MIPE: PRIME Program

Inception

Plan

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

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Acronyms and Abbreviations

ADF	Assisi Development Foundation
AM	Activity Manager
ARD	Assistant Regional Director
ASDS	Assistant Schools Division Superintendent
AusAID	Australian Agency for International Development
BEAM	Basic Education Assistance for Mindanao
BESRA	Basic Education Sector Reform Agenda
BIAP	BESRA Implementation and Accountability Plan
CLASS	Cluster Lead and Satellite Schools
DepED	Department of Education
DQMT	Division Quality Management Team
EDPITAF	Education Projects Implementation Task Force
EFA	Education for All
ES	Education Supervisor
GoA	Government of Australia
GoP	Government of the Philippines
GOPA	Geselishaft fur Organization, Planung und Ausbildung
IFR	Innovation Fund for Regions
IPs	Indigenous Peoples
K to 12	Kindergarten to Grade 12 Curriculum
M&E	Monitoring and Evaluation
MC	Managing Contractor
MDG	Millennium Development Goals
MIPE	Muslim and Indigenous Peoples' Education
MSA	Memorandum of Subsidiary Agreement
NCIP	National Commission for Indigenous Peoples
NCMF	National Commission for Muslim Filipinos
NEDA	National Economic Development Authority
NPSBE	National Program Support to Basic Education
NQMT	National Quality Management Team
OIDCI	Orient Integrated Development Consultants, Inc.
OPS	Office of Planning Service
PAC	Program Advisory Committee
PCC	Program/Project Coordinating Committee
PD	Program Director
PDD	Project Design Document
PPD	Planning and Programming Division
PDED	Program Development and Evaluation Division
PM	Project Manager
PPD	Planning and Programming Division

PRIME	Philippines' Response to Indigenous and Muslim Education
QA	Quality Assurance
QMS	Quality Management System
RA 9155	Republic Act 9155 – An Act on the Governance of Basic Education
RD	Regional Director
RFT	Request for Tender
RSD	Research and Statistics Division
RQMT	Regional Quality Management Team
SDS	Schools Division Superintendent
SEDIP	Secondary Education Development and Improvement Project
SMPR	Six-Monthly Progress Report
SOBE	Support Options for Basic Education
SQMT	School Quality Management Team
STA	Short-term Adviser
STRIVE	Strengthening the Implementation of Basic Education in Selected Provinces of the
TEEP	Third Elementary Education Project
TOR	Terms of Reference
TWG	Technical Working Group

1   Introduction

1.1   Description of the MIPE: PRIME Program

The Muslim and Indigenous Peoples' Education (MIPE): Philippines' Response to Indigenous and Muslim Education (PRIME) Program was designed to improve equitable access to and quality of basic education for girls and boys in disadvantaged Muslim and Indigenous Peoples' (IPs) communities – citing that many of these communities continue to be underserved with respect to the provision of basic education services. The MIPE: PRIME program is intended to build upon and scale up throughout the country 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 MIPE: PRIME 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 MIPE-PRIME Program is intended to focus on MDG Goal 2 – Universal access to quality primary education.

Initial discussions between AusAID and DepED to design the MIPE: PRIME Program began in the latter part of 2008 under the title "Enhancing Disadvantaged Groups Education" (EDGE). These discussions resulted in the preparation of the DepED proposal for the "Philippines Response to Indigenous and Muslim Education in September 2009 and the AusAID Request for Tender (RFT) of 18 September 2010 for the Philippines Muslim and Indigenous Peoples Education (MIPE) Program. Originally designed with a 60-month duration, the final design proposed a 40 month duration. With contract signing between AusAID and GRM as the Managing Contractor (MC) on 15 February 2011, the MIPE: PRIME Program began implementation on 15 March 2011.

The RFT provides in the description of the program, the following information:

> The goal of the MIPE: PRIME Program is: *To improve equitable access to and quality of basic education for girls and boys in disadvantaged IPs and Muslim communities.*

> The objective of the MIPE: PRIME Program is: *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. It will stimulate demand for education services at the community level.*

The MIPE: PRIME Program has three elements: 1) Indigenous Peoples' Education; 2) Madrasah Education; and, 3) Management and monitoring capacity building for the DepED. These three elements are organized into three components with a fourth being Program Management. The three components are:

> **Component 1:** *Supporting the Demand Side:* The objective is to attract IPs and Muslim children to school and keep them in school.
> **Component 2:** *Supporting the Supply Side:* The objective is to enable DepED to address access and quality issues in basic education in disadvantaged IPs and Muslim communities.
> **Component 3:** *GoP Management and Monitoring Capacity Building Support:* The objective is to support DepED at all levels to enable it to efficiently and effectively manage the Program and other initiatives that seek to improve the delivery of basic education services to disadvantaged IPs and Muslim groups.

A number of principles have guided the design and initial implementation planning of the MIPE: PRIME Program. These are:

i. **Flexibility:** proposed interventions will provide for flexibility in implementation, taking into account the major operational difficulties involved in delivering services in the selected regions and in working with the broad range of cultural and ethnic differences of targeted communities;
ii. **Responsiveness:** proposed interventions will be able to respond quickly, effectively and efficiently to identified needs for the provision of basic education services in the targeted communities;
iii. **Relevance:** proposed interventions will be relevant to the specific requirements and identified basic education needs of the targeted communities;
iv. **Demand-**driven: proposed interventions will not be based on the availability of a readily available "response", but rather based on an assessment and analysis of the actual need or "demand" for services;
v. **Evidence-based:** proposed interventions must have "proof" that there is a need for the intervention and that there is evidence of support from the targeted community;
vi. **System Strengthening:** proposed interventions will strengthen and/or support adjustments to existing systems rather than establish additional systems and processes and will assist partner agency's personnel to enhance the performance of their existing roles and responsibilities, rather than add new ones, and;
vii. **Sustainability:** proposed interventions will build upon previous interventions by DepED and AusAID and be capable of being implemented in a sustainable manner and will promote strategies, skills and mechanisms which will increase the likelihood of long term sustainability – including the use of GoP and DepED structures and systems to implement the MIPE: PRIME Program.

These principles have guided the conduct of activities during the inception planning period and will continue to serve as guide posts for future implementation activities, particularly in providing technical assistance and the building of capabilities of DepED, their partners, various stakeholders and ultimately of targeted beneficiaries.

The MIPE: PRIME Program builds upon the experiences and lessons of previous AusAID-supported projects supporting basic education in the Philippines, notably PROBE, HIP, BEAM and STRIVE. In addition, DepED investments in basic education, including TEEP and SEDIP will be used to inform implementation of the MIPE: PRIME Program. Specifically, the MIPE: PRIME Program will build upon the successful school and educational grant mechanisms developed through TEEP, SEDIP and more recently STRIVE.

The MIPE: PRIME Program is managed by GRM with OIDCI, Assisi Development Foundation (ADF) and GOPA as implementing partners.

1.2   *Inception Plan Purpose*

The Inception Plan serves to provide information as to how the MIPE: PRIME Program is to be managed and implemented over the duration of the program with specific details covering the initial 9.5 months of MIPE: PRIME Program activity[1]. Pursuant to Clause 6.1 (a) of Schedule 1 of the contract between AusAID and MDI, the Inception Plan is to be submitted to AusAID for approval at the end of month two (2) of the Program. AusAID requires that the "...Contractor must implement

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[1] While the contract indicates a 10 month inception period, the end of the period is to coincide with the end of the calendar year – 31 December 2011. Since implementation began on 15 March 2011 and not 1 March as designed, this has resulted in a 9.5 inception period.

the Program's initial activities as set out in the Inception Plan". The proposed Work Plan for the 9.5 months (15 March 2011 to 31 December 2011) period and the indicative Work Plans for the year 2012 and for the duration of the MIPE: PRIME Program are discussed in detail in Section 5 of this Inception Plan.

With the agreement between AusAID and the MC to combine the Mobilization Plan (originally due one month after mobilization) with the preparation of the Inception Plan, the Inception Plan serves to validate and/or adjust the proposed elements, strategies and scheduling that were identified in the PDD, RFT and Technical Proposal of GRM, including the proposed Mobilization Plan. With the delay experienced between the initial design of the MIPE: PRIME Program by DepED in 2009 and the implementation of the Program on 15 March 2011, adjustments are required – the most significant of these adjustments are described in Section 3.0 of this Inception Plan.

The Inception Plan also provides the presentation of the Operations Manual (Annex A) and the Financial Management Manual (Annex B). A Safety and Security Plan has been developed and included as part of this Inception Plan (Annex C).

Additionally, the inception planning stage has allowed for a review of the major risks that were identified during the design resulting in a revised and updated Risk Management Plan (Annex D).

2   SIGNIFICANT ACTIVITIES

2.1   *Mobilization*

The MIPE: PRIME Program commenced on 15 March 2011, in accordance with the contract, signed on 15 February 2011, between AusAID and GRM as the MC. A series of meetings and consultations with various DepED stakeholders were held, importantly with the Office of Planning Service (OPS) as the DepED office responsible for overall coordination of the MIPE: PRIME Program and EDPITAF as the DepED office responsible for providing administrative, logistical and financial management assistance to OPS in coordinating the program.

Four major activities dominated the mobilization period. These activities were:

1. ***Recruitment and Mobilization of Personnel:*** Adjustments have been made to the team composition and structure to better respond to the requirements of the program and to adjust to a change in the provision of the M&E Adviser. These adjustments are discussed on more detail in Section 3 of this Inception Plan with Annex E providing a Gantt chart for Team member inputs . By 16 May 2011, all long-term advisers and locally engaged staff will have been contracted and will have started their assignments (except for selected driver positions still to be appointed at the regional level). On 16 May 2011, an orientation to all MC consultants and staff will be conducted to ensure a common understanding of the program and the implementation approach that will be used.

2. ***Establishment of Program Offices:*** Provided with a temporary office space initially, EDPITAF has provided, as of 6 May 2011 an appropriate office space on the 3rd Floor of the EDPITAF building. Discussions on the respective contributions of GoP and DepED for the provision of office space in each of the Regional Offices are being conducted as each Regional Program Officer is installed. As of 7 May 2011, three Regional Offices have committed to providing office space and the counterpart requirements for utilities and access to a telephone.

3. ***Preparation for the Baseline Survey:*** The requirement for immediate action to design and conduct the Baseline Survey has resulted in the assignment of the Research and Statistics Division (RSD) of OPS being assigned the DepED lead in guiding the Baseline Survey. Three meetings with the Technical Committee for the Baseline Survey have resulted in the development of TORs for the Technical Committee and TORs for the engagement of a Baseline Survey Designer.

4. ***Preparation of the Inception Plan:*** Given the scope and content of the Inception Plan, much of the time during the first two months was dedicated to the consultations on the management and governance structures, the re-design of the managing contractor's team, preparation of TORs for STAs and technical/advisory committees as well as the preparation of the required administrative and procedural manuals[2] to guide the program.

