

**STRENGTHENING THE IMPLEMENTATION OF
BASIC EDUCATION IN
SELECTED PROVINCES IN THE VISAYAS
(STRIVE)
*Paninkamot – Pagsikapan***

Stage 2 Design

**FINAL
Project Design Document**

DECEMBER 2006

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LIST OF ACRONYMS

Acronym	Description
AMC	Australian Managing Contractor
APD	Australian Project Director
AusAID	Australian Agency for International Development
BEAM	Basic Education Assistance for Mindanao
BESRA	Basic Education Sector Reform Agenda
DepED	Department of Education
DPD	Deputy Project Director
EDPITAF	Education Projects Implementation Task Force
FLT	Functional Literacy Test
FS	Feasibility Study
GoA	Government of Australia
GoP	Government of the Philippines
M&E	Monitoring and Evaluation
MDI	Melbourne Development Institute
MSA	Memorandum of Subsidiary Agreement
NEAP	National Educators' Academy of the Philippines
NCBTS	National Competency Based Teacher Standards
OSC	Out of School Children (up to age 12)
OSY	Out of School Youth (up to age 21)
PCC	Project Coordinating Committee
PCU	Project Coordinating Unit
PDD	Project Design Document
PMU	Project Management Unit
PPD	Philippine Project Director
PPDO	Provincial Planning and Development Office
PPM	Philippine Project Manager
QAP	Quality Assurance Panel
RFT	Request for Tender
SARDO	Students At Risk of Dropping Out
SDS	Schools Division Superintendent
SEAMEO	South East Asian Ministers of Education Organization
SMT	Simplified Monitoring Tool
SOBE	Support Options for Basic Education
SWG	Stakeholder Working Groups
TD	Technical Director
TLE	Technology and Livelihood Education
TOR	Terms of Reference
STRIVE	Strengthening the Implementation of Basic Education in Selected Provinces in the Visayas
WB	World Bank

CURRENCY EXCHANGE

Australian Dollar \$1.00 = 36 Philippines Pesos

FINANCIAL YEARS

Australia: 1 July - 30 June

Philippines: 1 January - 31 December

EXECUTIVE SUMMARY

The Strengthening the Implementation of Basic Education in Selected Provinces in the Visayas (STRIVE) project was designed to provide a flexible and responsive mechanism to assist the Government of the Philippines (GoP) to improve access to and the quality of basic education in selected provinces of the Visayas, with the first stage of the project providing project support in the provinces of Bohol and Northern Samar.

STRIVE Stage 1 commenced in October 2005, to run for 18 months to the end of March 2007 at a cost for Australian inputs of A\$3.9 million. Activities were undertaken in two main components, the *Leadership and Management Development* and *Programs for Out of School Children, Youth and their Families* in Bohol and Northern Samar.

In April and May 2006, a Feasibility Study (FS) was commissioned by AusAID to assess the feasibility of an expansion of STRIVE in Stage 2. The study recommended an expanded Stage 2 covering 5 years and 16 Divisions with significantly increased funding. However, AusAID requested a pause in proceeding with Stage 2 design activities, due to the emergence of other AusAID initiatives that would affect the scope and approach of Stage 2 of STRIVE. These included the release of the AusAID White Paper on Government of Australia Development Assistance and a proposed major AusAID education sector support program to complement the new World Bank (WB) supported National Program of Support to Basic Education (NPSBE) (The new Philippine Country Program Strategy is still under development at the preparation of the design for Stage 2 of STRIVE).

On 31 August 2006, following release of the report of an AusAID Scoping Study to determine the proposed scope and nature of future AusAID investment support to education in the Philippines, AusAID requested that work now proceed on Stage 2 design.

New guidelines were provided by AusAID for the design of STRIVE Stage 2, indicating that Stage 2 would be for three years, implemented on a rolling plan format, with expenditure at about A\$5 million a year. There would be an interim bridging activity from the completion of Stage 1 – April to June 2007 and Stage 2 would be implemented from July 2007 to June 2010. From September to December 2006, project personnel, DepED staff and other stakeholders were involved in a series of consultations, meetings and workshops on the design of Stage 2.

Senior DepED personnel considered various options for the focus of Stage 2 activities, including the approaches proposed by the original PDD and by the FS. DepED strongly supported an initial focus for Stage 2 on systems development, particularly at the regional level, and communicated the support for this direction in a letter to AusAID and NEDA. DepED views Stage 2 of STRIVE as a small, but critical contributor to the successful implementation of BESRA – assigned the essential task of supporting the strengthening of the regional offices in fulfilling their mandate as the quality assurance mechanism for the education system.

DepED identified the first priority for Stage 2 of the STRIVE project as addressing the gaps in the effectiveness and quality of the essential support systems for School-Based Management (SBM), Human Resources Development (HRD), specifically In-Service Education and Training (INSET) and the equitable provision of Learning Resource Materials (LRM). These gaps in the support systems will be tackled at the regional level and in the context of cross-cutting themes of quality assurance, access and equity. DepED requested that all three regions (VI, VII and VIII) in the Visayas be included in Stage 2 of STRIVE.

DepED's interest in requesting that the initial phase of Stage 2 of STRIVE provide for a strong focussed initial investment in strengthening the effectiveness and quality of the three key support systems is well founded. This interest acknowledges the critical need for requisite support systems to utilise effectively the many successful innovations from previous projects and initiatives, to increase the likelihood of future adoption of successful interventions (e.g. WB – supported NPSBE, AusAID education sector support program and a proposed loan for ICT from the Government of China) and to establish the systematic continuous quality improvement processes within the education system itself. DepED's interest and commitment to this direction is also reflected in the proposed performance indicators that are included in sector monitoring and evaluation draft framework – performance indicators which Stage 2 of STRIVE will be expected to be aligned.

The key support systems that will be strengthened at the regional level in the Visayas will be replicated by DepED in other regions of the country and will serve as a critical platform for supporting the widespread implementation of reforms (BESRA) across the country. Such implementation will be through the major loan and donor-funded development investment programs, including the WB-supported NPSBE and the AusAID education sector support program. DepED intends that Stage 2 of STRIVE will provide “support in advance” in the development of the regional support systems – ahead of, and in anticipation of, more effective utilization of the major development investments that are planned.

Additionally, the critical support systems in SBM, HRD (INSET) and LRM to be developed in the early phase of Stage 2 of STRIVE will serve as a framework and platform for partnership with other donors and champions of educational support, including the private sector (League of Corporate Foundations). The support systems will also guide investments in easily contributing to the reform efforts of DepED. Donors, by utilizing the DepED regional support systems developed under the STRIVE investment will be able to provide additional resources, extend the coverage of DepED reform activities.

In sum, Stage 2 of STRIVE will develop the enabling environment upon which current and future education reform efforts will be supported, sustained and continually improved. Without the enabling environment created by the required support systems at the regional level, the investment of current and future project resources will be less likely to achieve the long-term desired sustained results of reform efforts and may be more likely to focus simply on the provision of short-term activity inputs.

