










Annex 1: Final Progress against Results Framework



The Ninth and Final Six-Monthly Progress Report, January–June 2017







Table 1 Outputs accomplishments vs targets summary

Legend¹





Colour	 Grey	 Red	 Dark Red	 Yellow	 Dark Yellow	 Green	 Dark Green
Progress (%)	0	1–25	26–49	50–75	76–99	100	100+
Qualitative Description	Groundwork commenced	Beginning	In-progress	In-progress	In-progress	Target accomplished	Accomplished beyond target



Key Outputs Linked to End Outcome	Indicators	End-of-Program Targets 2012–2017	Cumulative Accomplishment to End-of-Program (#)	Phase 2 Targets (2015–2017)	Cumulative Accomplishment Phase 2 (#)	% Accomplishment Phase 2	Accomplishment Jan-Jun 2017 (#)	Brief Narrative (if accomplishment is as of date, explain where activities will still be conducted and the expected targets to be accomplished)	Progress (Colour Code)
End Outcome 1: Improved access and equitable provision of early childhood and basic education and OSY training support									
1.1 Children enrolled in kindergarten / elementary education from ADM / Tahderiyyah / Madaris / SPED institutions	1.1.1 # of out of school boys and girls enrolled in ADM, Tahderiyyah and madaris	42,800 (ADM - BRAC)	53,736 M=27,619 F=26,117 (126%)	25,000	25,438	102%	21,640	The program has served a cumulative total of 53,736 individual children (27,619 boys, 26,117 girls). The enrolment for SY 2016–2017 was 21,640 (11,288 boys, 10,352 girls) for Grades 3, 4 and 5 in 730 learning centres. The 21,640 learners are still active and in school. The cumulative phase 2 accomplishment of 25,438 includes 3,978 kindergarten learners in SY 2015-2016. These learners were transitioned to public schools in June 2016.	
		4,100 (Madaris - Cardno)	4,336 M=2,311 F=2,025 (106%)	4,100	4,336	106%	1,066	The 4,336 cumulative accomplishment (2,311 male, 2,025 female) to end-of-program were individual counts after accounting the final enrollees of the previous school years and cleaning up the entries in the UMIS. Note: Accomplishment in Jan-Jun is based on uploading to UMIS. The 1,066 children were actually enrolled prior to the period.	

¹ Source: M&E Toolkit

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		46,050 (Tahderiyyah – UNICEF)	52,692 (114%)	10,050	17,639	175%	9,121	Exceeded target. Total accomplishment for both Year 1 and Year 2 is 17,639. Enrolment data for the current SY 2016-2017 for 335 Tahderiyyah centres is 9,121 (4,489 male, 4,632 female).	
	1.1.2 SPED centres equipped	5 (BE – Cardno)	5 (100%)	5	5	100%	0	Five SPED centres (one in each province) equipped with: (i) trained teachers and administrators who completed a Diploma on SPED from USEP in Davao City with support from BEAM-ARMM; (ii) teaching and learning materials as well as equipment suitable for the cases that they are handling; and (iii) improved learning environment as recipients of Brigada Eskwela.	
1.2 Children transition from Tahderiyyah (UNICEF) and ADM pre-schools (BRAC) into regular public schools or accredited madaris	1.2.1 # of students male and female (UNICEF and BRAC) who transition to regular public schools and madaris	30,000 (ADM - BRAC)	32,180 (107%) M M=16,334 F=15,846	3,500	3,798	109%	0	The ADM served 32,180 kindergarten completers over 4 years of implementation, and transitioned 15,846 girls and 16,334 boys to the nearest DepEd-ARMM schools. In SY 2015–2016, a total of 3,798 kindergarten completers (1,914 boys, 1,884 girls) were transitioned to DepEd-ARMM schools.	
		26,209 ² (Tahderiyyah – UNICEF)	29,767 (183%)	4,271	7,829	183%	4,709	Exceeded target. Completers who transitioned as follows: SY 2015-2016: 3,120 SY 2016-2017: 4,709 (ready to transition). It is expected that there will be a substantial increase in transition as a result of the Directive on Tahderiyyah completers transitioning to Grade 1,	

²Total target is for the whole of Mindanao including Phase 2 target. Accomplishments are for the whole of Mindanao.



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								Memorandum DM-CI-2017-00154 issued by DepED, 1 June 2017.	
1.3 Functional schools, learning centres and TVET workshops provided and utilised	1.3.1 # of classrooms constructed (Cardno / DepEd-ARMM).	50 constructed (BE – Cardno)	50 (100%)	0	0	0	0	Accomplished in Phase 1. Warranty rectification and final inspections were completed in May 2017. Certificates of Final Acceptance issued for each completed classroom irrespective of warranty repairs completed.	
	1.3.2 # of classrooms rehabilitated (Cardno / DepEd-ARMM)	123 (BE – Cardno)	123 (100%)	0	0	0	0	Accomplished in Phase 1. The 123 classrooms rehabilitated will be included in the periodic and yearly school maintenance program.	
	1.3.3 # of sites where school-community model for supporting access to early education and transition established	67 (Tahderiyyah – UNICEF)	68	67	68	68 (101%)	68	Exceeded target. 68 Tahderiyyah Centers were selected as model Tahderiyyah based on the following six criteria: (i) Tahderiyyah Centre with trained teacher; (ii) Teacher using the Tahderiyyah curriculum recognised by DepEd; (iii) Conducting five-day classes / sessions; (iv) With PTO and/or applying for PTO; (v) With satisfactory implementation of WASH activities (activities are daily and regularly implemented; facilities are good and properly constructed); (vi) Environment is safe for children (e.g. Tahderiyyah is far from rivers, creeks and hi-ways; fenced)	
	1.3.4 # of ADM learning centres established and operational	1,800 (ADM – BRAC)	2,108 (117%) Individual count	845	845	100%	0	Actual accomplishment exceeded by 17%. In Phase2, there were 845 learning centres established with 730 for elementary and 115 for Kindergarten	

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								learners. Kindergarten learning centres were closed down after SY 2015–2016. This left 730 learning centres supported and maintained in SY 2016–2017. The ADM transition plan for SY 2017–2018 will transfer all learning centres to the DepEd-ARMM system i.e. 132 learning centres will be dissolved whilst 598 will continue but under DepEd-ARMM's supervision with administrative support from BRAC.	
	1.3.5 # of ADM learning centres and Tahderiyyahs with hand washing facilities	906 ³ (Tahderiyyah – UNICEF)	816 (90%)	250	239	95.6%	114	In progress. During this reporting period 114 WASH facilities (group hand-washing facility, toilet, and water point) were completed. Installation for the five remaining (for a total of 119 for Year 2) is on-going. All WASH facilities installation is expected to be completed by end of June 2017 with the exception of six Tahderiyyah Centres where WASH facilities cannot currently be implemented due to armed encounters/conflicts hindering access (Three in Sulu, one in Basilan, one in Zamboanga Peninsula and one in Davao). These will be completed using other UNICEF funds when security conditions allow. This means that 244 of the overall target of 250 Tahderiyyah Centres with WASH are expected to be provided with WASH interventions by the end of BEAM-ARMM.	
		550 (WASH – GIZ)	550 (100%)	150	150	100%	0	Group washing facilities were distributed to BRAC partner NGOs. All 550 ADM learning centres now have handwashing	


³Total target is for the whole of Mindanao regions supported by UNICEF, while the target for ARMM is 250.




