role in the achievement of the Program goals</li> <li>DepED’s enabling and facilitative role in the program implementation</li> </ul>	<ul style="list-style-type: none"> <li>Contributions to DepED newsletter</li> <li>E-newsletter</li> </ul>	<ul style="list-style-type: none"> <li>DepED Executives &amp; Staff</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>IAO</li> <li>FBPOs</li> <li>DepED Comms Office</li> </ul>	No cost
			<ul style="list-style-type: none"> <li>Issuance of media releases</li> <li>Contribution of news articles, photos, videos and other media to news agencies and other related websites</li> <li>Participation in relevant TV/radio programs</li> <li>Use of social media</li> </ul>	<ul style="list-style-type: none"> <li>Other relevant GOs</li> <li>NGOs, CSOs, &amp; other donor agencies</li> <li>Links to the General Public</li> </ul>	As needed	<ul style="list-style-type: none"> <li>IAO</li> <li>DepED Comms Office</li> </ul>	No cost
		<ul style="list-style-type: none"> <li>Program progress, achievements, challenges, milestones, etc.</li> <li>DepED’s role in the program implementation</li> <li>Half-way mark of the PRIME Program</li> <li>Developments in IP Education</li> <li>Gathering of IP Education stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Organization of IP Education Summit (Knowledge Sharing Forum)</li> </ul>	<ul style="list-style-type: none"> <li>IP/M Communities and Other Possible Recipients of PRIME Grants</li> <li>DepED Executives &amp; Staff</li> <li>Other relevant GOs</li> <li>NGOs, CSOs, &amp; other donor agencies</li> <li>Links to the General</li> </ul>	October 2012	<ul style="list-style-type: none"> <li>IAO</li> <li>FBPOs</li> </ul>	Php 500,000.00

Communication Issue	Communication Objective	Message	Channel/Strategy/Activity	Targeted Stakeholder	Timeframe	Responsibility Center	Budget
			<ul style="list-style-type: none"> <li>Site visits for media representatives</li> </ul>	<ul style="list-style-type: none"> <li>Public</li> <li>Links to the General Public</li> </ul>	<ul style="list-style-type: none"> <li>March 2013</li> </ul>	<ul style="list-style-type: none"> <li>IAO</li> <li>DepED Comms Office</li> </ul>	<ul style="list-style-type: none"> <li>Php 300,000.00</li> </ul>
Basic education is undervalued	<ul style="list-style-type: none"> <li>Increase in the perceived value/impact of the Program to the target communities</li> </ul>	<ul style="list-style-type: none"> <li>Basic education can help communities in asserting their rights and exercising self-determination</li> </ul>	<ul style="list-style-type: none"> <li>Testimonials from community leaders and advocates emphasizing the importance of education &amp; its significance to the assertion of their rights</li> <li>Community forums and discussions</li> </ul>	<ul style="list-style-type: none"> <li>IP/M Communities and Other Possible Recipients of PRIME Grants</li> <li>DepED Executives &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>February 2014</li> </ul>	<ul style="list-style-type: none"> <li>IAO</li> <li>FBPOs</li> </ul>	<ul style="list-style-type: none"> <li>Php 75,000.00 per region</li> </ul>
Some stakeholders see PRIME as a program that is distinct from DepED	Emphasize DepED's ownership of the PRIME Program	<ul style="list-style-type: none"> <li>PRIME is a DepED Program implemented as part of its mandate to ensure the delivery of quality basic education to all</li> </ul>	<ul style="list-style-type: none"> <li>Workshop on preparation of regional Advocacy and Communication Plans</li> </ul>	<ul style="list-style-type: none"> <li>DepED Executives &amp; Staff</li> </ul>	<ul style="list-style-type: none"> <li>November 2011</li> </ul>	<ul style="list-style-type: none"> <li>OPS</li> <li>IAO</li> </ul>	<ul style="list-style-type: none"> <li>Php500,000.00</li> </ul>
		<ul style="list-style-type: none"> <li>Program description and goal</li> <li>Progress, challenges, achievements etc.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in/sponsorship of related public events, observances, etc.</li> </ul>	<ul style="list-style-type: none"> <li>IP/M Communities and Other Possible Recipients of PRIME Grants</li> <li>DepED Executives &amp; Staff</li> <li>Other relevant GOs</li> <li>NGOs, CSOs, &amp; other donor agencies</li> <li>Links to the General Public</li> </ul>	<ul style="list-style-type: none"> <li>Subject to availability of public events (fora, conferences, etc.)</li> <li>Observances – as scheduled</li> </ul>	<ul style="list-style-type: none"> <li>IAO</li> </ul>	<ul style="list-style-type: none"> <li>Php 300,000.00 per year</li> </ul>

## 4.2 Regional and Division Activities

### 4.2.1 Luzon Cluster

Channel/Strategy/Activity	Targeted Stakeholder	Schedule <sup>1</sup>
<ul style="list-style-type: none"> <li>▪ Orientation               <ul style="list-style-type: none"> <li>○ Indigenous Peoples' Rights Act</li> <li>○ National IP Education Policy Framework (DepED Order 62, s2011)</li> <li>○ RA 9155 – Governance of Basic Education Act of 2001</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ DepED Executives and Staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ August 2011</li> </ul>
<ul style="list-style-type: none"> <li>▪ Release of Grants (Tranche 1)</li> <li>▪ IP Month Caravan</li> <li>▪ Knowledge-sharing Forum on IP Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ IP/M Communities and Other Possible Recipients of PRIME Grants</li> <li>▪ DepED Executives and Staff</li> <li>▪ NGOs, CSOs</li> <li>▪ Other GOs</li> </ul>	<ul style="list-style-type: none"> <li>▪ October 2011</li> </ul>
<ul style="list-style-type: none"> <li>▪ Consultations with stakeholders (NGOs, communities)</li> </ul>	<ul style="list-style-type: none"> <li>▪ IP/M Communities and Other Possible Recipients of PRIME Grants</li> <li>▪ DepED Executives and Staff</li> <li>▪ NGOs, CSOs</li> <li>▪ Other GOs</li> </ul>	<ul style="list-style-type: none"> <li>▪ As needed</li> </ul>
<ul style="list-style-type: none"> <li>▪ Immersion and learning visits to existing IP schools, Learning Centers, and Communities</li> </ul>	<ul style="list-style-type: none"> <li>▪ IP/M Communities and Other Possible Recipients of PRIME Grants</li> <li>▪ DepED Executives and Staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual</li> </ul>

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<sup>1</sup>Definitive schedule varies by region



## 4.2.2 Mindanao Cluster

Channel/Strategy/Activity	Targeted Stakeholder	Schedule <sup>1</sup>
<ul style="list-style-type: none"> <li>Orientation               <ul style="list-style-type: none"> <li>Indigenous Peoples' Rights Act</li> <li>National IP Education Policy Framework (DepED Order 62, s2011)</li> <li>RA 9155 – Governance of Basic Education Act of 2001</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>DepED Executives and Staff</li> </ul>	<ul style="list-style-type: none"> <li>August 2011</li> </ul>
<ul style="list-style-type: none"> <li>Region/Division Launch</li> <li>Release of Grants (Tranche 1)</li> <li>IP Month Caravan</li> <li>Knowledge-sharing Forum on IP Education</li> </ul>	<ul style="list-style-type: none"> <li>IP/M Communities and Other Possible Recipients of PRIME Grants</li> <li>DepED Executives and Staff</li> <li>NGOs, CSOs</li> <li>Other GOs</li> </ul>	<ul style="list-style-type: none"> <li>October 2011</li> </ul>
<ul style="list-style-type: none"> <li>Muslim Education Stakeholders' Summit</li> </ul>		<ul style="list-style-type: none"> <li>Annual (August or December)</li> </ul>
<ul style="list-style-type: none"> <li>Interagency conference on Muslim Education</li> </ul>		<ul style="list-style-type: none"> <li>February 2012</li> </ul>
<ul style="list-style-type: none"> <li>IP Education Forum</li> <li>Advocacy Forum/Peoples' Forum</li> </ul>		<ul style="list-style-type: none"> <li>October 2012</li> </ul>
<ul style="list-style-type: none"> <li>Awarding of promising and successful IP Education efforts within the region</li> </ul>		<ul style="list-style-type: none"> <li>February 2013</li> </ul>
<ul style="list-style-type: none"> <li>Consultations with stakeholders (NGOs, communities)</li> </ul>	<ul style="list-style-type: none"> <li>IP/M Communities and Other Possible Recipients of PRIME Grants</li> <li>DepED Executives and Staff</li> <li>NGOs, CSOs</li> </ul>	<ul style="list-style-type: none"> <li>As needed</li> </ul>
<ul style="list-style-type: none"> <li>Immersion and learning visits to existing IP schools, Learning Centers, and Communities</li> </ul>	<ul style="list-style-type: none"> <li>IP/M Communities and Other Possible Recipients of PRIME Grants</li> <li>DepED Executives and Staff</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>

## 5 Progress and Accomplishment Monitoring

### 5.1 Materials for Information and Advocacy

#### 5.1.1 Materials for PRIME Staff

As of 5 October 2011, the following materials have been disseminated to PRIME Program staff and are in-use:

- IDs
- Business cards
- Official logos
- Letterhead
- Document templates

The Program staff have also been provided with electronic copies of essential Program Documents such as the following:

- DepED Memo on the Implementation of the PRIME Program
- Program Profile
- Memorandum of Subsidiary Arrangement
- National Indigenous Peoples Education Policy Framework (DepED Order 62, s.2011)

Additionally, emergency contact details of regional institutions where the PRIME Program is being implemented will be given to FBPOs and their respective AAs; this list also includes the personal emergency contacts of the each PRIME staff.

#### 5.1.2 Materials for Public Distribution

The Philippines' Education for All logo has been revised to promote inclusive education starting from within the Department of Education. To date, the revised EFA logo has been used by both the PRIME Program staff and by counterparts from DepED. The revised logo has also been used as an insignia of various PRIME activities and stickers bearing the revised EFA logo are available for dissemination to the public.

Copies of the Program's brochure and the PRIME Grant Guidelines, likewise, have been forwarded to PRIME Regional Offices for distribution to local stakeholders and other interested parties.

Signages for the offices and program vehicles are currently being revised. A standard banner has been sent out to the regional offices; this banner is being used as backdrop for minor activities such as meetings and consultations.