The proposed initial focus for Stage 2 of STRIVE on the development and strengthening of the support systems at the regional level of DepED has been acknowledged and supported through the series of consultation and meetings on the design of Stage 2 of STRIVE.

As a result of the consultation on the design of Stage 2, the *goal* of the Project is:

To contribute to the improvement in the quality of, and access to, basic education in the Visayas.

The *purpose* of the Project is:

To develop and strengthen selected education management and learning support systems, in part by applying and modifying available responses for improved access to quality basic education appropriate to geographic isolated and disadvantaged populations.

To reflect the broader context of the investment, Stage 2 of the STRIVE project is designed to assist DepED implement the GoP's BESRA and will serve a critical role in increasing the efficiency and effectiveness of the major development programs supported by the World Bank, AusAID and other agencies and donors. The improvement of selected educational management reform and learning support operational systems at the regional level will be accomplished, in part, through application and modification of selected successful innovations in the Divisions and schools in the three regions.

By contributing to the development and improvement of support systems at the regional level in the Visayas, interventions of Stage 2 of STRIVE will directly and indirectly affect 42 Schools Divisions with a total enrolment of over 3.5 million students in over 11,000 schools.

Project activities will be coordinated and guided nationally by EDPITAF at DepED in Manila. Project support offices will be established in the DepED Regional Offices in Iloilo City (Region VI), Cebu City (Region VII) and Palo, Leyte (Region VIII). The Divisions from Stage 1, Bohol and Northern Samar, will continue, in year 1, as the initial focal divisions for Regions VII and VIII respectively. The first focal Division in Region VI to be included in year 1 of Stage 2 of STRIVE has been identified as Negros Occidental, based on the DepED analysis of recently available educational performance data.

The implementation strategy of Stage 2 of STRIVE is designed to be very flexible, easily adjusted and expanded (depending on budget availability) to be able to respond effectively to the implementation progress of other initiatives, including the NPSBE and the AusAID education sector support program. This implementation strategy is in accordance with the directions set forth for GoA development assistance in the AusAID White Paper – moving towards a programmatic approach rather than the previous “stand-alone” project approach to development assistance. To achieve the required flexible and responsive attribute of Stage 2 of STRIVE, a high level of collaboration between and coordination with the project and EDPITAF is essential. EDPITAF will be strengthened, as part of the pending organizational re-structuring of DepED, as DepED's single coordination agency for all reform investments.

EDPITAF is currently planning for the strengthening of the structures and processes necessary to achieve effective coordination between and among the various reform investments.

The design of Stage 2 enables rapid inclusion of additional Divisions with minimal additional expenditure (either through AusAID or through partnerships with champions of educational support, other donors and agencies). The direct coverage and provision of training activities can be readily expanded with appropriate funding to further complement the reform activities in the three regions.

To emphasize and support the flexibility of Stage 2 of STRIVE, the design is comprised of 4 broad components, with two-cross-cutting themes (Quality Assurance and Access/Equity) underpinning and guiding all project activity. The broad nature of the components will easily permit adjustments in the depth, scope, coverage and content of component outputs to respond to emerging situations and implementation progress of other reform investments.

Component 1: School Based Management Support System

The *objective* of Component 1 is:

Strengthen the support systems of DepED, three Regional Offices, selected Divisions and schools for School Based Management through improved educational planning and management.

Overall, the intent of the component is to strengthen support systems, including strengthening of governance, advisory and partnership mechanisms for School Based Management through practical experience in application activities in the three regions. The application experience will be further enhanced through a range of capability building activities. The practical experience and the developed capacity will be expected to facilitate implementation of major reform activities funded under the World Bank and AusAID supported programs of investment.

Component 2: Human Resource Development (In-Service Education and Training - INSET) Systems for Teachers

The *objective* of Component 2 is:

Develop Regional In-Service Education and Training (INSET) Systems for teachers and capability building at national, regional, division and school levels to support the implementation of in-service teacher education and training.

The intent of the component is to work with and develop NEAP in the performance of its new role of coordinating in-service education and training (INSET) programs for teachers at the regional level. In addition, component activities will contribute to the development and modification of INSET modules to incorporate and reflect the new National Competency-Based Teacher Standards (NCBTS). In the latter area the project will draw on the INSET programs, modules and experiences of BEAM and other projects.

Component 3: Learning Resources Materials Development System

The *objective* of Component 3 is:

Develop a system for assessing, acquiring, adapting, developing, producing and distributing quality learning resource materials for students and instructional support materials for teachers.

The intent of the component is to work with regional personnel on ways of improving access to quality instructional and learning materials. Activities within this component will rely upon a close liaison with Component 2 on teacher INSET. Collaboration with the BEAM project will be required to build upon current initiatives, including the Learning Guides System.

Component 4: Project Management

The *objective* of Component 4 is:

Manage the project in an effective, efficient and responsive manner.

The intent of this component is to implement effective management procedures, to monitor and report on project outcomes and progress and to analyse lessons learnt from project implementation. The Project will operate under one Australian Managing Contractor, with the Australian Project Director based at the PMU with sub-teams in the three regions: Iloilo City (Region VI), Cebu City (Region VII) and Palo, Leyte (Region VIII). The philosophy of development and engagement employed in Stage 1 will continue with the recognition that STRIVE is a DepED project; coordinated by EDPITAF; supported by AusAID with technical assistance from MDI as the Australian Managing Contractor.

It is important to note that there is not a separate component for addressing access and equity as there was in Stage 1 (Component 4: *Programs for Out of School Children, Youth and Their Families*). Based on consultation and a specific request from the Bureau of Alternative Learning Systems, the direction is to ensure that access and equity issues are incorporated in all project components as a cross-cutting theme to ensure integration of consideration for access and equity in all project activities.

The Project will cost just under A\$15 million over three years for Australian inputs and approximately P128 million (less than A\$3.6 million) for Government of Philippines inputs.

Outcomes of Stage 2 of the STRIVE project are perhaps best considered as facilitating outcomes providing for effective support systems at the regional level that have been proven by practical application and adaptation of previous initiatives and activities. The full benefits and large-scale direct impact on people will be realized from utilising and replicating the outputs of STRIVE across the country to guide and facilitate the effective large scale implementation, dissemination and continuous

improvement of programs in support of the BESRA through the World Bank-supported NPSBE, the AusAID sector investments in education and other initiatives.

The major justification for Stage 2 of the STRIVE project emerges from the attainment of the project purpose:

To develop and strengthen selected education management and learning support systems, in part by applying and modifying available responses for improved access to quality basic education appropriate to geographic isolated and disadvantaged populations.

Stage 2 of STRIVE is designed to assist the DepED efficiently and effectively implement the Basic Education Sector Reform Agenda 2006-2010. When followed with the large scale reform implementation funds from other programs, the project will have contributed significantly to achieving the desired impact on basic education in the Visayas and elsewhere in the country.