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								facilities installed by learning centre communities.	
	1.3.6 # of TVET workshops equipped through DepEd and utilised	22 (BE – Cardno)	23 (105%)	22	23	105%	0	TVET workshops in 23 Technical Vocational schools are being maximised. They are the only few senior high schools with equipment to implement TVI courses.	●
	1.3.7 # Madaris and Tahderiyyah permits-to-operate (or equivalent) supported for accreditation	50 (Madaris – Cardno)	52 (104%)	50	52	104%	8	Of the 52 madaris assisted by the program, 49 madaris completed and submitted their PTO requirements and obtained their PTOs as of April 2017 (including the four that were submitted in March). One already has accreditation bringing the total to 50. In March, coached the remaining six madaris on PTO requirements, of which four madaris submitted their PTO requirements to DepEd BME Regional Office and two completed their PTO requirements but still have to submit. Two madaris still have concerns on their deed of donation and SEC registration and may only be able to complete their requirements after June. The program continued to provide mentoring to administrators, staff and teachers of madaris through the Tarbiyyah.	●
		67 (Tahderiyyah – UNICEF)	4 (6%)	67	4	4 (6%)	4	In progress. In March 2017, BDA/UNICEF forwarded to BME, DepEd ARMM the list and partial requirements for PTO application for 33 Tahderiyyah Centres in ARMM for their review, assessment and validation. The PTO application of the remaining 34 Tahderiyyah Centres in	●




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								<p>Regions 9, 10, 11 and 12 are currently being reviewed including the required documents. A DepEd memo was issued on 1 June 2017 in relation to the acceptance of Tahderiyyah completers to Grade 1 in public elementary schools and the issuance of provisional PTO subject to three minimum requirements. It is anticipated that the provisional PTOs will be released before 30 June 2017 and that children in the majority of Tahderiyyah will transition to Grade 1 in public schools this academic year.</p> <p>Note: most of the community-based Tahderiyyah Centres cannot comply with PTO requirements. During the reporting period, UNICEF has heightened advocacy for the issuance of PTO for Tahderiyyah. This included meetings with Directors from the DepEd Central Office and with the five DepEd Regional Directors from Regions 9,10,11,12 and ARMM, on April 19 to discuss challenges relating to PTO requirements for Tahderiyyah. After three consultation meetings and a Tahderiyyah learning visit for representatives of DepEd Central and Regional Offices in May 2017, the DepEd memo was issued on 1 June in relation to the acceptance of Tahderiyyah completers to Grade 1 in Public Elementary Schools and the issuance of provisional PTO subject to the three minimum requirements. Having this memo will provide more opportunities for other Tahderiyyah Centres to apply for PTO. At present, BDA will endorse another 100 Tahderiyyah Centres to apply for the</p>	

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								provisional PTO. The 100 centres with a Child Protection component will be given priority for the month of June 2017.	
End Outcome 2: Improved quality of education and education environment (for learners, teachers, and managers)									
2.1 Teachers and learning facilitators trained in core subject areas	2.1.1 # of teachers and administrators trained on the Tahderiyyah curriculum package, child-centred teaching methodologies, community awareness, Education in Emergencies/ Disaster Risk Reduction and national ECCD policies and guidelines	1,148 ⁴ (Tahderiyyah – UNICEF)	1,148 (100%)	335	336	100.3%	303 M=49 F=254	Accomplished. Total for phase 2 is 336 (67 male, 269 female). Of these, 303 of the 336 Asatidz who underwent additional training on how to integrate developmentally-appropriate disaster mitigation and preparedness activities in their Tahderiyyah session have been supported to apply their learning. They were also trained on how to conduct response and recovery activities after a disaster.	
	2.1.2 # of teachers and learning facilitators with teaching skills improved – including Madaris	1,800 (ADM – BRAC)	2,108 M=5 F=2,103 (117%)	845	845	100%	730 elementary LFs M=5 F=725	A cumulative total of 2,108 ADM learning facilitators (LFs) (2,103 female, 5 male) were provided training on content and pedagogy. In phase 2, 845 LF (840 female, 5 male) received training on teaching the ADM following the K–12 curriculum. For SY 2016-2017, there were 725 female and 5 male LF from the 730 learning centres who received coaching support.	

⁴End-of-Program target is for the whole of Mindanao, while Phase 2 target is only for ARMM.




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								Support to the process of full transition from BRAC-managed ADM to DepEd-ARMM system is underway. ADM LFs' qualifications were reviewed to meet the minimum qualification for ADM LFs under DepEd-ARMM's system and supervision. ADM will be extended for another year for SY 2017–2018. DepEd-ARMM will provide teachers and will recruit 442 to meet learning centres requirements. LFs trained by BRAC were interviewed and will be given priority if they pass the minimum qualifications.	
		12,250 (BE – Cardno)	12,392 F=10,949 M=1,443 (101%)	4,500	3,394 F=3,101 M=293	75%	39	<p>The 12,392 represented individual teachers trained in reading, science, maths, kindergarten, special and inclusive education, instructional leadership and learning partnership program. However, total participation count reached 22,723 teachers or an average of 1.8 training exposures per teacher as follows: Math 1 – 3,095; Math 2 – 2,545; Math 7 – 266; Math 8 – 445; Science 1 – 3,137; Science 2 – 3,003; Science 7 – 416; Science 8 – 447; Kindergarten – 922; Reading in Elem – 4,816; Reading in Secondary – 556; Special Education – 67; Instructional Leadership – 102; Learning Partnership – 549; Enhanced Basic Education Program – 2,143.</p> <p>During Phase 2 planning, the target was set based on the total target of 12,250 less the target for Phase 1. At that time, encoding at UMIS was behind schedule, and record of actual accomplishment was not fully captured and target was not</p>	

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								adjusted for accomplishments during phase 1.e.g. 12,250 less 7,750 target for year 1 is 4,500. Since the target for Phase 2 was not changed, the program used the cumulative figures for targets and accomplishment.	
	2.1.3 # of TVET trainers / teachers trained	400 (TVET – Cardno)	444 F=306 M=138 (111%)	363	431 F=293 M=138	119%	0	Accomplished in last reporting period.	
2.2 Curriculum support materials developed and applied	2.2.1 # materials produced and distributed including Madaris	1,800 sets (ADM – BRAC)	2,108 sets (117%)	845 sets	845 sets	100%	0	All learning facilitators and students at the 2,108 learning centres received complete sets based on their respective grade levels. In the reporting period, 730 learning centres for elementary students were maintained and the 730 sets of materials were used for instructional learning. Materials for Grade 6 were developed in preparation for SY 2017–2018. Materials in the 132 learning centres that will be dissolved are being transferred to DepEd-ARMM schools to which the learners will be transitioning.	
		300 sets for 300 libraries (BE – Cardno)	300 sets (100%)	0	0	0	0	Accomplished in Phase 1. The Materials Utilisation Survey conducted in 2016 identified that libraries are maximised and additional materials such as the K–12 materials are needed.	




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		1,148 ⁵ teacher and trainer's manual (Tahderiyyah – UNICEF)	3,406 (297%)	335	2,595	775%	30	Exceeded the target. Materials provided to date: Phase 1 (2012–2015): Title of Manual: # of manuals distributed Tahderiyyah Manual : 811 Phase 2 (2015–2017): Policy and Guidelines on Protecting Children in Tahderiyyah: 335 Tahderiyyah Centre Protocol on Reporting and Referring Child Abuse, Violence, Exploitation, Bullying and Discrimination and Other Similar Acts: 335 Data Share Manual: 335 ECCD Checklist: 335 Tahderiyyah Management Manual: 335 ECCDiE Manual: 335 Revised Tahderiyyah Curriculum: 335 WASH Guidelines: 250	
	2.2.2 # of Regional Materials Development Centre established	6 (BE -Cardno)	6 (100%)	0	0	0	0	Accomplished in Phase 1. The Regional Materials Development Centres are in use. Formal donation was forged between the program and DepEd-ARMM for continuing support and maintenance to the Regional Materials Development Centres.	
2.3 Protective, safe and healthy environments for Tahderiyyah, learning	2.3.1 # of Tahderiyyah centres developed and adopted a Child Protection policy and school	100 (Tahderiyyah – UNICEF)	100 (100%)	100	100	100%	42 42 TCs – January – February 2017	Accomplished. In this reporting period, an additional 42 Tahderiyyah centres, from Zamboanga, Basilan (14) and Ranaw (28) regions adopted and completed training on Tahderiyyah Child Protection Policy and School Protocol on Reporting and Referring Child Abuse Cases in	

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centres and schools	protocol on reporting and referring Child Protection cases							Tahderiyyah centres. This completed the 100% Phase 2 targets (2015–2017).	
	2.3.2 # of Child Protection cases including Grave Child Rights Violations identified and referred to for additional support	100% of the reported cases per barangay (Tahderiyyah – UNICEF)	100% of the reported cases per barangay	100% of the reported cases per barangay	100% of the reported cases per barangay	100% of the reported cases per barangay	16 cases in 11 Barangays	Accomplished. 16 Child Protection (CP) and Grave Child Rights Violations (GCRVs) cases were reported and referred for further verification and possible appropriate response from the Community Task Force for Monitoring and Reporting-Technical Working Group Mindanao members. 3 Child Protection Cases: 3 Physical Abuse; 13 GCRV: (1 torture, 3 maiming, 3 killings, 6 attacks in schools)	●
	2.3.3 # Tahderiyyah students facilitated with birth registrations	100% (based on the number of children identified without Birth Registration) (Tahderiyyah – UNICEF)	100% 459 cases M=235 F =224	100% (based on the number of children identified without Birth Registration)	100% 459 M=235 F =224	100%	109 M=60 F =49	Accomplished. For the period January to June 2017, 109 children (60 boys, 49 girls) received a Certificate of Live Birth through the advocacy and facilitation of BDA. Another 111 birth registrations have been facilitated and are awaiting release of the birth certificates.	●
	2.3.4 # of Do No Harm assessments conducted and recommendations shared	1 (WASH – GIZ)	1 (100%)	1	1	100%	1	The Do No Harm Assessment was finalised. A Do No Harm quick checklist was developed for DepEd-ARMM's future use.	●
	2.3.5 # of EHCP recipient schools and Tahderiyyahs	255 (WASH – GIZ)	255 (100%)	75	75	100%	--	Toilets have been constructed and rehabilitated in 255 schools, of which 33 schools have been supported through the community led sanitation approach. Using	●