Additionally, the PRIME website can now be accessed by the public at <http://prime.deped.gov.ph/>. Updates and information on PRIME will be stored here and it would also serve as the e-library and knowledge-sharing portal of the Program.

More importantly, the National Indigenous Peoples Education Policy Framework is being translated to three major languages (i.e., Filipino, Bisaya, and Ilokano, considered to be the primary lingua francas in IP areas) and will be disseminated to the public as part of the IP Month celebration.

## 5.2 Activities and Events

To acquaint DepED employees and PRIME Program staff with the design and goals of the Program, an Orientation Workshop was conducted from the 16<sup>th</sup> to 18<sup>th</sup> of May 2011. Likewise, visits to the regional offices of DepED were also made and these served as the introduction of the Field-based Program Officers to the Regional Management and staff of their respective regions.

The Program Launch, on the other hand, was intended to introduce the PRIME Program to non-DepED stakeholders. Two regions conducted regional/divisional launches while two other organized soft launches of the Program following the July 6, 2011 launch at the national-level. The national-level launch was attended by representatives from government agencies, NGOs/CSOs, other donor agencies, and the media whereas the regional/divisional launches were attended by local government official and IP and Muslim leaders.

With the PRIME Program officially introduced to stakeholders, the activities have been intended to increase the sensitivity and familiarity of DepED employees to the situation of the IP/M communities. As such, a screening of the independent film *Batad: Sa Paang Palay* was held in observance of the World's Indigenous Peoples' Day on August 9, 2011.

Additionally, the exhibit *Bunsód: Katutubong Dunong, Pagtuturo, Pagkatuto (Bunsód: Indigenous Knowledge, Teaching, Learning)* was launched on October 3, 2011 in celebration of the National Indigenous Peoples' Month and the signing of the National Indigenous Peoples Education Policy Framework (DepED Order 62, s.2011). This exhibit attempts to present the key features of and issues and challenges in IP Education. It will be on display for the entire month of October.

Upcoming Program activities for October include

- IP Month Caravan/Awarding of First Round of PRIME Grants and Cluster Knowledge Sharing Forums
- Dissemination of translated National IP Education Policy Framework

PRIME Program

# Risk Management Matrix

Philippines' Response to  
Indigenous Peoples' and  
Muslim Education (PRIME)  
Program

*15 October 2011*

<b>Document Title</b>	Risk Management Matrix – Updated
<b>Initial Issue Date</b>	13 May 2011
<b>Prepared by</b>	Director – Program Development
<b>Revised by</b>	Program Director
<b>Revision Date</b>	15 October 2011
<b>Version</b>	2.0
<b>Version 2.0 Reviewed by</b>	Project Manager, Director – Program Development



This updated Risk Management Matrix has been prepared following a review, further analysis and assessment of key risks. Where identified, additional risks have been included, particularly if these risks have a high probability of occurring. The level of probability of the risk eventuating, the potential impact, as well as management responsibility and mitigation approaches has been reviewed, assessed and adjusted where appropriate.

#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
<b>POLITICAL/ SECURITY RISKS</b>							
1	Poor governance and corruption problems	<ul style="list-style-type: none"> <li>Effectiveness of the Program affected</li> <li>Progress and sustainability limited due to conflicting priorities</li> <li>Undermines confidence in partner government</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>Supporting increased transparency and accountability by GoA and GoP</li> <li>Instituting anti-corruption measures directly relevant to the pillars of the program</li> <li>Manage resources transparently, with unambiguous and well publicised guidelines</li> <li>Work within to strengthen existing governance and decision-making structures/processes</li> </ul>	PRIME Team, GoA , GRM
2	Political, economic and/or civil instability	<ul style="list-style-type: none"> <li>Increased security risk to personnel and assets</li> <li>Delay in implementation or loss of momentum</li> <li>Reduced coordination between stakeholders</li> </ul>	3	4	M	<ul style="list-style-type: none"> <li>PRIME to maintain contact with GoA Embassy on issues relating to the broader political situation</li> <li>Ensure effectiveness of communications, security and emergency evacuation plans</li> <li>Implementation of a 'daily tracking' system for all personnel</li> <li>Flexible approach to activity design/planning with contingency planning where possible</li> </ul>	PRIME Team, GRM, GoA
3	Political intervention in program activities at the local level	<ul style="list-style-type: none"> <li>Dilution of program impact due to less effective targeting of resources and inputs</li> <li>Energy diverted to ensuring,</li> </ul>	2	4	M	<ul style="list-style-type: none"> <li>Ensure all staff involved are aware of policy on dealing with political interventions</li> <li>Maintain active working relationships with key leaders at regional, division and community levels</li> <li>Manage resources transparently, with unambiguous and well publicised guidelines for grants</li> </ul>	PRIME Team, GoA

Key: P = Probability (5=Almost certain; 4=Likely, 3=Possible, 2=Unlikely, 1=Rare); I = Impact (5=Severe, 4=Major, 3=Moderate, 2=Minor, 1=Negligible);

R = Risk Level (H=High, M=Medium, L=Low)

#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
		equitable/transparent resources allocation					
4	Peace and Order Problems/Security situation deteriorates in certain areas	<ul style="list-style-type: none"> <li>Communities distracted by peace and order, unable to participate in program</li> <li>Program activities cannot be provided due to security issues</li> </ul>	4	5	H	<ul style="list-style-type: none"> <li>Identify areas of most concern - maintain updated Security Plan around planned program activities</li> <li>Use multiple sources of information to validate risks</li> <li>Ensure safety and security guidelines are regularly updated and adhered to</li> <li>Implementation of the 'daily tracking' system for all personnel</li> <li>If necessary, suspend program and monitor; seek advice from GoA and GoP</li> </ul>	PRIME Team, GoA, GoP
5	Negative perception in communities of linkage between GoA interests in resources and support from AusAID	<ul style="list-style-type: none"> <li>Communities mistrust program interventions and do not participate</li> <li>Program activities cannot be provided to targeted communities due to resistance</li> </ul>	3	4	M	<ul style="list-style-type: none"> <li>Ensure appropriate advocacy of program interventions</li> <li>Monitor and communicate with Embassy on issues where perception is being expressed</li> <li>Work through DepED structures and processes to indicate program is DepED's with GoA support</li> </ul>	PRIME Team, GoA
6	Conduct of the 2013 Mid-term Elections	<ul style="list-style-type: none"> <li>Delay in implementation or loss of momentum</li> <li>Teachers/Divisions/Regions distracted by election duties, unable to participate in program.</li> <li>Security risks to DepED personnel during conduct of vote count</li> </ul>	5	2	M	<ul style="list-style-type: none"> <li>Early discussion with target Regions, Divisions and schools regarding disruption to activity implementation and preparation of adjustments to schedules/activities</li> <li>Build into annual programming schedules and adjust program timelines as required</li> </ul>	PRIME Team, GoP

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#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
<b>COORDINATION, MANAGEMENT AND FINANCING RISKS</b>							
7	Changes in MC leadership and management staff	<ul style="list-style-type: none"> <li>Disruptive to program implementation and time consuming due to the need to build capacity of replacement</li> <li>Effectiveness of program affected</li> <li>Loss of institutional learning</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>GRM to ensure effective recruitment, selection, placement and performance systems are applied</li> <li>Leadership and management development training activities to incorporate change management</li> <li>Regular performance reviews will identify potential points of staff dissatisfaction</li> <li>Develop a staff retention strategy covering aspects such as professional development and work life balance</li> </ul>	GRM
8	Changes in DepED leadership and management staff	<ul style="list-style-type: none"> <li>Disruptive to program implementation and time consuming due to the need to build capacity of replacement</li> <li>Effectiveness of program affected</li> <li>Loss of institutional learning and sustainability</li> </ul>	4	4	H	<ul style="list-style-type: none"> <li>DepED to appoint leaders and managers who will be dedicated to provide long term guidance and direction</li> <li>DepED to minimize alternative appointments</li> <li>DepED to ensure appropriate handover and orientation of newly appointed leaders and managers</li> </ul>	DepED
9	Lack of coordination and cooperation between stakeholders and within stakeholder agencies	<ul style="list-style-type: none"> <li>Overlapping of functions/duplication of activities</li> <li>Sustainability of the Program affected</li> <li>Lack of ownership</li> <li>Delays / inefficiency in implementation due to</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>Reinforcing program activities</li> <li>Ensuring strict adherence to the management structure and strengthening consultative processes</li> <li>Public dissemination of achievements recognizing the contributions of stakeholders</li> <li>In consultation with stakeholders, develop a set of engagement protocols to inform key roles and responsibilities, principles and ways of working,</li> </ul>	PRIME Team, DepED

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#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
		uncertain activity parameters) • Uncertain accountabilities - lack of confidence				communicating, delegating, decision-making and dispute-resolution procedures • Document above, disseminate to and discuss with all key stakeholders	
10	Stakeholders do not have the capacity to monitor and evaluate effectiveness of activities	• Lack of stakeholder commitment to Program • Difficulties in monitoring Program activities, identifying trends and outcomes • Program activities not sustainable	3	3	M	• Establish effective systems for joint monitoring and evaluation of Program activities • Support capacity development for implementing stakeholders in areas of identified weakness • Communication with all implementing stakeholders to facilitate early identification/resolution of capacity issues • Agree on realistic and appropriate Program indicators with stakeholders	PRIME Team, DepED
11	Lack of availability of DepED staff for participation in key program management activities – including re-assignment	• Delays in program implementation and decision making process • Effectiveness of Program affected	4	4	H	• Progress in the implementation of program activities monitored on a monthly basis • Priority given to identifying, training and involving suitable DepED personnel on a longer term basis • Take measures to strengthen commitment from Senior Management to support staff engagement	PRIME Team, GRM, GoA
12	Limited capacity of the DepED Regional Offices to participate as lead agency in Program management and implementation	• Generates dependency relationship and a lack of ownership of Program support • Delays in the design/implementation of activities • Sustainability of benefits threatened	3	3	M	• The program must be responsive to developing required capacity within the DepED • Activity agreements will clearly articulate roles and responsibilities of both partners • Support capacity of partner organisations to manage activities	PRIME Team, DepED
13	Failure to nominate	• Delays in the development	3	3	M	• Regular monitoring of implementation progress combined	PRIME Team