1. PROJECT PREPARATION STEPS

1.1 BACKGROUND

The STRIVE project was designed to provide a flexible and responsive mechanism to assist the Government of the Philippines (GoP) to improve access to and the quality of basic education in selected provinces of the Visayas with the first stage of the project providing project support in the provinces of Bohol and Northern Samar. The STRIVE Project builds on earlier projects supported by the Government of Australia, including the PASMEP, PROBE, HIP and BEAM projects. Additionally, lessons learned from other education project in the Philippines have been important contributions to the design of the STRIVE project, including the SEDIP and TEEP, supported by the ADB and WB respectively. The intent and design of the STRIVE project was derived from two key source documents: the Project Design Document (PDD) of July 2004 and the Request for Tender (RFT) of 4 July 2005.

STRIVE Stage 1 commenced in October 2005, to run for 18 months to the end of March 2007 at a cost for Australian inputs of A\$3.9 million. Activities were undertaken in two main components, the *Leadership and Management Development* and *Programs for Out of School Children, Youth and their Families*. The STRIVE Inception Report of 31 October 2005 provides additional information, explanation and interpretation of the STRIVE project intent and design. Annual Plans for 2005/2006 and for 2006/2007 have included further revisions and amendments.

The STRIVE Project was designed on the approach of “progressive engagement”, enabling the project to respond more appropriately to the actual requirements of intended beneficiaries and to responsibly acknowledge and adapt to the project implementation capacity of the implementation agency. Accordingly, the project, while originally considered a five-year (60 month) project, was organized into two stages: the first stage of 18 months provides the opportunity to adjust the project design and proposed interventions to respond more effectively and relevantly to actual requirements for assistance during the second stage of 42 months.

In April and May 2006, a Feasibility Study (FS) was commissioned by AusAID to assess the feasibility of an expansion of STRIVE in Stage 2. The FS recommended an expanded Stage 2 covering 16 Divisions for a proposed duration of 5 years with significantly increased funding. However, AusAID requested that MDI and DepED pause in proceeding with design activities for Stage 2 based on the suggestions of the Feasibility Study to consider the implications of other proposed AusAID investments in education in the Philippines.

In July 2006, AusAID commissioned a Scoping Study to look at a broader education sector program to be supported by the GoA. The Scoping Study proposed an education sector support program to be tied to the World Bank-supported NPSBE that would provide large scale funding for widespread basic education reform implementation across the country (up to A\$35 million a year when the education sector support program is fully implemented).

1.2 THE DESIGN PROCESS

On 31 August, AusAID requested that MDI now proceed to work with DepED on the design of Stage 2. In the context of the proposed AusAID education sector support program to the NPSBE, AusAID specified revised design guidelines for Stage 2 of STRIVE. Stage 2 would be limited to three years duration with expenditure at about A\$5 million a year. Any follow-on or wider dissemination of project activities would be taken up by the broader education sector support program or the NPSBE. AusAID advised that there would be a three month interim bridging activity between Stage 1 and Stage 2 covering April to June 2007 and the three year Stage 2 project, implemented in a rolling annual planning format, would begin in July 2007. (See Annex A for AusAID Design Guidelines).

Stage 2 design activities commenced in early September 2006. From September to December 2006, project personnel, DepED staff and other stakeholders, including representatives from the BEAM project in Mindanao, were involved in consultations, meetings and workshops on the design of Stage 2 of the STRIVE Project.

A design team was convened by EDPITAF with representatives from key DepED Bureaus and agencies with inputs from the Australian Project Director. The first meeting was held on 20 September and the team continued to meet regularly thereafter. Consultation meetings were undertaken in October in each of the three Visayas DepED regions. A Design Specialist undertook two assignments in-country to assist with the design process and development of design documentation. Draft working papers were produced and circulated to design team members for discussion and direction.

Meetings were held with personnel of the BEAM project, including a site visitation to the BEAM project in Mindanao. Meetings with the AusAID Education Adviser working on the establishment of the GoA education sector support program to NPSBE provided opportunity to share information and obtain advice on the alignment of Stage 2 of STRIVE to the AusAID education sector support program.

The broad-based consultative process culminated with a major workshop of 40 key stakeholders on 23 and 24 November to validate the design direction and content, primarily through a critical review of the proposed project log frame. Following the joint consultation, a draft design document was produced and circulated for comment and revision prior to submission to AusAID and NEDA.

The proposed direction for Stage 2 of STRIVE to focus initially on the development and strengthening of the support systems at the regional level of DepED was acknowledged and supported at the consultative meeting of stakeholders on the 23 and 24 of November and by the AusAID Education Adviser working on the AusAID education sector support program.

2. ANALYSIS OF DEVELOPMENT TASK

2.1 DEVELOPMENTS IN THE EDUCATION CONTEXT

The Philippines has, in the past, been considered one of the most highly educated developing countries. However, as the WB Project Appraisal Document for the National Program Support for Basic Education (NPSBE) notes:

Any advantage that the Philippines might have had in its human capital has been eroding. In spite of several highly successful projects in basic education, their results have not been translated into system-level improvements in quality. Thus, the Trends in International Mathematics and Science Study (TIMSS) in 2003 ranked the Philippines in the lowest 10 per cent of participating countries in both subjects in Grades 4 and 8, well below Asian neighbours. Internal tests administered by the Department of Education (DepED) reported that only 40 percent of 4th Grade students had mastered 3rd Grade competencies in English, Mathematics and Science and only 30 percent of first year high school students had mastered 6th Grade competencies in those subjects (World Bank, 2006, p.1).

The document goes on to emphasize the role that inequality plays in producing this modest performance:

...These significant variations in inputs result in marked inequality in outcomes. Striking evidence of such inequality is provided by results of the 2003 TIMSS when for 4th Grade pupil, the Philippines had the highest spread of achievements among all 25 participating countries. Similarly, 2003 functional literacy rates varied from 95 to 63 percent across the country's 17 regions. In recent years there has been no improvement in drop-out rates, cohort survival rates remain below 70 percent in elementary schools; retention rates in secondary school are low; and significant and extensive pockets of educational disadvantage remain. (World Bank, 2006, p.6)

To address the many problems of basic education in the Philippines, the DepED has embarked on its Basic Education Sector Reform Agenda (BESRA) 2006-2010:

DepED is pursuing a package of policy reforms that as a whole seeks to systematically improve critical regulatory, institutional, structural, financial, cultural, physical and informational conditions affecting basic education provision, access and delivery on the ground. These policy reforms are expected to create critical changes necessary to further accelerate, broaden, deepen and sustain the improved education effort already being started by the Schools First Initiative (SFI).

The policy actions comprising the BESRA seek to create a basic education sector that is capable of attaining the country's Education for All (EFA) Objectives by the year 2015. In summary, these objectives are:

1. Universal Adult Functional Literacy: All persons beyond school-age, regardless of their levels of schooling should acquire the essential competence

to be considered functionally literate in their native tongue, in Filipino or in English.

2. Universal School Participation and Elimination of Drop-outs and Repetition in First Three Grades: All children aged six should enter school ready to learn and prepared to achieve the required competencies from Grade 1 to 3 instruction.
3. Universal Completion of the Full Cycle of Basic Education Schooling with Satisfactory Achievement Levels by All At Every Grade or Year: All children aged six to eleven should be on track to completing elementary schooling with satisfactory achievement levels at every grade, and all children aged twelve to fifteen should be on track to completing secondary schooling with similarly satisfactory achievement levels at every year.
4. Total Community Commitment to Attainment of Basic Education Competencies for All: Every community should mobilize all its social, political, cultural and economic resources and capabilities to support the universal attainment of basic education competencies in Filipino and English.