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	have functional and improved water and sanitation							the materials provided, these 33 schools were responsible for completing construction with support from school communities and DepEd-ARMM through the Office for Special Projects and Programs.	
		906 ⁶ (Tahderiyyah – UNICEF)	878 (97%)	250	246	98%	121	In progress. For the period January-June 2017, 121 Tahderiyyah Centres received EHCP kits. Note that 4 of the 125 target sites for year 2 were dropped because of armed encounters/conflicts hindering access (2 in Sulu, 1 in Basilan, 1 in Zamboanga Peninsula).	
	2.3.6 # of EHCP schools capacitated in the operation and maintenance of existing toilet facilities and provided with kick-start of cleaning materials	400 (WASH – GIZ)	400 (100%)	149	149	100%	0	Cleaning kits and cleaning templates were delivered to 400 schools which kicked off the implementation of their toilet cleaning plans. DepEd-ARMM health personnel and Division Physical Facilities Coordinators were also capacitated on cleaning and maintenance of school toilets. Capacitation is also ongoing for the Regional Office of Special Projects and Programs to support divisions to maintain school toilets.	
	2.3.7 # of pre-fabricated group hand washing facilities installed in public schools	1600 (WASH – GIZ) (including 500 committed from DepEd funding)	1161 (73%)	1,600	1,161	73%	0	1,161 group washing facilities were delivered to cover all 400 EHCP schools in ARMM. The remaining facilities to be produced are part of DepEd-ARMM's facility production through TESDA. Thus far, DepEd-ARMM has produced 371 facilities. DepEd-ARMM initially committed	

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								to produce 500 handwashing facilities which was what was captured in the results framework. Later DepEd-ARMM increased its commitment to 1000 in total. Production is on-going in collaboration with TESDA, however, the distribution will be diverted to the evacuation centres outside Marawi City on account of the on-going Marawi siege.	
	2.3.8 # of Tahderiyyah schools where deworming advocacy is conducted (UNICEF)	335 (Tahderiyyah – UNICEF)	180 (54%)	335	246	73%	121	In progress. For the period January-June 2017, advocacy on deworming was done in 121 Tahderiyyah Centres. Note that 4 of the 125 target sites for year 2 were dropped because of armed encounters/conflicts hindering access (2 in Sulu, 1 in Basilan, 1 in Zamboanga Peninsula).	
2.4 School heads, personnel & ADM Program Officers capacitated to implement & manage school-based programs	2.4.1 # of learning centres that receive basic requirements for EHCP	550 (75% of 730) – (GIZ) 250 (UNICEF)	550 (GIZ) (100%)	550	550	100%	0	DepEd's Essential Health Care Program (EHCP) was expanded to ADM learning centres with technical support from GIZ. EHCP reached 75% of all ADM learning centres. These learning centres were capacitated in creating healthy learning environments, they were provided with kick-start EHCP kits, and they installed group washing facilities. BRAC conducts quarterly monitoring of daily group hygiene activities.	
			246 (Tahderiyyah – UNICEF) (98%)	250	246	98%	121	.In progress. For the period January-June 2017, 121 Tahderiyyah centres received EHCP kits. Note that 4 of the 125 target sites for year 2 were dropped because of armed encounters / conflicts hindering	

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								access (2 in Sulu, 1 in Basilan, 1 in Zamboanga Peninsula).	
	2.4.2 # of administrators trained on school management and the value of early education / ECCD.	1,148 ⁷ (Tahderiyyah – UNICEF)	1,148 (100%)	335	335	100%	0	Target accomplished. 1,148 Tahderiyyah administrators were trained on school management and the value of early education (for Phase 1 and Phase 2).	●
	2.4.3 # of Tahderiyyah teachers trained on WASH program implementation and management	991 ⁸ (Tahderiyyah – UNICEF)	1,010 ⁹ (102%)	335	360	107%	56	Exceeded target. For the period January–June 2017, a total of 56 teachers were trained and coached on WASH program implementation and management. Note: WASH related topics are integral to Teacher's training and orientation for School Administrators.	●
	2.4.4 # of school heads and supervisors trained on the implementation of K to 12 and other academic programs	2000 (BE – Cardno)	2,017 F=1,353 M=664 (101%)	1000	828 F=566 M=262	83%	182	In Phase 1 the target was 1,000 but the accomplishment was 1,189 which was 119%. In Phase 2 the target was 1,000 but the actual accomplishment was 828 or 64% only. Total accomplishment is 2,017 individual count out of the 2000 total target or 101%, but participation count is 2,827 or 141%. Note: There was agreement with DFAT to increase the cumulative target from 1,000 to 2,000 (Phase 1 is 1,000 and Phase 2 is	●

⁷End-of-Program target is for the whole of Mindanao. Phase 2 target is for ARMM only.




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⁹ Cumulative accomplishment is Service Count of Tahderiyyah Asatidz trainees on WASH.



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								1,000). Target was achieved based on cumulative accomplishment.	
	2.4.5 # of capacity assessments to manage WASH in Schools at sub-regional level conducted and shared.	1 (WASH – GIZ)	1 (100%)	1	1	100%	1	A qualitative study was conducted to understand the existing processes, resources and actors within the division of Maguindanao II which were used to scale up EHCP beyond support from Component 2. This study was done in collaboration with SEAMEO INNOTECH and GIZ's Fit for School Regional Program. Data collection was conducted in December 2016 and findings were analysed and documented in the BEAM-ARMM case study (see Annex 2). Learnings from this study are compiled into a video to disseminate to other divisions as a basis for their EHCP planning following the end of the BEAM-ARMM program.	
End Outcome 3: Improved employability of OSY and high school graduates									
3.1 OSY, students and TVET trainers trained in livelihood & employment opportunities	3.1.1 Baseline on OSY established and updated	4 (TVET – Cardno)	4 (100%)	3 for OSY 1 for senior high school	3	100%	1	The end-of-program target was 4 baseline studies. One was conducted in Phase 1 for Cycle 1, and 3 baseline studies were conducted in Phase 2 for Cycles 2, 3 and 4. Only individual profiles were gathered for the Senior High School TVET learners from early senior high school implementers.	
	3.1.2 # of OSY training completers and high school seniors equipped with market	11,000 (TVET – Cardno)	11,007 (M=6,004, F=5,003) (100.06%)	1,096	1,141 1,090 OSY (M=809 F=281) 51 senior high	104% (with reference to the new target for Phase 2)	148 (all male)	The program trained 10,956 OSY plus 51 senior high school early completers of the senior high school program (29 male, 22 female), an overall total of 11,007. The UMIS data on completers was finalised after data clean-up of Cycles 1 and 2. There was a change in the target of	





Key Outputs Linked to End Outcome	Indicators	End-of-Program Targets 2012–2017	Cumulative Accomplishment to End-of-Program (#)	Phase 2 Targets (2015–2017)	Cumulative Accomplishment Phase 2 (#)	% Accomplishment Phase 2	Accomplishment Jan-Jun 2017 (#)	Brief Narrative (if accomplishment is as of date, explain where activities will still be conducted and the expected targets to be accomplished)	Progress (Colour Code)
	responsive skills and provided post-training support				(M=29 F=22)			1,500 for phase 2 when it was determined that the target would be surpassed. So the target for phase 2 was decreased to 1,096.	
	3.1.3 # of tracer studies conducted	4 (TVET – Cardno)	4 (100%)	2	2	100%	2	Four tracer studies were completed. Two were completed from January to April 2017 for Cycles 3 and 4. Tracer study noted that more than 50% of OSY completers have been employed.	●
3.2 Post training follow up mechanisms established and operational	3.2.1 Post-training Support Manual developed	1 (TVET – Cardno)	1 (100%)	1	1	100%	1	Post training support manual was completed in April 2017 and shared with TESDA, DepEd-ARMM and Provincial Technical Skills Education and Development Committees in May 2017.	●
3.3 Parents and community members trained on employment promotions (Community-Based Employment Promotions)	3.3.1 # parents, community members orientated / trained	500 (TVET – Cardno)	642 F= 368 M= 274 (128%)	325	417	128%	31	Exceeded target. The February 2017 TVET PMC meeting agreed that the participants in the 3-day TVET fora attended by multi-stakeholders including those that represent the community be counted in this indicator since the discussions in the said fora related to employment promotion. Thus a total of 642 parents/community members were trained/oriented (128% accomplishment).	●
End Outcome 4: Improved education governance of early childhood and basic education and OSY.									
4.1 Management and governance structures and	4.1.1 # of education managers, ARMM officials, school representatives	2,080 (BE – Cardno)	3,929 M=1,250 F=2,679 (189%)	745	2,862 M=850 F=2012	384%	655	School heads were trained and mentored on School Based Management and more than 1,000 schools have developed School Improvement Plans in preparation for implementation of maintenance and other	●

