

ANNEXES

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Annex A

List of Original End of Program
Outcomes

ANNEX A List of Original End of Program Outcomes

End of Program Outcomes (EoPOs)	Component 1 IP Education	Component 2 Muslim Education	Component 3 Capacity building	GPIDA
Supply Side				
Strengthened DepED capacity in the management/implementation and monitoring and evaluation, particularly in the area of grants			✓	
A system in place for collecting and reporting better and relevant basic education data on IP and Muslim populations for basic education in the nine regions	✓	✓		✓
Key enabling policies and guidelines for adopting appropriate basic education pedagogy, content, and assessment	✓	✓		✓
Enabling guidelines for providing adequate and culturally-appropriate learning resources and environment to IP learners;	✓			
Enabling policies and guidelines synergizing collaborative mechanisms for Madrasah education and PRIME Muslim education		✓		
Strengthened policies and guidelines on hiring, deployment, and continuous development of teachers and learning facilitators in the implementation of IP Education Program	✓			✓
Strengthened capacity of appropriate multi-level units within DepED responsible for planning, implementing, and monitoring IP and Muslim education interventions	✓	✓	✓	✓
Mechanisms and institutional arrangements that will ensure coordination, knowledge sharing and sustainability of IP programs among various civil society and education partners	✓		✓	
Institutionalized mechanisms for providing alternative delivery modes of learning for IP and Muslim basic education learners	✓	✓	✓	✓
Enhanced and strengthened capacity in executing, managing/implementing and coordinating program to support IP and Muslim education	✓	✓	✓	
Demand side				
370 PRIME schools/cluster of schools/community learning centres (within the PRIME Divisions) actively engaged in community-school-based activities to support projects to improve access to quality education	✓	✓		✓
Increased number of RO interventions planned, managed/implemented, monitored and evaluated to improve IP and Muslim access to quality education	✓	✓		
Increased number of DO interventions planned, managed/implemented, monitored and evaluated to improve IP and Muslim access to quality basic education	✓	✓		
Increased percentage of community-school interventions planned, managed, monitored and evaluated	✓	✓		✓
Increased multi-stakeholders' participation in PRIME-supported interventions such as planning, implementation and M&E	✓	✓		✓
Increased percentage of internal and external stakeholders (education leaders, managers, school heads, teachers) trained on the management of various interventions including implementation of indigenized education/learning materials and instructions as well as enhancing capacity to effectively implement IP and Muslim education in communities.	✓	✓	✓	✓
Increased percentage of teachers trained and capacitated for effective IP and Muslim education program implementation	✓	✓		
Documentation of desirable and good practices in IP and Muslim Education;	✓	✓	✓	✓
Positive change/s in behavior, attitudes, perception among internal and external stakeholders towards IP and Muslim Education.	✓	✓	✓	✓

Annex B

List of Validated Menu of
Outputs

ANNEX B List of Validated Menu of Outputs

Component 1: Indigenous Peoples' Education

Validated Outputs (9):

- 1.1 IP Policy and Strategies Adoption and Implementation
- 1.2 Development and Enhancement of School Improvement Plans (SIP)/Community Education Improvement Plans (CEIP)
- 1.3 Curriculum, Instructional Guides and Learning Materials Indigenized and Adopted
- 1.4 Education and Training Programs for IP/Non-IP Teachers Enhanced
- 1.5 Development and Implementation of Support Program for IP Education Leaders, Managers, Practitioners and other Stakeholders
- 1.6 Establishment and Operation of Regional IP Education Centers
- 1.7 Design and Implementation of Access Programs in Selected IP Communities
- 1.8 Establishment of Public-Private Partnership (PPP) Program on IP Education
- 1.9 Documentation and replication of desirable practices

Component 2: Muslim Education

Validated Outputs (6):

- 2.1 Review and Enhancement of Existing Policy on Muslim Education including curriculum
- 2.2 Development and Enhancement of Community-School Education Improvement Plans (CSEIP)
- 2.3 Design and Implementation of Access Programs in Communities with High Muslim Population
- 2.4 Enhancement of Education and Training Programs for Muslim/Non-Muslim Teachers
- 2.5 Development & Implementation of Support Program for Muslim Education Leaders, Managers, Practitioners and other Stakeholders
- 2.6 Establishment and Operation of Regional Muslim Education Centers

Component 3: Capability Building and Institutional Strengthening

Validated Outputs (2):

- 3.1 Training Needs Analysis (TNA) Developed and Conducted
- 3.2 Training Program for the 3 Program Components Developed and Implemented

Component 4. Program Administration and Management

Validated Outputs (6):

- 4.1 Planning System & Operations
- 4.2 Coordination & Communication Systems & Operations
- 4.3 Financial Systems
- 4.4 Monitoring and Evaluation System
- 4.5 M&E Reports and Operational M&E System
- 4.6 Program Management and Administration

Annex C

Reimbursable Expenditures

ANNEX C Reimbursable Expenditure

TABLE 1: VARIANCE TO BUDGET

	Budget Jul-Dec11	Total Actual Expenditure	Variance to Budget
Reimbursable - Specified Personnel Costs	297,914	291,772	(6,142)
Reimbursable - Short Term Adviser Personnel Costs	94,877	92,735	(2,141)
Reimbursable - Grants and Implementation Activities	443,594	494,986	51,392
Reimbursable - Operational Costs	751,930	549,449	(202,481)
Reimbursable - Contractor Administration and Equipment Costs	66,746	50,765	(15,981)
Total Costs by Month	\$1,655,060	\$1,479,707	-\$175,353

NOTE: TABLE DOES NOT INCLUDE REGULAR PAYMENTS AND MILESTONE PAYMENTS

TABLE 2. FINANCIAL YEAR BUDGET AND EXPENDITURE

Category	Budget 2011-12	Total Actual Expenditure Jul-Dec11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Total Actual + Forecasted Expenditure	Variance to Budget
Reimbursable - Specified Personnel Costs	577,776	291,772	45,420	45,420	47,181	47,181	47,331	47,331	571,635	(6,142)
Reimbursable - Short Term Adviser Personnel Costs	142,327	92,735			12,450		35,000		140,185	(2,141)
Reimbursable - Grants and Implementation Activities	2,015,998	494,986	45,000	75,000	52,321	1,107,474	115,334	47,448	1,937,562	(78,436)
Reimbursable - Operational Costs	1,076,955	549,449	160,000	145,000	50,000	57,791	48,791	48,791	1,059,823	(17,132)
Reimbursable - Contractor Administration and Equipment Costs	121,292	50,765	7,000	7,000	7,000	7,000	7,000	7,000	92,765	(28,527)
Total Costs by Month	\$3,934,348	\$1,479,707	\$257,420	\$272,420	\$168,951	\$1,219,446	\$253,456	\$150,570	\$3,801,970	-\$132,378

NOTE: TABLE DOES NOT INCLUDE REGULAR PAYMENTS AND MILESTONE PAYMENTS

Annex D

Risk Management Plan/Matrix

ANNEX D Risk Management Plan/Matrix

PRIME Program



Risk

Management Matrix

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

15 January 2012

Document Title	Risk Management Matrix – Updated
Initial Issue Date	13 May 2011
Prepared by	Director – Program Development
Revised by	Program Director
Revision Date	15 January 2012
Version	3.0
Version 3.0 Reviewed by	Project Manager, Director – Program Development