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#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
	suitable counterparts across the program	of a comprehensive plan and implementation of program activities • Diminished potential for sustainability of program benefits				with structures, systems and processes that will be used to improve implementation progress and quality • Priority given to identifying and training suitable counterparts	
14	Monitoring process inadequate, process fails to identify emerging concerns/lessons	• Program delivery compromised • Effectiveness of program affected	2	3	M	• Ensure action learning processes in all activities (i.e. Identifying Lessons Learned and Promising Practices) • Closely managed monitoring/evaluation and risk management processes and periodic reviews	PRIME Team, GoA
15	Communication and travel difficulties in remote areas cause delays in gathering data	• Lack of information and data regarding program progress or to address problems • Delays in quarterly and other regular reports • Effectiveness of program affected	2	2	L	• Early priority given to the development of monitoring processes for multiple stakeholders to use in monitoring of the Program	PRIME Team, DepED
16	Inadequate levels of GoP financing provided	• DepED and stakeholders become frustrated with lack of funds and lose interest/frustrated	4	4	H	• Advocate with senior management the requirement for GoP allocations from existing GAA sources in light of the DBM policy to not provide counterpart GoP funds for ODA projects	PRIME Team, DepED, GoA
17	Financial systems inadequate/Mechanism for distributing finance and monitoring not	• Unable to provide funds to schools in a timely manner. • Unable to ensure efficient auditing	2	4	M	• Appropriate appraisal and vetting of recipient organisational capacity prior to funding • Work closely with DepED and local agencies and school communities in developing solutions	PRIME Team, DepED

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#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
	adequate	<ul style="list-style-type: none"> <li>Recipient organisations unable to manage funding appropriately</li> </ul>				<ul style="list-style-type: none"> <li>Implement and/or strengthen DepED financial reporting systems (e.g. Simplified Accounting for DepED schools)</li> <li>MC to directly release funds to schools and proponents for grants – but require reporting as per GoP</li> </ul>	
<b>SPECIFIC IP &amp; MUSLIM EDUCATION AND STAKEHOLDER 'ENGAGEMENT' RISKS</b>							
18	Program activities will overstretch stakeholders	<ul style="list-style-type: none"> <li>Personnel not familiar with program approaches may expect additional support/different style</li> </ul>	2	4	M	<ul style="list-style-type: none"> <li>Maintain close communication to monitor progress</li> <li>Adjust approaches if implementation is negatively impacting the capacity of stakeholders to participate</li> </ul>	GRM, PRIME Team
19	Stakeholders(particularly parents and community members) do not understand program aims, objectives and potential benefits	<ul style="list-style-type: none"> <li>Negative attitude of stakeholders towards program interventions</li> <li>Diminished potential for sustainability of program benefits</li> </ul>	2	3	M	<ul style="list-style-type: none"> <li>Raising awareness and undertaking consultation at school/community level including local school managers in rural areas; involve beneficiaries (disadvantaged families or their representatives - NGOs LGU, church representatives, from the very beginning in the project)</li> <li>Regularly monitor community understanding and attitudes</li> </ul>	PRIME Team, DepED
20	Lack of incentive for out of school children and families to participate in program activities	<ul style="list-style-type: none"> <li>Potential negative attitude towards program interventions</li> <li>Effectiveness of Program affected</li> </ul>	3	3	M	<ul style="list-style-type: none"> <li>Awareness raising activities implemented at community level</li> <li>Involvement of target beneficiaries throughout the process</li> <li>Support crafting of flexible and responsive incentive system to improve participation</li> </ul>	PRIME Team, DepED
21	PRIME plans beyond the absorptive capacity of DepED	<ul style="list-style-type: none"> <li>Poor implementation of program activities and diminished potential for sustainability of benefits</li> </ul>	4	4	H	<ul style="list-style-type: none"> <li>Plans must consider absorptive capacity of DepED and balance against the expectations from previous projects</li> <li>Flexibility and progressive engagement strategy to be used</li> </ul>	PRIME Team, DepED

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#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
<b>GENDER AND OTHER CROSS-CUTTING ISSUES RISKS</b>							
22	Social, cultural, religious and institutional influences impact on gender equality	<ul style="list-style-type: none"> <li>• Sustainability of benefits reduced</li> <li>• Inequitable outcomes</li> </ul>	4	4	H	<ul style="list-style-type: none"> <li>• Activity scoping and design will take gender equality issues into account</li> <li>• Including equity issues into Program Guidelines and individual design activities (development of a Gender, Poverty Inclusion and Disability Awareness Strategy)</li> </ul>	PRIME Team, GRM
23	Gender and Disability not effectively mainstreamed	<ul style="list-style-type: none"> <li>• Activities may compound current inequalities, contribute to further problems and work at cross-purposes with other activities</li> </ul>	2	2	L	<ul style="list-style-type: none"> <li>• Activity designs and analyses will explicitly address gender equality and disability (GPIDA Strategy)</li> <li>• Training all staff and sub-contractors engaged on Program supported activities and ensuring they report on the impact of their work</li> </ul>	PRIME Team
24	Under-representation or imbalance of gender in activities	<ul style="list-style-type: none"> <li>• Knowledge and skill are not fully utilized in support of the program</li> <li>• All critical stakeholders will not be reached which will impact on the short and long term vision of the program effectiveness</li> </ul>	2	3	M	<ul style="list-style-type: none"> <li>• Active reinforcement of the program gender policy objectives by all advisers</li> <li>• Ensuring all initiatives encourage the equitable inclusion of boys and girls</li> <li>• Program Staff will emphasize the importance of educating women/girls and men/boys in all program activities</li> </ul>	PRIME Team, DepED
25	PRIME fails to: properly analyse social and cultural circumstances; consult effectively; design appropriate responses or recognise differing needs of	<ul style="list-style-type: none"> <li>• Limited effectiveness of Program</li> <li>• Likelihood of successful attainment of outcomes is decreased</li> </ul>	2	3	M	<ul style="list-style-type: none"> <li>• Ensure all team members understand their obligations and conduct induction program on cultural differences</li> <li>• Ensure all team members understand the issues in the Philippines</li> <li>• Ensure implementation approaches are based upon research, consultation and effective participation,</li> </ul>	PRIME Team, DepED

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R = Risk Level (H=High, M=Medium, L=Low)

#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
	stakeholder groups					especially with targeted beneficiaries • Program management monitors approach	
<b>SUSTAINABILITY AND REPLICATION RISKS</b>							
26	IP/Muslim People do not engage in the reform process or activities are not sustainable	Sustainability of benefits reduced	3	3	M	Sustainability ultimately depends on continuing political and community level support Maintaining high levels of communication with key governance elements at various levels from community through to national levels	GoA, GoP
27	Lack of adequate turnover, sustainability and institutionalization of program processes and strategies	• Limited sustainability or uptake of lessons learned and inability to build upon promising practices • Outcomes achieved during Program duration are not maintained	3	4	M	• Use frequent M&E activities with attendance by DepED management to identify lessons learned and promising practices early and continuously • Develop and implement Sustainability Strategy • Use of progressive engagement methodologies to strengthen local ownership of program • Participatory approach to develop strong stakeholder involvement	PRIME Team, DepED

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PRIME Program

# Gender, Poverty Inclusion and Disability Awareness Strategy

Philippines' Response to  
Indigenous Peoples' and  
Muslim Education (PRIME)  
Program

*15 October 2011*





<b>Document Title</b>	Gender, Poverty Inclusion and Disability Strategy
<b>Initial Issue Date</b>	15 October 2011
<b>Prepared by</b>	Equity and Inclusive Education Adviser, Gender Equity Adviser
<b>Revised by</b>	-
<b>Revision Date</b>	-
<b>Version</b>	1.0
<b>Version 1.0 Reviewed by</b>	Program, Director, Director – Program Development



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## Executive Summary

The PRIME program design places particular emphasis on ensuring that the learning needs of all boys and girls in the target areas are addressed. To achieve this, the program adopts an inclusive strategy so that access and benefits from education are provided to those who often face barriers to equitable participation including learners with disabilities, out of school youth (OSY) and adult learners in the target communities.

The Gender, Poverty Inclusion and Disability Awareness (GPIDA) strategy, has two main goals:

- i. *Provide guidance to the PRIME Program on strategies that will improve understanding and knowledge about the barriers to participation that may occur due to gender, poverty or disability*
- ii. *Assist the PRIME Program to be more responsive to and effectively manage issues related to diversity in a way that promotes and supports fair and equitable participation by those at risk of being marginalised or excluded due to gender, poverty or disability.*

The GPIDA strategy was developed based on findings from initial consultations with relevant areas of DepED, NGO service providers and people with disability who have experience in disability and inclusive education. It also drew on information from recent situational analysis reports on disability inclusive education completed by AusAID

**Four principles** guide the GPIDA strategy:

- I. **Twin-track approach** – using both *mainstreaming* and *specific* affirmative actions for inclusion
- II. **Representation and participation** – to provide information and experience from relevant groups through partnerships and links with organisations of persons with disabilities and women to inform on program decision-making
- III. **Strong evidence and knowledge base from** research and monitoring and evaluation (M&E) for policy and program decision making
- IV. **Reflective practice and learning.** Regular meetings and reporting activities will be structured to provide opportunities for knowledge sharing and problem solving.

A rationale for the choice of approach and the types of activities to be implemented in support of the GPIDA strategy is provided in this document.

## 1. Background

### 1.1 Inclusive Education – concepts and features

Inclusive education is based on the principle that all children can and have a right to learn. Diversity that may be age, gender, religion, ethnicity, culture, language or disability is expected and valued in any population. To fairly and equitably meet the needs of the diversity of learners, the learning environments and processes and educational structures and systems need to be adaptable and context appropriate to better able to meet the needs of all learners.