Key Outputs Linked to End Outcome	Indicators	End-of-Program Targets 2012–2017	Cumulative Accomplishment to End-of-Program (#)	Phase 2 Targets (2015–2017)	Cumulative Accomplishment Phase 2 (#)	% Accomplishment Phase 2	Accomplishment Jan-Jun 2017 (#)	Brief Narrative (if accomplishment is as of date, explain where activities will still be conducted and the expected targets to be accomplished)	Progress (Colour Code)
systems established and enhanced	(heads, boards and school governing councils), BDA officers, and PTA trained on improved management, planning, and budgeting							operating expenses (MOOE) support from DepEd-ARMM.	
		200 (ADM – BRAC)	329 F=248 M=81 (165%)	100	103 F=66 M=37	103%	0	In Phase 2, 103 education managers were trained: 12 DepEd officials, 17 Project Coordinators and 74 Project Organisers were provided training on educational management. They continued to receive learning sessions as part of their skills development.	●
				845 PTAs	845 PTAs	100%	0	PTA met on a regular basis to update and discuss school management concerns. There is no data on the sex disaggregation of the Parents-Teachers' Associations.	●
	4.1.2 Bangsamoro regions with functional training team	4 (Tahderiyyah – UNICEF)	7 (175%)	4	7	175%	0	Exceeded target. All seven regions have now identified core trainers to provide the support needed to enhance skills of teachers. These trainers continued to provide coaching and mentoring to 43 Tahderiyyah Teachers in the seven regions/provinces.	●
	4.1.3 # public schools with School Improvement Plan	1,000 (BE – Cardno)	1,163 (116%)	600	1,163	194%	576	There was a big demand for training to develop School Improvement Plan in preparation for receiving the MOOE budget. BEAM-ARMM piloted 150 schools for School Improvement Planning-MOOE support simulation to provide lessons and good practice examples to schools that will receive MOOE this year. DepEd-ARMM allocated budget in 2017 for MOOE support to all schools. Guideline on MOOE fund management and implementation is being developed by DepEd-ARMM.	●

Key Outputs Linked to End Outcome	Indicators	End-of-Program Targets 2012–2017	Cumulative Accomplishment to End-of-Program (#)	Phase 2 Targets (2015–2017)	Cumulative Accomplishment Phase 2 (#)	% Accomplishment Phase 2	Accomplishment Jan-Jun 2017 (#)	Brief Narrative (if accomplishment is as of date, explain where activities will still be conducted and the expected targets to be accomplished)	Progress (Colour Code)
	4.1.4 Management system innovations within DepEd-ARMM on education Management Information System, HR management and M&E institutionalised	3 systems (Cardno)	3 (100%)	3	3	100%	0	<p>The three systems established by the program were:</p> <ol style="list-style-type: none"> 1. GIS – Training and facility provided (software and hardware) 2. UMIS – server and software provided 3. SFIS – School Facilities Information System was developed including templates, and training conducted. <p>Capacity building was provided to DepEd-ARMM to continue the use of the systems. The UMIS provides data on teachers, school heads and administrators who were trained by the program. HR management was part of the training to school heads and administrators.</p>	
	4.1.5 Special Technical Assistance Facility established and operational	1 system (Cardno)	1 system	1	1	100%	1	Accomplished. The facility was established in year 1 of the program and was operational until June 2017. During this reporting period, Special Technical Assistance Facility was used to fund some BRAC transition activities as well as regional planning activities which were not originally included in the approved Annual Plan.	
	4.1.6 Program based communications strategy developed and implemented (including # contracts signed with radio	1 strategy (Cardno)	1 (100%)	1	1	100%	0	<p>The Communications for Development (C4D) approach was underpinned by communications strategies that supported all program components to promote and influence achievement of end of program outcomes.</p> <p>BEAM-ARMM products such as brochures, posters, video documentation, radio air spots resulted from the C4D activities.</p>	

Key Outputs Linked to End Outcome	Indicators	End-of-Program Targets 2012–2017	Cumulative Accomplishment to End-of-Program (#)	Phase 2 Targets (2015–2017)	Cumulative Accomplishment Phase 2 (#)	% Accomplishment Phase 2	Accomplishment Jan-Jun 2017 (#)	Brief Narrative <i>(if accomplishment is as of date, explain where activities will still be conducted and the expected targets to be accomplished)</i>	Progress (Colour Code)																										
	stations by UNICEF)							These products were displayed during the show and tell in May 2017.																											
		7 (Tahderiyyah – UNICEF)	11 (157%)	7	11	157%	8	<p>Exceeded target. Three radio spots were developed and pre-tested in the selected communities in the seven regions /provinces. These were translated into four languages/dialects: Tagalog, Maguindanaoan, Maranao and Tausug to be easily understood in the Bangsamoro communities. The airing of radio-spots will continue until July 2017.</p> <table><thead><tr><th>RMOs/ PMOs</th><th>Region</th><th># Contracts</th></tr></thead><tbody><tr><td>CenMin</td><td>ARMM/ Region12</td><td>2</td></tr><tr><td>South Min</td><td>Region 12</td><td>2</td></tr><tr><td>Davao</td><td>Region 11</td><td>2</td></tr><tr><td>Zampen</td><td>Region 9</td><td>2</td></tr><tr><td>Sulu</td><td>ARMM</td><td>1</td></tr><tr><td>Ranaw</td><td>ARMM/ Region 10</td><td>1</td></tr><tr><td>Zambas</td><td>ARMM/ Region 9</td><td>Mobile Tahderiyya</td></tr><tr><td>CMO</td><td></td><td>1</td></tr></tbody></table>	RMOs/ PMOs	Region	# Contracts	CenMin	ARMM/ Region12	2	South Min	Region 12	2	Davao	Region 11	2	Zampen	Region 9	2	Sulu	ARMM	1	Ranaw	ARMM/ Region 10	1	Zambas	ARMM/ Region 9	Mobile Tahderiyya	CMO		1
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CMO		1																																	
	4.1.7 % of 2011 school communities have received the basic requirements for use of	50% of 2,011 schools (1,006 schools) (WASH – GIZ)	1,328 schools (132%)	50% PF 2,011 schools (1,006 schools)	1,328	132% (1,328 schools of the 1006 target)	0	All schools received guidelines and steps for establishing transparency boards via a memo requiring establishment in all schools and orientations were held at regional and division levels. Schools in all divisions are in the process of establishing transparency boards. Thus far, the divisions reported that 1,328 schools have																											

Key Outputs Linked to End Outcome	Indicators	End-of-Program Targets 2012–2017	Cumulative Accomplishment to End-of-Program (#)	Phase 2 Targets (2015–2017)	Cumulative Accomplishment Phase 2 (#)	% Accomplishment Phase 2	Accomplishment Jan-Jun 2017 (#)	Brief Narrative (if accomplishment is as of date, explain where activities will still be conducted and the expected targets to be accomplished)	Progress (Colour Code)
	transparency boards							installed transparency boards, 1,089 of which have been validated with photo documentation. The transparency boards are being monitored by the Regional Information Office.	
	4.1.8 # of tools to share learning from sanitation intervention and school feeding research developed with DepEd-ARMM and shared	2 (WASH – GIZ)	2 (100%)	2	2	100%	1	The learnings from the school feeding piloting are being shared widely. A report describing the concept and findings of the school feeding piloting as well as a recipe book for schools to replicate the approach were both launched at the school feeding workshop in December 2016. Further copies are now being printed and distributed to all feeding target schools. Support to DepEd-ARMM on school sanitation is ongoing. The GIZ staff member who was responsible for supervising the sanitation construction component is now working with the Office for Special Programs and Projects to capacitate their personnel on WinS infrastructure. The Toilet Repair Manual for schools in ARMM was reviewed and finalised.	
4.2 Development and adoption of relevant and appropriate policies by government agencies	4.2.1 Tahderiyyah accredited as an alternative model for early day-care by the 4Ps	1 (Tahderiyyah – UNICEF)	1 (100%)	1	1	100%	0	Accomplished. National Advisory Council of the <i>Pantawid Pamilyang Pilipino</i> Program (4Ps) has approved recognition of the Tahderiyyah centre as an educational facility that meets the conditionalities of 4Ps. A resolution has been signed by the members of the National Advisory Council with Resolution #35 series of 2016.	

