

APPENDIX 9

Performance Indicators: Outcomes (SPHERE PAD – Annex 2)

	Outcome Indicators	Baseline	YR1 2008-09		YR 2 2009-10		Comments on Status as of December 2009
			Target	Actual	Target	Actual	
A	<i>1. Translation of System Level Policies into Actions</i>						
	1.1 Operation of TWGs						
1	<ul style="list-style-type: none"> BESRA TWGs are functional 		Action Plans(08-10) prepared and implemented with 25% done	- 7 Individual consultants were engaged to assist the following TWGs: SBM, QAA/M&E, TEDP and RMM. - Pre-procurement conference scheduled in January 2009 to review the bid documents prior to posting of advertisement/call for interested Consulting Firms.	40%	<ul style="list-style-type: none"> Out of 50 policy actions in the BIAP, 20(40%) have been adopted and implemented, 9 (20%) have the corresponding validated and final policy instruments for signature by the Secretary and 7 (10%) have the draft policy instruments for refinement or validation. DepED through the concerned TWGs has yet to initiate the formulation of the policy instruments for the remaining 14 reform actions. In terms of the overall status of policy formulation and adoption of the 50 reform actions in 2006 PIP, DepED posted a weighted accomplishment of about 60%. See Annex 1 of the SPHERE MTR Narrative for details. The TWGs have facilitated the implementation of the Joint Review Missions for BESRA Implementation by World Bank and AusAID (with the participation of some donor partners). See Annex 1 of the SPHERE MTR Narrative Report for the Status of Recommendations of Joint Review Missions (the latest of which was 5th Review conducted last August 2009) To 	<ul style="list-style-type: none"> The TWGs continue to implement their respective Action Plans albeit the BIAP 2009 still awaits finalization.

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						<p>assist the different TWGs and selected organic units in the implementation of their respective BESRA action plans, 12 technical support staff have been engaged.</p> <ul style="list-style-type: none"> • Out of a total of 23 BESRA TAs, engaged to support in the policy formulation and identifying reforms in line with the BESRA implementation, only 7 TAs are on-going and 16 have been completed. • To support the Regional Offices in the implementation of BESRA, DepED has initiated the procurement of the FIRM that will provide TA and training programs on Quality Assurance and Accountability. With the No Objection of World Bank to the Request for Proposal Document and the shortlisted firms, DepED conducted a pre-proposal preparation conference with the shortlisted firms. The deadline for the submission of proposals originally set in December was postponed to 08 February 2010. 	<ul style="list-style-type: none"> • The BAC scheduled the opening of bids for technical proposals on 11 February 2010.
	1.2 CB for RO on QA of monitoring progress						
2	<ul style="list-style-type: none"> • National QAAF developed and adopted 		Framework and system developed, pilot-tested	<ul style="list-style-type: none"> • Final copy of the QAA Framework , including its operational definition, processes and requirements will be ready by February 2009. 			<ul style="list-style-type: none"> • While the DepED Order for the Operationalization of the QAAF through the QMS has not been signed yet by the Secretary , the QAA and M&E TWG

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							conducted the Workshop on Identifying Core Processes at Different DedEd Levels last October 22-23, 2009 . This was participated in by the TWG Core Technical Group and representatives from Project STRIVE and selected regions and divisions. The outputs of the workshop provided some crucial details in the QAAF.
3	<ul style="list-style-type: none"> RO personnel trained on QA and M&E and provide TA to Divisions and Schools 			1. DepED conducted the following QAA/M&E trainings: <ul style="list-style-type: none"> Orientation on utilization of SBM grants which included simulation exercises on SIP evaluation. Pilot exercise on SBM Assessment roll-out in Region III and in its 4 divisions. OPS conducted a workshop for the development of a 	100% RO trained on QA	<ul style="list-style-type: none"> 5 Regions and 15 Divisions which will model the QMS were oriented on the system. Detailed implementation Plan of the modeling including capacity-building program was prepared. Training Manual (session guides and presentation materials) on Managing the SIP Appraisal Process, and Managing the M&E System) were prepared. <p><u>On Managing the SIP Appraisal Process and M&E System</u></p>	

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				<p>National Education Planning Workshop.</p> <ul style="list-style-type: none"> • Orientation workshop in STRIVE-covered regions and divisions on QAA led by the TA for QAA. <p>2. Currently being developed is the Program Design for Staff Development Program on Monitoring and Evaluation which will provide capacity-building support all regional offices including DepED ARMM.</p>		<ul style="list-style-type: none"> • Quality Management Teams from Region X and Divisions of Tangub, Oroqueta and Lanao del Norte trained. • Selected personnel from Central Office trained <p><u>Quality Planning</u></p> <ul style="list-style-type: none"> • 3 Visayas Regions trained on REDP Preparation by Project STRIVE • All Division Offices trained on DEDP Preparation by NEAP 	<p><u>On Quality Planning</u></p> <ul style="list-style-type: none"> • In relation to the operationalization of the Quality Planning Sub-System of QMS, the following capacity-building related activities were undertaken: <ul style="list-style-type: none"> a. Project STRIVE together with OPS has initiated the formulation of the Regional Education Development (REDP) Framework . The 3 Visayas Regions are in the process of situational analysis using the mechanism of the proposed regional planning mechanisms. It should be noted that the regional education