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

#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
<i>Political/Security Risks</i>							
1	Poor governance and corruption problems	<ul style="list-style-type: none"> Effectiveness of the Program affected Progress and sustainability limited due to conflicting priorities Undermines confidence in partner government 	3	3	M	<ul style="list-style-type: none"> Supporting increased transparency and accountability by GoA and GoP (e.g. AusAID Transparency Initiative) Instituting anti-corruption measures directly relevant to the pillars of the program Manage resources transparently, with unambiguous and well publicised guidelines Work within to strengthen existing governance and decision-making structures/processes 	PRIME Team, GoA, GRM
2	Political, economic and/or civil instability	<ul style="list-style-type: none"> Increased security risk to personnel and assets Delay in implementation or loss of momentum Reduced coordination between stakeholders 	3	4	M	<ul style="list-style-type: none"> PRIME to maintain contact with GoA Embassy on issues relating to the broader political situation Ensure effectiveness of communications, security and emergency evacuation plans Implementation of a 'daily tracking' system for all personnel Flexible approach to activity design/planning with contingency planning where possible 	PRIME Team, GRM, GoA
3	Political intervention in program activities at the local level	<ul style="list-style-type: none"> Dilution of program impact due to less effective targeting of resources and inputs Energy diverted to ensuring equitable/transparent resources allocation 	3	4	H	<ul style="list-style-type: none"> Ensure all staff involved are aware of policy on dealing with political interventions Maintain active working relationships with key leaders at regional, division and community levels Manage resources transparently, with unambiguous and well publicised guidelines for grants Initiate local advocacy initiatives Institute cross-agency discussion groups/committees 	PRIME Team, GoA
4	Peace and Order Problems/Security situation deteriorates in certain areas	<ul style="list-style-type: none"> Communities distracted by peace and order, unable to participate in program Program activities cannot be provided due to security issues 	4	5	H	<ul style="list-style-type: none"> Identify areas of most concern - maintain updated Security Plan around planned program activities Use multiple sources of information to validate risks Engage other stakeholders in program activities that are able to work in affected areas Ensure safety and security guidelines are regularly updated and adhered to Implementation of the 'daily tracking' system for all personnel If necessary, suspend program and monitor; seek advice from GoA and GoP 	PRIME Team, GoA, GoP

#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
5	Negative perception in communities of linkage between GoA interests in resources and support from AusAID	<ul style="list-style-type: none"> Communities mistrust program interventions and do not participate Program activities cannot be provided to targeted communities due to resistance 	1	3	L	<ul style="list-style-type: none"> Ensure appropriate advocacy of program interventions Monitor and communicate with Embassy on issues where perception is being expressed Work through DepED structures and processes to indicate program is DepED's with GoA support 	PRIME Team, GoA
6	Conduct of the 2013 Mid-term Elections	<ul style="list-style-type: none"> 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	2	M	<ul style="list-style-type: none"> Early discussion with target Regions, Divisions and schools regarding disruption to activity implementation and preparation of adjustments to schedules/activities Build into annual programming schedules and adjust program timelines as required 	PRIME Team, GoP
Coordination, Management and Financing Risks							
7	Changes in MC leadership and management staff	<ul style="list-style-type: none"> Disruptive to program implementation and time consuming due to the need to build capacity of replacement Effectiveness of program affected Loss of institutional learning 	3	3	M	<ul style="list-style-type: none"> GRM to ensure effective recruitment, selection, placement and performance systems are applied Leadership and management development training activities to incorporate change management Regular performance reviews identify staff dissatisfaction Develop a staff retention strategy covering aspects such as professional development and work life balance Use existing personnel to provide services to areas where a departure has happened (e.g. Region XI) 	GRM
8	Changes in DepED leadership and management staff	<ul style="list-style-type: none"> Disruptive to program implementation due to the need to build capacity of replacement Effectiveness of program affected Loss of institutional learning and sustainability 	4	4	H	<ul style="list-style-type: none"> DepED to appoint leaders and managers who will be dedicated to provide long term guidance and direction DepED to minimize alternative appointments DepED to ensure appropriate handover and orientation of newly appointed leaders and managers 	DepED
9	Lack of coordination and cooperation between stakeholders	<ul style="list-style-type: none"> Overlapping of functions/duplication of activities Sustainability of the Program affected 	4	4	H	<ul style="list-style-type: none"> Reinforcing program activities Ensuring strict adherence to the management structure and strengthening consultative processes 	PRIME Team, DepED

#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
	and within stakeholder agencies	<ul style="list-style-type: none"> Lack of ownership Delays /inefficiency in implementation due to uncertain activity parameters) Uncertain accountabilities - lack of confidence 				<ul style="list-style-type: none"> Public dissemination of achievements recognizing the contributions of stakeholders In consultation with DepED and stakeholders, develop a set of engagement protocols to inform key roles and responsibilities, principles and ways of working, communicating, delegating, decision-making and dispute-resolution procedures Document, disseminate and discuss with key stakeholders and deploy processes to strengthen collaboration 	
10	Stakeholders do not have the capacity to monitor and evaluate effectiveness of activities	<ul style="list-style-type: none"> Lack of stakeholder commitment to Program Difficulties in monitoring Program activities, identifying trends and outcomes Program activities not sustainable 	3	3	M	<ul style="list-style-type: none"> Establish effective systems for joint monitoring and evaluation of Program activities Support capacity development for implementing stakeholders in areas of identified weakness Communication with all implementing stakeholders to facilitate early identification/resolution of capacity issues Agree on realistic and appropriate Program indicators with stakeholders 	PRIME Team, DepED
11	Lack of availability of DepED staff for participation in key program management activities – including re-assignment	<ul style="list-style-type: none"> Delays in program implementation and decision making process Effectiveness of Program affected 	4	4	H	<ul style="list-style-type: none"> Progress in the implementation of program activities monitored on a monthly basis Priority given to identifying, training and involving suitable DepED personnel on a longer term basis Take measures to strengthen commitment from Senior Management to support staff engagement 	PRIME Team, GRM, GoA
12	Limited capacity of the DepED Regional/ Division Offices to participate as lead agency in Program management and implementation	<ul style="list-style-type: none"> Generates dependency relationship and a lack of ownership of Program support Delays in the design/implementation of activities Sustainability of benefits threatened 	4	4	H	<ul style="list-style-type: none"> The program must be responsive to developing required capacity within the DepED Activity agreements will clearly articulate roles and responsibilities of both partners Support capacity of partner organisations to manage activities 	PRIME Team, DepED
13	Failure to nominate suitable counterparts across the program	<ul style="list-style-type: none"> Delays in the development of a comprehensive plan and implementation of program activities Diminished potential for sustainability of program benefits 	3	3	M	<ul style="list-style-type: none"> Regular monitoring of implementation progress combined with structures, systems and processes that will be used to improve implementation progress and quality Priority given to identifying and training suitable counterparts 	PRIME Team
14	Monitoring process inadequate, process	<ul style="list-style-type: none"> Program delivery compromised Effectiveness of program affected 	1	3	L	<ul style="list-style-type: none"> Ensure action learning processes in all activities (i.e. Identifying Lessons Learned and Promising Practices) 	PRIME Team, GoA

#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
	fails to identify emerging concerns/lessons					<ul style="list-style-type: none"> Closely managed monitoring/evaluation and risk management processes and periodic reviews (MEPA, SMPR) 	
15	Communication and travel difficulties in remote areas cause delays in gathering data	<ul style="list-style-type: none"> Lack of information and data regarding program progress or to address problems Delays in quarterly and other regular reports Effectiveness of program affected 	2	2	L	<ul style="list-style-type: none"> Early priority given to the development of monitoring processes for multiple stakeholders to use in monitoring of the Program 	PRIME Team, DepED
16	Inadequate levels of GoP financing provided	<ul style="list-style-type: none"> DepED and stakeholders become frustrated with lack of funds and lose interest/frustrated 	4	4	H	<ul style="list-style-type: none"> Advocate with senior management the requirement for GoP allocations from existing GAA sources in light of the DBM policy to not provide counterpart GoP funds for ODA projects 	PRIME Team, DepED, GoA
17	Financial systems inadequate/Mechanism for distributing finance and monitoring not adequate	<ul style="list-style-type: none"> Unable to provide funds to schools in a timely manner. Unable to ensure efficient auditing Recipient organisations unable to manage funding appropriately 	4	4	H	<ul style="list-style-type: none"> Appropriate appraisal and vetting of recipient organisational capacity prior to funding Work closely with DepED and local agencies and school communities in developing solutions Implement and/or strengthen DepED financial reporting systems (e.g. Simplified Accounting for DepED schools) MC to directly release funds to schools and proponents for grants—but require reporting as per GoP Provide additional training to financial managers at the field level to handle 'grant' funds 	PRIME Team, DepED
18	Limited capacity of DepED to implement key policy reforms	<ul style="list-style-type: none"> Limited sustainability of program results Limited ability to attain and contribute to program outcomes 	4	4	5	<ul style="list-style-type: none"> Provide direction assistance to DepED in developing operational plans to implement key policies—e.g. DepED Orders #62 and #103, s. 2011—IP Education Policy Framework and Creation of an IP Education Office 	PRIME Team GRM
Specific IP & Muslim Education and Stakeholder 'Engagement' Risks							
19	Program activities will overstretch stakeholders	<ul style="list-style-type: none"> Personnel not familiar with program approaches may expect additional support/different style 	2	4	M	<ul style="list-style-type: none"> Maintain close communication to monitor progress Adjust approaches if implementation is negatively impacting the capacity of stakeholders to participate 	GRM, PRIME Team