2.2   Counterpart Personnel Assignment

A critical consideration for system strengthening and sustainability is the provision of appropriate personnel to be assigned as counterparts. During inception planning, a series of discussions were conducted with respect to the assignment of counterpart personnel. Importantly, two offices within the Central Office of DepED have assigned personnel to work directly with the MIPE: PRIME Program – these offices are OPS and EDPITAF.

For the OPS, DepED has assigned lead responsibility for the overall coordination of the MIPE: PRIME Program to the Planning and Programming Division (PPD). As a result, the Chief of PPD appointed one individual to be the focal person for MIPE: PRIME Program. Unfortunately, this individual was on a contract for service basis with DepED. Although DepED had stated their intention to assign the person a plantilla position as soon as one became available, the individual decided to resign in early May 2011. OPS PPD has now appointed an individual who currently holds a plantilla position within OPS as the focal person for the MIPE: PRIME Program within DepED. Within OPS, the Research and Statistics Division (RSD) has been assigned as the primary DepED counterpart for guiding the design and conduct of the Baseline Survey. The Program Development and Evaluation Division (PDED) will exercise their role in providing monitoring and evaluation of the MIPE: PRIME Program.

For EDPITAF, DepED has assigned a key manager to guide the provision of administrative, logistical and financial management support to the OPS in coordinating the program. In addition, EDPITAF has assigned three individuals to provide assistance – one dedicated to progress monitoring and evaluation and two to support the technical aspects of the program, including grant guidelines and management.

At the level of the selected Regional Offices, the primary counterpart is the Regional Planning Officer with management direction being provided by the RD or ARD. Key liaisons within the Regional Office will be personnel assigned as focal persons for IPs and Muslim Education.

Counterparts within DepED to provide management direction include the Assistant Secretary for Planning and for senior management oversight, the Undersecretary for Regional Operations.

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[2] These include the Operations Manual which incorporates the Financial Management Manual. The Safety and Security Plan has also been developed during the inception planning period.

2.3   Initial Stakeholder Engagement

There are both internal and external stakeholders to DepED associated with the MIPE: PRIME Program. Internal stakeholders are the different offices at various levels within DepED that will be eligible to access the resources and support provided by the MIPE: PRIME Program. At the Central Office, these include the three Divisions within OPS – PDED, PPD and RSD and EDPITAF – these offices are concerned with the management and coordination of the program itself. A series of meetings have been held with all three Divisions within OPS and with EDPITAF for the purposes of consultation and determining the direction of the Inception Plan.

Other offices at the central level, including the three Bureaus (Elementary, Secondary and Alternative Learning Systems) as well as the Instructional Materials Council Secretariat (IMCS) and the Teacher Education Council (TEC) will be engaged in the program through participation on advisory and technical committees as well as being eligible to submit proposals for funding support for initiatives that are in accordance with their respective mandates.

Within the selected Regional Offices of DepED, the internal stakeholders, apart from the Regional Planning Officers, are the focal persons for IP and Muslim education – usually an Education Supervisor (ES) who has been assigned this responsibility.

External to DepED at the central office level, both the National Commission on Indigenous Peoples (NCIP) and the National Commission on Muslim Filipinos (NCMF) have been involved in preliminary discussions concerning the start-up of the MIPE: PRIME Program. DepED has proposed that both agencies be involved in the MIPE: PRIME Program Advisory Committee. Two other national bodies concerned with IP education have also been consulted – the Episcopal Commission on IP education and the Assisi Development Foundation – both of which are proposed for future consultation and guidance as part of the MIPE: PRIME Program Advisory Committee.

In late March 2011, the PD had the opportunity to attend the National IP Summit within which there were discussions and guidance provided on the direction to be taken by DepED for IP education.

Stakeholders at the regional, division and community levels will be identified and engaged in appropriate consultative processes and structures following the identification of the targeted Divisions and community locations for the implementation of the MIPE: PRIME Program.

2.4   Grant Guidelines and Mechanisms

The contract for the implementation of the MIPE: PRIME Program indicates that the grant funds "...must be utilized primarily for school grants, production of Muslim and IPs training materials, training and other learning activities, minor items of procurement, awareness raising initiatives, information collection/studies, access programs and setting up of IPs centers".

Based on initial consultations with DepED, the MIPE: PRIME Program will include three types of funds to include:

1. **A School/Community Grant** – the largest portion of the available funds will be directed to this category.
2. **A Schools Division Grant** – to provide a funding source for initiatives which are multiple school or community directed and/or to support activities which are aligned to the mandate of the Division – e.g. in-service training of teachers.

3. ***A Regional/Central Office Grant*** – to provide a funding source to support activities which are aligned to the mandate of the Regional and/or the Central Office (see RA 9155) which could include policy research, studies and or development/adapatation of curriculum and learning materials.

DepED Central Office has had direct experience in the provision of School-Based Management (SBM) grants since 2007 as part of the National Program Support to Basic Education (NPSBE) and later as part of the AusAID Trust Fund the Support to Philippine Education Reform (SPHERE). The grants were based on the experience of School Grants of the Third Elementary Education Project (TEEP) and the High School Innovation Fund (HSIF) of the Secondary Education Development and Improvement Project (SEDIP). The guidelines provided for the SBM grants varied from year to year, were only for one year and did not vary in amount from the original allocation of PhP 50,000.00. A recent audit of the SBM Grant Guidelines was conducted by the Commission on Audit – providing a number of recommendations to improve the current SBM Grant processes.

Under the STRIVE Project, three forms of educational grants were tested. At the school level the Support Options for Basic Education (SOBE) Fund realized considerable success if providing multi-year funding with variable grant amounts being made available. The Cluster Lead and Satellite School (CLASS) Fund was provided through Schools Divisions and the Innovation Fund for Regions (IFR) supported initiatives to improve the effectiveness and efficiency of the Regions in performing their mandate.

In late April 2011, DepED, in response to the audit findings and recommendations as well as the lessons learned from STRIVE, convened a workshop to review and revise the SBM Grant guidelines. The result was the adoption of a set of guidelines similar to the SOBE Fund guidelines piloted under STRIVE.

The MIPE: PRIME Program, for the purposes of alignment and sustainability intends to adopt and adapt the DepED revised SBM Grant guidelines for the provision of the School Grants for IPs and Muslim education. Accordingly, the SOBE Fund Operations Manual will be revised and used as the basis for the management of the school grants under the program. For the Division and Regional level funds, the MIPE: PRIME Program intends to use as the basis for the funds the successful model of the CLASS Fund for the Division level and the IFR at the Regional level as the basis for developing appropriate operations manuals for the management of the funds. Workshops to be conducted in June and July of 2011 will be conducted by OPS (supported by the MIPE: PRIME Program) to review and validate the MIPE: PRIME Program fund operations manuals for the various levels within DepED.

2.5   *Preparing for the Baseline Survey, Monitoring and Evaluation*

As part of the PDD, considerable attention was given to the need for a Baseline Survey to be conducted to identify and describe the disadvantaged populations to be given priority through the MIPE: PRIME Program facility. In addition, the PDD called for the development of a robust and comprehensive monitoring and evaluation system.

During the inception planning, consultations within and external to DepED confirmed the need to conduct a Baseline Survey for the program. Significant gaps in information exist as to where the most disadvantaged communities are located and what their requirements for access to quality basic education are – particularly for IPs communities.

Based on the consultations and the directions provided by the PDD, the objectives of the Baseline Survey are to establish: 1) the "starting point" for MIPE: PRIME Program implementation as the basis for comparison of the situation before and after program interventions: 2) the basis for selecting priority divisions within each region for program support; 3) the basis for designing appropriate interventions to improve access to basic education by IPs and Muslim communities.

The Baseline Survey is also intended to profile: i) underserved school-age populations in IPs and Muslim communities; ii) community leaders and members; iii) internal stakeholders (DepED); and iv) external stakeholders (NGOs, LGUs, partner-institutions, etc) in terms of behaviour, attitude and perception IPs and Muslim populations as this may related to the provision of quality basic education for these populations.

As noted above, the RSD of OPS has been assigned responsibility to lead the design and conduct of the Baseline Survey, involving relevant offices within DepED Central Office. Three meetings of the Technical Committee for the Baseline Survey have been conducted, resulting in TORs for the Baseline Survey Designer and the Technical Committee itself. Based on the consultations, the Baseline Survey is to be conducted in three stages: Stage 1 being the quantitative analysis of available national level data to identify disadvantaged populations by barangay and aggregate the data at the Schools Division level to identify priority Divisions within each of the selected Regions; Stage 2 would profile the i) underserved IP/Muslim school-age populations; ii) internal stakeholders (DepED Central, region, divisions and schools), iii) external stakeholders (communities, NGOs, LGUs, partner-institutions, etc) in terms of behaviors, attitudes, perceptions, support to basic education, etc; and, Stage 3 would be the conduct of a deeper investigation within selected representative communities of IPs and Muslim populations to gain a better understanding of the reasons for the disadvantage and to ascertain from the community possible means to address the relative disadvantage in terms of access to quality basic education.

Meetings have been conducted with two prospective survey designers – both of whom have indicated that the Baseline Survey may take approximately 6 to 8 months to complete. This information has been used to suggest fast-tracking some grant activities into the 2011 calendar year to avoid unnecessary delays in providing funding. This adjustment is discussed in more detail in Section 3 following.

For development of the M&E strategies for the program, the request by AusAID to reassign the nominated M&E Adviser to other priorities of AusAID has resulted in significant adjustments to and strengthening of the M&E technical assistance provided by the program, including the additional support of an international M&E Specialist and two M&E Officers. Workshops will begin in June 2011 to work directly with EDPITAF and PDED to revise the M&E Framework, develop appropriate strategies and to design and implement the M&E systems for the MIPE: PRIME Program.

3   SIGNIFICANT ADJUSTMENTS

3.1   *Combining the Mobilization Plan and the Inception Plan*

Discussions between AusAID and the MC in later March 2011 led to the conclusion that the content of the proposed Mobilization Plan (originally due at the end of the first month of implementation) could be included as part of the Inception Plan (due at the end of the 2nd month of implementation). This adjustment to the submission of these two reports has been included as part of the proposed

contract amendment. Since the contract amendment had not been finalized by the end of the first month, the MC did meet its commitments under the provisions of the existing contract and submitted a draft Procedures Manual. The draft Procedures Manual was reviewed by the AusAID AM and comments forwarded to the MC. The final draft of the Procedures Manual is included with this Inception Plan as the Operations Manual (see Annex A).

A draft outline of combined Mobilization and Inception Plans was presented to AusAID for review and comment. While the content of the draft outline has been addressed, some changes to the structure of the Inception Plan have been made to better present the information required.