In order for the basic education sector to achieve the above listed desired educational outcomes for all Filipinos, the BESRA focuses on specific policy actions within five key reform thrusts (KRT) as follows:

- KRT 1: Get all schools to continuously improve
- KRT 2: Enable teachers to further enhance their contribution to learning outcomes
- KRT 3: Increase social support to attainment of desired learning outcomes
- KRT 4: Improve impact on outcomes from complementary early childhood education, alternative learning systems and private sector participation
- KRT 5: Change institutional culture of DepED to better support these key reform thrusts

In short, the five key reform thrusts of BESRA are on: schools, teachers, social support to learning, complementary interventions, and DepED's institutional culture. (BESRA, DepED, 2005, pp.1-2).

Work on DepED's reform agenda (BESRA) had progressed through the efforts of a number of Technical Working Groups (TWGs), coordinated through the Education Development Projects Implementing Task Force (EDPITAF), in line with the 5 Key Reform Thrusts (KRTs).

The reform agenda of BESRA is taking place within the context of a government-wide policy of devolution, enabled in the Department of Education through the Governance of Basic Education Act 2001, referred to as Republic Act 9155 (RA9155), and accompanying Implementing Rules and Regulations (IRR). A number of subsequent DepED Orders have been developed to advance the shift in roles and responsibilities to enable a more decentralized operating structure. The work of the BESRA TWGs is proposing additional DepED Orders and policies to more rapidly accomplish the decentralization of education management and delivery in the country, primarily under the auspices of the implementation of School-Based Management (SBM). A newly developed sector M&E framework will be utilized to guide investments and measure performance against EFA targets.

2.2 DEPED AND WORLD BANK DEVELOPMENT ACTIVITIES

The World Bank is supporting a US\$200 million loan project for the National Program for Support of Basic Education (NPSBE) to assist the implementation of the DepED's Basic Education Sector Reform Agenda (BESRA). The loan was approved in October 2006 and will run for five years. The program has four components:

- Strengthened School-Based Management (US\$71 million). Designed to support the development and implementation of school based management, legislated in the Governance of Basic Education Act of 2001, and which forms a central pillar in DepED's emphasis on decentralization and meaningful community participation.
- Improved Teaching Effectiveness (US\$23 million). Focussing on improving teacher effectiveness by refining and using competency-based standards for teachers and helping achieve a more equitable distribution of teachers across schools.
- Enhanced Quality and Equity through Standards, Assessment and Support (US\$96 million). Addresses the growing disparities in both inputs and outcomes of basic education by monitoring provision and outcomes and tailoring support to particular needs of communities to ensure that standards are met.
- Effective Resource Mobilization (US \$2million) seeks to improve budget planning and management and resource mobilization by restructuring the DepED budget, focusing on major reform programs that will ensure effective delivery of education. (World Bank, 2006).

2.3 DEVELOPMENTS IN AUSTRALIAN APPROACH

The AusAID Scoping Study design work for an education sector NPSBE related support program was undertaken in July 2006, at what was a strategic time in terms of a changing environment for Australia's aid program and for development of the BESRA in the Philippines. The key developments (as outlined in the Scoping Study) include:

- In April 2006 the Australian Minister for Foreign Affairs launched the White Paper (entitled Australian Aid: Promoting Growth and Stability) that provided the strategic framework to guide the direction and delivery of Australia's overseas aid program during the period 2006 – 2016;
- In line with recommendations of the White Paper, AusAID was also developing its Agency Education Policy, in line with a revised Country Program Strategy that was moving towards a sector-wide financing program in partnership with the World Bank;
- In addition to a major focus on sector-wide support, Australia had signalled a sizeable expansion of its total commitment to education in the Philippines over the next 5 years;
- At the same time, Australia had earned a high reputation and good track record for its previous and on-going education projects, had recently agreed to an extension of Basic Education Assistance to Mindanao (BEAM), and had authorised a design team to plan an expansion of the Strengthening Implementation of Basic Education in Selected Provinces in the Visayas Education (STRIVE II) Project;

- Through the Philippines-Australia Human Resource Development Facility (PAHRDF), a Study was being undertaken of training needs within the Department of Education (DepED);

The Scoping Study identified two fundamental factors for recommendations for AusAID support of the NPSBE:

Firstly, the most fundamental change in the reform agenda is empowering schools and their communities under a Schools First Initiative to take responsibility for basic education delivery, while supporting them through adequate provision of needs-based service standards, and then holding them accountable for outcomes. This reform, simply labelled as school-based management (SBM), is contrary to the existing DepED culture where actions are based on centrally prescribed orders, operationalised and monitored through line management from central office, to regions, to divisions and then schools. Accountability is measured by the extent of compliance with such orders. The Scoping Study took the view that an optimum way for AusAID to reinforce SBM was to provide resources (called Seed Grants) at a school level, particularly for the most disadvantaged schools, and to build capacity through deliberate school-level action for school improvement rather than through theoretical training.

Secondly, the Scoping Study identified the need to foster the changed role of the 17 regions of DepED in providing quality assurance for divisions and schools, while relinquishing their previous line management functions in the delivery of education. DepED management has relied heavily on the strong leadership provided by regional directors. Without positive support for regions in their new role, they could become a fundamental obstacle to the reform agenda, perceiving the changes as threatening their power and influence within the system, and hence seeking to maintain the status quo. The Scoping Study noted that the BESRA/NPSBE does emphasise the role of regions in providing quality assurance and allocates funding for policy formulation and training. The Scoping Study recommends AusAID support for specific regional activities related to quality assurance, enhanced by the construction and equipping of a network of resource centres (approximately one per division), demonstrated to be effective in improving teaching and learning in previous AusAID-supported projects. (Scoping Study, August, 2006)

Australia's assistance will focus on three major areas maximising its contribution to facilitation of the Department of Education's (DepED's) reforms to basic education. This assistance will be in the form of core funding and an incentive component based on performance and achievements and will be made available through a World Bank administered Trust Fund. The three major areas are:

A. Translation of system-level policies into action

- The Scoping Study has recommended that AusAID provide for additional technical assistance (TA) in the short to medium term to support the translation of key reforms into action plans.

- A second area recommended for AusAID funding is the development of quality assurance functions of regional offices, in line with their changed role under the DepED reorganisation;
- A third area for AusAID support under this component is the provision of an Education Adviser for basic education;
- A fourth area recommended for AusAID support under this component is the mass-production and dissemination of additional teaching and learning materials, strategies, training programs and associated outputs from previous and current projects in basic education in the Philippines.
- A final area recommended for funding is one on infrastructure and allied equipment for resource centres for the development and production of materials, the delivery of in-service training, providing teacher access to information technology, dissemination of innovations (via newsletters etc) and similar activities allied to providing quality in instruction.