#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
20	Stakeholders(particularly parents and community members) do not understand program aims, objectives and potential benefits	<ul style="list-style-type: none"> Negative attitude of stakeholders towards program interventions Diminished potential for sustainability of program benefits 	2	3	M	<ul style="list-style-type: none"> 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) Regularly monitor community understanding and attitudes 	PRIME Team, DepED
21	Lack of incentive for out of school children and families to participate in program activities	<ul style="list-style-type: none"> Potential negative attitude towards program interventions Effectiveness of Program affected 	3	3	M	<ul style="list-style-type: none"> 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 	PRIME Team, DepED
22	PRIME plans beyond the absorptive capacity of DepED	<ul style="list-style-type: none"> Poor implementation of program activities and diminished potential for sustainability of benefits 	3	3	M	<ul style="list-style-type: none"> Plans must consider absorptive capacity of DepED and balance against the expectations from previous projects Flexibility and progressive engagement strategy to be used Assist DepED to manage increased expectations of IP and Muslim communities 	PRIME Team, DepED
Gender and Other Cross-Cutting Issues Risks							
23	Social, cultural, religious and institutional influences impact on gender equality	<ul style="list-style-type: none"> Sustainability of benefits reduced Inequitable outcomes 	4	4	H	<ul style="list-style-type: none"> Activity scoping and design will take gender equality issues into account Including equity issues into Program Guidelines and individual design activities (development of a Gender, Poverty Inclusion and Disability Awareness Strategy) 	PRIME Team, GRM
24	Gender and Disability not effectively mainstreamed	<ul style="list-style-type: none"> Activities may compound current inequalities, contribute to further problems and work at cross-purposes with other activities 	2	2	L	<ul style="list-style-type: none"> Activity designs and analyses will explicitly address gender equality and disability (GPIDA Strategy) Training all staff and sub-contractors engaged on Program supported activities and ensuring they report on the impact of their work Engagement of DepED Offices responsible for Gender and Disability in planning the Inclusive Education Initiative 	PRIME Team
25	Under-representation or imbalance of gender in activities	<ul style="list-style-type: none"> Knowledge and skill are not fully utilized in support of the program All critical stakeholders will not be reached which will impact on the 	2	3	M	<ul style="list-style-type: none"> 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 	PRIME Team, DepED

#	Identified Risk	Impact on Project	P	I	R	Mitigation Strategy	Responsibilities
		short and long term vision of the program effectiveness					
26	PRIME fails to: properly analyse social and cultural circumstances; consult effectively; design appropriate responses or recognise differing needs of stakeholder groups	<ul style="list-style-type: none"> Limited effectiveness of Program Likelihood of successful attainment of outcomes is decreased 	2	3	M	<ul style="list-style-type: none"> 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 	PRIME Team, DepED
Sustainability and Replication Risks							
27	IP/Muslim People do not engage in the reform process or activities are not sustainable	Sustainability of benefits reduced	3	3	M	<ul style="list-style-type: none"> Sustainability ultimately depends on continuing political and community level support Maintaining high levels of communication with key governance elements at various levels from community through to national levels 	GoA, GoP
28	Lack of adequate turnover, sustainability and institutionalization of program processes and strategies	<ul style="list-style-type: none"> Limited sustainability or uptake of lessons learned and inability to build upon promising practices Outcomes achieved during Program duration are not maintained 	2	4	M	<ul style="list-style-type: none"> Use frequent M&E activities with attendance by DepED management to identify lessons learned and promising practices early and continuously Develop and implement Sustainability Strategy Use of progressive engagement methodologies to strengthen local ownership of program Participatory approach to develop strong stakeholder involvement 	PRIME Team, DepED
29	Duration of PRIME Program	<ul style="list-style-type: none"> Limited opportunity to institutionalize and sustain results Loss of opportunity to complete key outputs and monitor results 	5	4	H	<ul style="list-style-type: none"> Work with DepED to seek early adoption of promising outputs and processes Work with AusAID to incorporate initiatives of PRIME early on in the design of the BEST Program Request AusAID to conduct Independent Review in 2012 to ascertain risks and mitigation strategies 	PRIME Team, GRM, DepED, AusAID

Annex E

Update on the Status of
Mainstreaming of Gender,
Poverty and Disability into Key
Areas of PRIME Program

ANNEX E Update on the Status of Mainstreaming of Gender, Poverty and Disability into Key Areas of PRIME Program

This report presents the progress in mainstreaming gender, poverty and disability into key areas of the PRIME program. Progress in terms of activities is as follows:

1 *Progress in Achieving Planned Program Outputs*

1.1 *Program-wide activities*

Baseline survey

The GPIDA strategy was integrated in the baseline survey questions to capture the gender, poverty and disability – related data from the target recipients of the PRIME grants. Specific outputs are as follows:

- Gender and disability inputs were provided in the baseline survey questionnaire. For the section on disability, the “Washington Group Short Set of Questions on Disability” that looks at disability from a functional perspective instead of the traditional impairment-based focus was adapted for use.
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- Orientation on the use of the “Washington Group Short Set of Questions on Disability” was provided to the survey supervisors. This includes explaining the distinction between disability and impairment and the context by which the survey results will be used to identify populations at risk for exclusion.

Funding mechanism

The GPIDA inputs to the first round of the grants guidelines have yet to be reported in the next reporting period. This omission reflects the challenges and the need for strengthening capacity of DepED and PRIME team on these issues that may contribute to exclusion and disadvantage.

Information, advocacy and communication

Part of the GPIDA strategy is to provide information on gender, poverty and disability to the DepED Staff/implementers of the PRIME program. The first mission report provided a list of existing resources (national and international) and advice on how to generate information on issues and aspects of inclusion through research, data collection and analysis. It also identified locally-based human resources who can partner with and support the program. During the said mission, a session on inclusive education was conducted with the program and DepED staff as audience.

On December 7, 2011, PRIME was invited to make a presentation to the 2011 National Conference on Special Education in Cebu City. Theme of the event was “Creating an Inclusive Environment for Teaching and Learning” which was attended by more than one thousand special education teachers around the country.

M&E Gender-equity indicators

Initial recommendations for additional elements of the M&E strategy framework were provided to ensure integration of appropriate gender and disability equity indicators.

1.2 *Inclusive Specific*

Assessing disability inclusion

The Rapid Assessment on Disability (RAD) Tool is a new international tool that has recently been pilot tested in Bangladesh and Fiji by the Nossal Institute of the University of Melbourne. It offers a

way to obtain reliable and comparable information about disability by providing demographic information, prevalence using the functional assessment of disability, individual perception of health and well being and barriers and facilitators of the participation of people with disability in their own communities. It will be used for the first in the Philippines context by the DepED division where the inclusive education initiative will be implemented. An initial meeting was conducted in December 2012 with Ms. Beth Sprunt, Project Coordinator from the Nossal Institute, to discuss how the RAD Tool can effectively be applied for PRIME.

Disability inclusion demonstration project

For this reporting period, two key outputs were produced related to this action area:

- Development of the concept note on the inclusive education project; and
- Initial draft of the terms of reference for “Provision of Technical Assistance to Prepare Grant Proposal for the Inclusive Education Initiative to be Implemented in One PRIME Region”

Both are intermediary outputs for the preparation of the full grant proposal and for the eventual implementation of the inclusive education initiative.