There are internationally recognised features of inclusive education that have provided the basis to guide the priorities and strategies for inclusion in the PRIME Program<sup>4</sup>:

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<sup>4</sup> Ref Enabling Education Network [http://www.eenet.org.uk/what\\_is\\_ie.php](http://www.eenet.org.uk/what_is_ie.php)

- **A constantly evolving process of change and improvement** within the school and wider education system to make education more welcoming, learner friendly and beneficial to a wide range of people
- **Restructuring of education cultures, policies and practices** so they can respond better to the diversity of learners
- **Changing the education system** so it can be flexible enough to accommodate the needs to different learners
- **Identifying and removing barriers** that exclude learners in different contexts and prevent equitable presence, participation and achievement
- **A multi stakeholder process** that needs participation of teachers, parents, children, community, policy makers, civil society and service organisations
- **It is something that can happen outside the formal education system** through non formal and alternative learning options

## 1.2 Inclusive Education in the Philippines

### i. Commitment

The Government of the Philippines is committed to inclusive education. It has signed international human rights conventions and frameworks and has made provision and commitment to equity in access and participation in learning opportunities for all Philippine children in national legislation and policies. Key commitments made by the Government and some noteworthy laws that specifically make provision for inclusive education are:

#### International

- UN Convention on the Rights of the Child (CRC)
- UN Conventions on the Rights of Persons with Disability (CRPD)
- UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- UN Declaration on the Rights of Indigenous Peoples (DRIP)
- The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994)

#### National

- Republic Act 9710 the Magna Carta of Women (2009)
- Republic Act 7277 the Magna Carta for Disabled Persons (2007)
- Batas Pambansa (BP) 232 - that the State shall promote and maintain equality of access to education as well as the enjoyment of benefits of education by all its citizens
- Philippine Education for All (EFA) National Action Plan 2015
- The 1987 Philippine Constitution, Article XIV

The Philippines Department of Education (DepED) provides a description of Inclusive Education as basis for its policy and programs. It states that -- *“The definition of inclusive school impinges human rights, dignity and equalization of opportunities. Inclusion describes the process by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organization and provision. Through this process, the school builds capacity to accept all pupils from the local community who wish to attend and, in so doing reduces the need to exclude pupils. Inclusive education is a flexible and individualized support system for children and young people with special educational needs (because of a disability or for other reasons). It forms an integral component of*

*the overall education system and it is provided in regular schools committed to an appropriate education for all.”<sup>5</sup>*

## *ii. Influencing factors*

The Philippine Government is experiencing numerous challenges in adequately meeting the educational needs and providing access to relevant and quality learning opportunities for its citizens. Progress by the Philippines to meet the Millennium Development Goal Two (Achieve Universal Primary Education) is not on track. Although overall the enrollment rates (84 per cent) and completion rates (73 per cent) are high, inadequate investment in teachers, learning materials and infrastructure contributes to the detrimental effect on the quality of the education and learning environments<sup>6</sup>. These education specific factors and other social and economic factors including poverty, attitudes of families, children from broken families, where parents work abroad, children in living in rural locations or in areas of conflict, influence the participation and completion rates in education<sup>7</sup>.

There is relatively little information and analysis available on participation, completion and performance in education that is specifically disaggregated for Indigenous and Muslim children. There is gender disaggregated data available and a certain level of analysis and understanding of gender issues and their impact on participation in and benefit from education. The most significant gap in information and data analysis is in relation to children with disability. This applies to the performance of those children in the education system and in particular the vast majority (estimated to be at least 98%) of disabled children who are not enrolled in any formal education service.

A number of common factors related to poverty, gender and disability create inequity in education and learning for children. Many of these factors are inter related and are best managed through comprehensive and integrated assessment of the issues and by the development of holistic strategies. One example is the causal and consequential links between poverty and disability. Key relevant factors that contribute to the barriers experienced are:

- **Attitudes and beliefs (including cultural and religious)** held by the family, the child, the community, in the education setting, and by key policy and program decision makers
- **Physical environment** - access to and within the education facility and learning environment
- **Curriculum and learning materials** that may not be accessible to the range of learners and their needs, beliefs and abilities
- **Inadequate resources** to promote and support inclusive learning through assessment, quality teachers, learning materials, facilities, infrastructure, training and capacity development
- **Available information** to families and communities about their rights and to program decision makers and service providers about the numbers, priorities and needs of the diversity of learners

## **Gender**

There are a number of inter related gender issues that impact on education programs in the Philippines. Some of these factors are localized to specific regions and communities in the country. The issues most relevant to gender equity in locations and communities where PRIME is operating are:

<sup>5</sup> Refer review report CBM and Dep Ed 2006

<sup>6</sup> Refer AusAID <http://www.aisaid.gov.au/country/country.cfm?CountryID=31>

<sup>7</sup> Refer Philippines Midterm progress Report on MDGs (2007) & [http://www.nscb.gov.ph/stats/mdg/mdg\\_watch.asp](http://www.nscb.gov.ph/stats/mdg/mdg_watch.asp)

### *Social and cultural attitudes*

Participation in education by boys and girls will be influenced by cultural and religious beliefs and attitudes in the family and community. The extent to which education is valued and the availability of a culturally sensitive learning environment and materials is influential. Access to culturally appropriate, language specific curriculum and content, teachers, and the school physical environment, influence the level of participation by girls and boys in education from Muslim and Indigenous communities.

### *Rural areas*

Children in rural areas are more disadvantaged and this is particularly so in locations where there are high population numbers of Indigenous people. In these locations girls are often disadvantaged due to the distance that needs to be travelled to get to school and attitudinal factors that may create indifference towards girls participation in education. There is a much higher rate of malnutrition and of child labor in rural and remote areas compared to urban locations and a high number of incomplete school buildings.

### *Conflict areas*

There is lower literacy rates for boys and girls in conflict areas compared to other areas of the country. In ARMM the rate for girls is significantly lower than boys. Boys in these areas have much lower rates compared to boys in other regions. This is thought to be associated with their recruitment as young combatants into armed groups, which adversely contributes to the low participation rate of boys.

### *Gender-based violence in school*

Conflict and violence have negative impacts on the education of girls, who also suffer from different forms of gender-based violence at home and in school. They include all forms of rough treatment that are correlated to gender roles, from undermining the self-esteem of girls to a more grueling sexual violations perpetrated by family members and teachers or students, that leads to dropouts.

### *Male-Female Delinquency*

One of the results of the weakening public education system is increasing male-female delinquency. The high rate of delinquency among males that contributed to the low achievement rates is points to the fact that less educated boys tend to have problems as juvenile delinquents and are potential candidates for violent behavior, both in the home and in society.<sup>8</sup> The delinquent girls who maybe school dropouts are at risk of being recruited to join the non-state armed groups. In some cases<sup>9</sup>, girls who get pregnant may be excluded from their families and schools.

### **Poverty**

Participation rates in primary education in the Philippines are lowest in areas where there are high rates of poverty, food insecurity and poor nutrition. The regions where poverty levels are lowest have the highest participation rates and survival rates in formal education. There is evidence that supports investment in primary education being positive in terms of poverty reduction<sup>10</sup>

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<sup>8</sup> [http://www.undp.org.ph/Downloads/knowledge\\_products/20110527%20-%20Poverty%20Publication/AFGR%20Book.pdf](http://www.undp.org.ph/Downloads/knowledge_products/20110527%20-%20Poverty%20Publication/AFGR%20Book.pdf)

<sup>9</sup> <http://www.childprotection.org.ph/monthlyfeatures/Preventing.pdf>

<sup>10</sup> *ibid* 4



### *Poverty and gender*

The rate of participation in school is often linked to work responsibilities that children in poor families face. Higher school drop out rates are more prevalent for boys. The reason for this is due to boys leaving school to take up work on farms, markets, factories and other informal sectors<sup>11</sup>. Often girls skip school due to early unwanted pregnancy or they are tasked to take care of their younger siblings. In poorer rural areas there is a higher incidence of child labour. Seven out of ten working children (aged 5- 17 years) live in rural areas<sup>12</sup>.

### *Poverty and disability*

There is evidence of the causal and consequential links between poverty and disability. In situations where there is a family member with a disability, that family will be economically poorer than others. This maybe due to loss of income, higher care and medical costs and social exclusion and barriers to access to services and employment like others. People living in poorer situations face greater risk of acquiring disability. This is due to risk factors that include poor access to preventive and primary health care, unsafe drinking water and poor sanitation, over crowded living conditions, high risk of injury and impairment from work and living environment<sup>13</sup>.

### **Disability**

People with disability face significant barriers that prevent equitable access and benefit from education and learning opportunities. UNESCO estimates that in developing countries less than 2% of children with disabilities participate in formal education. Although the data available is limited and of poor quality in the Philippines, similarly low rates of enrollment in schools by children with disabilities has been found by DepED. In part this is due to lack of capacity, classrooms, qualified teachers and resource constraints. It is also due to poor awareness and commitment of families to access learning opportunities for their children.

There is no reliable or comprehensive information about the retention rates or learning outcomes achieved by children with disability in school in the Philippines. It is reasonable to expect that disability and lack of appropriate support and services may be one of the contributing factors to poor learning outcomes and performance and contribute to drop out rates.

It has already been noted that there are many factors that create barriers to participation and learning in an inclusive way that also apply to children with disability. Overall, there is less awareness and understanding of disability than there is about issues of gender and poverty in relation to inclusion in education. A major reason for this identified by the DepED, other government departments, civil society organisations and non-government service providers, is the lack of and poor quality information regarding the prevalence and situation of people with disability in the Philippines. In particular, limited understanding of the ways in which the interaction between individual's impairment and the environment that results in functional barriers to participation and benefit that creates the disability is poorly understood. Because of the lack of information and understanding, clarity over the most effective strategies and the resources required on the supply side to enable and support effective inclusive education in the Philippines are not known. The lack of awareness about disability inclusive education impacts on the demand side as well. Overall there is

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<sup>11</sup> ref Harmonized Gender and Development Guidelines (2009)

<sup>12</sup> ibid 4

<sup>13</sup><http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALPROTECTION/EXTDISABILITY/0,,contentMDK:20193783~menuPK:419389~pagePK:148956~piPK:216618~theSitePK:282699,00.html>

limited awareness of families of children with disability about the rights and the potential that their children have like other children to learn. Because of lack of awareness, attitudinal barriers and often other associated factors created by poverty, families may find it difficult to effectively advocate at a community and school level for inclusion of their children.

The present paradigm for inclusive education in the Philippines is through Special Education (SPED). This is the policy and practice of DepED. It is where specialist assessment intervention for children with identified “special needs” (due to disability or high achievers) is provided through specialist centres that are situated within the “mainstream” public school. The SPED centre aims to provide the necessary inputs to enable the children to transit into the mainstream environment (integrated into the regular classes) or to learn in an adapted environment where the curriculum, learning materials and classroom environment should meet the child’s specific needs. The SPED centre and the specialist teachers that work in it are expected to provide some additional support to children with disability and the classroom teachers to make the mainstream environment more inclusive. There are some examples of good practice of SPED within the public and non government settings. Overall and by admission of DepED, the resources available, capacity of teachers and other professionals and poor facilities are inadequate to effectively meet even the very small proportion (about 2%) of children with disability in the school system. It is also acknowledged by the department and others in the sector that the SPED system provides an integrated rather than an inclusive approach. That is the child is prepared and supported to fit the “mainstream”. There is very limited adaptation of the regular learning environment to better meet the needs of the child. There are a few examples and more experience in the private and non-government sector of inclusive practice, where the focus is on adapting the environment and providing appropriate support to the child so to better address aspects create the disabling factors and barriers to inclusion.