B. Seed funding of School Based Management in the most disadvantaged areas

The Scoping Study recommends that a strategic way for AusAID to stimulate the BESRA reform agenda on SBM, particularly for the most disadvantaged elementary schools, would be to provide a Seed Fund to promote SBM start-up.

C. Classroom Construction in Partnership with Local Government Units (LGUs)

The Scoping Study recommends that AusAID include a component on school building, financed through the Trust Fund, but designed in such a way that it promotes the proposed reforms. That is, the arrangement would include cost sharing by AusAID (or AusAID with National Government) and the LGU. (Scoping Study, August, 2006)

While the Scoping Study recognises AusAID's intention to phase out projects, such as STRIVE, it does confirm a role for projects:

...A project approach can be used to test innovative methods and to develop best practice for later system-wide application. Projects can also be readily targeted to specific areas of need as has been the case with AusAID's geographic focus in recent education projects. ...For these reasons, the report recommends that AusAID maintain a commitment to projects under its regional/local investments category of assistance. However, the report qualifies this recommendation by arguing that successful innovations developed through projects or for that matter through collaboration with other multilateral donors such as UNICEF, should not be widely disseminated through project extensions but should be mainstreamed through national systems investments. (Scoping Study, August, 2006)

Consultations by the STRIVE Australian Project Director with DepED personnel and other stakeholders led to similar concerns that had been identified by the Scoping Study - that one of the major gaps in achieving effective reform was the need for

systems development/enhancement and change management, particularly at the regional level.

At the national level, a number of orders, regulations and/or procedures have been issued but only modest reform has taken place. From the field and project perspectives, a number of innovations and reforms have been successfully tested and their utility to improve the education system proven. Unfortunately, these innovations and reforms have not been subsequently disseminated, sustained, improved and institutionalized within DepED, primarily due to the relative absence of effective support systems.

The design of Stage 2 of the STRIVE project confirms and models the approach outlined in the Scoping Study, with a focus on systems development and change management at the regional level. Stage 2 of STRIVE complements the proposed GoA education sector support program and is based on an understanding and expectation that the GoA education sector support program, the NPSBE and the support of other donors, agencies and the private sector will be used for broader dissemination and follow-on activities of the work accomplished under Stage 2 of STRIVE.

2.4 PROGRESS IN STRIVE STAGE 1 AND LESSONS LEARNED

2.4.1 Progress in STRIVE Stage 1

Progress after 14 months of activity has been satisfactory with some challenges faced in the early months that have now been overcome. Significant achievements to December 2006 include:

Educational Leadership and Management (Component 1)

- At least 20% of the principals/ school heads) and at least 75% of other educational leaders (Region, Division) completed a TNA, profile information and baseline survey. (participants selected by stratified sampling) with 99% response from the target school head respondents. The TNA was completed and endorsed by the DepED Regional Directors and NEAP. NEAP was the recipient of the TNA methodology and development process for preparing Master Training Plans. The unique feature of the TNA was the inclusion of the 360 degree concept of assessment – meaning that supervisors and sub-ordinates were involved in the assessment.
- A total of 29 leadership and management (15 from Bohol and 14 from Northern Samar) trainers from both provinces successfully completed in-country and overseas training covering training skills development and content on participatory school improvement planning and educational leadership. These trainers are currently undergoing assessment by NEAP to be recognized nationally as NEAP Regional Trainers. As part of this investment, STRIVE contributed to the further development and major revision of the NEAP School Improvement Planning (SIP) Manual and the NEAP SIP Training Program. NEAP has since used the revised SIP Manual and Training Program in other Divisions of the country.

- The trainers are complemented with the support and development of 10 quasi-trainers (5 from each province) whose main focus is the monitoring and evaluation of the training program.
- 10 Senior Education Leaders from the Central office, Region VII and VIII participated in on an offshore study program to Thailand in May 2006.
- In Stage I – the targets are for at least 80% of education leaders and managers in Northern Samar and at least 40% in Bohol trained in courses delivered by newly accredited DepED trainers. To November 2006, 5 of 9 Batches of training had been conducted to educational leaders and managers in Bohol and Northern Samar following the content and methodology as prescribed by the MTP and NEAP. This translates to 451 or 56% (226 in Bohol and 225 in Northern Samar) of the target 800 target school heads had been trained on participatory educational planning, where the output is a school improvement plan. The training also included the participation of four other school community members (PTCA, student, teacher, and LGU representatives) from each school. The inclusion of additional school community representatives in the training program was a new innovation, and while adding additional costs to the training program, has proven extremely successful in building partnerships and support within the community for the benefit of the school.
- A total of 451 or 56% (226 in Bohol and 225 in Northern Samar) school planning teams had been strengthened and established through the project.
- Even before the developed SIPs were accepted by the Division, SIPs have been used by some schools to re-allocate existing funds or generate extra funds and resources. Early information received by EDPITAF, show eleven cases in Bohol and six from Northern Samar have already been recorded where improved or changes in external funding support were accomplished by using the prepared SIPs. Examples include: extra funding was provided as a result of a funding institution's review of several SIPs, PTCAs involvement in the development of the SIP has increased funding support from parents, the provincial governor has committed additional funds for construction of school facilities, and a LGU (Mayor)'s review of the SIP has resulted in additional funds for identified school priorities.
- The clustering concept to provide instructional leadership to groups of schools has been enhanced through the development of a refined model called the Cluster Lead and Satellite School System (CLASS). The CLASS model has been endorsed by the Bureaus of Elementary and Secondary Education, Office of Planning Service and the two Regional Directors. Further enhancements, as well as documentation of the CLASS, are currently underway.

Programs for Out-of-School Children, Youth and Their Families (Component 4)

- Pilot schools' project design teams trained in identifying target populations, through the analysis of school and community data, and in preparing project proposals and business plans containing a School Community Program for Students at Risk of Dropping Out (SARDO) and for providing basic education opportunities to out of school youth.
- As part of the target community assessment process, STRIVE contributed to the development of the new Functional Literacy Test (FLT) at the national level with the Bureau of Alternative Learning System (BALS). The new FLT is now being used nation-wide as the DepED's functional literacy assessment tool.

- Examples of participation of the school community in resource generation to date included:
 - a. In Nenita Elementary School in Northern Samar, parents participated in resource generation activities for the setting-up of a multi-purpose building that will house the school canteen (supporting the school feeding program); venue for school-community meetings; temporary accommodation for commuting students and teachers in inclement weather, etc.
 - b. In Pilar High School in Bohol, parents participated in negotiating with the municipal LGU for the use of adjacent government-owned land for the purposes of developing a school model farm.
 - c. In Manga High School in Bohol, close to 500,000 Pesos has been committed by the community and LGU for providing support options for basic education.
- Operations manual for the Support Options for Basic Education Fund (SOBEF) has been endorsed by the Provincial/City School Boards to EDPITAF-DepED for approval by AusAID. The SOBEF is providing a model to local and provincial school boards for improving the use and effectiveness of the Special Education Fund (SEF).