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							<p>plans being implemented are the “usual” plans developed by the regions.</p> <p>b. NEAP has continued to support the Divisions in the development of their DEDPs and Project STRIVE is providing technical assistance to project divisions through coaching. The Project STRIVE divisions are in Phase 3 of 5 (Planning for Implementation) in the development of DEDP. Most of the remaining divisions nationwide are in Phase <u>2 (Strategic Planning)</u>.</p>
4	<ul style="list-style-type: none"> Functional QA system established with stakeholder participation at the regional level 			<ul style="list-style-type: none"> OPS and the TA for QAA will conduct a system analysis of the existing policies, processes, practices, and structures 		INPUTS from RO	INPUTS from RO

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				of DepED as start-up activity in establishing quality management processes (including quality planning, quality assurance and quality control).			
5	<ul style="list-style-type: none"> All RO monitor performance and report to DepED and other stakeholders on performance improvements 			INPUTS from RO		INPUTS from RO	INPUTS from RO
6	<ul style="list-style-type: none"> DO with their schools received feedback from EMIS 		50% of DOs	INPUTS from DO	60% of DOs	INPUTS from DO	INPUTS from DO
7	<ul style="list-style-type: none"> Schools receive feedback from national assessments 	Policy in Place	Support Target	INPUTS from DO	Support Target	INPUTS from DO	INPUTS from DO
	1.3 Establishment of LRCs						
8	<ul style="list-style-type: none"> National Learning Strategies and Action Plan formulated and adopted 		Policy in place	<ul style="list-style-type: none"> Updating of the NLS Action Plan Consultation workshop for the establishment of LRMDs was conducted in October 2008. 	Phase 1 roll-out	<u>NLS TWG Activities:</u> <ul style="list-style-type: none"> Implementation review of existing ADM programs such as MIMOSA, IMPACT Approach, Project EASE and Open HS is on-going (with the Learning Innovation Consultant) Prepared the first draft of the Strategic 	<ul style="list-style-type: none"> All TWGs including the NLS were in the process of updating the 3-Year Action Plan based on the draft BIAP. Among the deliverables of the NLS TWG, the following have the corresponding policy instruments:

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						<p>Plan on MLE as a result of the Grand Alliance Meeting cum Orientation last Nov. 2009.</p> <p><u>Activities of the Organic Units in Pursuing the NLS Priority Actions in the BIAP:</u></p> <ul style="list-style-type: none"> • <i>On MTB-MLE.</i> Conducted series of caravan in different parts of the country . • <i>On Learning Innovations.</i> BSE's Drop-Out Reduction Project or DORP (Project EASE and Open HS) rolled-out nationwide; DORP Teams at the district, division, regional levels organized. BEE revised the MIMOSA Implementation Manual and modules in all learning areas for Grades IV to VI. Moreover, BEE together with the regions and divisions have conducted training programs in Multigrade education. • <i>On Use of ICT for teaching and learning.</i> DepED through the Bureaus, have continued to implement the ICT programs for elementary and secondary education as well as ALS. 	<p>a. Implementation of the Mother Tongue-Based Multi-Lingual Education.</p> <p>b. Pilot Implementation of the Learning Resource Management Development System in Project STRIVE regions and divisions.</p> <p><u>On Multi-Grade Education Program</u></p> <ul style="list-style-type: none"> • Issuance of DepED Order No, 81, s. 2009: Strengthening the implementation of Multi-Grade Education Program in Philippine Education • Issuance of Guidelines on the utilization of Downloaded Funds for the Division-Based Training of Teachers on Multi-Grade Instruction
9	• Teaching and LRCs at RO and DO operational		Policy in place	• Site appraisal and resource inventory was completed for the pilot	Phase 1 roll-out	<p><u>(Pre) Operationalization of the LRMDs</u></p> <ul style="list-style-type: none"> • LR portal developed and LR Evaluation Plan prepared to guide the evaluation of 	