3.2   Number of Regions Included

In response to a question posed to AusAID during the tendering process for the MIPE: PRIME Program as to which Regions would be included in the program AusAID responded that a total of seven (7) Regions would be included. Designs, bids and associated costs were based on the advice that seven Regions would be part of the MIPE: PRIME Program.

Upon mobilization, DepED requested AusAID to include two (2) additional Regions – which had been part of the original design submitted by DepED and approved by NEDA. AusAID has approved the request of DepED so that there are now a total of nine (9) Regions included as part of the MIPE: PRIME Program. The corresponding adjustments to costs and management structures are part of negotiations on a contract amendment between AusAID and the MC.

3.3   Team Input and Organization

Three factors have required adjustments to the scope and organizational structure of team inputs for the MIPE: PRIME Program. These are: 1) the addition of two (2) more Regions for a total of nine (9) Regions; 2) Concerns expressed by DepED and NGOs (as well as advice from AusAID) that compensation of team members must reflect market conditions for consultants and locally engaged staff; and , 3) the release and replacement of the nominated M&E Adviser in response to a request from AusAID – requiring a re-structured technical assistance approach to the M&E of the program.

The original team organization structure as per the PDD is depicted in the diagram below.

MIPE: PRIME Program Organizational Structure
(as per PDD)
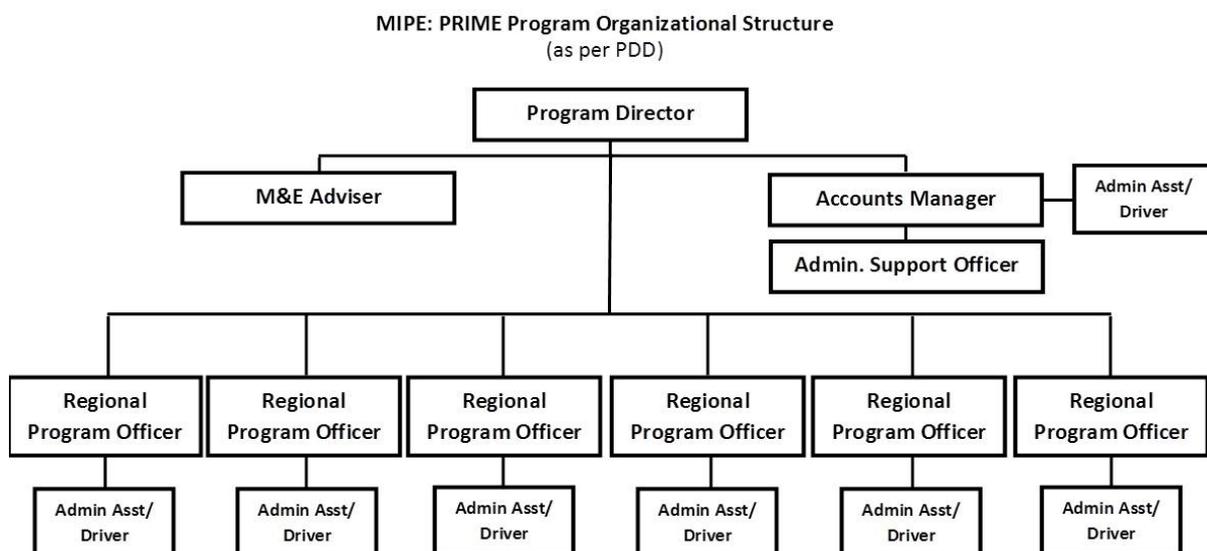
As a result of adjustments required due to the three factors noted above, the current organizational structure for the MIPE: PRIME Program team is intended to be more responsive and effective in supporting DepED in the implementation of the program and strengthens the M&E function in the program. In addition, the new team organization recognizes the unique attributes and differences between northern and southern Philippines by employing a 'cluster-based' management structure with a Luzon/Island Groups cluster and a Mindanao cluster – each supported by a Senior Program Officer. The current organizational structure for the team is shown in the diagram below. An updated schedule of team member inputs is provided in Annex E.

MIPE: PRIME Program Organizational Structure
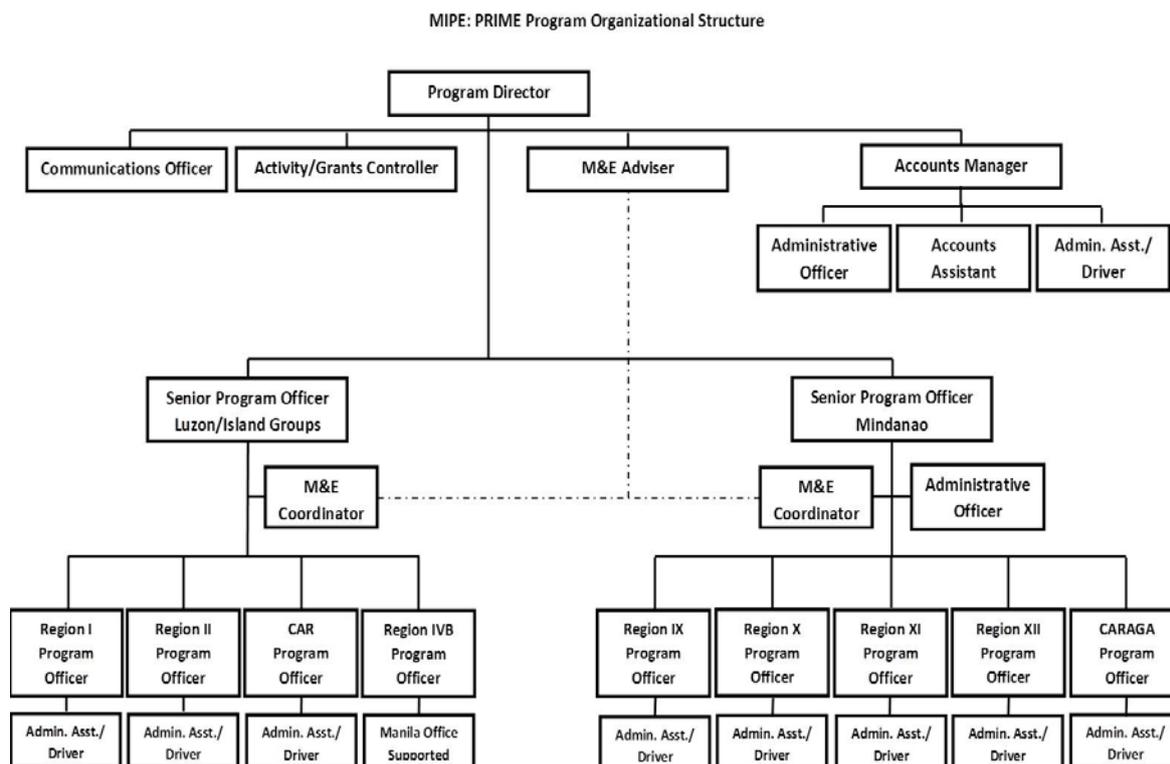
3.4   DepED Governance

Between the time of design of the MIPE: PRIME Program and the awarding of the contract to the MC by AusAID, a new government administration was in place following the national elections in May 2010. The change in the senior management at DepED also resulted in the abolishment of the Office of the Undersecretary for Muslim Affairs. This Undersecretary also Co-Chaired the BESRA Technical Working Group (TWG) on IP Education – which has resulted in the absence of a senior management focal point for Muslim and IPs education. In addition, the TWG for IP Education has not convened for over 6 months.

Since the design of the MIPE: PRIME Program emphasized the role of the Office of the Undersecretary for Muslim Affairs and the contributions of the BESRA TWG on IP Education to guide the program, adjustments in the governance of the MIPE: PRIME Program have been required. The primary adjustments required have been to strengthen the focus for program coordination with OPS, to strengthen the MIPE: PRIME Program Advisory Committee and to provide support to DepED in the establishment of consultative bodies on IP education and for Muslim education. The governance and

management structure for the MIPE: PRIME Program is discussed in more detail in Section 4 of this Inception Plan.

3.5   *Fast-tracking Grants for Priority Divisions*

With the decision to adjust the duration of the MIPE: PRIME Program from the original proposal of 60 months to 40 months, the intended purpose of providing multi-year school and educational grants to support basic education service delivery and then assessing the results for lessons learned and promising practices has been compromised.

With the Baseline Survey being estimated at 6 – 8 months in duration – the entire set of target Divisions and communities may not be available until early 2012. This timing would suggest that if DepED waits for the completion of the Baseline Survey to identify recipients for grants, the earliest grant would be available just prior to school closure in April 2012. As the program will end June 2014, only two complete school years (2012-2013 and 2013-2014) will be included within the timelines of the program.

Consultations with DepED have resulted in a decision to fast-track grants for awarding as early as July/August 2011 – to align with the 2011/2012 school year and with the new SBM Grant Guidelines – allowing up to a 3 year time frame for providing multi-year grants. The 'fast-tracking' of grants will be based on a rapid appraisal to be conducted by the end of June 2011 within each Region to identify the highest priority Divisions and communities based on secondary research and available/validated data. Proposals will be prepared by each Region, nominating the highest priority Divisions that the Region has a high degree of confidence will be included as the priority Divisions emerging from the results of the Baseline Survey. Proposals will be reviewed and endorsed by the MIPE: PRIME Planning and Monitoring Committee of OPS.

3.6   *Milestone Schedules*

To align the preparation of the milestones as identified in the contract between the MC and AusAID with the requirements of DepED to report to oversight agencies, notably NEDA, it is proposed that adjustments to the submission date for milestones be made (see Annex E). It is important to note that the milestones have not been modified, only the date of submission in order to align with the quarterly reporting requirements of DepED. To support DepED in the performance of their reporting requirements and to avoid duplication of efforts, the MIPE: PRIME Program will convene quarterly monitoring, evaluation and plan adjustment workshops. This approach is discussed further in Section 4 of this Inception Plan.

4   PROGRAM GOVERNANCE AND MANAGEMENT

The following section details the governance, management, implementation and monitoring and evaluation structures that have either been confirmed, adapted, developed or proposed as a result of the inception planning activities. As mentioned above, the abolishment of the Office of the Undersecretary for Muslim Affairs and the slow progress of the BESRA TWG for IP Education have required a revised program governance and management model that will be able to support the MIPE: PRIME Program. Communication protocols and processes are still in the process of being developed, however there is agreement to link with and align to the communications processes of DepED.

4.1   Program Governance

While the PDD and contract did not identify the need for a Program Coordinating Committee (PCC), there was recognition that DepED and AusAID – together with key stakeholders should meet on a regular basis to provide senior management level guidance and support. Given the abolishment of the Office of the Undersecretary for Muslim Affairs and the slower than expected recent progress of the BESRA TWG for IP Education, renewed emphasis on a PCC-like structure may be necessary.