Key Outputs Linked to End Outcome	Indicators	End-of-Program Targets 2012–2017	Cumulative Accomplishment to End-of-Program (#)	Phase 2 Targets (2015–2017)	Cumulative Accomplishment Phase 2 (#)	% Accomplishment Phase 2	Accomplishment Jan-Jun 2017 (#)	Brief Narrative (if accomplishment is as of date, explain where activities will still be conducted and the expected targets to be accomplished)	Progress (Colour Code)
	4.2.2 Madaris Accreditation Manual developed, Madaris Operations Manual developed and implemented	2 (Cardno / UNICEF)	0	2	2	0	2	Developed the Madaris Establishment and Accreditation Guidelines. The development of the guidelines involved the personnel from Bureau of Madaris Education, Tarbiyyah and BDA. (Cardno) Accomplished. Tahderiyyah School Management manual is currently being used as guide by the 335 Tahderiyyah Administrators in the seven BDA regions/provinces. This manual also contains an accreditation tool that was accepted by Tarbiyyah after the reviews conducted by the Bureau of Madaris Education, DepEd ARMM, DepEd Central, ECCD Council and DSWD Central. (UNICEF)	
	4.2.3 Department order on accreditation signed and announced by officials	1 (WASH – GIZ)	1 (100%)	1	1	100%	0	Regional memo on guidelines of the WinS monitoring and accreditation system was released by DepEd-ARMM and distributed to all divisions.	
4.3 Improving the capacity of government partners	4.3.1 # of DepEd-ARMM and BDA officers trained in M&E	8 BDA, 18 Division Planning officers, 9 DepEd-ARMM Regional Officers (Cardno)	47 (134%)	35 Officers (Cardno)	47 M=35 F=12	134%	0	DepEd-ARMM and BDA staff were trained and coached on data collection, recording and reporting. Results from capability building included use of data share, collection and uploading data using GIS, conduct of facilities inventory, development of research methodology and instruments as well as use of data for planning and reporting.	
		22 (UNICEF)	21	22 (UNICEF)	21 M=17	95%	0	21 M&E officers from the BDA who participated in Phase 2 of the Tahderiyyah	

Key Outputs Linked to End Outcome	Indicators	End-of-Program Targets 2012–2017	Cumulative Accomplishment to End-of-Program (#)	Phase 2 Targets (2015–2017)	Cumulative Accomplishment Phase 2 (#)	% Accomplishment Phase 2	Accomplishment Jan-Jun 2017 (#)	Brief Narrative (if accomplishment is as of date, explain where activities will still be conducted and the expected targets to be accomplished)	Progress (Colour Code)
					F=4			program M&E capacity building activities were also trained in Data Share system administration.	
	4.3.2 # of divisions oriented and trained on school health policy, implementing guidelines and templates	9 (WASH – GIZ)	9 (100%)	9	9	100%	0	All divisions were oriented at the WASH in Schools Summit. A memo explaining the process for implementing the templates was issued in June 2016.	●
	4.3.3 # of TVET councils organised and supported	5 (Cardno)	5 (100%)	5	5	100%	5	The TVET PMC meeting in February 2017 agreed that in lieu of organising TVET councils, the program together with TESDA-ARMM would reactivate the Provincial Technical Education and Skills Development Councils (PTESDCs) which have legal mandates. All 5 PTESDCs (5 provinces) were reactivated with interim composition until end of the year. They need to follow certain nomination steps starting July to re-constitute PTESDCs for 2018. TESDA-ARMM also committed to reconstituting the Regional TESDC. Composition of members was submitted to TESDA-National office in April 2017 for confirmation.	●
4.4 Established procedures to ensure promotion of	4.4.1 One-policy guidelines for the movement of learners across	1 policy guideline (Cardno)	1	1 joint guideline among partners	1	100%	1	The terms of reference for the transition of ADM learners was drafted and agreed by DFAT, DepEd-ARMM and BRAC to guide the transition team and facilitated the transition of ADM learners to DepEd-	●








Key Outputs Linked to End Outcome	Indicators	End-of-Program Targets 2012–2017	Cumulative Accomplishment to End-of-Program (#)	Phase 2 Targets (2015–2017)	Cumulative Accomplishment Phase 2 (#)	% Accomplishment Phase 2	Accomplishment Jan-Jun 2017 (#)	Brief Narrative (if accomplishment is as of date, explain where activities will still be conducted and the expected targets to be accomplished)	Progress (Colour Code)
Tahderiyyah / ADM / Madaris enrollees to elementary education	programs or to DepEd schools							ARMM schools. This included the early registration of learners in January 2017, the selection of qualified LFs who will teach in the learning centres that DepEd-ARMM could not accommodate in SY 2017–2018, and the transfer of all teaching materials and facilities to DepEd-ARMM. Cardno supported DepEd-ARMM and BRAC in development of guidelines for the the transition of Tahderiyyah completers to Grade 1 in public elementary schools in SY 2017–2018. On June 1, 2017, a Memorandum was issued by DepEd Central for the acceptance of Tahderiyyah completers for Grade 1 in all public schools.	
	4.4.2 Manual of Procedures for ADM Implementation (BRAC)	1 (ADM – BRAC)	1 (100%)	1	1	100%	1	The manual was completed incorporating comments from DepEd-ARMM.	

Table 2 Intermediate outcomes summary




Legend

Colour	● Grey	● Red	● Dark Red	● Yellow	● Dark Yellow	● Green	● Dark Green
Progress (%)	0	1–25	26–49	50–75	76–99	100	100+
Qualitative Description	Groundwork commenced	Beginning	In-progress	In-progress	In-progress	Target accomplished	Accomplished beyond target

Intermediate outcome indicators dashboard	Progress
Intermediate Outcome 1 Access: Students transitioning to next level of education (DepEd-ARMM schools)	
% of Tahderiyyah completers, boys and girls, who enrol in Kindergarten / Grade 1	●
% of Tahderiyyah enrollees who completed the program	●
% of Tahderiyyah teachers who hand ECCD checklist to Kinder / Grade 1 teachers in public / private schools and madaris	●
# of ADM enrollees who completed kindergarten	●
% of madaris learners moving up to the next grade	●
Intermediate Outcome 2 Quality: Teachers increasing competency in core subjects	
% of teachers improving in their competencies from baseline to post test	●
Intermediate Outcome 3 Employability: Enhanced absorptive capacity of the private sector to employ skilled out-of-school youth	
% of completers employed or engaged in livelihood	●
Intermediate Outcome 4 Governance: Relevant government agencies have policies and support systems in place to sustain programs	
Adoption by DepEd-ARMM of the QA Manual for Classroom Construction involving PTAs and other stakeholders	●
Memorandum Order on the implementation of Learning Partnership Program (LPP)	●
Number of schools with improved School Based Management	●
Sustainability plan in support of the Tahderiyyah program developed	●
Number of divisions conducting WASH in Schools monitoring which feeds in to an Accreditation System	●
% of 730 ADM-Learning Centres implementing EHCP interventions on a daily basis	●
% of Learning Centres supported by DepEd-ARMM	●
# of school divisions where school health personnel use templates and work plans	●