Gender focused research and analysis

Given that very little research has taken place on inclusive education and gender issues, a number of potential areas for research were identified in the GPIDA strategy. Two areas were selected for the PRIME program to focus the research on:

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- The effects of domestic/gender-based violence to the low participation rates of boys and girls; and
- The effects of peace and security that interferes in the education of young combatants.

It has been suggested that research into the above issues be undertaken by the relevant division of the DepED Central Office as part of their GAD Program

Key gender activities

There were key gender activities suggested in the GPIDA strategy for further discussion with DepED. They are as follows:

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

Detailed discussion and planning with DepED on these suggestions will take place in the next reporting period.

Annex F

Update on the Status of Grants
Management

ANNEX F Update on the Status of Grants Management

Grant Management Implementation

PRIME has a grant facility that provides opportunities at central, regional, division, and school-community levels to improve basic education services to the Muslim/IP communities. The facility is an enabling mechanism for the development of appropriate and inclusive education policies, programs and projects that are cognizant of and responsive to the varying cultures and contexts of the targeted communities¹.

It also provides a form of School-based Management (SBM) Grant to provide support to IP/M learners and communities. It also provides opportunities for collaborative work among stakeholders to improve access to and quality of basic education for IP/M communities².

Grant Funds

A total of AuD 6.04M which is equivalent to Php 266M is appropriated for grants for the duration of the project. From the total allocation, the Schools-Communities received the largest share at 70% or Php185M equivalent to AuD 4.2M. The Central, Regional and Division levels have a 10% or Php27M grant allocation each equivalent to AuD 0.613M.

As shown in the table and graphs below, of the total grant released, the Regions have the highest at 41.07% or AuD 0.126M or Php 5.5M followed by the Divisions at 35.85% or AuD 0.110M or Php 4.8M. The schools-communities were given a 21.75% or AuD .066M or Php2.9M and the Central Office were given the least at 1.31% or AuD .004M or Php.17M.

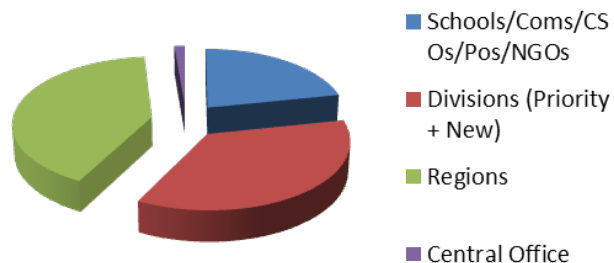
¹ PRIME Program Grant Management Guidelines. 15 October 2011. P. 1.

² Ibid.

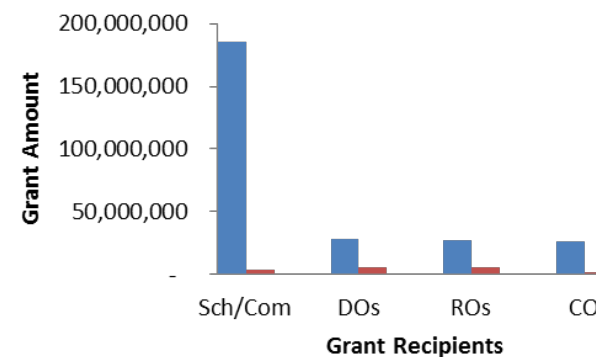
Particulars	Total Grant Amount Allocation		Total Amount Released/Deposited (Oct-Dec 2011)		Total Amount Expended Thru Activity Requests		Grand Total (Released + AR)		% Release from Total Grant Amount Allocation
	(in Php)	(in AuD)	(in Php)	(in AuD)	(in Php)	(in AuD)	(in Php)	(in AuD)	
Schools/Coms/CSOs/Pos/NGOs	185,000,000	4,204,545	2,942,290	66,870	-		2,942,290	66,870	1.59%
Divisions (Priority + New)	27,000,000	613,636	4,468,529	101,557	381,110	8,662	4,849,639	110,219	17.96%
Regions	27,000,000	613,636	4,583,698	104,175	972,368	22,099	5,556,066	126,274	20.58%
Central Office	27,000,000	613,636	-		178,110	4,048	178,110	4,048	0.66%
Total	266,000,000	6,045,455	11,994,517	272,603	1,531,588	34,809	13,526,105	307,411	

Note: using the rate at Php 44.00 per 1 AuD

% Sharing of the Grant Release



Total Grant Allocation vs. Release



The grants released to the Regions and Divisions are deposited in their respective bank accounts – which are separate accounts independent from the government accounts for the purposes of grant management of ODA funds. Grants released for the schools are deposited in their respective Division's bank accounts. The program has devised a Region/Division level Activity Request form to request funds when implementing the grants' programs.

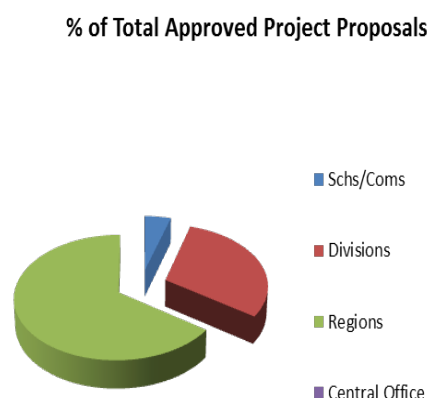
However, the processing of each grant release request from each proponent took time since the proponents and/or the evaluation committee missed some of the necessary steps to complete the process as stated in the Grant Guidelines, eg. Issuance of LOA by the Evaluation Committee Chair and the failure to send to the Central Office the authority for the fund release (for schools and Division proposals).

The Regions (with their respective Divisions) with approved proposals conducted a ceremonial awarding of the grant funds with the aim to elicit support from stakeholders with similar programs for IP/M communities. In order to ensure an effective management of the released grant, PRIME provided a Fund Management Training for the Regional and Division Focal Persons and Accountants that discussed and simulated primarily on the required financial transactions and reports to be submitted to the Central Office.

4.5.2 Grant Proposals

As to the status of grant proposals, the performance is low in that only 64 or 15.64% out of the total 409 proposals possible were reviewed and evaluated and only 36 or 56.25% of the 64 proposals passed the evaluation standards. The balance of the proposals were returned to the respective proponents for further enhancement basing on the EC's comments. As shown in the table below, of the 36 approved proposals, 55% or 20 are school-community proposals, 25% or 9 division proposals and 19% or 7 regional proposals. CO proposal preparation is still ongoing.

Particulars	Total Number of Target PPs	Total Number of Approved PPs	%
Schs/Coms	368	20	5.43%
Divisions	25	9	36.00%
Regions	9	7	77.78%
Central Office	7	-	0.00%
Total	409	36	



The Training on Project Proposal Development and Management in some Divisions yielded the most number of approved school grant proposals. These are the schools that received their initial tranche in 2011. In addition, it is worth mentioning the provision of strong technical assistance from the FBPOs and strong leadership of Regional and Divisions in these areas.

4.5.3 Activities Conducted

Relative to the initial implementation of the Grant Fund, the PRIME Team conducted the following activities at the various levels:

Level	Activities Conducted
Central Office	<ul style="list-style-type: none"> Prepared, validated and finalized the PRIME Grants Guidelines, which was printed and distributed mid-September 2011 to the Regions and Divisions Organized the Central Office-Evaluation Committee (CO-EC) that reviewed the 8 Regional proposals; Conducted PRIME Fund Management Training for Luzon and Mindanao clusters with Region and Division Accountants and Regional and Divisional Focal Persons that focused on the GOA fund management; Reviewed and approved 7 Regional grant proposals that eventually led to the release of funds in the amount of P5,556,066, which is 20.57% of the total Regional grant allocation. Processed divisional (Division and schools) requests on grant releases in the amount of P7, 791,929.00 or 57.6% of the total fund release.
Regions	<ul style="list-style-type: none"> Conducted the orientation on the grant guidelines in the Regions participated by the Focal Persons in the priority and new Divisions. Conducted a Project Development and Management Training Workshop in 2 Regions. Organized the Regional-Evaluation Committee (RO-EC) in each of the Regions that reviewed and evaluated the division proposals. Coordinated with the Divisions re submission of bank account numbers where the grant funds of the respective divisions would be deposited. Conducted the awarding of grants in 6 Regions. Coordinated the processing of the grant funds of the approved Division and school proposals through the issuance of LOA and endorsed these to CO for release.
Division	<ul style="list-style-type: none"> Conducted the orientation on the grant guidelines with the school heads of the priority schools and with Division Education Supervisors. Organized the Division Evaluation Committee. Conducted Project Development and Management Training to 3 Divisions that produced 22 school project proposals. The other 26 school project proposals were submitted to the Divisions with the technical assistance of the FBPOs and the Division Focal Persons.