There is some experience of strategies to increase awareness and commitment to disability issues in Muslim communities in ARMM that are of relevance to PRIME. The “Promoting Interfaith partnerships in Disability and Inclusive Development” is being implemented by PARE – “Persons with Disabilities Advocating for Rights and Empowerment” and is funded by AusAID. The project takes a mainstream approach and focuses on the “Friday sermon” or Khutba that takes place at the mosque. The content aims to inform and influence the values, beliefs and attitudes about rights to inclusion and participation of people with disability in society and the responsibilities of the Muslim worshippers to uphold them.

## **2. Strategy for Inclusion**

### **2.1 Purpose**

The gender, poverty inclusion and disability awareness (GPIDA) strategy will:

- i. *Provide guidance to the PRIME Program on strategies that will improve understanding and knowledge about the barriers to participation that may occur due to gender, poverty or disability*
- ii. *Assist the PRIME Program to be more responsive to and effectively manage issues related to diversity in a way that promotes and supports fair and equitable participation by those at risk of being marginalised and excluded due to gender, poverty or disability.*

## 2.2 Considerations

### *Timeframe*

The PRIME Program is a relatively short-term program, operating for only 3.3 years and at the time of drafting this first GPIDA strategy, is already 6 months into the program implementation period. To effectively introduce and make change in relation to inclusion in what is a relatively short time frame, the strategy is focused and targets specific program areas and activities.

### *Adaptive*

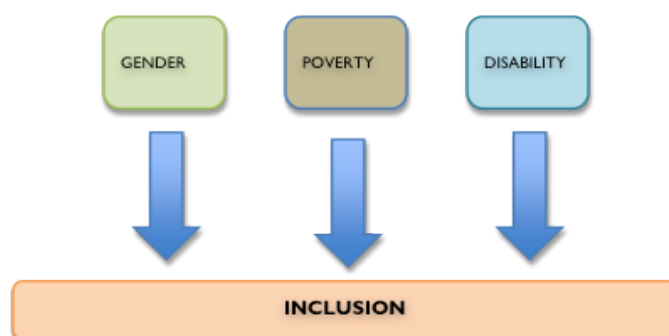
This strategy was developed based on findings from initial consultations with relevant areas of DepED and other stakeholder groups. Over the period of the Program, it is expected that the strategy will be reviewed and modified. This will be done as part of the annual planning process. Any adaptations made will be based emerging issues and priorities and reflection of lessons learned during the implementation of the Program.

### *Single strategy*

The aim of inclusive education is to enable all children to fulfill their right to learn. The strategy aims to present a universal approach to inclusion that is based on the rights of all to access education. The intention is that a single strategy that focuses on an integrated and holistic approach for inclusion is most effective and relevant for the Program. This is the preferred approach rather than presenting particular strategies for diversity types that runs counter to the concepts of inclusive education already presented. A common strategy that focuses on the key concepts of inclusion is appropriate for this Program, given its relatively short timeframe and scope of activities. A single strategy is expected to support achievement of a more integrated and holistic understanding and approach to inclusive practice (Figure 1). Certain identified priorities and needs will be the focus of the strategy, through use of an affirmative approach that is described more in section 2.3.

**Figure 1. Strategies for inclusion**

*a. Multiple diversity specific approach*



*b. Single universal approach*

## 2.3 Principles

### *Twin track approach*

A twin track approach is used in the strategy. The aim is to ensure that consideration is given to those at risk of exclusion through gender, disability or poverty in all of PRIME's systems, processes and activities. "Mainstreaming" inclusion will remove barriers that may exist to equal and fair participation by all children in the Program.

Because certain groups are comparatively more marginalised, there will be some specific affirmative action to support their inclusion. The consultation for the development of the strategy revealed low levels of awareness and understanding of the factors that create barriers for disability inclusive education. To improve this situation a specific focus on activities to build awareness and enable disability inclusion in the Program will be implemented. The need to improve understanding some of the more specific issues related to gender equity was also identified.

### *Representation and participation*

The views and experiences of those most excluded often do not contribute to, or inform program decision-making processes. Because of their extremely marginalised situation, the quality and level of participation by primary stakeholders and target beneficiary groups is often poor. This has been a view strongly expressed by people with disability through the statement "nothing about us without us". This grew out of the experience of services being designed without adequate consideration of the knowledge and priorities of the end users – the people with disability. This often results in services that are not relevant or appropriate, which may further marginalise and disempower those people for whom they were designed to assist.

The strategy advises that linkages are made at different levels of the Program (national, regional, provincial, division and school levels) with relevant representative groups for people with disability and specifically for women. These groups should be included in the Program's advisory and decision making processes and forums as part of forming partnerships with civil society and community based organisations. This should assist in ensuring fair representation and voice of more marginalised groups in Program processes, for example at the school based management level.

### *Strong evidence and knowledge base*

Available data and quality analysis on issues of exclusion from education is relatively limited in the Philippines. There is some data available about gender disparity and the relationship between poverty and educational and learning outcomes. The quality of analysis and its application into

policy and programs is generally weak, particularly in the contexts of Indigenous people and Muslim populations. There is a severe lack of available information about disability and how it impacts on inclusion in education. No data specific to the target groups of PRIME is available.

A lack of data and poor quality analysis has been identified as one critical limiting factor of effective inclusive development. The inclusion strategy will focus on strengthening capacity for improved data collection, research and analysis on particular issues of exclusion, with the purpose of providing a stronger evidence base and understanding for PRIME and ongoing policy and program decision-making.

### *Reflective practice and learning*

The MEPA is an important tool used by PRIME to monitor and evaluate the Program's performance. The quarterly MEPA meetings provide an opportunity for analysis of the Program activities. Sharing and understanding of lessons learned and their implications for the PRIME Program and more widely for DepED takes place at the meetings.

At each MEPA meeting there will be time allocated for presentation of findings and discussions on specific aspects of inclusion in the Program. This will provide an opportunity to strengthen awareness and understanding of the Program team and DepED staff about the issues presented. Emerging issues and future activities that will support the Program to be more inclusive will be identified and a process for their future implementation will be agreed.

## **2.4 Key areas of action**

### *2.4.1 Program wide activities*

Inclusion of gender, poverty and disability will be "mainstreamed" into key areas of PRIME's Program.

#### **Baseline survey**

Collection and analysis of the data collected will focus on obtaining relevant and better quality information about the relationships between gender, poverty and disability and participation in education in the populations surveyed. Information available in existing data sets (including national household and poverty surveys, DepED enrolment and performance data, DSWD welfare assistance and Department of Health data and from other relevant sources) will be disaggregated for these particular factors and analysed. This will inform on Program priorities and serve as a baseline for Program monitoring and evaluation on particular aspects of inclusion including changes in rates of access, participation and performance for children in the Program areas in relation to gender, poverty and disability.

The Barangay level surveys will be designed to include sections and processes that explore specific issues related to gender, poverty and disability. A new survey tool, the Rapid Assessment of Disability (RAD) that measure disability prevalence and disability inclusive development will be trialed for the first time in the Philippines in certain regions.

#### **Funding mechanism**

The funding facility of the PRIME Program will at central, regional, division and at school level provide resources to support small scale supply and demand driven project initiatives. This is an important mechanism for driving more inclusive practice in the Program through support to inclusion in both mainstream and to inclusive specific activities.

The guidelines for the first round of applications and the selection process have been developed. These will be revised for the second round (April 2012). At this time and based on better information and understanding of the particular issues and from the preliminary findings of the Baseline Survey, the application / selection process and supporting guidelines will be modified.

Analysis of information generated by the baseline survey is expected to raise new issues and priorities on inclusion. For example identify particular locations or certain groups of children who are not participating or benefiting from education; or gaps in understanding about inclusion that warrant further research and enquiry. The emerging findings will inform on priority areas that could be supported through the second phase of the Program's grant mechanism.

### **Information, Advocacy and Communication**

PRIME has developed an Information, Advocacy and Communications (IAC) Plan as part of its Inception Plan. The goal is to build support and gain acceptance to PRIME Programs through tailor-fit strategies specific to each audience it identified. It will develop messages and carry out activities to maintain positive and sustainable relationship with stakeholders.

However, gender poverty and disability issues and considerations have yet to be incorporated in the IAC Plan. This provides an opportunity to inject inclusion principles and create awareness around gender poverty and disability as crosscutting themes in the PRIME Program. Negative attitudes and lack of information are key barriers that could be directly addressed by an IAC Plan that complements efforts for inclusive specific activities discussed in the next section.

#### *2.4.2 Inclusive specific*

In line with the twin track approach, the Program will implement certain specific and affirmative activities on inclusion.

### **Assessing disability inclusion**

The limited and poor quality prevalence data on disability is a recurring challenge for policy and program decision makers. It is often cited as a reason for the low priority and inadequate investment made in disability inclusive education. Inadequate information also contributes to the relatively low understanding and inconsistent commitment to disability and inclusion at all levels - school, Division Regional and Central levels of DepED.

To design development projects that include or target people with disabilities, implementers need information about people with disabilities and the barriers they face. The Rapid Assessment of Disability (RAD) is a toolkit that aims to provide organisations with an easy-to-use, comprehensive method of collecting this information. It provides organisations with the means to evaluate the effectiveness of their disability-inclusive development activities.

The toolkit contain three questionnaires: one for adults aged 18 years and over, another for children aged between 5-17 years, and one designed for children under 5 years of age.

The questionnaires has four sections which measure:

- Demographic information
- The prevalence of disability according to the International Classification of Functioning, Disability and Health developed by the World Health Organization
- Individual perception of well-being and quality of life, and

- Barriers to and facilitators of the participation of people with disabilities in their communities<sup>14</sup>.

The RAD has been developed through trials and pilot studies in Bangladesh and Fiji. In early 2012 it is planned that it will be trialed in Philippines for the first time in the PRIME Program. The trial initially is planned for a number of divisions in one region of the PRIME Program.