Intermediate Outcomes	Indicators	End-of-Program Targets	Phase 2 Targets	Accomplishment	Brief Narrative	Progress (Colour code)
Intermediate Outcome 1 Access: Students transitioning to next level of education (DepEd-ARMM schools)	% of Tahderiyyah completers, boys and girls, who enrol in Kindergarten / Grade 1	45% (UNICEF)	45%	Y1: 45.6% Y2: 65%	Exceeded target. For SY 2015–2016, of the 6,853 children who completed the program, 3,120 are reported to have transitioned to Kindergarten and Grade 1 (M=1,538, F=1,583). For SY 2016–2017, of the 7,243 children who completed the program, 4,709 are reported to be ready to transition to Kindergarten and Grade 1.	
	% of Tahderiyyah enrollees who completed the program	80% (UNICEF)	80%	81%	Exceeded target. Based on SY 2015-2016 available data, 80.45% of enrollees Mindanao-wide and 81.18% in ARMM completed a one year Tahderiyyah program. For the SY 2015–2016, of the 8,518 children who enrolled, 6,853 (M=3,377, F=3,476) completed the program.	
	% of Tahderiyyah teachers who hand ECCD checklist to Kinder / Grade 1 teachers in public / private schools and madaris	75% (UNICEF)	75%	47%	Based on the current data, 156 teachers assessed children using the ECCD Checklist. Data is from 156 Tahderiyyah centres with a total of 2,561 students (M=877, F=1,684) assessed using the ECCD Checklist. Data collection for Year 2 is ongoing.	
	# of ADM enrollees who completed kindergarten	36,000 (BRAC)	3,500	43,606 M=22,000 F=21,606	The number of learners who enrolled in ADM kindergarten was 43,669 (21,951 male, 21,718 female). The total number who completed kindergarten was 43,606 which was 121% accomplishment of the target in the approved plan. The results suggested that there were school-aged children without or with limited access to public schools and were served by the ADM. Girls accounted for 21,606 or 49.5% and boys totalled to 22,000 or 50.5%.	
	% of madaris learners moving up to the next grade	90 % (Cardno)	90%	79%	Final total of madaris learners who moved to the next grade was 79%. This represents the data from SY 2013-2014 up to SY 2016-2017. One madrasah in Tawi-Tawi is only offering kindergarten but all its completers proceeded to Grade 1 in a nearby government school.	
Intermediate Outcome 2 Quality:	% of teachers improving in their competencies from baseline to post test	50% (Cardno)	50%	64% of sample of teachers who took both pre-test and post-test	The results showed the general improvement in scores of Grades 1 and 2 teachers particularly in science. Grades 7 and 8 teachers showed significant improvement in scores but nevertheless the	

Intermediate Outcomes	Indicators	End-of-Program Targets	Phase 2 Targets	Accomplishment	Brief Narrative	Progress (Colour code)
Teachers increasing competency in core subjects				improved in scores	scores were very low demonstrating their difficulties in shifting from the old curriculum to the K–12 curriculum. Qualitative study was completed in April 2017 and indicated factors that influenced teachers' performance (Refer Annex 4).	
Intermediate Outcome 3 Employability: Enhanced absorptive capacity of the private sector to employ skilled out-of-school youth.	% of completers employed or engaged in livelihood	50% (Cardno)	50%	56%	Four tracer studies that were completed showed that 56% of OSY completers have been employed. The post-training support and the industry-focused approach of the program facilitated the achievement of this outcome.	●
Intermediate Outcome 4 Governance: Relevant government agencies have policies and support systems in place to sustain programs	Adoption by DepEd-ARMM of the QA Manual for Classroom Construction involving PTAs and other stakeholders	1 (Cardno)	1	100%	Classroom Construction Manual with monitoring and QA tools completed and adopted by DepEd-ARMM. The construction management and monitoring guidelines and tools were shared by DepEd-ARMM to other line agencies of ARMM government. The activity was initiated by the Regional Planning and Development Office in collaboration with DepEd-ARMM.	●
	Memorandum Order on the implementation of Learning Partnership Program (LPP)	1 (Cardno)	1	100%	Finalised in May 2017 and shared with schools divisions of DepEd-ARMM. A case study on approaches and practices of the LPP is included in Annex 2.	●
	Number of schools with improved School Based Management	1,000 (Cardno)	1,000	1,361	BEAM-ARMM improved aspects of school-based management practice in 1,276 elementary schools and in 85 secondary schools through various interventions as discussed in Annex 2: Case Studies and Discussion Papers. These activities promoted the participation of stakeholders. The number includes schools that improved in School Improvement Planning; engaged with the community in classroom construction and rehabilitation; strengthened stakeholder participation through the Learning Partnership Program and Read ALLL and implemented the Essential Health Care Program (EHCP). The data shows that a total of 1,361 schools actively participated in at least one of these interventions.	●

Intermediate Outcomes	Indicators	End-of-Program Targets	Phase 2 Targets	Accomplishment	Brief Narrative	Progress (Colour code)
	Sustainability Plan/Strategy paper in support of the Tahderiyyah program developed and passed by the new Bangsamoro government	1 (UNICEF)	1	0	<p>In progress.</p> <p>During the February 2017 PCC meeting, it was agreed that in exchange of the strategy paper (because BBL has been put on hold at this time), the sustainability plan will be used instead.</p> <p>In preparation of the sustainability plan, BDA and UNICEF facilitated a number of activities:</p> <ol style="list-style-type: none"> 1. Tahderiyyah Learning visit by DepEd (CO and ARMM) and DSWD ARMM January 31-February 1. 2. Meeting with DSWD ARMM on how Tahderiyyah can benefit from other DSWD's program for children and their families such as supplementary feeding program, among other. The meeting also explored the possibility for DSWD to pilot Tahderiyyah curriculum in public Child Development Centres in ARMM. 3. Series of meetings with DepEd CO to discuss issues on the issuance of PTO and on how Tahderiyyah centres can be provided with provisional PTO while in the process of reviewing the PTO guidelines and policies at the national level. 4. UNICEF participation in the BEAM-ARMM led activity to prepare the Sustainability Plan for the education programs of BDA and Tarbiyyah 5. Sustainability plan/matrix was drafted by Tarbiyyah but for further refinement. 	
	Number of divisions conducting WASH in Schools monitoring which feeds in to an Accreditation System	2 (GIZ)	2	2	WASH in Schools (WinS) monitoring was conducted in two divisions: Maguindanao I and Maguindanao II. In total, 402 out of 559 schools across the two divisions participated. The results of this monitoring allow the Regional Office to categorise WinS progress in each school based on the Three Star Approach. In total, 99 schools applied to be accredited. Accreditation of qualifying schools by the Regional Office is ongoing. A video is also being developed, funded by DepEd-ARMM, to document the WinS monitoring process and visualise how to progress upwards from one-star rating.	
	% of 730 ADM- Centres implementing EHCP interventions on a daily basis	75% (GIZ)	75%	75%	Training and materials have been provided to 550 (75%) of learning centres in ARMM. Monitoring of daily EHCP implementation in learning centres is ongoing and being conducted by BRAC.	






Intermediate Outcomes	Indicators	End-of-Program Targets	Phase 2 Targets	Accomplishment	Brief Narrative	Progress (Colour code)
	% of Centres supported by DepEd-ARMM	845 (BRAC)	845	100%	<p>During Phase 2, 845 learning centres were established: 115 learning centres for kindergarten learners with 3,798 learners and 730 learning centres for 25,438 elementary learners. These learners are now in Grades 3, 4 and 5.</p> <p>A transition plan was approved by DepEd-ARMM and DFAT for all 730 to be fully transitioned by SY 2018–2019 with support to be provided by DFAT in SY 2017–2018.</p>	
	# of school divisions where school health personnel use templates and work plans	5 (GIZ)	5	9	All divisions were involved in the finalising of the content of the templates and all divisions are currently using final templates based on the School Health policy.	