Capability-building needs of the implementers are in the following areas:

- i. **Project Financial Management** – citing the 20 schools with approved grant proposals, most of them are elementary schools, which has no or less experience on financial matters (except when/if SBM recipients) specifically the government procurement procedures, requirements and forms; and the liquidation forms and documents.
- ii. **Documentation Training** – basically, the training will be focused on how to document project activity proceedings such as workshops, trainings and meetings. It is from these experiences that can draw valuable lessons learned, best practices, promising practices that can be replicated and showcased to others.

- iii. **Monitoring and Evaluation** – this training will not only capacitate the implementers on how to conduct project M&E but would also help them monitor the progress of their SIP (if the school has any).
- iv. **Training on Technical Assistance Provision** – this training aims to equip the Division M&E members the necessary skills in providing technical assistance and sound advice to school/community implementers relative to the implementation of their grant project.

Further, to increase the demand for the grants at the IP/M schools and communities, there is a need for the divisions to aggressively conduct advocacy through the following:

- i. Make a presentation on the PRIME Grant Guideline in any of the regular LGU/NGO Regional/Provincial/Municipal Development Council meetings/fora. The membership of the council includes a wide array of representatives from other government agencies aside from the LGU; and
- ii. Distribute brochures of the grant guidelines to agencies/LGUs/NGOs with similar programs.

Table 1: Total Grant Releases at the Regions, Divisions, & Schools

NAME OF PROPONENT (per approved DEPED Memo)		AMOUNT (included in October Payments)	AMOUNT (included in November Payments)	AMOUNT (included in December Payments)	TOTAL
1	Region I	1,014,071.00			1,014,071.00
	Division of Ilocos Sur	165,454.00			165,454.00
	Schools/Communities		600,000.00		600,000.00
	Division of La Union			150,000.00	150,000.00
2	Region II	1,244,390.00			1,244,390.00
	Division of Isabela	753,855.00			753,855.00
	Schools/Communities		173,890.00	300,000.00	473,890.00
	Division of Nueva Vizcaya	100,000.00			100,000.00
3	Region IVB	987,497.00			987,497.00
	Division of Occidental Mindoro	115,100.00			115,100.00
	Schools/Communities			450,000.00	450,000.00
	PAMANA KA			368,000.00	368,000.00
	Division of Palawan		100,000.00		100,000.00
4	Region CAR	-	817,740.00		817,740.00
	Division of Ifugao	222,800.00			222,800.00
	Schools/Communities			600,000.00	600,000.00
	Division of Mountain Province	150,000.00			150,000.00
	Division of Apayao	150,000.00			150,000.00
	Division of Kalinga	150,000.00			150,000.00
5	Region IX	-		824,000.00	824,000.00
	Division of Zamboanga Del Norte	556,620.00			556,620.00
	Schools/Communities			600,000.00	600,000.00
	Division of Zamboanga Del Sur	500,000.00			500,000.00

NAME OF PROPONENT (per approved DEPED Memo)		AMOUNT (included in October Payments)	AMOUNT (included in November Payments)	AMOUNT (included in December Payments)	TOTAL
	Schools/Communities			600,000.00	600,000.00
	Division of Zamboanga Sibugay			150,000.00	150,000.00
6	Region X	-		379,000.00	379,000.00
	Division of Bukidnon	-		715,550.00	715,550.00
	Schools/Communities		1,095,500.00	250,000.00	1,345,500.00
	Division of Lanao Del Norte			150,000.00	150,000.00
7	Region XI	-		509,000.00	509,000.00
	Division of Davao Del Sur	-		704,150.00	704,150.00
	Schools/Communities			600,000.00	600,000.00
	Division of Davao Del Norte			150,000.00	150,000.00
	Division of Davao Oriental			150,000.00	150,000.00
8	Region XII	715,000.00			715,000.00
	Division of Sarangani	827,500.00			827,500.00
	Schools/Communities			600,000.00	600,000.00
	Division of Sultan Kudarat		150,000.00		150,000.00
	Division of South Cotabato		150,000.00		150,000.00
9	Region CARAGA	520,000.00			520,000.00
	Division of Agusan Del Sur	450,000.00			450,000.00
	Schools/Communities		704,900.00	250,000.00	954,900.00
	Division of Surigao del Norte		150,000.00		150,000.00
	Division of Agusan del Norte		150,000.00		150,000.00
TOTAL		8,622,287.00	4,092,030.00	8,499,700.00	21,214,017.00

Annex G

Update on the Status of
Operationalizing the
Information, Advocacy and
Communications Plan

ANNEX G Update on the Status of Operationalizing the Information, Advocacy and Communications Plan

The goal of the Information, Advocacy and Communications Plan of the Philippines' Response to Indigenous Peoples' and Muslim Education (PRIME) Program is to establish behavioural change towards better respect for and appreciation of cultural diversity in the basic education sector.

Table 1 of this Annex contains the list of activities that have been formulated to promote the said goals for the period of July – December 2011 while Table 2 presents an overview of activities that have been conducted as scheduled.

The conduct of the IP Month exhibit ("*Bunsod*: Indigenous Knowledge, Teaching, Learning") at the main lobby of the Central Office and the IP Month Grants Caravan throughout the PRIME regions has pushed through as scheduled. It is important to note, however, that several activities in Mindanao have been cancelled by reason of safety and security. Region IX had to cancel its Program Launch and Grants Caravan on 27 October 2011 due to reports of bombing around the region and the consequent issuance of a travel ban by the Regional Office. The recent onslaught of tropical storm Washi in Northern Mindanao has likewise led to the cancellation of Region X's Education Summit which has been scheduled on 15 – 17 October 2011.

Other advocacy activities, nevertheless, are progressing albeit with minor delays. The translation of the National Indigenous Peoples Education Policy Framework in Filipino, Bisaya, and Ilocano is under review to ensure the accuracy and readability of the translation. Also, the Office of Planning Service will be submitting the enhanced Education for All (EFA) logo – which has incorporated elements giving particular recognition to indigenous peoples and Muslims – to the National EFA Secretariat for approval and to the Special Events Unit for its endorsement to the various offices of the Department. This enhanced logo is already being used and promoted in PRIME documents, materials, and other collaterals.

Moreover, informational materials such as the Program brochure and the Grants Guidelines are being used and disseminated across all regions. Several activities of the PRIME Program have also been featured in the regional newsletters of the Department and the local media based on initial reports and feedback from field offices, there is also some indication that multi-stakeholder PRIME activities effectively provide a platform in encouraging other agencies (such as LGUs and other line agencies) to give better attention to IP and Muslim issues and concerns. This demonstrates the strong potential of well-planned advocacy activities in bolstering the IP and Muslim education agenda beyond DepED, which could be a source of quick yet high impact program gains in the next three years of AusAID support.

Lastly, activities to support the preparation of regional advocacy plans will be initiated mid-February 2012 to further strengthen the promotion of the PRIME Program. Representatives from DepED Central Office will join the regional participants and will formulate an advocacy plan for the Central Office; this advocacy plan would subsequently encompass the activities that were originally outlined on ANNEX C of the Annual Plan and would be used as the principal IAC Plan of the Program at the National level.