The pilot will:

- Provide relevant and important baseline information at a community level on disability - demographic, prevalence, perceptions and experiences of people with disability and their families that can be used for ongoing Program M&E
- Focus on the impact that disability for the child and within the household has on access and participation in education opportunities and how this relates to poverty and gender issues
- Provide an opportunity to develop and test a modified tool standardised for the Philippines context
- Involve people with disability as participants and implementors in all stage of the process through partnership with disabled peoples organisations (DPO) and at the community level
- Through the process build capacity and give experience to a cohort of people from DPOs, community, DepED and other relevant government and civil society organisations in the implementation of the process and analysis of the data and applying the evidence gained in future practice and policy.

### **Demonstration disability inclusion project**

This project will demonstrate an inclusive education practice at school level. It is one key activity that will operationalize the GPIDA strategy through the grants mechanism of PRIME by working at a select DepED Division. It will take a more focused approach to addressing key issues of inclusion by supporting an actual practice at small scale (school/community level) in order to better understand barriers to participation that gender, poverty and disability may create. Such understanding is intended to generate recommendations on policies, programs, and actions that could implemented and sustained at division level after project life.

As a practical consideration, this demonstration project will build on and improve upon ongoing initiatives that have potential to influence DepED in the medium term. It will leverage research and monitoring and evaluation support as key components in the implementation. The goal is to document lessons to be learned and make adjustments when necessary through an iterative process of learning and doing. This way, awareness is built through actual practice that is documented and disseminated. It is important to note, however, that the demonstration project should be built around two critical elements:

- It should be anchored on strong evidence base through research
- It should engage in meaningful partnerships with organizations of persons with disabilities (DPOs) and women's groups

Evidence from research should inform project priorities in terms of targets including the types of intervention activities that will be supported. Meaningful partnerships should be established with organizations of persons with disabilities and women's groups that engage them as active participants and contributors in the process and not just as recipients or beneficiaries.

<sup>14</sup> Ref RAD Newsletter Issue 2 Feb 2011

[http://www.ni.unimelb.edu.au/inclusive\\_development/disability\\_inclusive\\_development/development\\_of\\_a\\_tool\\_kit](http://www.ni.unimelb.edu.au/inclusive_development/disability_inclusive_development/development_of_a_tool_kit)



### Gender focused research and analysis

The struggle of gender stereotypes reinforced by the school through factors including: teacher, facilities, learning-teaching materials, needs to be understood as contributory to the unfavorable educational outcomes amongst boys and girls. Particular areas of enquiry and research that draws on existing data on gender inclusion and equity will improve the participation, performance, completion and achievement rates among IP/Muslim girls and boys.

There are a number of key gender issues where there is need to address for further research and analysis of existing data. These include:

- i. The effects of domestic/gender-based violence to the low participation rates of boys and girls
- ii. The situation of male and female delinquencies resulting in low achievement rates
- iii. Gender differences in educational outcomes of IP/Muslims girls and boys
- iv. The interface of gender with local migration to armed-conflict areas that create inequalities in education
- v. The effects of peace and security that interferes in the education of young combatants
- vi. The role of parents in determining the gendered outcomes of education, e.g. the attitudes and influence of parents in reinforcing gender stereotypical expectation.

There is scope for PRIME funding facility to support Dep Ed to design and carry out of research into these key areas as part of the Baseline Survey work, and more thorough analysis of existing DepEd data on participation and learning outcomes of students in the PRIME program areas, and through specific pieces of enquiry within certain identified regions.

### Key Gender Activities

The PRIME Program will seek to support Dep Ed to implement the following activities:

- Systematic analysis of databases to come up with evidence-based programs and activities that need to be addressed
- Revisit and review the gender-responsiveness of the existing evaluation tools for instructional and learning materials
- Training of teachers and personnel in preparing gender-sensitive instructional and learning materials that are non-sexist and gender-fair
- Presence of direction in gender-budget initiatives from the top-level officials of the department, which will entail an executive briefing on gender and development
- Conduct of Gender Planning and Budgeting training to appreciate appropriate utilization of the mandated GAD Budget
- Conduct of gender analysis of the department to surface gender issues in basic education
- Providing advice on an Establish Violence Against Women desk (funded by DepEd) and orientation of relevant personnel to address the pressing issues of gender-based violence in schools.

## 2.5 *Measuring progress towards inclusion*

The GPIDA strategy will support PRIME to be more responsive and effective in managing the inclusion of children at risk of being excluded and not benefiting from the Program due to factors related to gender, poverty or disability that may limit their equitable access to education and learning opportunities.



The areas of change expected over the Program period due to the implementation of the GPIDA strategy are:

- **Strengthened evidence base and improved understanding** of policy and program decision makers on the barriers and enablers to inclusion in education related to gender, poverty and disability in Muslim and Indigenous populations
- **Examples of effective practice** in inclusive education that improve access and quality of education and learning opportunities that are of benefit for all children
- **A disability inclusive model project** that serves to increase knowledge and capacity and demonstrates effective practice in disability inclusive education
- **Gender inclusive specific practice** that supports more equal participation of girls and boys
- **Improved capacity through improved knowledge, skills and practical experience** in inclusive education of program implementors
- **New and stronger partnerships formed between DepED and other stakeholders** including other government departments, civil society and representative groups in support of more effective holistic approach to inclusion

The changes expected due to implementation of the GPIDA strategy will be measured in the PRIME Program M&E framework and processes.

## ***2.6 Funding for Sustainability***

An intent for the PRIME Program is for DepED to adopt the strategy in its existing and future projects. The program is aligned with the Basic Education Sector Reform Agenda (BESRA) and its M&E is aligned with the existing M&E systems and tools of DepED. The PRIME Program activities should lead to a stronger evidence base and improved understanding on issues related to inclusive education. This should assist in future appropriate commitment and allocation of resources by DepED. For example the Gender and Development (GAD) budget being appropriately used to implement the activities of the program in the long term, and the allocation of additional resources in support of disability inclusive education.

PRIME Program

# Sustainability Strategy

Philippines' Response to  
Indigenous Peoples' and  
Muslim Education (PRIME)  
Program

*15 October 2011*





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## 1 Introduction

### 1.1 What is sustainability?

Sustainability is considered a key attribute of success of aid interventions and is one of the key criteria for assessment of quality during program implementation as per AusGuide Evaluation materials. The presence and application of a clear, explicit sustainability strategy can assist in improving the impact of program interventions. The strategy provides the opportunity for different stakeholders to share a common understanding of what sustainability means and how sustainability can be improved through the design and implementation of various measures.

As a starting point, when we consider sustainability:

- The verb 'sustain' implies efforts to cause something to continue (compared with a concept that something will be sustained by itself).
- The word 'sustain' implies that there will not be a diminution over time.
- Sustainability, in the context of development assistance, is not interpreted to imply that benefits will remain static, but rather a capacity, 'a legacy', will be developed that can be applied to solve new problems, to address new issues and in new settings.

AusAID's *Promoting Practical Sustainability* defines sustainability as '*the continuation of benefits after major assistance from a donor has been completed*'<sup>15</sup>.

Key points of the AusAID's guidance for supporting sustainability include:

- The focus is on sustaining the flow of benefits into the future rather than on sustaining programs or projects. The concept of sustainable benefits does not mean the continuation of AusAID funded activities. For example, an education sector project may assist in the restructuring of in-service teacher training, sustainability does not mean that the activities required to develop the new structures be sustained but rather that the new structures and processes are appropriate, owned by the stakeholders and supported on an ongoing basis with locally available resources. These structures and processes will have a greater likelihood of being maintained after major assistance from AusAID has been provided and will be regularly reviewed and refined to improve effectiveness and efficiency.
- Managing sustainability is a process aimed at maximising the flow of sustainable benefits. This process should be ongoing and needs to be reviewed and updated as circumstances change and lessons are learned from experience.
- Maintaining benefit flows after major external funding is completed assumes that the stakeholders will provide an appropriate level of financial, technical and managerial resources.

Increasingly, AusAID requires that the development assistance it provides work more effectively towards the objective of leaving a long-lasting positive impact.

Sustainability will only happen when the people concerned have control and ownership. Otherwise benefits and processes will inevitably fade when the project ends. For people to have ownership they must be able to participate throughout the intervention, learning, making mistakes, doing things differently and being enabled to take control.

### 1.2 Purpose of the Sustainability Strategy

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<sup>15</sup> AusAID, 2005 *Promoting Practical Sustainability*, Canberra, pg. 1.

The purpose of the Sustainability Strategy is to consider and address sustainability issues at the outset during the planning and designing of all activities and to develop specific sustainability strategies, including a phase-out strategy, well before the completion of the specific AusAID assistance. Research indicates the need for early planning for sustainability rather than consideration at completion and handover stages.

The Sustainability Strategy highlights the consideration given to sustainability in the planning of activities and in general project management. The Strategy is a 'living' document that will be reviewed and adjusted when required to improve the likelihood of benefits being sustained beyond the 'life' of the PRIME Program.

Since the current design of the PRIME Program is only 39.5 months in duration, additional importance is placed on the design and implementation of an appropriate Sustainability Strategy that will identify early the key benefits to be sustained and how the program intends to improve the opportunities for sustainability.

### **1.3 Process for development of Sustainability Strategy**

Relevant documentation including the PDD and AusGuide material were reviewed. The Sustainability Strategy for the STRIVE Project was considered as the benchmark strategy upon which the Sustainability Strategy for the PRIME Program has been derived.

## **2 Sustainability approaches in the Project Design and its implementation**

The PRIME Program was designed to improve equitable access to and the quality of basic education for boys and girls in disadvantaged IPs and Muslim communities. Importantly, the PRIME Program specifically mentions sustainability in the objective statement:

*To allow GoP/DepED to provide better access to an appropriate, policy-driven, sustainable and quality education for girls and boys in Muslim and IPs communities.*

The Project Design Document (PDD) for the PRIME Program notes the incorporation of a number of strategies that are designed to enhance sustainability. These include:

- Ensuring all program activity is firmly anchored in the core business of DepED and is assisting personnel to carry out their normal roles and responsibilities more effectively.
- DepED is placed at the forefront of all key decision making thus engendering commitment, accountability and ownership.
- Building capacity within key DepED Bureaus to implement BESRA nation-wide as well as building the capacity of OPS to integrate the specific needs of marginal groups into the annual planning process and of EDPITAF to better function in its role of coordinator of all donor funded education activity.
- Building capacity within DepED structures responsible for gender equality and disability inclusive monitoring and achievement through supporting the baseline database study disaggregated at local levels and support through TA / Program Advisers.
- DepED personnel will not be placed on the program payroll nor be paid extra duty allowances for their involvement in implementation of the program.
- Making maximum use of partner agency structures, systems and procedures.