DepED has proposed the establishment of a MIPE: PRIME Program Advisory Committee (PAC) that would consider major issues and recommendations that will impact on the direction and likely success of the MIPE: PRIME Program in meeting its objectives. Accordingly, it is proposed that the endorsement of Annual Plans as well as the Six Month Progress Monitoring Reports serve as standard agenda items for PAC meetings. According to the proposed schedule of Program Milestones, this would require the PAC to meet at the end of each quarter – immediately following the completion of the quarterly monitoring, evaluation and plan adjustment workshops. Membership of the PAC will include the following:

- Undersecretary for Regional Affairs (or designate) as Chair
- Assistant Secretary, Planning
- Director, EDPITAF
- Chief, PPD
- Chief, PDED
- Chief, RSD
- Regional Director representative of Luzon/Island Groups Cluster
- Regional Director representative of Mindanao Cluster
- AusAID representative
- NEDA representative
- NCIP representative
- NCMF representative
- 1 or 2 representatives of national bodies concerned with IP/Muslim education
- Philippine Program Director (ex officio)

TORs for the PAC have been drafted and are under review within OPS for further discussion with senior management of DepED.

In addition to the specific governance structure of the PAC for the MIPE: PRIME Program, DepED senior management has discussed the concept of a consultative body for IP education and a separate consultative body for Muslim education which would provide advice directly to the Secretary of Education and the Executive Committee.

4.2   Program Management and Communications

Program management is the primary accountability of the MC under the contract conditions and obligations set forth in the contract between AusAID and GRM. Key aspects of the management approach taken by the MC include: transparency in decision-making; a strong focus and practice on collaboration, the development of effective partnerships and strategies that are designed to strengthen existing systems to ensure sustainability of program outcomes and ensuring effective communications at all levels and aspects of the program (See Annex G – Information, Advocacy and Communications Plan).

To promote early and strong ownership of program implementation and results as well as to ensure effective adoption of changes required to increase access to and the quality of basic education for the disadvantaged Muslim and IPs communities, the MIPE: PRIME Program must be viewed from the onset as a DepED program that is supported by AusAID and the MC.

The overall governance and management structure for the project is outlined in the following diagram showing the governance, management and communication linkages. The heavy dotted line towards the left-side of the diagram that is drawn between AusAID, the MC and DepED is intended to depict responsibility for the MIPE: PRIME Program as resident within DepED – specifically the OPS.

MIPE: PRIME Program Governance and Management Structure
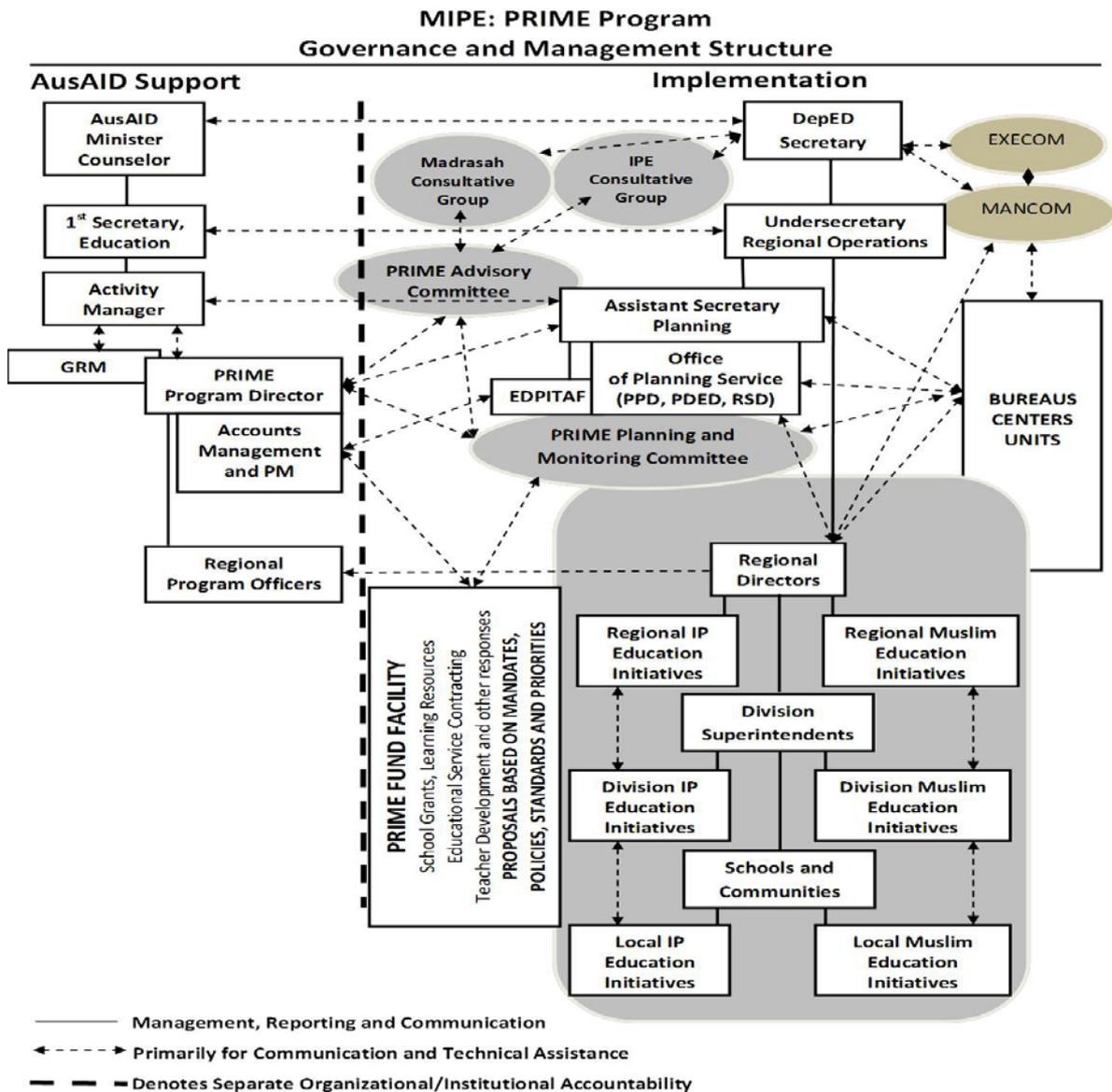
Notes to the Governance and Management Structure:

- The PPD of OPS has the lead responsibility for coordinating the MIPE: PRIME Program.
- The MIPE: PRIME Planning and Monitoring Committee – lead by OPS-PPD will be the structure that will provide operational policies, guidance and direction to the MIPE: PRIME Program. A draft TORs for the Committee are drafted and are under review by senior management.
- Regions, Divisions and Schools/Communities will be responsible for assigning existing personnel to manage the implementation of MIPE: PRIME Program in the field.

Communication between AusAID and MIPE: PRIME Program management will be accomplished through a variety of mechanisms, including the formal processes of milestone submissions of Annual Plans, Six-Monthly Progress Reviews, Issues Briefing Notes, Request for Approval of STA, contract amendments, periodic progress reviews and through the Program Advisory Committee.

Informal channels of communication have also been established between the AusAID Activity Manager, the GRM Project Manager and the MIPE: PRIME Program Director, including e-mail exchanges, telephone/text exchanges and periodic meetings to enable an open flow of information and exchange of ideas.

4.3   Implementation Management

At the outset the MIPE: PRIME Program will follow three guiding statements as follows:

- ➢ The MIPE: PRIME Program is a ***DepED Program*** – to be ***implemented by DepED***
- ➢ The DepED MIPE: PRIME Program is ***supported by AusAID***
- ➢ The DepED MIPE: PRIME Program is ***facilitated by the MC*** contracted by AusAID

As noted previously, at the Central Office level, the responsibility for the MIPE: PRIME Program has been assigned to the PPD of OPS, however, implementation of the program will be focused at the Regional, Divisional and school/community levels.

At the Regional, Division and school/community levels, the implementation management structures and processes will vary depending on the nature of the MIPE: PRIME Program support being provided and the capabilities to manage the implementation of program support at the local levels.

In the diagram above in Section 4.2 on the MIPE: PRIME Program Governance and Management Structures, it is envisioned that separate implementation management and support structures may be necessary to effectively implement initiatives in both Muslim and IPs education at the appropriate levels within DepED.

At the Central Office level, the intention of the MIPE: PRIME Program is to utilize (and where necessary adjust/strengthen) existing policy, standards setting and M&E systems and processes to support implementation oversight and management of the program.

4.4 Monitoring and Evaluation

The collection, analysis, dissemination and action taken on M&E information is critical to enable corrections to be made by stakeholders and management to improve program implementation strategies and activities as well as the identification of lesson learned and promising practices for sustainability, institutionalization and to inform future investments.

Considerable attention was given in the PDD to the importance of an effective and rigorous M&E system. Initial activities will focus on reviewing and updating the M&E Framework, developing appropriate M&E strategies and ensuring a robust M&E system is implemented and maintained. A key focus will be on strengthening the M&E capabilities of DepED and stakeholders during the implementation of the program.

With the release of the nominated M&E Adviser on request of AusAID, the MIPE: PRIME Program proposed a variation in the provision of M&E technical assistance which has been approved by AusAID. The provision of M&E technical assistance will now be provided through an M&E team comprised of the following personnel:

- A National M&E Adviser
- Two M&E Officers – one for the Luzon/Island Groups cluster and one for the Mindanao cluster
- An international M&E Specialist

In addition to the M&E team provided through the MIPE: PRIME Program, others within DepED who have responsibility for M&E will be engaged, in particular the Quality Management Teams that have been piloted in selected Regions, Divisions and Schools as part of the Quality Management System (QMS)[3] under the DepED Quality Assurance and Accountability Framework (QAAF). This will include the following:

- OPS – PDED and the National Quality Management Team (NQMT)
- EDPITAF – M&E Office
- PAC
- Regional Quality Management Teams (RQMT)
- Division Quality Management Teams (DQMT)
- School Quality Management Teams (SQMT)

More detailed descriptions of the roles and relationship of the various structures involved in M&E will emerge in the program M&E framework to be developed during June 2011.

The requirement for information on program progress and performance to be transparent, able to be cross-validated and available to concerned stakeholders underpins the development of any M&E system. In consideration of the requirements for M&E information the following potential structure/communication channel is presented:

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[3] The QMS and QAAF have been piloted in selected Regions, Divisions and Schools. DepED wishes to roll out the QMS nation-wide. The MIPE: PRIME Program can assist in the roll-out in Regions, Divisions and Schools where the MIPE: PRIME Program will be implemented.