TABLE 1 UPDATE ON THE STATUS OF PROPOSED ADVOCACY ACTIVITIES (JULY – DECEMBER 2011)

Activity	Targeted Stakeholder	Timeframe	Status
▪ Program Launch (National level)	<ul style="list-style-type: none"> ▪ DepED Executives & Staff ▪ Other relevant GOs ▪ NGOs, CSOs, & other donor agencies ▪ Links to the General Public 	3 rd wk June – 1 st wk July Target date: 6 July	Done
▪ Program Launch (Regional)		July – September 2011	Done
▪ Dissemination of Program brochure and other advocacy materials		All throughout the duration of the Program	On-going
▪ Revision of existing EFA Logo to incorporate elements that highlight respect for cultural diversity	<ul style="list-style-type: none"> ▪ DepED Executives & Staff ▪ Other relevant GOs ▪ NGOs, CSOs, & other donor agencies ▪ Links to the General Public 	4 th wk June – 1 st wk July	In progress
▪ Translation of National IP Education Policy Framework	<ul style="list-style-type: none"> ▪ IP/M Communities and Other Possible Recipients of PRIME Grants ▪ NGOs, CSOs, and other GOs ▪ DepED Executives & Staff 	October 2011	In progress
▪ World IP Day Film Showing	<ul style="list-style-type: none"> ▪ DepED Executives & Staff 	9 August 2011	Done
▪ IP Month Exhibit	<ul style="list-style-type: none"> ▪ DepED Executives & Staff ▪ Links to the General Public 	3 – 31 October 2011	Done
▪ Learning visits/immersion to IP communities, schools and learning centers	<ul style="list-style-type: none"> ▪ DepED Executives & Staff (Luzon Cluster) 	3-8 October 2011	Done
▪ IP Month Caravan	<ul style="list-style-type: none"> ▪ DepED Executives & Staff ▪ IP/M Communities and Other Possible Recipients of PRIME Grants ▪ Non-DepED partners and potential providers of complementary support to PRIME Grants 	October 2011	Done
▪ Contributions to DepED newsletter	<ul style="list-style-type: none"> ▪ DepED Executives & Staff 	Monthly	On-going
▪ Workshop on preparation of regional Advocacy and Communication Plans	<ul style="list-style-type: none"> ▪ DepED Executives & Staff 	<ul style="list-style-type: none"> ▪ November 2011 	Not started
▪ Participation in/sponsorship of related public events, observances, etc.	<ul style="list-style-type: none"> ▪ IP/M Communities and Other Possible Recipients of PRIME Grants ▪ DepED Executives & Staff ▪ Other relevant GOs ▪ NGOs, CSOs, & other donor agencies ▪ Links to the General Public 	<ul style="list-style-type: none"> ▪ Subject to availability of public events (fora, conferences, etc.) ▪ Observances – as scheduled 	On-going

TABLE 2 HIGHLIGHTS OF ADVOCACY ACTIVITIES CONDUCTED (JULY–DECEMBER 2011)

Activity	Purpose	Attendees	Highlights
PRIME Program Launch 6 July 2011 Bulwagan ng Karunungan, DepED Complex, Pasig City	<ul style="list-style-type: none"> To officially introduce the PRIME Program to stakeholders, potential partners and the general public 	<ul style="list-style-type: none"> Department of Education Australian Agency for International Development National Commission on Indigenous Peoples National Commission on Muslim Filipinos National Economic Development Authority Assisi Development Foundation Consortium of Bangsamoro Civil Society Tugdaan Mangyan Center for Learning and Development Episcopal Commission on Indigenous Peoples E-Net Philippines United States Agency for International Development Media 	<ul style="list-style-type: none"> The speakers from Government agencies, NGOs, and indigenous cultural communities affirmed the need for an educational program such as PRIME The guests, on behalf of the agencies/institutions that they represent, pledged their commitment to the PRIME Program and their support for its initiatives
Regional Launch—Region II 12 July 2011 Sun City Sta. Ana, Cagayan	<ul style="list-style-type: none"> To officially introduce the PRIME Program to stakeholders, potential partners and the general public at the regional level 	<ul style="list-style-type: none"> Department of Education 	<ul style="list-style-type: none"> The members of top management of the region and the divisions were present as the activity was conducted during the Management Committee meeting
Regional Launch—Region X 22 July 2011 Division of Bukidnon Training Center, Malaybalay, Bukidnon	<ul style="list-style-type: none"> To officially introduce the PRIME Program to stakeholders, potential partners and the general public at the regional level 	<ul style="list-style-type: none"> Department of Education National Commission on Indigenous Peoples National Commission on Muslim Filipinos Local Government Unit Academe NGOs/CSOs Community Representatives Media 	<ul style="list-style-type: none"> Undersecretary Rizalino Rivera's presentation of the PRIME Program to the stakeholders highlighted DepED's ownership and commitment to the Program The stakeholders of the PRIME Program affixed their handprint on the Program's Pledge of Commitment The Schools Division Superintendent declared that this is the first time that they consulted with the communities prior to planning and proposal writing and acknowledged the importance of this step in delivering basic services to the people
World IP Day Film Showing Film: <i>Batad sa Paang Palay</i> 8 August 2011 BALS Conference Room, DepED Complex, Pasig City Stephen Capuyan Hall, DepED—CAR Compound, La Trinidad, Benguet	<ul style="list-style-type: none"> To introduce DepED employees to the socio-cultural challenges that confront indigenous youth 	<ul style="list-style-type: none"> Department of Education 	<ul style="list-style-type: none"> The film showing was conducted in observance of the <i>International Day of the World's Indigenous Peoples</i> A Q&A with the Film Director gave the audience a deeper insight on the movie and its theme (Manila screening) Several members of the audience are Ifugao—the IP group featured in the film—hence, they were able to clarify and/or correct the images and concepts presented in the film (Manila and CAR screening)

Activity	Purpose	Attendees	Highlights
Regional Launch – Region IV-B 22 August 2011 San Jose, Occidental Mindoro	<ul style="list-style-type: none"> To officially introduce the PRIME Program to stakeholders, potential partners and the general public at the regional level 	<ul style="list-style-type: none"> Department of Education National Commission on Indigenous Peoples Local Government Unit NGOs/CSOs Plan International 	<ul style="list-style-type: none"> Identification of efforts on IP Education initiated by different stakeholders at the regional and division levels The stakeholders of the PRIME Program affixed their signatures on the Program's Pledge of Commitment Representatives of the Local Government Unit pledged their support to the initiatives of the PRIME Program
PRIME Orientation – Region I (Division) 13 September 2011 Division Office Conference Hall, DepED Ilocos Sur	<ul style="list-style-type: none"> To introduce the PRIME Program to the employees and officials of the DepED-Division of Ilocos Sur 	<ul style="list-style-type: none"> Department of Education National Commission on Indigenous Peoples University of Northern Philippines 	<ul style="list-style-type: none"> The organization of the Division PRIME Team and the Division Office Evaluating Committee The identification of five (5) recipient schools for the Division of Ilocos Sur The representative of the University of Northern Philippines outlined the efforts of the University for IP Education and pledged their support for the PRIME Program
Regional Launching – Region XIII 13 September 2011 Provincial Training Center, Patin-ay Prosperidad, Agusan del Sur	<ul style="list-style-type: none"> To officially introduce the PRIME Program to stakeholders, potential partners and the general public at the regional level 	<ul style="list-style-type: none"> Department of Education National Commission on Indigenous Peoples Local Government Unit Community Representatives 	<ul style="list-style-type: none"> The stakeholders signed a Memorandum of Support for the PRIME Program The Provincial Governor vowed to extend support to IP Education initiatives that could not be supported by the Program
IP Month Exhibit Burnsot Indigenous Knowledge, Teaching, Learning October 2011 Lobby, Rizal Building, DepED Complex, Pasig City	<ul style="list-style-type: none"> To introduce key concepts and efforts on IP education and indigenous learning systems To highlight present day challenges and realities confronting IPs in their struggle for relevant and culturally appropriate education 	<ul style="list-style-type: none"> Department of Education Assisi Development Foundation 	<ul style="list-style-type: none"> The exhibit was held in observance of the <i>National Indigenous Peoples' and Month</i> and in celebration of the signing of the <i>National Indigenous Peoples Education Policy Framework (DepED Order 62, s. 2011)</i> Assistant Secretary Reynaldo Laguda emphasized to the employees of the Department of Education that Indigenous Peoples of the Philippines are entitled to the basic services that the mainstream population are benefitting from and reminded them that the main function of the Department is to serve the people, especially the marginalized
Grants Caravan – Region II 13 October 2011 DepED Conference Hall, Regional Office, Cagay Sur, Tuguegarao	<ul style="list-style-type: none"> Symbolic awarding of grants to the region, priority division, and and recipient schools 	<ul style="list-style-type: none"> Department of Education National Commission on Indigenous Peoples Agta Tribe 	<ul style="list-style-type: none"> The activity was conducted as part of the Program's celebration of the <i>National Indigenous Peoples' Month</i> The stakeholders of the PRIME Program affixed their signatures on the Program's Pledge of Commitment The leader of the Agta community presented each stakeholder with seedlings as symbol of their acceptance of and support for their partnership through the PRIME