2.4.2 Lessons Learned in STRIVE Stage 1

It is a sound approach to build on the strengths and learn from the challenges of previous activities. Accordingly, the following attributes of STRIVE Stage 1 will be considered in the design of Stage 2:

Strengths

- a. Consultative and participative planning, implementation and monitoring approach, which is much appreciated by national and local personnel;
- b. Involvement of multiple levels of the education system (school, division, region and central office) and using “champions” in guiding the design and implementation of project activities – particularly where there is a potential policy or structural issue;
- c. Focus on sustainable systems from the initial design of activities, not after the activity has been implemented;
- d. School Based Management training development completed and 5 of 9 batches of stakeholders per school (including representatives of parents, teachers, LGUs and students) have undertaken training (approximately 2,500 participants) The original project target only included school heads, not school stakeholders. While this has added cost implications, the involvement of the stakeholders in the training programs has been critical to ensuring a participatory school planning process; and,
- e. Monitoring and Evaluation has had a strong emphasis in Stage 1 and appears to be a sound system with strong local participation. Involvement by the project in the discussion and review of the new DepED sector M&E framework has helped to align project M&E efforts.

Challenges

- a. The relative lack of previous documentation and evaluation by DepED of earlier alternative delivery modes (including distance education) and

alternative learning system initiatives affected the Distance Education consultancy. Accordingly, the consultants had to begin at a more fundamental stage of research and analysis than had been expected. However, the baseline work undertaken will serve as a good starting point for proposed Stage 2 activities in applying and strengthening identified ADMs and ALS;

- b. Project implementation experience and consultations led to modifications in the Programs for OSC/OSY element, delaying the use of the Support Options to Basic Education Fund (Livelihood Fund) – leaving a short period of time to implement approved projects. Project are now being reviewed and approved for implementation in early 2007; and,
- c. There has been no activity in Components 2 (Teacher Development) and 3 (Teaching and Learning Resources) in Stage 1 (as per the original design of STRIVE). The consequence of this is starting from the beginning with these two components in Stage 2.

A significant unintended impact of Stage 1 suggests a way forward in future activities. In looking at ways to assess outcomes on functional literacy for youth and adults under Component 4 (*Programs for OSC/OSY and Their Families*), project staff worked with personnel of the Bureau of Alternative Learning Systems (BALS) to revise and develop a new Functional Literacy test. This was a successful and practical innovation. Since the assessment tool was developed through joint work with BALS there was commitment to the development and use of the FLT at the national level. DepED is now using the FLT widely across the nation.

Leadership and Management Development (Component 1)

The content of the Component 1 was conceived prior to the development of BESRA and the strong emergence of School-Based Management (SBM) as the tool to enable the further decentralization of management within the Department of Education. In response to the activity of BESRA, particularly the work of the Technical Working Group (TWG) on KRT 1 (Continuous Improvement of Schools), STRIVE made concerted efforts to acquire and utilize even the earliest drafts of the TWG findings and report to inform and align project activities to the direction being set for SBM. The result has been the development of the NEAP SIP Manual and the NEAP SIP Training Program which are closely aligned to the directions of SBM as set forth by the BESRA TWG. Other activities in Component 1 have also referred to, and incorporated the recent directions and frameworks for SBM developed through the BESRA TWGs.

Programs for OSC/OSY (Component 4)

The content of the Component 4 was perceived to be heavily oriented towards the implementation of livelihood skills programs rather than providing a focus on the original intent of identifying and supporting programs to attract, retain and retrieve out of school children and youth with low levels of basic education. The continuing misunderstanding as to the focus of Component 4 has prevented early adoption by DepED of project activities in this component as the provision of livelihood skills projects is considered to be beyond the mandate of DepED to focus on the provision of basic education services. Additionally the focus of the component on livelihood skills projects as the only mechanism to attract, retain and retrieve out of school children and youth was perceived to be too limiting. Other support options may be

more appropriate to address the problem of low levels of basic education for out of school children and youth.

Adjustments had to be made to the project logical framework to Component 4 – *Programs for Out of School Children, Youth and Their Families*. These adjustments included widening the scope of project response beyond livelihood skills to include other relevant and appropriate support options to facilitate the participation of children at risk, out of school children and youth with low levels of basic education. Livelihood skill development is only one approach which may not be the most appropriate response to pilot in the target communities. Relevant and appropriate support options are already emerging from the work of the project with the target communities.

Additionally, concerns about sustainability of the livelihood skills projects funding mechanism (imprest account) suggest that there should be a stronger focus on linking available support programs to the identified needs in the target communities rather than creating another, perhaps duplicative, funding mechanism. The proposed creation of a separate committee to make decisions about fund expenditures is unlikely to be sustainable. A more appropriate and sustainable approach was to use an existing mechanism to guide decisions on use of the fund. Accordingly, a sub-committee of the provincial school board has been tasked to perform this role, providing an opportunity for the provincial school board to learn how to better utilize the SEF at its disposal to assist schools. Under Stage 1 steps were taken to pilot a package of options (Support Options to Basic Education) for encouraging access, participation, knowledge acquisition and skills learning. The intent being to encourage school communities to analyse and consider which support option package may be the most appropriate to meet the needs of a particular school and community's circumstance.

Budgeting

While some challenges were experienced in the alignment, allocation and availability of project activity funds (Reimbursable Budget) due to exchange rate fluctuations and an imbalance between budgeted allocations and actual expenditure requirements, these challenges were identified early allowing adjustments to implementation strategies to meet the approved targets and commitments. The support of AusAID in approving the re-allocation of funds between line items to address actual expenditure requirements is noted. While budget alignment was not the major reason for the decision to re-schedule some training activities from late 2006 to early in 2007, this decision to re-schedule some activities to early 2007 did allow for the development of a revised and refined project implementation plan to ensure expenditures for project activities remained within the original approved budget allocations.

An additional concern, the setting up a separate imprest account for a relatively small amount of SOBE (Livelihood) grant funds created additional work and cost and created inflexibility in the use of any shortfall in imprest account expenditures to other priority expenditures.

2.5 ISSUES FOR THE DESIGN OF STAGE 2

2.5.1 The Issues of Target Regions

While there are good schools and good education taking place in the three Visayas regions, according to the Feasibility Study Report (July 2006) an analysis of the overall performance in basic education indicators confirms that the three regions requested by DepED to be covered under STRIVE Stage 2 are among the most in need of assistance, as shown by their “poor” performance against basic education indicators. Performance is characterised by:

- Low achievement based on National Achievement Test (NAT) scores demonstrating that 60% of elementary Grade 4 students failed to master Grade 3 competencies in English, mathematics and science and 70% of first year secondary students failed to master Grade 6 competencies;
- Poor cohort survival rates that are as low as 33% for elementary school students and 47% for those students who make it into secondary school;
- Low completion rates among all grade levels; and
- Elementary school drop-out rates as high as 6% and for secondary as high as 10% per year.