Proposed MIPE: PRIME Program M&E Information Flow
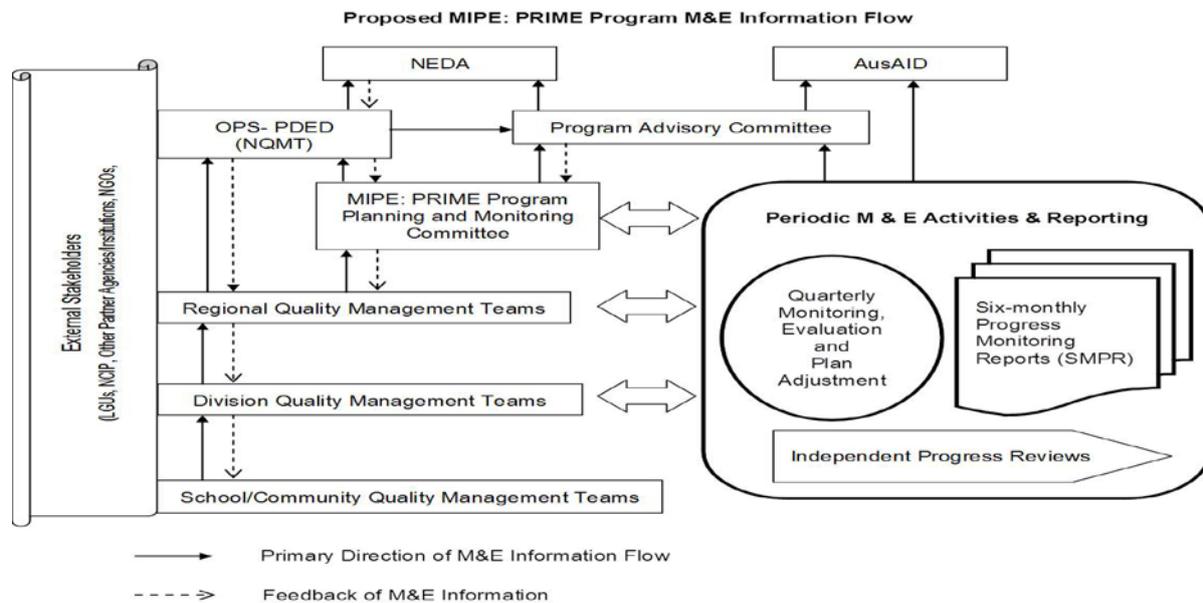
As noted above, work on the development of the M&E framework will begin in June 2011 with additional work in August/September to ensure inclusion of a comprehensive framework, strategies and systems as part of the first Annual Plan submission in October 2011.

4.5 Quality Assurance

A quality assurance (QA) system will be developed as part of the M&E Framework and systems. In addition to the QA system that will be developed for program implementation and specific outputs, there is a requirement to assure and certify the quality of outputs as identified as payment milestones, importantly the Annual Plans (APs), Six-Monthly Progress Reports (SMPRs) and the Activity Completion Report (ACR).

As the MIPE: PRIME Program design and contract did not include provision for a Quality Assurance Panel, processes within the program will be used to assure and certify quality of the identified milestones. These processes include the review and endorsement of selected program milestones (other than the Contractor Performance Assessments) by the following:

- Initial preparation and review of a milestone output by MIPE: PRIME Program management (Program Director).
- Presentation, discussion, review/revision and endorsement by the MIPE: PRIME Program Planning and Monitoring Committee.
- Presentation, discussion, review/revision and endorsement by the MIPE: PRIME Program Advisory Committee.
- Review and certification of quality completion of milestone outputs in the form of a certificate signed by the nominated Managing Contractor representative.

ANNEXES

List of Annexes

Annex   **Description**

A   **Updated Risk Management Plan**

B   **Scheduled Team Member Inputs – 15 March 2011 to 30 June 2014**

C   **Revised Milestone Schedule**

D   **Information, Advocacy and Communications Plan**

Annex A

Updated Risk Management Plan

The Risk Management Plan, provided as part of the Managing Contractor's bid for the MIPE: PRIME Program, identified and analysed risks, including those risks not previously identified in the PDD. This updated Risk Management Plan provides additional risks identified during the preparation of the Inception Plan as well as further analysis and assessment of key risks. The level of probability of the risk eventuating, the potential impact as well as the management responsibility, and mitigation approaches are presented for each of the key risks identified.

Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Entity(s) Responsibilities
Political/ Security Risks						
Poor governance and corruption problems	• Effectiveness of the Program affected. • Progress and sustainability limited due to conflicting priorities. • Undermines confidence in partner government.	3	4	M	• Supporting increased transparency and accountability by GoA and GoP. • Instituting anti corruption measures directly relevant to the pillars of the program. • Manage resources transparently, with unambiguous and well publicised guidelines.	MIPE: PRIME Team, GoA , GRM
Political, economic and/or civil instability	• Increased security risk to personnel and assets. • Delay in implementation or loss of momentum. • Reduced coordination between stakeholders.	3	4	H	• MIPE: PRIME to contact with GoA Embassy on issues relating to the broader political situation. • Ensure effectiveness of communications, security and emergency evacuation plans. • Flexible approach to activity design/planning.	MIPE: PRIME Team, GRM, GoA
Political intervention in program activities	• Dilution of program impact due to less effective targeting of resources and inputs. • Energy diverted to ensuring, equitable/transparent resources allocation.	3	4	M	• Ensure all staff involved are aware of policy on dealing with political interventions. • Maintain active working relationships with key leaders at national and regional levels as well as within provinces. • Manage resources transparently, with unambiqous and well publicised guidelines.	MIPE: PRIME Team, GoA
Peace and Order Problems/Security situation deteriorates in certain areas	• Communities distracted by peace and order, unable to participate in program. • Program activities cannot be provided due to security issues.	3	4	H	• Identify areas of most concern and develop a Security Plan around planned program activities in those areas. • Ensure safety and security guidelines are regularly updated. • Suspend program and monitor; seek advice from GoA and GoP.	MIPE: PRIME Team, GoA, GoP

Conduct of the 2013 Mid-term Elections	• Delay in implementation or loss of momentum. • Teachers/Divisions/Regions distracted by election duties, unable to participate in program. • Security risks to DepED personnel during conduct of vote count	5	3	M	• Early discussion with target Regions, Divisions and schools regarding disruption to activity implementation and preparation of adjustments to schedules/activities	MIPE: PRIME Team, GoP
Inability of GoP to approve legitimate and appropriate IP Education Policy Framework	• Delays in program implementation of critical components • Lack of direction in development of IP Education	3	3	M	• Seek alternative means to provide policy guidance to GoP/DepED – e.g. through consultative groups and fora	MIPE: PRIME Team, GoP
Coordination, Management and Financing Risks						
Changes in leadership and management staff	• Disruptive to program implementation and inefficient time consuming due to the need to build capacity of replacement. • Effectiveness of program affected. • Loss of institutional learning.	3	4	M	• GRM to ensure effective recruitment, selection, placement and performance systems are developed and strictly applied. • Leadership and management development training activities to incorporate change management. • Regular performance reviews will identify potential points of staff dissatisfaction. • Develop a staff retention strategy covering aspects such as professional development, work life balance and work environment.	GRM, DepED
Lack of coordination and cooperation between and within stakeholder agencies	• Overlapping of functions and duplication of activities. • Sustainability of the Program affected. • Lack of ownership. • Delays / inefficiency in implementation due to uncertain activity parameters). • Uncertain accountabilities, resulting in lack of confidence and trust.	2	3	M	• Reinforcing program activities. • Ensuring strict adherence to the management structure. • Public dissemination of achievements. • In consultation with all stakeholders develop a set of detailed engagement protocols to inform key roles and responsibilities, principles and ways of working, communication protocols, delegations, decision-making authorities and dispute-resolution procedures. • Document above, disseminate to and discuss with all key stakeholders.	MIPE: PRIME Team, DepED

Implementation structure hinders engagement of partner government with the Program	• Poor quality activities delivered. • Negative perception of Australia due to delivery mechanism.	3	4	M	• Redesign approach/delivery systems. • Adjusting Program accordingly to reflect Australia commitment. •	GRM, GoA
Inadequate consultation on the development of planning, monitoring, evaluation and quality assurance procedures	• Program partners do not demonstrate ownership of the program and provide limited feedback on performance.	2	4	L	• The MIPE: PRIME team will develop consultative procedures with the major stakeholders.	MIPE: PRIME Team
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. • Ongoing communication with all implementing stakeholders to facilitation early identification/ resolution of capacity issues. • Agree on realistic and appropriate Program indicators with stakeholders.	MIPE: PRIME Team, DepED
Lack of availability of DepED staff for participation in key program management activities	• Delays in program implementation and decision making process. • Effectiveness of Program affected.	3	3	M	• Progress in the implementation of program activities monitored on a monthly basis. • Priority given to identifying, training and involving suitable DepED personnel. • Take measures to strengthen commitment from Senior Management to support staff engagement in the project	MIPE: PRIME Team, GRM, GoA
Lack of clarity between the MIPE: PRIME stakeholders on respective responsibilities, authorities and communication protocols.	• Delays / inefficiency in implementation due to uncertain activity parameters. • Uncertain accountabilities, resulting in lack of confidence and trust.	2	4	M	• MIPE: PRIME team to develop a set of detailed engagement protocols to inform key roles and responsibilities, principles and ways of working, communication protocols, delegations, decision-making authorities and dispute-resolution procedures. • Document above, disseminate to and discuss with all key stakeholders.	MIPE: PRIME Team, DepED
Limited capacity of the DepED Regional Offices to participate as lead agency in Program	• Generates dependency relationship and a lack of ownership of Program support. • Delays in the	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.	MIPE: PRIME Team,DepED

management and implementation	design/implementation of activities. • Sustainability of benefits threatened				• Support capacity of partner organisations to manage activities.	
Failure to nominate suitable counterparts across the program	• Delays in the development of a comprehensive plan and implementation of program activities. • Diminished potential for sustainability of program benefits.	1	3	L	• Progress in the development of the strategic plan and implementation of activities monitored on a monthly basis. • Priority given to identifying and training suitable counterparts.	MIPE: PRIME Team
Monitoring process inadequate, processes fail to identify emerging concerns, lessons not learned	• Program delivery compromised. • Effectiveness of program affected.	3	4	L	• Ensure action learning processes in all activities. • Closely managed risk management processes and periodic reviews.	MIPE: PRIME Team, AusAID
Delays in the development of a program monitoring and reporting system	• Lack of information and data regarding program. progress or to address problems as they arise. • Program delays and program quality suffers.	1	3	H	• Early priority given to the development of a program monitoring and reporting system. • Develop simple, linked data collection systems, and consider appropriate sampling techniques.	MIPE: PRIME Team
Communication and travel difficulties 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.	3	2	M	• Early priority given to the development of a monitoring handbook and training for stakeholders to allow reporting to be handled more efficiently.	MIPE: PRIME Team ,DepED
Introduction of inadequate/inefficient program budgeting system	• Delays in expenditure, acquittals and financial reporting.	3	3	M	• Early discussions regard optional program budgeting system.	MIPE: PRIME Team
Financial systems inadequate/Mechanism	• Unable to provide funds to schools in a timely manner.	5	4	M	• Work closely with provincial agencies and school communities in developing solutions.	MIPE: PRIME Team, DepED