Activity	Purpose	Attendees	Highlights
			<ul style="list-style-type: none"> Program The seedlings were planted on the compound of the Regional Office as symbol of the stakeholders' acceptance of their responsibilities towards the region's IPs
Regional Launching and Grants Caravan – Region I 18 October 2011 Urzaon Elementary School, Suyo, Ilocos Sur	<ul style="list-style-type: none"> To officially introduce the PRIME Program to stakeholders, potential partners and the general public at the regional level Symbolic awarding of grants to the region, priority division, and recipient schools 	<ul style="list-style-type: none"> Department of Education National Commission on Indigenous Peoples Local Government Unit University of Northern Philippines Ilocos Sur Polytechnic State College Bago Cultural Society Media 	<ul style="list-style-type: none"> The activity was conducted as part of the Program's celebration of the <i>National Indigenous Peoples' Month</i> The activity was conducted in the Bago School of Living Traditions The additional priority division for the region was announced The stakeholders of the PRIME Program affixed their handprint on the Program's Pledge of Commitment The commitment of the stakeholders to the PRIME Program was also symbolized by the planting of seedlings by the Regional Director (DepED), the Provincial Director (NCP) and the representatives from the LGU and IP community leaders
IP Resource Materials Enhancement Planning and Knowledge Sharing – Mindanao Cluster 18–20 October 2011 NEAPRX, Quirino St., Davao City	<ul style="list-style-type: none"> To officially introduce the PRIME Program to stakeholders, potential partners and the general public at the regional level Symbolic awarding of grants to the region, priority division, and recipient schools 	<ul style="list-style-type: none"> Department of Education National Commission on Indigenous Peoples National Commission on Muslim Filipinos Department of Health Department of Science and Technology Department of Social Welfare and Development Local Government Unit NGOs/CSOs Cor Jesu Academy Community Representatives Media 	<ul style="list-style-type: none"> The activities were conducted as part of the Program's celebration of the <i>National Indigenous Peoples' Month</i> and as part of the region's annual <i>Panaghiusa Festival</i>—a gathering of IP Schools in the region and a sharing of their unique cultures The Regional Director presented the PRIME Program to the attendees of the Panaghiusa Festival and asserted that each individual has a hand in the development of IP Education in the region Participants from the divisions shared the indigenized instructional materials that they use in teaching and described how the members of IP communities in their respective divisions actively participate in educating their youth
Regional Launch and Grants Caravan – Region XI 21 October 2011 Palma Gil Elementary School, Quirino St., Davao City			
Grants Caravan – Region X 24 October 2011 Dagumbaan Elementary School, Talakag, Bukidnon	<ul style="list-style-type: none"> Symbolic awarding of grants to the region, priority division, and recipient schools 	<ul style="list-style-type: none"> Department of Education National Commission on Indigenous Peoples National Commission on Muslim Filipinos Local Government Unit Academe NGOs/CSOs Community Representatives 	<ul style="list-style-type: none"> The activity was conducted as part of the Program's celebration of the <i>National Indigenous Peoples' Month</i> Assistant Secretary Reynaldo Laguda emphasized DepED's role in the implementation of the PRIME Program The process for application and awarding of grants was clarified and the project proposals of each recipient schools were presented The stakeholders of the PRIME Program affixed their handprint on

Activity	Purpose	Attendees	Highlights
Regional Launch and Grants Caravan – CAR and Knowledge Sharing Forum for Luzon Cluster <i>Punhohappitan: Community Sharing for the Effective Implementation of Indigenous Peoples' Education</i> 25–27 October 2011 Banaue Hotel, Banaue, Ifugao	<ul style="list-style-type: none"> To officially introduce the PRIME Program to stakeholders, potential partners and the general public at the regional level Symbolic awarding of grants to the region, priority division, and recipient schools To introduce best practices and successful models of IP Education from different parts of the country To identify and discuss the type of support that IP Education requires from DepED 	<ul style="list-style-type: none"> Department of Education National Commission on Indigenous Peoples Local Government Unit Congressman Teodoro Baguilat NGOs/CSOs Community Representatives 	<p>the National Indigenous Peoples Education Policy Framework</p> <ul style="list-style-type: none"> The activity was conducted as part of the Program's celebration of the <i>National Indigenous Peoples' Month</i> The stakeholders of the PRIME Program were presented with the Pledge of Commitment to the Program A sharing of insights and experiences transpired between the representatives of DepED, representatives and practitioners from indigenous communities and advocates of IP Education
Regional Launching and Grants Caravan – Region XII 26 October 2011 DepED Regional Office, Carpenter Hill, Koronadal City	<ul style="list-style-type: none"> To officially introduce the PRIME Program to stakeholders, potential partners and the general public at the regional level Symbolic awarding of grants to the region, priority division, and recipient schools 	<ul style="list-style-type: none"> Department of Education Community Representatives 	<ul style="list-style-type: none"> The activity was conducted as part of the Program's celebration of the <i>National Indigenous Peoples' Month</i> The Assistant Regional Director presented the PRIME Program to the stakeholders and stressed that the Program belongs to the community Representatives for IP Education, Muslim Education and DepED took part in a tree-planting ceremony to signify their commitment to the PRIME Program All school divisions claimed ownership of the PRIME Program
Grants Caravan – Region XIII 28 October 2011 Provincial Training Center, Patinay Prosperidad, Agusan del Sur	<ul style="list-style-type: none"> Symbolic awarding of grants to the region, priority division, and recipient schools 	<ul style="list-style-type: none"> Department of Education National Commission on Indigenous Peoples Department of Health Department of Environment and Natural Resources Department of Interior and Local Government Department of Social Welfare and Development National Statistics Office Local Government Unit Community Representatives 	<ul style="list-style-type: none"> The activity was conducted as part of the Program's celebration of the <i>National Indigenous Peoples' Month</i> The <i>National Indigenous Peoples Education Policy Framework</i> was introduced and explained to the stakeholders Each recipient school was given a seedling which they are to plant in their respective schools; the seedlings signifies the life of the Program and their commitment to it
Grants Caravan – Region IV-B 14 November 2011 Magsaysay, Occidental Mindoro	<ul style="list-style-type: none"> Symbolic awarding of grants to the region, priority division, and recipient schools 	<ul style="list-style-type: none"> Department of Education Local Government Unit Paaralang Mangyan Na Angkop sa Kulturang Aalagaan Community Representatives 	<ul style="list-style-type: none"> The community leaders were presented with copies of the National Indigenous Peoples Education Policy Framework as a symbol of DepED's commitment to IP Education The HAGURA Leaders affirmed the need for an educational program such as PRIME The HAGURA Leaders presented the representatives of DepED and the Local Government Unit with