- Ensuring cost-effective solutions to implementation issues are found and that detailed capital and recurrent costs associated with an initiative are identified and communicated to DepED.
- Where possible and appropriate ensuring local procurement of goods to ensure local servicing, training and technical assistance is available.
- Maximize use of expertise available in the Philippines.
- Monitoring the demand side mechanisms that work best and seek to replicate these across the program and support adoption within the system.
- Requiring a strong reflection of sustainability in the M&E Framework and Plans.
- Requiring an annual sustainability study report.

To reflect the emphasis on sustainability, the Inception Plan identified three statements for guiding the implementation management of the PRIME Program as:

- The PRIME Program is a ***DepED Program – to be implemented by DepED;***
- The DepED PRIME Program is ***supported by AusAID;*** and
- The DepED PRIME Program is ***facilitated by the Managing Contractor.***

These sustainability strategies have guided the conduct of activities during the inception period and will continue to serve as guide posts for the design and implementation of future activities.

### 3 Key Benefits to be Sustained

Given that the PRIME Program is only 39.5 months duration and that the PRIME Program serves as a funding ‘facility’ to support a wide variety of specific project interventions at various levels within and external to DepED, the key benefits are limited and difficult to identify at this stage. However, based on the PDD and Inception Plan, the key benefits that could be expected to be sustained within DepED as various levels have been identified as:

- Strengthened management in the use and analysis of data and information and specifically related to access to basic education by IP and Muslim communities;
- Strengthened management in the identification of priority targets for DepED interventions;
- Increased understanding and appreciation of the demands and appropriate responses for access to quality basic education by disadvantaged and marginalized groups, in particular IP and Muslim communities;
- Improved skills in educational planning and programming with specific emphasis on addressing the needs of disadvantaged IP and Muslim populations;
- Strengthened monitoring and evaluation knowledge, skills, practices and processes;
- Improved management and monitoring of educational grants; and
- Strengthened networks with other agencies and stakeholders in supporting and sustaining provision of quality basic education.

However, based on the PDD, Inception Plan and the MEF, the key benefits that could be expected to be sustained within DepED as various levels have been identified as:

#### Supply Side Benefits:

- Strengthened management in the use and analysis of data and information and specifically related to access to basic education by IP and Muslim communities;
- Strengthened management in the identification of priority targets for DepED interventions;



- Increased understanding and appreciation of the demands and appropriate responses for access to quality basic education by disadvantaged and marginalized groups, in particular IP and Muslim communities;
- Improved skills in educational planning and programming with specific emphasis on addressing the needs of disadvantaged IP and Muslim populations;
- Strengthened monitoring and evaluation knowledge, skills, practices and processes;
- Strengthened capacity in the management/implementation and monitoring and evaluation particularly in the area of grants;
- Strengthened networks with other agencies and stakeholders in supporting and sustaining provision of quality basic education especially to disadvantaged IP and Muslim communities;
- Institutionalized mechanisms for providing alternative delivery modes of learning for IP and Muslim basic education learners; and
- Enhanced capacity of the following in executing, managing/implementing and coordinating program to support IP and Muslim education:
  - i. DepED CO Units, particularly the Office of the Planning Services and its various divisions and the three (3) Bureaus, namely the: Bureau of Elementary Education (BEE), Bureau of Secondary Education (BSE) and the Bureau of Alternative Learning Systems (BALS);
  - ii. Nine (9) PRIME target Regional Offices; and,
  - iii. 24 Divisions participating in the PRIME Program.

#### Demand Side Benefits:

- Cluster schools/community learning centers sustainably engaged in community-school based activities to support projects and initiatives to improve access to quality education;
- Regional office initiatives managed and sustained with own its budget allocations and with resources mobilized and generated from other stakeholders and partners (e.g. LGUs, Civil Society, Private Sectors);
- Division office initiatives managed and sustained with own its budget allocations and with resources mobilized and generated from other stakeholders and partners (e.g. LGUs, Civil Society, Private Sectors);
- Multi-stakeholders' participation in educational programs and initiatives to support IP and Muslim education; and,
- Institutionalization of the practice of documenting desirable and good practices in IP and Muslim Education.

## 4 Design aspects that contribute to sustainability

Consideration of the sustainability of benefits identified above will be an integral and essential element of all planning and decision-making within PRIME. This consideration applies to both directly and indirectly managed initiatives. The planning of directly designed and managed activities (i.e. activities within the direct management control of the Managing Contractor) will consider how to give the best chance that relevant PRIME initiatives are institutionalised i.e. mainstreamed into DepED programming and the related phase-out and exit strategies (One example is the support for the development of a Grant Management Information System – GMIS). For activities that are indirectly managed (i.e. activities supported by grants, but which are managed by DepED) the design of the grant guidelines requires all proposals to provide a discussion on sustainability measures (One example is the requirement for a sustainability strategy at the school level for a grant program which supports a student feeding program).

The designs of all PRIME activities are aimed towards improving the sustainability of benefits.

**PRIME interventions are not isolated project-based interventions but activities designed to link within the existing Government policies and operations.** Some of the key processes and activities that will assist with mainstreaming and sustainability of benefits include:

- Engagement of DepED organic managers and staff in the design and implementation of all program initiatives.
- Use of existing organic structures and processes for decision making (for example, there are no program specific committees other than the Program Advisory Committee (PAC) that has been suggested by AusAID as a means to discuss policy issues with DepED and other stakeholders).
- Aligning program implementation planning with existing planning processes of DepED – e.g. the School Improvement Plan (SIP), the Division Education Development Plan (DEDP), the Regional Education Development Plan (REDP) and the BESRA Implementation and Accountability Plan (BIAP).
- Ensuring the program budget cycle aligns with the GoP fiscal year.
- Early support for engagement of key stakeholders at the national, regional, division and school/community levels which will continue post-PRIME.
- Building on the successful interventions of previous projects such as BEAM (IP and Muslim education initiatives, distance education, Alternative Delivery Modes, etc) and STRIVE (REDP, the EBEIS and the LRMDs).
- Placing a strong emphasis on M&E and sustainability in all activity designs.

## 5 Implementation strategies contributing to sustainability

The Sustainability Strategy is an attempt to address sustainability positively from the initial design and implementation of program investments - in line with the underlying commitment to sustainability.

The following table provides a cross reference check to ensure that the implementation strategies and plans of PRIME have addressed a number of proven sustainability strategies as identified in AusGuide.

Proven sustainability strategies	PRIME Implementation of strategies
<b><i>FIT WITHIN PARTNER GOVERNMENT POLICIES</i></b>	
<i>Objectives and activities which 'fit' with Partner Government policies have much better prospects for sustainability as they are more likely to have high-level political and institutional support both during implementation and beyond.</i>	<ul style="list-style-type: none"> <li>• The PDD was developed in consultation with GoP and is within the existing policy framework</li> <li>• The new government has identified the need to improve basic education services to disadvantaged populations</li> <li>• The main coordination counterpart within DepED is the OPS which is most aware of DepED/GoP policies and priorities</li> <li>• The work plan and specific activities are being developed in partnership with key DepED management at each level to ensure</li> <li>• that they "fit" with current policies, structures and processes</li> <li>• Modifications to the timing of delivery have occurred to 'fit' within current policy and practices</li> <li>• The program employs a flexible and progressive approach to be able to respond to changes in policy direction</li> </ul>
<b><i>PARTICIPATION:</i></b>	
<i>The critical factor in promoting sustainability is the role of the</i>	<ul style="list-style-type: none"> <li>• All program activities when planned are assessed with respect to the involvement of appropriate stakeholders – those who will</li> </ul>

Proven sustainability strategies	PRIME Implementation of strategies
<i>stakeholders; i.e. those directly concerned with the program or project. Sustainability cannot be achieved without their involvement and support.</i>	<p>contribute to implementation effectiveness and continue to contribute to the achievement of the desired results after completion of the program</p> <ul style="list-style-type: none"> <li>• Early engagement of stakeholders is a key strategy of implementation – from the design and planning of activities, developing and endorsing implementation strategies and the active involvement in implementation</li> <li>• The “partnership” model adopted is based on meaningful collaboration and effective consultation – a “partnership” model based on “ownership” by DepED and beneficiaries with “assistance” by the managing contractor</li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>Ideas are demand-led</i></li> </ul>	<ul style="list-style-type: none"> <li>• A core element of the participatory approach will be the setting and owning of priorities and directions for implementation with counterparts</li> <li>• All planning involves joint planning sessions led by DepED</li> <li>• A strong emphasis of the program is to assist DepED to respond to ‘demand’ for basic education. The program is designed to facilitate the identification of ‘demand’</li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>Stakeholders, both men and women should actively participate and have the opportunity to influence the direction and detail of implementation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• A range of stakeholder involvement from both genders underpins and is an integral part of all activities including: <ul style="list-style-type: none"> <li>– Workshops to clarify, develop and endorse strategies and plans/ proposals for grant funding</li> <li>– Various committees set up and chaired by local personnel</li> <li>– Composition and types of committees decided by counterparts</li> </ul> </li> <li>• Stressing the importance of and requiring DepED to work with the wider community of stakeholders who have an interest in improving access to basic education by disadvantaged groups</li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>Time and resources are available for participatory analysis</i></li> </ul>	<ul style="list-style-type: none"> <li>• By using existing structures, decision making processes and personnel with similar assignments, there is a conscious effort of the program not to be viewed as an ‘add-on’ assignment and to be viewed as part of DepED responsibilities and the regular work load of its staff</li> </ul>

## MANAGEMENT AND ORGANIZATION

- *Integrate with and build on local management structures*
- *Work with counterparts who are in existing line positions rather than in newly created ‘project’ positions*
- PRIME has taken care not to require the creation any additional “program-specific” management structures within the Central Office, Regions, Divisions and target schools. While a management structure for the Managing Contractor is required, the management structure of the DepED is used as the basis upon which decisions about the program implementation will be made. For example, at the CO level, the ProgCom, FinCom, ManCom and ExeCom will be used for decision making and at the Regional level the ManCom and RExeCom are used
- No ‘new’ program positions have been created within DepED at any level – all counterparts are performing their regular functions
- The operation and implementation of PRIME relies on the decisions and directions provided by the counterpart DepED managers and staff. All Advisers work with the existing DepED organic structures and personnel supporting the sustainability of their roles and functions