for distributing finance and monitoring not adequate for isolated schools	• Unable to ensure efficient auditing.					
Lack of qualified teachers across the system	• No significant improvement in educational quality. • Poor delivery of curriculum.	3	4	H	• Priority given to the development of in –service training models and delivery of training within an integrated program approach.	DepED
Specific IP & Muslim Education and Stakeholder 'Engagement' Risks						
Program activities will overstretch stakeholders	• Personnel within the Government are not necessarily familiar with program approaches.	2	4	M	• Maintain close communication. • Monitoring progress and adjusting approaches if pace and style of implementation is negatively impacting the capacity of stakeholders to participate.	GRM, MIPE: PRIME Team
Stakeholders(particularly parents and community members)do not understand program aims, objectives and potential benefits	• Negative attitude of stakeholders towards program interventions. • Diminished potential for sustainability of program benefits.	3	4	H	• 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). • MIPE: PRIME Team to ensure that program aims and objectives are addressed.	MIPE: PRIME Team, DepED
Lack of incentive for out of school children and families to participate in program activities	• Potential negative attitude towards program interventions. • Effectiveness of Program affected.	3	4	H	• Awareness raising activities implemented at community level. • Involvement of target beneficiaries throughout the process. • Support crafting of flexible and responsive incentive system to improve participation	
Scope of strategic plan beyond the absorptive capacity of DepED	• Poor implementation of program activities and diminished potential for sustainability of program benefits.	3	4	M	• Initial strategic plan must take into account absorptive capacity of DepED. • Flexibility and progressive engagement strategy.	MIPE: PRIME Team, DepED
Gender and Other Cross-Cutting Issues Risks						
Social, cultural, religious and institutional influences impact on gender equality	• Sustainability of benefits reduced. • Inequitable outcomes.	4	3	H	• Activity scoping and design will take gender equality issues into account. • Including equity issues into Program Guidelines and individual design activities.	MIPE: PRIME Team, GRM

Gender and Disability not effectively mainstreamed	• Activities may compound current inequalities, contribute to further problems and work at cross-purposes with other activities	4	3	L	• Activity designs and analyses will explicitly address gender equality and disability. • Training all staff and sub-contractors engaged on Program supported activities and ensuring they report on the impact of their work.	MIPE: PRIME Team
Under-representation of gender/sex in activities	• Their knowledge and skill are not fully utilized in support of the program • All critical stakeholders will not be reached which will impact on the short and long term vision of the program effectiveness.	4	3	M	• Active reinforcement of the program gender policy objectives by all advisers. • Ensuring all initiatives encourage the equitable inclusion of boys and girls. • Program Staff will emphasize the importance of educating women/girls and men/boys in all program activities.	MIPE: PRIME Team, DepED
MIPE: PRIME fails to: properly analyse social and cultural circumstances; consult effectively; design appropriate responses and recognise the differing needs of stakeholder groups.	• Limited effectiveness of Program • Likelihood of successful attainment of outcomes is decreased	2	4	L	• Ensure all team members understand their obligations and conduct induction program on cultural differences. • Ensure all team members understand the issues in the Philippines. • Ensure implementation approaches are based upon research, consultation and effective participation, especially with targeted beneficiaries. • Program management monitors approach.	MIPE: PRIME Team, DepED
• **Sustainability and Replication Risks**						
IP and Muslim People do not actively engage in the reform process or Program activities are not sustainable	• Sustainability of benefits reduced.	3	4	H	• Sustainability ultimately depends on continuing political support. • Maintaining high levels of communication with key governance elements.	GoA, GoP
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	5	M	• Use frequent M&E activities with attendance by DepED management to identify lessons learned and promising practices early and continuously • Use of progressive engagement methodologies to strengthen local ownership of program. • Participatory approach to develop strong stakeholder involvement.	MIPE: PRIME Team, DepED

Annex B

Scheduled
Team Member Inputs
15 March 2011 – 30 June 2014

Personnel Inputs - Time and Duration **2011**

Name		Position	Location	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Ireland	Nelson	Program Director	Manila	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Gonzales	Zoraydah	M&E Adviser	Manila			▓	▓	▓	▓	▓	▓	▓	▓
Bahatan	Ermelinda	Activity/Grants Controller	Manila				▓	▓	▓	▓	▓	▓	▓
Capuz	Ana	Accounts Manager	Manila	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Tayaban	Irizlle	Accounts Assistant	Manila	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Aranda	Buena	Admin Officer	Manila			▓	▓	▓	▓	▓	▓	▓	▓
Balawitan	Marie	Info & Advocacy Officer	Manila			▓	▓	▓	▓	▓	▓	▓	▓
Leguip	William	Admin Assist/Driver	Manila	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Rufino	Rozanno	Sr. Program Officer - Luzon	Manila			▓	▓	▓	▓	▓	▓	▓	▓
Mendoza	Stella	M&E Officer - Luzon	Manila			▓	▓	▓	▓	▓	▓	▓	▓
Lagria	James	Program Officer - Region I	San Fernando			▓	▓	▓	▓	▓	▓	▓	▓
TBA		Admin Assist/Driver	San Fernando				▓	▓	▓	▓	▓	▓	▓
Anudon	Lauris	Program Officer - Region II	Tuguegarao			▓	▓	▓	▓	▓	▓	▓	▓
TBA		Admin Assist/Driver	Tuguegarao				▓	▓	▓	▓	▓	▓	▓
Victor	Lourie	Program Officer - CAR	La Trinidad			▓	▓	▓	▓	▓	▓	▓	▓
TBA		Admin Assist/Driver	La Trinidad				▓	▓	▓	▓	▓	▓	▓
Javier	Karina	Program Officer - Region IV-B	Manila			▓	▓	▓	▓	▓	▓	▓	▓
Gonos	Norma	Sr. Program Officer - Mindanao	Davao		▓	▓	▓	▓	▓	▓	▓	▓	▓
Calag	Josephine	M&E Officer - Mindanao	Davao			▓	▓	▓	▓	▓	▓	▓	▓
Abarico	Ramdino	Admin Officer-Mindanao	Davao			▓	▓	▓	▓	▓	▓	▓	▓
Husin	Alber	Program Officer - Region IX	Pagadian City			▓	▓	▓	▓	▓	▓	▓	▓
TBA		Admin Assist/Driver	Pagadian City				▓	▓	▓	▓	▓	▓	▓
Siose	Myrna	Program Officer - Region X	Cagayan De Oro			▓	▓	▓	▓	▓	▓	▓	▓
TBA		Admin Assist/Driver	Cagayan De Oro				▓	▓	▓	▓	▓	▓	▓
Ladaw	Bernardita	Program Officer - Region XI	Davao				▓	▓	▓	▓	▓	▓	▓
Amable	Hans	Admin Assist/ Driver-Region XI	Davao			▓	▓	▓	▓	▓	▓	▓	▓

Antipuesto	Edwin	Program Officer - Region XII	Koronadal City											
TBA		Admin Assist/Driver	Koronadal City											
Discar	Solitario	Program Officer -CARAGA	Butuan City											
TBA		Admin Assist/Driver	Butuan City											

Short-Term Advisers (STAs)

Bost	Jeffrey	M&E Specialist	Manila											
Dyer	Sarah	Equity and inclusion Adviser	Manila											
TBA		Gender Adviser	Manila											
TBA		Baseline Survey Design (Part 1)												
TBA		Baseline Survey Design (Part 2)												
TBA		Baseline Survey Design (Part 3)												
TBA		Other STA												

Personnel Inputs - Time and Duration   **2012**

Name		Position	Location	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Ireland	Nelson	Program Director	Manila												
Gonzales	Zoraydah	M&E Adviser	Manila												
Bahatan	Ermelinda	Activity/Grants Controller	Manila												
Capuz	Ana	Accounts Manager	Manila												
Tayaban	Irizlle	Accounts Assistant	Manila												
Aranda	Buena	Admin Officer	Manila												
Balawitan	Marie	Info & Advocacy Officer	Manila												
Leguip	William	Admin Assist/Driver	Manila												
Rufino	Rozanno	Sr. Program Officer - Luzon	Manila												
Mendoza	Stella	M&E Officer - Luzon	Manila												
Lagria	James	Program Officer - Region I	San Fernando												
TBA		Admin Assist/Driver	San Fernando												
Anudon	Lauris	Program Officer - Region II	Tuguegarao												
TBA		Admin Assist/Driver	Tuguegarao												
Victor	Lourie	Program Officer - CAR	La Trinidad												
TBA		Admin Assist/Driver	La Trinidad												
Javier	Karina	Program Officer - Region IV-B	Manila												
Gonos	Norma	Sr. Program Officer - Mindanao	Davao												
Calag	Josephine	M&E Officer - Mindanao	Davao												

Abarico	Ramdino	Admin Officer-Mindanao	Davao																
Husin	Alber	Program Officer - Region IX	Pagadian City																
TBA		Admin Assist/Driver	Pagadian City																
Siose	Myrna	Program Officer - Region X	Cagayan De Oro																
TBA		Admin Assist/Driver	Cagayan De Oro																
Ladaw	Bernardita	Program Officer - Region XI	Davao																
Amable	Hans	Admin Assist/ Driver-Region XI	Davao																
Antipuesto	Edwin	Program Officer - Region XII	Koronadal City																
TBA		Admin Assist/Driver	Koronadal City																
Discar	Solitario	Program Officer - CARAGA	Butuan City																
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TBA		Baseline Survey Design (Part 1)																	
TBA		Baseline Survey Design (Part 2)																	
TBA		Baseline Survey Design (Part 3)																	
TBA		Other STA																	

Personnel Inputs - Time and Duration　　　　　　　　　　　**2013**

Name		Position	Location	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Ireland	Nelson	Program Director	Manila												
Gonzales	Zoraydah	M&E Adviser	Manila												
Bahatan	Ermelinda	Activity/Grants Controller	Manila												
Capuz	Ana	Accounts Manager	Manila												
Tayaban	Irizlle	Accounts Assistant	Manila												
Aranda	Buena	Admin Officer	Manila												
Balawitan	Marie	Info & Advocacy Officer	Manila												
Leguip	William	Admin Assist/Driver	Manila												
Rufino	Rozanno	Sr. Program Officer - Luzon	Manila												
Mendoza	Stella	M&E Officer - Luzon	Manila												
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TBA		Admin Assist/Driver	Tuguegarao												
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TBA		Admin Assist/Driver	La Trinidad												
Javier	Karina	Program Officer - Region IV-B	Manila												
Gonos	Norma	Sr. Program Officer - Mindanao	Davao												
Calag	Josephine	M&E Officer - Mindanao	Davao												

Abarico	Ramdino	Admin Officer-Mindanao	Davao													
Husin	Alber	Program Officer - Region IX	Pagadian City													
TBA		Admin Assist/Driver	Pagadian City													
Siose	Myrna	Program Officer - Region X	Cagayan De Oro													
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Amable	Hans	Admin Assist/ Driver-Region XI	Davao													
Antipuesto	Edwin	Program Officer - Region XII	Koronadal City													
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Short-Term Advisers (STAs)