Activity	Purpose	Attendees	Highlights
			seedlings as symbols of their acceptance of and support for their partnership through the PRIME Program
			<ul style="list-style-type: none"> Site visit: Bato-Ili Elementary School Paaralang Mangyan Na Angkop sa Kultura ng Aalagaan
PRIME Orientation – Region IV-B (Additional Division) 7 December 2011 Puerto Princesa City, Palawan	<ul style="list-style-type: none"> To introduce the PRIME Program to the employees and officials of the DepED-Division of Palawan To identify existing efforts and gaps in IP and Muslim Education in the Division of Palawan To solicit support from LGUs, CSOs, communities and other stakeholders 	<ul style="list-style-type: none"> Department of Education National Commission on Indigenous Peoples Local Government Unit NGOs/CSOs Aborlan Municipal Tribal Council Federation 	<ul style="list-style-type: none"> Identification of IP and Muslim Education efforts in the Division of Palawan Signing of <i>Aide Memoire for Agreed Actions</i>

Annex H

Plans for the Next Period

ANNEX H Plans for the Next Period

Ongoing activities to support the achievement of outputs under the four (4) components will be continued at the national, regional and divisional levels. Critical follow-through activities to achieve these outputs are presented in **Table 1** below

TABLE 1: OUTPUTS PLANNED FOR JANUARY TO JUNE 2012

<i>Output Code</i>	<i>Physical Outputs</i> <i>Name of Output</i>	<i>Critical Follow Through Activities to Accomplish Outputs for the period January to June 2012</i>
Component 1: Indigenous Peoples' Education		
1.1	IP Policy and Strategies Implemented	<ul style="list-style-type: none"> CO and the nine (9) Regions to develop action plans for its full-blown implementation
1.2	School Improvement Plans (CEIP/SIP) Developed	<ul style="list-style-type: none"> Craft Guidelines for integrating CEIP into the SIP Identify additional schools
1.3	Curriculum, Instructional Guides and Learning Materials Indigenized	<ul style="list-style-type: none"> Continue field-level consultations Clarify concepts of 'indigenization' and CO to issue policy guidelines that will provide basic minimum criteria Conduct of Priority Research/Analytical Studies on existing IP curriculum models and learning materials
1.4	Education and Training Programs for IP/Non-IP Teachers Enhanced	<ul style="list-style-type: none"> Profile/Assess training needs of target clients
1.5	Support Program for IP Education Leaders, Managers, Practitioners and other Stakeholders Developed	<ul style="list-style-type: none"> Profile/Assess training needs of target clients Develop assessment tools
1.7	Access Programs in Selected IP Communities Designed and Implemented	<ul style="list-style-type: none"> Confirm community selection process still in progress
1.8	Public-Private Partnership (PPP) Program on IP Education Mechanisms Developed	<ul style="list-style-type: none"> Map out stakeholders Draw applicable workable concept and mechanisms for PPP
Component 2: Muslim Education		
2.1	Existing Policy on Muslim Education including curriculum Reviewed and Enhanced	<ul style="list-style-type: none"> Conduct of Priority Research/Analytical Studies on the Madrasah Curriculum and Learning Materials Prepare action plan which identifies critical activities, timelines, persons responsible to pursue the review
2.2	Community- School Education Improvement Plans (CSEIP) Developed and Enhanced	<ul style="list-style-type: none"> Craft Guidelines for integrating CEIP into the SIP
Component 3: Capability Building and Institutional Strengthening		
3.1	TNA developed and conducted	<ul style="list-style-type: none"> Develop TNA Tools and Guide
3.2	Training program for three (3) program components developed and implemented	<ul style="list-style-type: none"> Accomplish the Capacity-assessment/ TNA Tools Schedule critical training activities in-connection with on-going support activities
Component 4: Program Management and Administration		
4.1	Planning System & Operationalized	<ul style="list-style-type: none"> Review and refinement of CO-PIP and RPIPs by CO and nine (9) Regions
4.2	Coordination and Communication Systems	<ul style="list-style-type: none"> Continue conduct of management and implementation

Output Code	Physical Outputs	Critical Follow Through Activities to Accomplish Outputs for the period January to June 2012
	Name of Output	
	& Operations	meetings for continuous feedback and enhancement system of coordination, communication/advocacy
4.3	M&E Systems Implemented	<ul style="list-style-type: none"> Operationalize M&E Framework and Plan Complete the capacity assessment for DepED key personnel at the CO level; Prepare report on the results of the capacity-assessment Continue the conduct and implementation of capability-building and training activities Provide technical assistance to ROs and DOs for the reactivation of M&E Teams at the CO, RO; Mobilize team Complete the assessment of information systems needs for the establishment of the Grants Mgt Information System (GMIS) Initial development of the <i>Grant Management Information System (GMIS)</i> Conduct Q1 and Q2 Monitoring, Evaluation and Plan Adjustments (MEPA) Gathering Conduct of the SMPR Data Gathering and Validation Workshop (for period January to June 2012)

Specific activities/actions for the period January to June 2012 to support cross-cutting areas of program implementation are presented in Table 2:

TABLE 2-B: PLANS FOR THE CROSS-CUTTING AREAS OF PROGRAM IMPLEMENTATION (JANUARY TO JUNE 2012)

Cross-Cutting Areas	Specific Activities/Actions to Support the Cross-Cutting Areas of Program Implementation (January to June 2012)
Grants Management	<ul style="list-style-type: none"> Revise the Grant Guidelines. Conduct project audit to the Regions, Divisions and schools-communities that received the initial fund tranche in 2011 as part of PRIME's M&E. Conduct seminar/training on project proposal development at the Division level (new and priority) for school heads–community representatives in the target schools-communities. Organize and orient the Division Evaluation Committee in the new divisions. Conduct review, evaluate and approve school-community project proposals at the Division (new and priority) level. Process grant releases of approved proposals. Conduct orientation/training for Division accountants and focal persons in the new Divisions on Grant Management specific to GOA. Implement the projects with released grant funds in the different levels. Develop the GMIS (now PMIS) for the Grant Management. Conduct advocacy to agencies with similar programs and to the targeted communities for them to avail the grants program. Conceptualize a Project Management Training Module for the grant implementers to include the basics of Project M&E.
Mainstreaming of the Gender, Poverty and Disability into Key Areas of PRIME Program	<ul style="list-style-type: none"> Develop full proposal for the inclusive education initiative Review of the results of the baseline survey and planning for the implementation of the RAD Tool. Provide inputs to the in-depth investigation at the community level to ensure inclusion of sections and processes that explore specific issues related to gender, poverty and disability

Cross-Cutting Areas	Specific Activities/Actions to Support the Cross-Cutting Areas of Program Implementation (January to June 2012)
	<ul style="list-style-type: none"> ▪ Conduct of seminar/orientation on inclusive education for key staff of the nine PRIME regions ▪ Conduct GAD Planning and Budgeting session for the internal DepED working group ▪ Provide GPIDA inputs to the April 2012 second round of the grants guidelines
Conduct of the Baseline Survey	<ul style="list-style-type: none"> ▪ Continue of works for the Baseline Survey in IP and Muslim Communities in PRIME Areas: <ul style="list-style-type: none"> a) Conduct of Post-Survey activities: i) Coding/Encoding; ii) Generation of Primary Data Tables; iii) Preparing the Table of Analysis for Data Collected b) Preparation of Topline Report c) Preparation of Draft Baseline Survey Report d) Conduct of dissemination forum to inform stakeholders of results e) Analysis of the Baseline Data ▪ Plan the conduct of baseline survey for “control group” in non-PRIME areas by DepED including defining Scope of Work/TOR ▪ Conduct preparatory activities for DepED for the baseline survey in non-PRIME areas ▪ Conduct of FGD for additional qualitative data in selected sites ▪ Conduct Supply-Side Survey ▪ Mobilize DepED personnel including orientation and capability-building activities
Implementation of the Information, Communication and Advocacy Plan	<ul style="list-style-type: none"> ▪ Conduct of workshops to facilitate the development of regional advocacy plans ▪ Integration of the activities in the current IAC Plan to the National-Level IAC Plan that will be developed by the Central Office ▪ Implementation of the activities outlined in DepED CO’s IAC Plan ▪ Presentation of the results of the Baseline Survey to DepED stakeholders