Proven sustainability strategies	PRIME Implementation of strategies
<ul style="list-style-type: none"> <li>▪ <i>Counterpart and expatriate team members are located in the same office</i></li> <li>▪ <i>Teamwork approaches are emphasized</i></li> <li>▪ <i>Permit some flexibility in implementation as lessons are learnt</i></li> </ul>	<ul style="list-style-type: none"> <li>• Advisers and office staff are not “doing” the coordination work required of DepED, but rather supporting, facilitating and guiding to improve the work of DepED</li> <li>• All program offices are located within DepED offices. This facilitates ongoing close dialogue and interactions but ensures the complete transfer of equipment, networks and facility upgrades</li> <li>• The key element of the PRIME approach is the participatory approach that underpins all activities – from identification of need, to design and implementation of the activity to monitoring and evaluation</li> <li>• The M&amp;E framework emphasizes review and continuous improvement based on lessons learned</li> <li>• The quarterly Monitoring, Evaluation and Plan Adjustment (MEPA) workshop technology is used to facilitate the adjustments to plans based on lessons learned and progress monitoring findings</li> </ul>

### **INTEGRATE AND BUILD ON EXISTING GOVERNMENT OPERATIONS AND PROCESSES**

<ul style="list-style-type: none"> <li>▪ <i>Activities should integrate with and build on existing government operations, processes, systems and performance monitoring wherever possible</i></li> <li>▪ <i>Use available information sources where ever possible. This not only builds on existing processes so that that capacity building has a better chance of being sustained post-project but also minimises workload and demand on stakeholders in providing information</i></li> </ul>	<ul style="list-style-type: none"> <li>• The activities proposed will build on existing processes such as <ul style="list-style-type: none"> <li>– Using the School Improvement Plan (SIP), the DEDP, REDP and BESRA Plans as the vehicle for planning and implementing</li> <li>– Using existing management structures (ManCom, ExeCom, etc)</li> <li>– Integrating with existing alternate delivery modes and systems such as mobile teachers and ALS</li> <li>– Linking the M&amp;E framework with the Basic Education Sector Monitoring and Evaluation Framework (including OPIS, OPIF and the PGS)</li> </ul> </li> <li>• Use and strengthening of the EBEIS – specifically supporting modules for IP data collection as well as grants management</li> <li>• Existing data was used to identify priority Divisions and schools – this data has come from other national sources in addition to DepED – such as DWSD, NSO, NCIP and NCMF</li> <li>• However, there is acknowledgement that there is a serious lack of data with respect to IP and Muslim education – thus a Baseline Survey has been approved – the survey design will be used by DepED in future to improve data collection for IP and Muslim populations nation-wide</li> <li>• The M&amp;E adviser and others are using existing data sources wherever possible</li> <li>• Capacity building with planning/statistics officers at all levels will occur as part of process so they are an integral part of the data analysis process and are using their standard data sets</li> </ul>
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### **COUNTERPART CONTRIBUTIONS**

*Counterpart contributions, either in cash or in kind (like counterpart staff and office space) are a sign of commitment and demonstrate in a*

- Suitable office space within the DepED has been provided together with desks and access to utilities such as electricity and water. Access to shared meeting spaces is also available

Proven sustainability strategies	PRIME Implementation of strategies
<i>tangible way, that partners place value on the expected benefits.</i>	<ul style="list-style-type: none"> <li>GoP counterpart has been committed for 2012, but there have been delays in identifying GoP counterpart funds for 2011 as the implementation of the program (March 2011) came after the approval of the 2011 budget allocations – Regional offices are prioritizing budgets to support PRIME activities</li> </ul>

## TRAINING

*The provision of appropriate training for identified target groups is a key strategy for achieving sustainable benefits.*

- A major component of PRIME is the capability building of management and monitoring/evaluation knowledge and skills
- While some requirements are being dealt with through the provision of TA in the field (FBPOs) through coaching and TA activities, there are [plans for formal training interventions, particularly in monitoring and evaluation
- The program has undertaken an assessment of M&E knowledge and skills at the CO, RO and DO levels as the basis for planning training
- Training activities will be directly focused on improving performance within the recipients assigned area of responsibility – in other words the training will be directly related to their assigned tasks
- The selection of trainees will be on merit but also taking into account participation from various targeted sub-groups and include representatives from both genders
- Implementation of an agreed action plan will be an outcome of all training
- Training will be focused on improving performance of regular assigned tasks – coaching will be provided following training
- All training will be in-country and be of short workshop/seminar type
- All local training and development of training resources will have been jointly designed and will be owned by the DepED

▪ *Effective training should not only 'educate' but also motivate*

▪ *Trainees must be selected on merit and include both men and women*

▪ *Trainees must be given the opportunity to apply newly acquired skills on completion of training.*

▪ *In-country training, such as on-the job training, mentoring and short-course competency based training are more likely to support more sustainable benefits than overseas courses or long-term 'academic' training for a few.*

## INFORMATION DISSEMINATION AND NETWORKING

*Generating an understanding of PRIME and support for the project's objectives among a wide group of stakeholders should be a component of any sustainability strategy. It can include the use of many types of different media and group events.*

- Understanding and ownership of PRIME by DepED and key stakeholders and the wider community is considered critical – the program has tried to 'de-projectize' PRIME and to ensure that decisions are made directly by DepED managers
- PRIME uses the DepED logo with the AusAID logo indicating support – there is no PRIME 'specific' logo or trademark
- An advocacy and communications strategy and plan place an emphasis on working through DepED PR systems and process – e.g. the website is under the DepED website.
- Official launches and PR announcement of the program have all been lead by DepED

## TECHNOLOGY

*To promote sustainability the*

- One of the key elements of the program is on strengthening



Proven sustainability strategies	PRIME Implementation of strategies
<i>technology to be transferred must be selected on the basis of its appropriateness in terms of technical and financial criteria, plus social, gender and cultural acceptability. Training to support the introduction of any new technology should be relevant and appropriate</i>	<p>capacity in management and monitoring and evaluation – accordingly the technologies that will be used will be appropriate, have immediate application and provide added value for DepED</p> <ul style="list-style-type: none"> <li>• Several examples can be cited – the adoption of the LRMDs by PRIME Regions, the value-added of the IP data capture module for the EBEIS, introduction of a community engagement technology, the development of the GMIS and the adoption of the MEPA technology</li> <li>• Choice of all technologies takes into account the future use and applicability of the technology prior to design and implementation</li> </ul>

### **SOCIAL, GENDER AND CULTURE**

*Development interventions can fail to deliver sustainable benefits if social, gender and cultural issues are not taken into account. A greater participation by women in identification, design and decision-making is a key part of any sustainability strategy. Their participation in all parts of the activity cycle is essential. For sustainable outcomes, poverty reduction objectives must specifically address the needs of women given that they are over-represented in the poorest sections of many societies.*

- The participatory approach which is intrinsic to PRIME will assist with ensuring that social and cultural issues are taken into account in any proposed activities, particularly as the program is focused on disadvantaged IP and Muslim communities
- Women predominate all levels of administration (except at the senior management of DepED) and teaching indicating a gender imbalance which will need to be considered
- There are serious concerns with respect to gender and access to basic education within the target communities which will require further analysis and response
- Consideration of gender issues will occur across each component taking into account gender equity principle including:
  - Both genders are involved in decision making across the program as beneficiaries, participants and stakeholders
  - All program materials are gender inclusive and reflect equitable practices
  - Action plans developed by participants include considerations of gender
- Where possible all M&E data and reporting will include gender disaggregation
- The program has contracted a Gender, Poverty Inclusive and Disability Awareness (GPIDA) consultant and a national Gender Adviser to develop and monitor the implementation of an Inclusive Education Strategy

### **EXTERNAL POLITICAL AND ECONOMIC FACTORS**

*Sustainability can be much more difficult to achieve in an unstable political or economic environment. Changes in government policy and other external factors can have an adverse impact on prospects for sustainability. In a poor economy most interventions should avoid being too complicated, ambitious and expensive. Other external factors can also*

- Phase-out and handover strategies will be considered from the outset
- The approach taken will be progressive and flexible to changing circumstances
- The participatory approach leads to an ownership from the start and understanding of all activities
- Interventions will work in partnership within the existing structures and processes wherever possible and concentrate on building capacity. This strategy will limit the ambitiousness and complexity of activities and increase the likelihood of sustainability
- Careful ‘mitigation’ of program expectations will need to be

Proven sustainability strategies	PRIME Implementation of strategies
<i>significantly affect implementation and the sustained flow of benefits. While these factors cannot usually be foreseen or controlled, contingency planning and risk management strategies can play an important part in reducing their negative impact.</i>	taken to ensure that approaches are realistic, simple and easy to manage, attain and replicate

## 6 Promoting sustainability will impact on implementation and delivery

Interventions will work in partnership within the existing structures and processes wherever possible and concentrate on building capacity through a participatory approach. This strategy will limit the ambitiousness of activities but will increase the likelihood of sustainability. However, it is important to acknowledge the additional time can be required to implement activities when this approach is taken. Given that the PRIME Program is a little over three years in duration, attention needs to be given to ensuring that the expectations of the program by DepED and other stakeholders are realistic and attainable.

Early consideration and discussions by DepED and by AusAID of how to sustain program results and interventions will be supported through the program. Even at the onset of the PRIME Program, AusAID had already initiated discussions with DepED and the program as to how future investments from AusAID could be used to support the sustainability of desirable interventions of PRIME.

## 7 Factors constraining sustainability

Risk factors that may affect sustainability are addressed in the Risk Management Matrix that was initially prepared during the design of the program. The Risk Management Matrix necessarily includes a wider range of factors that might affect PRIME management and delivery of outputs as well as those affecting sustainability. The matrix has been updated as part of the Inception Plan and will be updated on an annual basis as part of the preparation of annual plans in October of each year of the program.

The key sustainability risks that are identified in the Risk Management Matrix are those that relate to counterpart involvement (budget allocations, staff too busy, staff movements, competing demands, lack of motivation) and the level of commitment and engagement with the broader education and local communities. The risk factors identified and the proposed treatment of these risks are not repeated in this strategy.

Key issues related to ensuring sustainability are also identified in the M&E Framework and Plan. The M&E Framework and Plans together with the Risk Management Matrix and this Sustainability Strategy will be reviewed on a regular basis as lessons are learned.

It is considered that the positive design elements, and the enhancements introduced through the proposed strategies and activities significantly outweigh the constraints. Nonetheless, over the life of PRIME, attention should be paid to building on positive elements and diminishing constraints where possible.