Bost	Jeffrey	M&E Specialist	Manila													
Dyer	Sarah	Equity and inclusion Adviser	Manila													
TBA		Gender Adviser	Manila													
TBA		Baseline Survey Design (Part 1)														
TBA		Baseline Survey Design (Part 2)														
TBA		Baseline Survey Design (Part 3)														
TBA		Other STA														

Personnel Inputs - Time and Duration 2014

Name		Position	Location	Jan	Feb	Mar	Apr	May	Jun
Ireland	Nelson	Program Director	Manila						
Gonzales	Zoraydah	M&E Adviser	Manila						
Bahatan	Ermelinda	Activity/Grants Controller	Manila						
Capuz	Ana	Accounts Manager	Manila						
Tayaban	Irizlle	Accounts Assistant	Manila						
Aranda	Buena	Admin Officer	Manila						
Balawitan	Marie	Info & Advocacy Officer	Manila						
Leguip	William	Admin Assist/Driver	Manila						
Rufino	Rozanno	Sr. Program Officer - Luzon	Manila						
Mendoza	Stella	M&E Officer - Luzon	Manila						
Lagria	James	Program Officer - Region I	San Fernando						
TBA		Admin Assist/Driver	San Fernando						
Anudon	Lauris	Program Officer - Region II	Tuguegarao						
TBA		Admin Assist/Driver	Tuguegarao						
Victor	Lourie	Program Officer - CAR	La Trinidad						
TBA		Admin Assist/Driver	La Trinidad						
Javier	Karina	Program Officer - Region IV-B	Manila						
Gonos	Norma	Sr. Program Officer - Mindanao	Davao						
Calag	Josephine	M&E Officer - Mindanao	Davao						
Abarico	Ramdino	Admin Officer-Mindanao	Davao						
Husin	Alber	Program Officer - Region IX	Pagadian City						
TBA		Admin Assist/Driver	Pagadian City						
Siose	Myrna	Program Officer - Region X	Cagayan De Oro						
TBA		Admin Assist/Driver	Cagayan De Oro						
Ladaw	Bernardita	Program Officer - Region XI	Davao						
Amable	Hans	Admin Assist/ Driver-Region XI	Davao						

Antipuesto	Edwin	Program Officer - Region XII	Koronadal City						
TBA		Admin Assist/Driver	Koronadal City						
Discar	Solitario	Program Officer -CARAGA	Butuan City						
TBA		Admin Assist/Driver	Butuan City						

Short-Term Advisers (STAs)

Bost	Jeffrey	M&E Specialist	Manila						
Dyer	Sarah	Equity and inclusion Adviser	Manila						
TBA		Gender Adviser	Manila						
TBA		Baseline Survey Design (Part 1)							
TBA		Baseline Survey Design (Part 2)							
TBA		Baseline Survey Design (Part 3)							
TBA		Other STA							

Annex C

Revised Milestone Schedule

Table of Outputs and Milestones – Adjusted Dates and in Calendar Order

Old No.	New No.	Deliverable Output/ Milestone	Completion Date	Proposed Adjustment	Rationale for Adjustment
1	1	1st Annual Plan (2011-2012)	Within six months after mobilization (15 September 2011)	15 October 2011	Conduct of M&E/Plan Adjustment will be last week September – information will inform final draft of 1st Annual Plan
3	2	1st Contractor Performance Assessment	September 2011	October 2011	Will follow conduct of M&E/Plan Adjustment and preparation of final draft of 1st Annual Plan
2	3	1st Six Monthly Progress Report (SMPR)	15 December 2011	15 January 2012	Conduct of M&E/Plan Adjustment will be mid-December – information will be used for 1st SMPR
5	4	2nd Contractor Performance Assessment	March 2012	April 2012	Will follow conduct of M&E/Plan Adjustment at end of March
4	5	2nd Six Monthly Progress Report (SMPR)	15 June 2012	15 July 2012	Conduct of M&E/Plan Adjustment will be last week June – information will be used for 2nd SMPR
7	6	2nd Annual Plan (2013)	30 November 2012	15 October 2012	Will follow conduct of M&E/Plan Adjustment at end of September
6	7	3rd Contractor Performance Assessment	September 2012	October 2012	Will follow conduct of M&E/Plan Adjustment at end of September
8	8	3rd Six Monthly Progress Report (SMPR)	15 December 2012	15 January 2013	Conduct of M&E/Plan Adjustment will be mid-December – information will be used for 3rd SMPR
9	9	4th Contractor Performance Assessment	March 2013	April 2013	Will follow conduct of M&E/Plan Adjustment at end of March
12	10	4th Six Monthly Progress	15 June 2013	15 July 2013	Conduct of M&E/Plan Adjustment will be last week June –

		Report (SMPR)			information will be used for 4th SMPR
11	**11**	3rd Annual Plan (2014-2015)	30 November 2013	15 October 2013	Will follow conduct of M&E/Plan Adjustment at end of September
10	**12**	5th Contractor Performance Assessment	September 2013	October 2013	Will follow conduct of M&E/Plan Adjustment and preparation of final draft of 3rd Annual Plan
14	**13**	5th Six Monthly Progress Report (SMPR)	15 December 2013	15 January 2014	Conduct of M&E/Plan Adjustment will be mid-December – information will be used for 5th SMPR
13	**14**	6th Contractor Performance Assessment	March 2014	April 2014	Will follow conduct of M&E/Plan Adjustment at end of March
15	**15**	6th Six Monthly Progress Report (SMPR)	15 June 2014	30 May 2014	Align to submission of the ACR
16	**16**	Activity Completion Report (ACR)	30 May 2014	30 May 2014	No adjustment in date

Annex D

Information, Advocacy and Communications Plan

MIPE: PRIME Program

Information, Advocacy and Communications Plan

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

13 May 2011

Document Title　　Information, Advocacy and Communications Plan
Author　　　　　　Information and Advocacy Officer
Issued　　　　　　13 May 2011
Version　　　　　1.0
Reviewed　　　　Program Director

Table of Contents

Acronyms and Abbreviations

BALS	Bureau of Alternative Learning System
BEE	Bureau of Elementary Education
BESRA	Basic Education Sector Reform Agenda
BSE	Bureau of Secondary Education
CO	Central Office
CSO	Civil Society Organization
DepED	Department of Education
EDPITAF	Educational Planning and Implementation Task Force
LGU	Local Government Unit
ECIP	Episcopal Commission on Indigenous Peoples
IP	Indigenous People
NCIP	National Commission for Indigenous Peoples
NCMF	National Commission for Muslim Filipinos
NEAP	National Educators Association of the Philippines
NEDA	National Economic Development Authority
NGO	Non-Government Organization
OPS	Office of Planning Service
OSY	Out-of-School Youth
PIA	Philippine Information Agency
PRIME	Philippines' Response to Indigenous Peoples' and Muslim Education
PSA	Public Service Announcement
RO	Regional Office
TESDA	Technical Education and Skills Development Authority
TWG	Technical Working Group

1   Introduction

The Philippines' Response to Indigenous Peoples' and Muslim Education recognizes the importance of gaining public acceptance and support as factors which would lead to the success of the Program. As a result, the Information, Advocacy and Communications Plan of PRIME was designed to focus on maintaining positive and sustainable relationship with each stakeholder of the Program.

2   Stakeholder Mapping

PRIME's culturally and socio-economically diverse stakeholders significantly emphasize the need for audience segmentation. Granting that information materials for the *General Public* will be produced, appropriate modifications to the messages and communication approaches will be applied when necessary to suit the distinctiveness of the following audience clusters:

Group 1

This group is composed of the direct IPs and Muslim beneficiaries of PRIME's services such as
- School-aged children
- OSYs
- Adult learners
- Schools with IP population
- Madrasahs

Group 2

This group is composed of agencies and offices that have been tasked to deliver PRIME's services to the target communities. This group includes
- Department of Education
  - Central Office
  - Regional Offices
  - Bureau of Elementary Education
  - Bureau of Secondary Education
  - Bureau of Alternative Learning System
  - Office of Planning Service
  - Educational Development Projects Implementing Task Force

Group 3

This group is composed of potential allies that could aid the Program Staff as well as the previous group in reaching the target communities. This group also contains secondary targets that can facilitate the delivery of PRIME's services to its primary targets listed in the first group.
- Relevant Government Offices
  - National Commission on Indigenous Peoples
  - National Commission on Muslim Filipinos
- Relevant Non-Government / Civil Society Organizations
  - Episcopal Commission on Indigenous Peoples
  - Indigenous Peoples' Organizations
- Other Government Offices
  - Technical Education and Skills Development Authority
  - Department of Social Welfare and Development
- Local Government Units
- Education Sector

- o   Principals and teachers
- o   Local School Boards
- Schools of Living Traditions
- Community Leaders and Authority Figures
- Parents and Elders

Group 4

This group is composed Development and Non-Government Organizations whose projects or programs are deemed relevant to the realization of PRIME's goals.

- ADARNA House
- Children's Hour
- Knowledge Channel (ABS-CBN)
- Reading Association of the Philippines
- UNICEF
- Episcopal Commission on IP education
- Assisi Development Foundation

Group 5

This group is composed of organizations that would aid PRIME in disseminating Program information to the general public.

- Philippine Information Agency
- Mass Media
- Local websites focusing on IP and/or Muslim issues

3   Information and Advocacy Plan

3.1   Information and Advocacy Strategies

The strategies that would be employed in the execution of this Information and Advocacy Plan will be based on the audience profile as well as the type of message that needs to be delivered. As such, several activities may be duplicated while others will be modified as needed.

3.2   General Outcomes

The following results are desired after conducting an initial consultation with each stakeholder:

1. Secure the commitment and participation of each audience;
2. The commitment of expected deliverables; and
3. The appointment of coordinators / liaison officers.

The following tables provide specific strategies that would be directed to specific stakeholders throughout the duration of the Program.