Table 3 End-of-Program outcomes summary

Legend




Colour	● Grey	● Red	● Dark Red	● Yellow	● Dark Yellow	● Green	● Dark Green
Progress (%)	0	1–25	26–49	50–75	76–99	100	100+
Qualitative Description	Groundwork commenced	Beginning	In-progress	In-progress	In-progress	Target accomplished	Accomplished beyond target

End of Program outcome indicators dashboard	Progress
Improved access and equitable provision of early childhood and basic education and OSY training support	
13% increase in school completion rates for boys and girls in the elementary	●
7% increase in school completion rate for boys and girls in the secondary	●
10% increase in school completion rate for boys and girls in the Tahderiyyah	●
90% of 36,000 kindergarten completers will proceed to Grade 1 ADM Elementary	●
80% of ADM completers will proceed to DepEd secondary (assuming continuation of fund support to complete Grade 6 level)	●
Increase enrolment of IP learners, children with special needs, children in conflict, children from poor families	
Subsumed in the targets for of Tahderiyyah, ADM and BE	●
48% – 55% increase access to ECE of Grade 1 entrants, boys and girls	●
7% increase in school participation in elementary and secondary	●
Improved quality of education and education environment (for learners, teachers, and managers)	
Improved school readiness assessment of Grade 1 intakes i.e. 90% of 36,000 ADM kindergarten completers will proceed to Grade 1	●
50% improvement in elementary LAPG results (Language Assessment for the Primary Grade) of ADM Grade 3 learners	●
5% improvement in achievement rate in elementary and secondary from a baseline selected schools	●
5% reduction in disparity in performance of boys and girls	●
5% improvement in performance of Madaris learners (supported private Madaris)	Not Applicable (see narrative below)
5% improvement in performance of Madaris teachers who took the baseline in SY 2013 – 2014	●
Improved employability of OSY and high school graduates	
50% of OSY completers employed or engaged in livelihood	●
Improved education governance of early childhood and basic education and OSY	
Improved school heads capacities on school-based management in 1,000 public schools	●
1000 public schools have improved school-based management	●
100% of ADM Learning Centres received direct management support from DepEd-ARMM (100% of ADM learners included in the LIS)	●
50% of 2011 school heads involve the community in resource management	●


Outcome Statement	Indicators	Targets	Accomplishment	Brief Narrative	Progress (Colour Code)
End Outcome 1: Access: Improved access and equitable provision of early childhood and basic education and OSY training support.	% increase in school completion rates for boys and girls	Elementary – 13% increase in school completion rates	Elementary: <ul style="list-style-type: none"> Elementary completion rate increased by 15.3% from 24.63% to 39.88%. Boys completion rate increased by 14.07% from 22.55% to 36.62%. Girls completion rate increased by 16.48% from 26.60% to 43.08%. 	The comparative analysis on elementary and secondary completers was based on the EBEIS for the period SY 2012-2013 (baseline) to SY 2015-2016 (end line). The findings showed significant increases in completion rates.	
		Secondary – 7% increase in school completion rates	Secondary: <ul style="list-style-type: none"> Secondary completion rate increased by 30.3% from 46.5% to 76.8%. Boys completion rate increased by 29.6% from 44.68% to 74.30%. Girls completion rate increased by 33.92% from 47.84% to 81.76%. 	For secondary students, the comparative analysis was based on SY EBEIS for the period SY 2014-2015 and SY 2015-2016. The program's interventions were focused on quality in the earlier years when the program trained secondary school teachers (Grades 7 and 8) in science, math and reading instructions.	
		Tahderiyyah – 10% increase in school completion ¹⁰ rates for boys and girls (from previous year)	Completion Rate SY 2014-2015 ¹¹ <ul style="list-style-type: none"> 73.9% (73.4% in boys and 74.2% in girls) in ARMM 73.9% (70.6% in boys and 74.2% in girls) for ARMM and non-ARMM SY 2015-2016; <ul style="list-style-type: none"> 81.8% (81.5% for boys, 82.1% for girls) completion rate for ARMM, 80.5% (79.8% for boys, 81.1% for girls) (6,853 of 8,518 completers completion rate for ARMM and non ARMM Completion rate increased by 7.9% in ARMM from SY 2014-2015 in comparison to SY 2015-2016. Including non-ARMM regions it increased by 6.6%.	The analysis on the Tahderiyyah program completers (Kindergarten) is based on the two consecutive school years i.e. SY 2014-2015 and SY 2015-2016. SY 2016-2017 is not yet included in the analysis for the End-of-Program Review report. However the initial report for total enrolment for SY 2016-2017 was 9,121 children of which 5,749 were in ARMM. The number of completers for SY 2016-2017 was 7,243 children (4,527 in ARMM). Completion rate in total is 79.4% and in ARMM it is 78.7%. The completion rate decreased by 1% in total and by 3% in ARMM in comparison to SY 2015-2016.	

¹⁰ This indicator is defined as the % of enrollees who enrolled (ages 3 – 5 and above) at the beginning of the school year and completed one year or 40 weeks of Tahderiyyah Curriculum. The indicator was computed by comparing changes in completion rates between 2 consecutive school years.




¹¹ SY 2014-2015 completion rate was based on a percentage figure from UNICEF

Outcome Statement	Indicators	Targets	Accomplishment	Brief Narrative	Progress (Colour Code)
		<p>ADM – 90 % of 36,000 kindergarten completers will proceed to Grade 1</p> <p>ADM Elementary</p> <p>80% completers will proceed to DepEd secondary (assuming continuation of fund support to complete Grade 6 level)</p>	<p>43,606 completers (21,606 girls and 22,000 boys) proceeded to Grade 1 which is 34% higher than the target of 32,400 (90% of 36,000) out-of-school children. 100% proceeded to Grade 1.</p> <p>As of SY 2016-2017 ADM Elementary is still in Grade 5 and will complete elementary education only in SY 2017–2018 which is beyond the life of the program.</p>	<p>The analysis on the ADM Kindergarten completers was based from SY 2012-2013 to SY 2015-2016. From SY 2016-2017 there were no further Kindergarten enrollees in ADM.</p> <p>The cohort in Grade 5 is now in Grade 6 for SY 2016-2017 and expected to transition to complete Grade 6 in SY 2017–2018.</p>	 
	Increase enrolment of IP learners, children with special needs, children in conflict, children from poor families ¹²	Subsumed in the targets of Tahderiyyah, ADM and BE above, increase will be determined during evaluation	<p>IP Enrolment:</p> <p>Based on EBEIS data on IP , there was a significant increase:</p> <p>SY 2012-13 = 54,527 pupils</p> <p>SY 2016-17 = 358,730 pupils</p> <p>The increase was largely due to the improved identification in the system of IP learners.</p> <p>ADM IP/marginalised group enrolment recorded a total of 6,344 learners (3,160 boys, 3,184 girls) who come from three IP groups (Teduray, Subanen and Manobo) and marginalised Bangsamoro ethnic groups (Yakan, Sama and Badjao).</p> <p>Tahderiyyah recorded an IP Enrolment of 20 children.</p> <p>Children with special needs:</p> <p>SPED Enrolment increased from 90 in SY 2012-13 to 187 children in SY 2016-17 in SPED centres.</p> <p>In regular public schools in SY 2016-2017, there were 1,072 children enrolled.</p>	<p>There was no baseline data on IPs and children in conflict, thus the accomplishments are given in absolute values.</p> <p>The ADM learning centres accepted only children with mild or moderate physical disabilities since the LFs do not have the capacity to handle children with severe disorders.</p> <p>The ADM project is designed to serve the children of poor families with very limited or no access to basic education provided by the government schools.</p>	




¹² As per the National Statistics and Coordinating Board (NSCB), the definition of “poor” is based on RA 8425 known as Social Reform and Poverty Alleviation, passed by Congress in December 1997 which refers to families or individuals with per capita income/expenditure less than per capita poverty threshold. The Philippine Statistic Authority reported that in ARMM, the annual per capita poverty threshold in 2012 is PHP 20,517 with poverty incidence among families of 48.7% (highest among 17 regions in the Philippines)

Outcome Statement	Indicators	Targets	Accomplishment	Brief Narrative	Progress (Colour Code)
			<p>ADM recorded 391 (235 boys and 156 girls) children with physical impairments. This brings the total of number of children with special needs supported by the Program to 1,650 – a significant increase in enrolment of children with special needs in SPED centres, regular schools, and ADM combined</p> <p>Children in conflict-affected areas: Tahderiyyah recorded 26,173 learners served in ARMM from SY 2012 to SY 2017.</p> <p>Madaris (from the 52 madaris supported by the program) recorded a total of 4,336 children served from SY 2013 – 2017.</p> <p>Children from poor families: ADM served 53,736 children from SY 2012-17.</p>		
	% increase access to ECE of Grade 1 entrants, boys and girls.	48% – 55%	<p>EBEIS data on percentage of Grade 1 with early childhood education (ECE):</p> <ul style="list-style-type: none"> • SY 2012-13 = 62 % • SY 2014-15 = 46 % <p>The above 16%¹³ decrease can be correlated to the reduced number of Kindergarten Completers:</p> <ul style="list-style-type: none"> • SY 2012-13 = 187,295 • SY 2015-16 = 70,960 <p>The significant reduction may be the result of EBEIS data clean-up.</p> <p>But in terms of program contribution:</p> <ul style="list-style-type: none"> • BRAC: 43,606 kindergarten completers transitioned to Grade 1 from SY 2013 – SY 2016. 	<p>BEAM-ARMM contribution to Grade 1 entrants with ECE is 50%. The ADM, madaris and ECCD programs contributed to this i.e. total of 44,723 children were served by BEAM-ARMM through ADM and madaris.</p> <p>An estimate of 45.5% of Kindergarten completers from the Tahderiyyah centres have moved to Grade 1.</p> <p>It can be inferred from the 128 Tahderiyyah centres in ARMM that provided completion and transition data i.e. 1,347 or 45.5% of the 2,958 Kindergarten completers have transitioned to Grade 1 in SY 2015-2016.</p> <p>With 45.5% transition rate overall as basis, 1,842 of 4,050 kindergarten completers</p>	



¹³ The EBEIS data does not fully reflect achievement of the program on Grade 1 entrants with ECE. Many kindergarten learners from ADM and Tahderiyyah moved-up to Grade 1 within ADM and in Madaris between 2012–2016. In applying BEAM-ARMM's contribution to Grade 1 entrants with ECE (i.e. 50%), this indicator was achieved.