Among the perennial challenges facing education in the Visayas and elsewhere in the Philippines are tasks to:

- Enhance leadership and management of education at all levels and particularly in the schools;
- Improve teacher effectiveness and thereby contribute to improved student learning effectiveness;
- Ensure access to adequate and appropriate teaching/learning resources;
- Ensure equitable distribution of available resources, including to the disadvantaged and underserved;
- Reduce drop-outs – increasing the numbers of children completing elementary education; and
- Alleviate classroom overcrowding. (STRIVE Extension Feasibility Study, July 2006)

Stage 2 of STRIVE, within its geographic focus, will address these problems by strengthening the key support systems at the regional level in SBM, HRD (INSET) and LRM to facilitate the implementation of the DepED BESRA and major development support programs under World Bank, AusAID and other donors.

2.5.2 Revised Strategy for STRIVE Stage 2

The direction emerging for Stage 2 of STRIVE is the result of the combined requirements for Stage 2 to respond directly to (a) the shift of AusAID towards providing “program” rather than “project” support and (b) the reform agenda of DepED. The design of Stage 2 for STRIVE came at a time of rapid change both within DepED and AusAID and on the forefront of major investments to be made towards the reform of the entire education sector.

The implementation strategy is in accordance with the directions set forth for GoA development assistance in the AusAID White Paper – moving towards a programmatic approach rather than the previous “stand-alone” project approach to development assistance. The Stage 2 project incorporates the programmatic approach by:

- Focussing on systems development and innovation to support the implementation of programs and projects under the BESRA;
- Ensuring ownership and responsibility by EDPITAF, DepED Bureaus and Regional Offices, through full consultation, acceptance and integration with DepED priorities and decision-making;
- Within the project, ensuring flexibility and variability through annual rolling plans and budgets ensuring consultation on project activities;
- Targeting interventions towards areas of educational disadvantage through a focus on access and equity;
- Adopting innovative models of delivery, including use of ICT, ADMs and ALS; and
- Utilizing “champions” at the school, division, regional and national levels.

To achieve the required flexible and responsive attribute of Stage 2 of STRIVE, a high level of collaboration between, and coordination with, the project and EDPITAF is essential. EDPITAF will be strengthened, in accord with the pending organizational re-structuring of DepED, as DepED’s single coordination agency for all reform investments. EDPITAF is currently planning for the strengthening of the structures and processes to achieve effective coordination between and among the various reform efforts.

The factors noted above have enabled the design of Stage 2 of STRIVE to look beyond the previous practice of education projects that provided “implementation support” through direct training and equipment support for ongoing DepED operations to a “new” opportunity to provide for the development and strengthening of critical “support systems” at the regional level for enabling the long-term sustainability of reform efforts and benefits to the entire education system. Stage 2 of STRIVE, through the process of design, application, revision and refinement of selected “reform-enabling” support systems in SBM, HRD (INSET) and LRM, coupled with the practical application to “prove” the efficacy of those support systems, is positioned to strengthen the effectiveness of implementation and long-term sustainability of the Basic Education Sector Reform Agenda (BESRA) efforts.

DepED and the design team for Stage 2 considered several options to guide the design of Stage 2, including a model that reflected the original PDD for STRIVE and a model that reflected the large direct training and support coverage proposed by the Feasibility Study. DepED senior management endorsed, in a letter to AusAID at the end of October 2006, a “new” model that offered to strengthen critical regional operational support systems in SBM, HRD (INSET) and LRM, referred to as the “Opportunity” Model. The “Opportunity” Model and the summarized rationale for its emergence are outlined below.

The consultations undertaken in the months following the release of the Feasibility Study Report for Stage 2 of STRIVE, the AusAID Scoping Study (and the subsequent AusAID Design Principles for Stage 2 of STRIVE) enabled the identification of five (5) priority areas or “Themes” for potential inclusion in Stage 2 of STRIVE – all of which have a significant requirement for the development of “support systems”. These themes (which reflect the key elements of the primary focal areas of BESRA) are:

- A. School-Based Management (SBM) Support (including a Resource Mobilization sub-system)
- B. Human Resource Development, specifically In-Service Education and Training (INSET) (based on the National Competency-Based Teaching Standards – NCBTS)
- C. Learning Resource Materials Development/Distribution (LRMD) (incorporating the Regional Learning Materials Development Centers, Division-based Library Hubs and School/Cluster Learning Centers)
- D. Alternative Delivery Modes (ADM) and Alternative Learning Support (ALS) (Issues of access and equity), including school to livelihood/work options
- E. Quality Assurance (including Monitoring and Evaluation and Learning Assessment)

These themes strongly suggest the requirement to contribute to the development and strengthening of key support systems at the regional level in order to achieve long-term and sustainable benefit from project investments. Accordingly, a corresponding and necessary shift was required in the focus of Stage 2 of STRIVE from being “Division-based”, as was the situation in Stage 1, to Stage 2 being more focused on strengthening the capability and capacity of the “Regional Office” to effectively and efficiently operate and sustain the “support systems” that are required for the effective implementation of BESRA and the sustaining of reform benefits long term. The following representations of the “support systems” responsibilities at various levels within DepED help explain the rationale for the shift in focus of Stage 2 of STRIVE.

Table 2.1: Potential STRIVE Support to Selected Systems Effectiveness

DepED Level	System Responsibility	Potential STRIVE Support
Central Office	System Design (Policy, Standards, Frameworks)	Collaboration with NPSBE to Design Selected Systems for “Beta” Version Testing in Visayas
Regional Office	Support Systems and QA (M&E, TA, Training)	Establish/Strengthen Capacity/Capability of Regional Offices to Support Selected Systems
Division Office	Implementation Management (Operations)	Support to “Focal” Divisions to “Prove” Support Systems Improve Student Outcomes
School	Implementation	Training of Implementers in “Focal” Divisions (School Heads, Teachers, Stakeholders)

2.5.3 Summary Rationale for the Emergence of the “Opportunity Model” for STRIVE Stage 2

The “Opportunity” Design Model has emerged following consideration of the following vectors influencing the design of Stage 2 of STRIVE:

- The DepED reform agenda (BESRA) has changed the requirements and structure of investment projects in supporting education;
- AusAID has shifted from a “projects” approach to a “program” approach to support education reform;
- There is a requirement for Stage 2 of STRIVE to be closely linked to and supportive of BESRA and the NPSBE; and

- The level of funding has been established at approximately A\$5 million per year for a total of three (3) years – incorporating a “rolling” annual plan approach.

Accordingly, these vectors have indicated that significant shifts in the design of Stage 2 of STRIVE is required if STRIVE is to make meaningful and sustainable contributions to the development of the education sector. These shifts are described below:

Table 2.2: Changes in Models

“PREVIOUS” MODEL	Shift	“OPPORTUNITY” MODEL
A Focus on Supporting Development at the Schools Division level	to	Focus on Building Capacity/Capability at the Regional Office level (Regions VI, VII, VIII)
A Focus on Supporting “Activity Implementation” within Schools Divisions	to	A Focus on “Support Systems Development” at the Regional Office level
Include 6 (PDD) to 16 Schools Divisions (Feasibility Study) for Project Support	to	Include a select number of “focal” Divisions in each Region to “Prove” Systems
Inclusion of four (4) defined project components reflecting Division activity	to	Broader components to enable flexibility of project response to changed circumstances
Undefined linkage to and support to BESRA and NPSBE	to	Proactive integration with and enhancement of response to BESRA and NPSBE

2.5.4 Proposed Components and Organization of Possible Project Outputs

The following table maps target functions by system level and enabling mechanisms.