3.3   Inception Stage

Objectives	Targets	Message	Allies & Opportunities	Methods & Activities	Schedule

• General Outcomes
• Identification of available curriculum, materials and learning approaches that have been specifically developed for the IP and Muslim targets
	• Group 2	• Program Profile[1]
		• Emphasize the need to sustain existing education policies that address the distinct education requirements of the target communities
			• Relevant GOs
			• NGOs
				• Distribution of
				   ○ Program Profile
				   ○ Relevant sections of the Design Document
				   ○ DepED Memo on PRIME
				• Consultative Meetings
				• Request for relevant data
					• Mar – Apr 2011

• General outcomes
• Identification of limitations and opportunities that related efforts present (contradiction of government, community or other organization's programs; best practices, gaps, etc.)
• Identification and motivation of key players within the target communities (community/opinion leaders, authority figures, etc.)
• Endorsement of the Program to promote its acceptance in the target communities
 	
LGUs[2]
• Mobilization of resources (human capital, relevant policies, etc.) for the faster and easier facilitation of the Program
• Promotion and intensified application of SBM
 	
Relevant GOs, NGOs[2]
• Identification of community values, attitudes and beliefs that would aid and/or hamper the facilitation of the Program
 	
TESDA[2]
• Analyze the feasibility of delivering applicable Community Based Technology Programs to isolated IP and Muslim communities
• Mobilization of resources (human capital, relevant policies, etc.) for the easier and faster facilitation of the Program
	• LGUs
	• Education Sector
	• TESDA
		• Program Profile
		• Communication of roles, responsibilities and expected outputs from each unit
		• Their role in the development and sustainability of Non-Formal Education Programs (ALS) for the disadvantaged members of their community
		• The individual and shared benefits of providing disadvantage groups with access to basic education
			• DepED ROs
			• Relevant GOs
			• NGOs / CSOs
			• TESDA's Life-long Training (Community-based Technology Programs)
				LGUs
				• Arranged visits to LGU Offices
				   ○ Governors
				   ○ Municipal Mayors
				   ○ Barangay Officials
				• Endorsement of DepED ROs
				• Collaborative meeting with Provincial Planning and Development Office (PPDO)
				
				Education Sector
				• Endorsement of DepED ROs
				• Regional/division conferences
				TESDA
				• Interagency consultative meetings
					• Jul – Sep 2011

• General Outcomes
• Identification of best practices in the establishment and continuance of the SLTs
   ○ Curriculum and Material Development
   ○ Teacher Training
	• SLTs	• PRIME Program Profile
		• Their role in the development and sustainability of Non-Formal Education Programs / ALS for the disadvantaged members of IP and Muslim communities
			• DepED
			• Relevant GOs
			• NGOs
			• Affinity to target communities
				• Introduction from DepED / NGO
				• Distribution of PRIME Profile
				• Arranged visits to SLTs
					• Jul – Sep 2011

• Introduction of the Program to promote its acceptance in target communities • Identification of	• Group 1	• Program Profile	• Relevant GOs • NGOs	• Consultative meetings • Baseline research	• Oct – Dec 2011

- o Target groups
- o Motivators and barriers to behavior change
- o Type of message and media that would elicit favorable response from the targets
- o Available resources within the community
- o Changes and competencies that the community require
- Identification and motivation of key players within the target sectors and communities (community / opinion leaders, authority figures, etc.)

• Appointment of coordinators / liaison officers
• Draw attention to the current state of IP and Muslim Education
• Highlight the need to support and sustain culturally-sensitive and relevant education programs
• Gain public acceptance and support for the PRIME Program
	• Media
	• PIA
		• PRIME Program Profile
		• Education statistics, data, information on Philippine education
		• The benefits of providing disadvantaged groups with access to education (individual and community-level)
			• NGOs/CSOs
			• Other development projects
				• Internet
				  o Website
				  o Facebook
				• Distribution of flyers and information materials to
				  o Partner institutions
				  o Related websites
				  o PIA
				  o DepED newsletter
					• Monthly contribution to DepED newsletter
					• One week after the completion of every milestone
					• Media: as needed
					• July 2011

• Draw attention to the current state of IP and Muslim Education
• Highlight the need to support and sustain culturally-sensitive and relevant education programs
• Gain public acceptance and support for the PRIME Program
	• Stakeholders
	• General Public
			• DepED & AusAID Communication Units	• Program Launch
				  o Formal introduction of PRIME
				  o Donate a toy (indigenous materials)	

[1] Rationale, background, objectives, activities, aspirations, and expected outputs of PRIME's initiative

[2] Additional expectations from specified stakeholder

3.4 Implementation Stage

Objectives	Targets	Message	Allies & Opportunities	Strategies	Schedule

• Enforcement of existing policies
  o Barangay Day Care Centre Law
  o Early Childhood Care & Development (ECCD) Act
  o Governance of Basic Education Act of 2001
  o SBM Policies
  o Other policies that apply
• curriculum and materials that would suit the diversity and address the desired competencies
	• DepED
	• Related GOs
	• NGOs / CSOs
		• Support and sustain existing policies that would aid disadvantaged IP and Muslim groups in accessing culturally-sensitive and relevant education	• NGOs / CSOs
			• Policies that are directed towards IP & Muslim population have been created
			• ALS and IP/Muslim educational programs have been successfully implemented by other development organizations
				• Workshops
				• Consultations
					• As needed

of target IP communities
- Further development and distribution of ALIVE learning materials
- Establish accreditation criteria for IP and Madrasah schools
- Explore the feasibility of establishing
  - Regional libraries / resource centers
  - Support network
  - Community learning centers / home-based learning sites
  - Duplication of applicable ALS
    - MISOSA
    - e-IMPACT
    - ECCD package
    - Project EASE

- Enforcement of existing policies
  o Barangay Day Care Centre Law
  o Early Childhood Care & Development (ECCD) Act
  o Governance of Basic Education Act of 2001 – SBM
  o Other policies that apply
 	
- Sustain positive relationship with LGUs
- Secure continuous participation of LGUs
	- LGUs	- Updates on
		  o Program achievements
		  o Planned activities
			- Existence of DepED policies, as well as development programs, in the target regions
			- NGOs/CSOs
				- Visits to LGU Offices
				- Publication of Program updates on local media
					- Jul 2011 – Feb 2012

- Sustain positive relationship of the education sector
- Integration of PRIME agenda on school board meetings
- Increase teachers' aptitude
  o In dealing with classroom diversity
  o On use and development of localized curriculum and resource materials
- Creation of SIPs based on DepED guidelines
- Implementation of approved SIPs
	- Education Sector of target communities	- Updates on
		  o Program achievements
		  o Planned activities
		- Pre-service and in-service training of teachers
		- DepED guidelines on SIP
		- Invitation to submit SIPs
			- DepED & LGU Endorsement
			- Other development programs that have been publicized in the region
				- Participation in school board meetings
				- Consultative meetings and workshops
				- Distribution of SIP development Modules
					- Jan 2012 – Jun 2012
					- Periodic updates

- Identify	- IP Communities	- Review of available educational	- Endorsement of LGUs,	- Consultative meetings with the	- Start: Jul

- o The unique educational needs of the community - o The competencies that they desire - o Gaps and AFIs of available educational resources from the community's POV - Identification of teachers and community members who are eligible to participate in teacher training programs - Encourage existing SLTs/community learning centers to obtain accreditation - Explore the possibility of establishing a community learning centre - Initiate TESDA's community-based tech-voc programs (Life-Long Training) - Sustain positive relationship with the community	Muslim communities	resources and its accessibility to the community - The importance and benefits of education - Introduction of TESDA's community-based programs for OSYs and adult learners - Presentation of DepED's accreditation criteria and procedure - Updates on Program achievements	NGOs/CSOs, authority figures within the communities, etc.	community - Experiential learning games / engagement activities - o Storytelling of educated IPs/Muslims - o Storytelling / writing of community members - o Production of educational materials in typical household materials (calendars, etc.) - Use of available media - Word-of-mouth transmission of news	2011 End: Dec 2013
- Translation of e-TV materials - Duplication of *Community Through Literacy* Program - RAP on wheels / wings	- Other NGOs / Development Organizations - o ABS-CBN / Knowledge Channel - o Children's Hour - o Reading Association of the Philippines	Existing programs/projects of the organizations can contribute in providing target groups with more access to culturally-sensitive and relevant education	- Existence of other development programs that are directed toward the target communities - Partnership of development organizations with DepED	Coordination with respective agencies and their partners in DepED	- Start: July 2012 - End: Dec 2014
- Draw attention to the current state of IP and Muslim Education - Highlight the need to support and sustain culturally-sensitive and relevant education programs - Create a positive impression of the PRIME Program - Periodic dissemination of information and updates through the resources of partner institutions	General Public	- Updates on Program achievements and milestones - The presence and richness of cultural diversity in the country - Program achievements and future plans	DepED & AusAID Communication Units	- Submission of Program updates - o Radio - PSAs - o TV - News Features - o Newspapers - Distribution of flyers, information materials and newsletters to - o Partner institutions - o Related websites - o PIA	Monthly contribution to DepED newsletter - One week after the completion of every milestone - Media: as

and PIA
- Highlight
  - The unique culture of Filipino IPs and Muslim
  - The need to support culturally-sensitive and relevant education system
- Presentation of current achievements and future initiatives of the Program

o DepED Newsletter	needed
o Internet (Website, Facebook)	• Yearly media dinner

- Collaboration with relevant events[3]

- Book development (in partnership with ADARNA Publishing House)
- Cultural awareness event (concert, etc) to celebrate the Program's mid-year mark

[3]   Relevant events
Education Summit
EFA Global Action Week   2-8 May
World Day for Cultural Diversity   21 May
International Day for World's IP   9 August
International Literacy Day   8 September
National Children's Month   October
World Teachers' Day
Universal Children's Day   20 November
Children's Rights Festival   20 November
Literasi Para sa Kaunlaran (LCC & PIA radio program)

3.5   Termination Stage

Desired Outcome	Audience	Message	Allies & Opportunities	Strategies	Schedule
• Identification of strategies and immediate results (intended and unintended) of the initiative • Articulation of *lessons learned* and *best practices* that DepED offices can adopt • Adoption of Program outputs and strategies o Turnover of Program components to appropriate bureaus o Issuance of DepED order(s) that would ensure that the outputs of the initiative will be sustained	• DepED o CO o ROs o Bureaus o OPS	• Analysis of outputs with reference to expected targets • Report on o Feedback from beneficiaries o Results (expected and unexpected) o Lessons learned o Cost-effectiveness of the Program • Appreciation for DepED's support to PRIME	• Group 1 • School board	• Small group discussion	• Jan – Feb 2014
• Articulation of o *Lessons learned* o Results (intended and unintended) o Effects on the community and the individual	• LGUs • Related Government Organizations	• Review of Program goals and objectives • Articulation of Program achievements • Details on program turnover	• Program achievements • Group 1	• Visit to LGU Offices • Final PRIME conference o Formal presentation of Program achievements o Presentation of tokens of	• Mar – Apr 2014

- Secure the continuous support of DepED, LGUs, school boards and communities during and after the Program turnover

- NGOs / CSOs

Representatives from

- Engaged SLTs

- Target communities

- Participating schools

- o Project appropriation
- o Contact information of assuming bureaus
- o Plan of action of assuming bureaus (?)

appreciation

- Publication of
  - o Program achievements
  - o Information on program turnover

- General Public

- DepED & AusAID Communication Units

- Submission of program updates
  - o Radio
  - o TV
  - o Print
  - o Partner institutions
  - o PIA
- Publication of program updates on website and Facebook

- Monthly contribution to DepED newsletter
- One week after the completion of every milestone
- Media: as needed