Outcome Statement	Indicators	Targets	Accomplishment	Brief Narrative	Progress (Colour Code)
			<ul style="list-style-type: none"> Madaris supported: 1,054 pupils transitioned to Grade 1. Tahderiyyah completers transitioned to Grade 1 in SY 2016–2017 was in total 3,120 (1,537 male, 1,583 female) in SY 2016-2017. In ARMM for the same year, 1,844 transitioned to Grade 1 (913 male and 931 female). In SY 2016-2017, 4,709 (3,331 in ARMM) are ready to transition to Grade 1 as certified by Asatidz. 	from the Tahderiyyah centres in ARMM (who) moved to Grade 1.	
	% increase in school participation	7% increase in school participation in elementary and secondary	<p>In Elementary,</p> <ul style="list-style-type: none"> Gross Enrolment Rate (GER) increased by 22 percentage point from 66.8% to 88.9%. NER increased by 14.1 percentage point from 55.5% to 69.6%. <p>In Secondary, Gross Enrolment Rate increased by 7.9 percentage point from 38.6% to 46.5%.</p>	Based on EBEIS data on enrolment (SY 2012–2013 as baseline compared to SY 2015–2016 as latest data available from EBEIS)	
End Outcome 2: Quality: Improved quality of education and education environment (for learners, teachers, and managers).	Improved school readiness assessment of Grade 1 intakes	ADM – 90% of 36,000 kindergarten completers will proceed to Grade 1	43,606 completers (21,606 girls and 22,000 boys) proceeded to Grade 1 (refer to data above) which is 34% higher than the target of 90% of 36,000 or 32,400 out of school children. All kinder completers proceeded to Grade 1.	Exceeded target. The last kindergarten classes offered under the ADM were in SY 2015–2016.	
	% improvement in elementary LAPG results (Language Assessment for the Primary Grade)	50% of ADM Grade 3 learners receive passing rate in the LAPG (If DepEd brings back the NAT for G3, then the measure will be 50% passing for NAT instead of LAPG)	2,820 (1,466 boys and 1,354 girls) ADM learners or 84.7% out of 3,330 who took the LAPG 2015 have Mean Percentage Scores moving towards mastery (66 to 85). This is based on the criteria ¹⁴ set by DepEd).	At June 2017, 11,000 Grade 4 learners have participated in the LAPG but the results have not been published by DepEd –BEA.	

¹⁴ DepEd classified the students' scores into: 0-4 absolutely no Mastery; 5-15 very low mastery; 16-34 Low mastery; 35 -65 Average Mastery; 66-85 Moving towards mastery; 86-95 Closely approximating mastery; 96-100 Mastered.

Outcome Statement	Indicators	Targets	Accomplishment	Brief Narrative	Progress (Colour Code)
	Improved achievement rate in elementary and secondary from a baseline of selected schools	5%	<p>NAT Grade 3:</p> <p>Based on the scores of 75,104 test takers in August 2016 against scores of 91,303 test takers in February 2015</p> <ul style="list-style-type: none"> 22.83 % increase in the MPS of Grade 3 students in science 6.85 % increase in the MPS of Grade 3 students in math 3.8 % increase in the MPS of Grade 3 in English Reading <p>Overall: 10.5 % increase in the MPS of Grade 3 students</p>	Overall there was a 10.5 % increase in the MPS of Grade 3 students. There is no achievement test for secondary.	
	Reduced disparity in performance of boys and girls	5%	<p>Girls have increased their mean percentage score performance by 5.9% from 55.03 in 2012 to 60.93 in 2016. Boys have increased their mean percentage score performance by 5.57% from 53.91 in 2012 to 59.48 in 2016.</p> <p>Overall, female students who participated in the NAT in 2012 and 2016 achieved higher mean percentage scores than their male counterparts in 2012 and 2016. Female students assessed in 2012 had significantly higher mean percentage score (F=55.03) than male students (M=53.91). Likewise, female students assessed in 2016 had significantly higher mean percentage score (M=60.93) than male students (M=59.48). The disparity in mean percentage scores between male and female students in 2016 is greater than their male and female student counterparts in 2012.</p>	From the qualitative studies, teachers still provide stereotypical responses that girls are more attentive and boys are more playful and have shorter attention span. In some areas, though, teachers said that most boys are old enough to help in parents' livelihood in the farms and in fishing so they are distracted from school work.	
	% improved performance of Madaris learners and teaching in private	5%	Teachers took the baseline in SY 2013-2014. Post-test was not undertaken.	Students: the program's assistance began with Tahderiyah or Kindergarten. The first cohort is now in Grade 3. At the time of BEAM-ARMM assessment using NAT	

Outcome Statement	Indicators	Targets	Accomplishment	Brief Narrative	Progress (Colour Code)
	Madaris (supported private Madaris)			Grade 3, the cohort had just started Grade 3 so they were not eligible to take the NAT. Teachers: All teachers who were at the madaris in 2013-2014 took the baseline test for teachers. At the time of the final assessment, the teachers who took the baseline have been replaced and new teachers have been assigned. Because teachers in the madaris are volunteers, the continual challenge of teachers coming and going made it difficult to do the assessment. Based on the baseline results which showed very low performance of madaris teachers and that most of them are not fully certified teachers, it is expected that their scores would still be much lower than the DepEd teachers.	
End Outcome 3: Employability: Improved employability of OSY and high school graduates.	% of OSY completers employed or engaged in livelihood	50%	56%	Four tracer studies were completed and which covered at least 10% of the OSY TVET completers. with 1,112 OSY completers tracked.	●
End Outcome 4: Governance: Improved education governance of early childhood and basic education and OSY.	Improved school heads capacities on school-based management	1000 public schools	1,974 school heads trained	200 school heads and administrative officers were trained as trainers who are now facilitating roll-out of School Improvement Planning. The improved capacity of school heads on school-based management resulted in the development of 1,020 School Improvement Plans.	●
	Number of schools with improved school-based management	1000	1,361	BEAM-ARMM improved aspects of school-based management practice in 1,276 elementary schools and in 85 secondary schools through various interventions as discussed in Annex 2: Case Studies and Discussion Papers. These activities promoted the participation of stakeholders. The number includes schools that	●

Outcome Statement	Indicators	Targets	Accomplishment	Brief Narrative	Progress (Colour Code)
				improved in School Improvement Planning; engaged with the community in classroom construction and rehabilitation; strengthened stakeholder participation through the Learning Partnership Program and Read ALLL and implemented the Essential Health Care Program (EHCP). The data shows that a total of 1,361 schools actively participated in at least one of these interventions.	
	% of ADM Learning Centres receive direct management support from DepEd-ARMM	100% of ADM learners included in the Learners Information System (LIS), their transition to higher grades tracked and academic performance assessed by DepEd-ARMM	21,376 (M=11,142, F=10,234) ADM learners were entered in the Learner Information System which is 98.7% of the total enrolment.	98.7% of the total 21,640 learners for SY 2016-2017 have Learner Reference Numbers (LRN); 213 learners (M=116, F=97) transferred to DepEd schools with LRN. The performance of ADM learners was assessed following the grading system of DepEd based on the K-12 curriculum competencies. This is BRAC's record of ADM elementary learners only who were given an LRN in DepEd-Central's Learner Information System. Those 32,000 kindergarten learners who transitioned to public schools were not included here as they were given LRNs in the schools where they transitioned to for Grade 1.	
	% of 2011 school heads which involved the community in resource management	50% of 2011 schools heads involve the community in resource management	69% of 2011 school heads have established transparency boards ¹⁵	Thus far, the divisions have reported that 1,328 schools have established transparency boards, 1,089 of which have been validated with photo documentation. The transparency boards are being monitored by the Regional Information Office.	

¹⁵Source: DepEd ARMM Regional Transparency Boards focal person report (compiled from division reports)