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				regions (VI, VII and VIII) and divisions (Negros Occidental, Bohol and N. Samar).		<p>existing resources for cataloguing and/or development</p> <ul style="list-style-type: none"> • Procurement/ Construction of LRMDCs in the pilot areas (Project STRIVE regions and divisions are in different stages. <p><u>Operationalization of LRMDs</u></p> <ul style="list-style-type: none"> • Hired web and system developers. • Hired encoders for the cataloguing of teaching and learning materials • Initiated the cataloguing of existing/available teaching and learning materials • Project STRIVE has continued the cataloguing of existing/available teaching and learning materials • Sample materials are being uploaded in the LR Portal to validate if the sub-systems are working. • The Pilot cluster lead schools (56 Lead Schools) are currently trained on how to access, register and use the LR portal, as repository of quality teaching and learning materials. Those given training are expected to populate the portal. 	
	1.4 Teaching and Learning Resources						
10	<ul style="list-style-type: none"> • Policy on procurement/ production of teaching and LRs adopted 		Policy in place	<ul style="list-style-type: none"> • NLS TWG is drafting the policy cover on the specifications, processes, standards, criteria and tools to evaluate and 	Phase 1 roll-out	<ul style="list-style-type: none"> • DepED Memorandum dated 28 April 2009 for the pilot implementation of LRMDs in Project STRIVE regions and divisions was issued. 	

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				assess existing/development of learning resources			
	<ul style="list-style-type: none"> Increased percentage of schools with access to teaching and learning materials 			<ul style="list-style-type: none"> 	25%	<p><u>Operationalization of the LRMDs</u></p> <ul style="list-style-type: none"> Related to its pre-installation stage, STRIVE made a baseline research and focus group discussions with various stakeholders in about 120 of the 300 pilot schools in Regions VI, VII and VIII, which established the need for varied and quality instructional resources. <p><u>Reproduction of teaching and learning materials</u></p> <p>A. <u>DepED-developed materials.</u> Of the 172 titles selected during the 1st National Learning Resources Fair, 123 titles were evaluated and 77 titles were released to various FAPs and Divisions for revision. Submission and final evaluation of revised instructional materials will be in November 2009.</p> <p>B. <u>Reproduction of NCBTS-TSNA Toolkit and Primer</u></p> <ul style="list-style-type: none"> PhP25.92 Million was sub-allotted to the Divisions for the procurement of printing of the NCBTS-TSNA IPPD Toolkit for 470,000 teachers nationwide and NCBTS-TSNA Primer to 44,293 elementary and secondary schools With the allocation of P25 Million, 	<p><u>Reproduction of teaching and learning materials DepED-developed materials</u></p> <p>A. DepED-developed materials</p> <ul style="list-style-type: none"> DepED through IMCS has finalized 35 titles for procurement early next year. These teaching and learning materials will be distributed to low performing schools in the 54 priority divisions. <p><u>B. Reproduction of NCBTS TSNA toolkit and Primer</u></p> <ul style="list-style-type: none"> With the receipt of World

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							Bank's No Objection to the RFQ document last November 2009, the Division Offices are in different stages of the procurement process/delivery of the materials to schools,
B	2. Support for SBM through grants for SIP						
11	<ul style="list-style-type: none"> Schools/clusters received SBM grants 				40%	<ul style="list-style-type: none"> 13,011 (29% of the current total number of public schools) schools have received SBM Grant from GAA SY 2006 and 2007. Under SPHERE, the amount of P500,000 was downloaded to the Division of North Cotabato covering 10 elementary schools. 	Out of a target of 2,860 recipient elementary schools of the SBM Grant under SPHERE, a total of 2,028 schools or 50% have been validated by OPS. However, DepED was not able to release the SBM fund for these schools due to non-availability of cash in the SPHERE Designated Account.
12	<ul style="list-style-type: none"> School-based FM system established 		25%	<ul style="list-style-type: none"> A total of 12,136 school heads from 79 divisions nationwide were trained in Simplified Accounting Procedures (SAP). The Manual of Operations for SAP for schools without fiscal autonomy was prepared. BEAM is currently developing the School Financial Management Module. 	40%	<p><u>Simplified Accounting Procedures (SAP)</u></p> <ul style="list-style-type: none"> SAP for non-IUs Schools has been adopted. As of Quarter 3, a total of 14,463 schools (or 81% of the target) in 118 Divisions were reported to have been oriented on SAP for non-IUS. 	

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<i>C</i>	3. Classroom Construction						
13	<ul style="list-style-type: none"> Cost-sharing between GOP and LGU to classroom construction – including equity factors 		Develop Guidelines	<ul style="list-style-type: none"> The Study on cost-sharing arrangement between GOP and LGU was prepared and fore review and approval by the ExeCom. 	25% follow scheme	<ul style="list-style-type: none"> PFSED monitors the actual contribution of the community and the LGUs through the <i>Statement of Interest</i> form. INPUT FROM DOs: Exact LGU contribution by School; total number of schools with LGU contribution	