Table 2.3: Overview of Proposed Components and Output Areas for STRIVE Stage 2

ENABLED BY ICT	Stage 2				ENABLED BY ICT
	Outputs at Organization Levels	SBM Support (Component 1)	HRD (INSET) (Component 2)	LRM (Component 3)	
	National	-	√	√	
	Regional	√	√ □	√ □	
	Division	√	√ □	√ □	
	School	√ □	√ □	-	
	Cross-Cutting Issues				
	Quality Assurance	√	√	√	
	Access/Equity	√	√	√	
ENABLED BY ICT					
√	- Stage 2 STRIVE Support to Strengthen DepED Management (SBM) and Learning Support Systems (HRD/INSET and LRM)				
□	- Stage 2 STRIVE Support to Develop Appropriate Responses (Niche Activity) – ensuring access and equity for geographic isolated/disadvantaged populations in target areas				

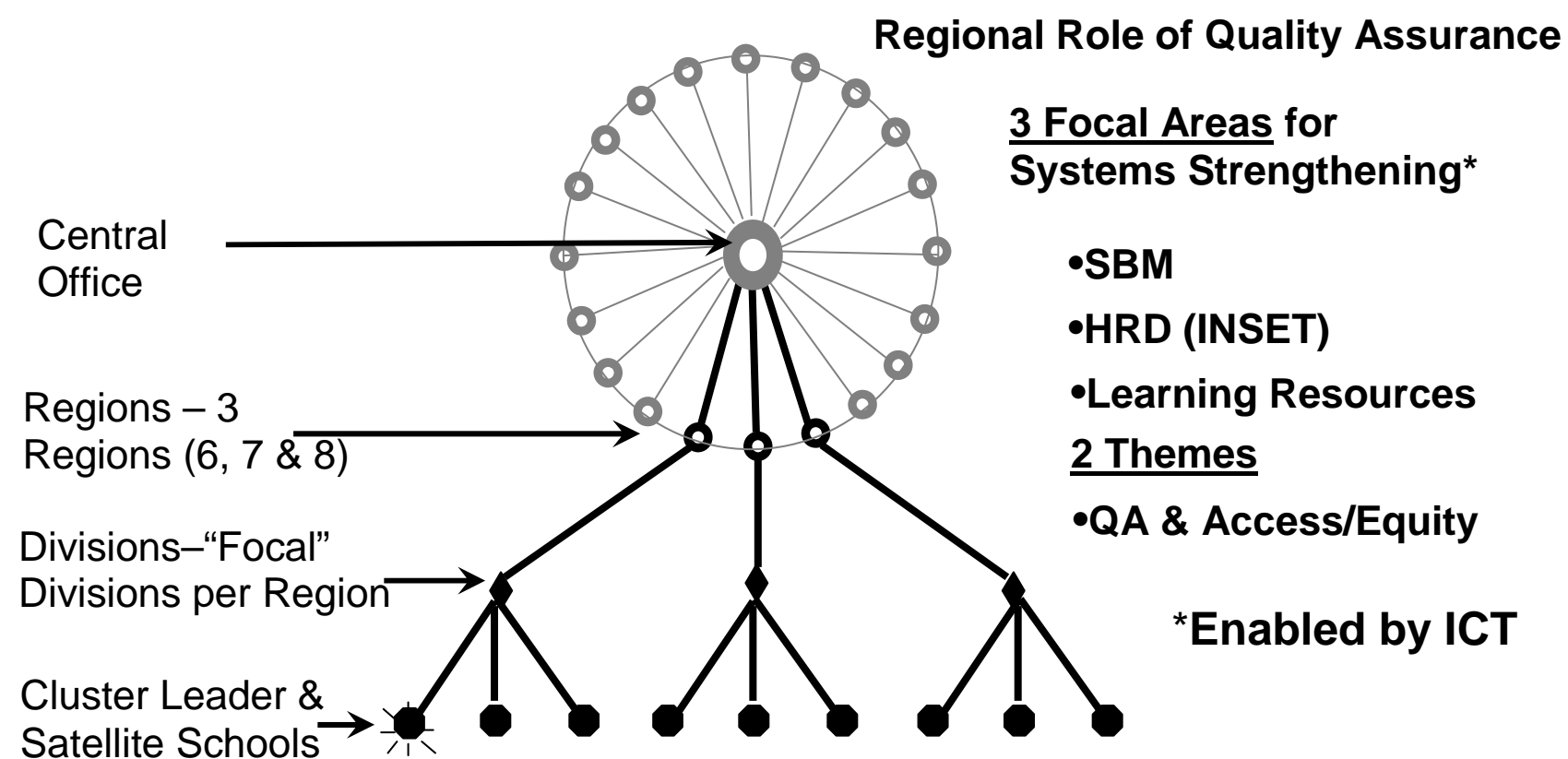
Figure 2.3 above identifies four (4) areas for investment by Stage 2 of the STRIVE Project. These areas are:

1. Strengthening of three (3) DepED support systems: Management (SBM), Learning Support (HRD/INSET and LRM).
2. Strengthening of the primary system function of Regional Offices in quality assurance (and M&E – in light of the newly developed sector M&E framework) – incorporated as a cross-cutting issue in all three of the support systems noted above.
3. Development/enhancement of appropriate responses to ensure equitable access to quality education by geographic isolated/disadvantaged populations in the selected “Focal” Divisions in each of the Regions. This would include enhancements of ADMs, ALS and School-to-Livelihood/Income models.
4. Development of ICT-enabled solutions for strengthening education management and learning support systems.

Importantly, the endorsement and adoption of the “Opportunity Model” that shifts project focus from Division support to Regional support, the interventions of Stage 2 of STRIVE will directly and indirectly affect 42 Schools Divisions with a total enrolment of over 3.5 million students in over 11,000 schools.

The diagram, representing the “Opportunity Model”, validated during consultations on the design of Stage 2 and endorsed as the preferred model by DepED senior management, is provided on the following page.

Stage 2 Design “Opportunity” Model



STRIVE – with Geographic and Systems Focus

3. STRIVE STAGE 2 PROJECT DESIGN

3.1 GOAL AND OBJECTIVES

The *goal* of the Project is:

To contribute to the improvement in the quality of, and access to, basic education in the Visayas.

The *purpose* of the Project is:

To develop and strengthen selected education management and learning support systems, in part by applying and modifying available responses for improved access to quality basic education appropriate to geographic isolated and disadvantaged populations.

As the context of Stage 2 has shifted to a more programmatic approach and now finds itself situated within a number of other reform investments, Stage 2 of STRIVE may be described as assisting DepED to implement the GoP's BESRA. Stage 2 activities of STRIVE will serve to support the regional office role as a support mechanism to the implementation of DepED reforms and the accompanying major development programs supported by the World Bank, AusAID and other donors and agencies. Stage 2 will focus on improving reform and support systems at the regional level across the entire Visayas – a part of the country that consists primarily of islands – in part through practical application of innovations in Divisions. These support systems developed and strengthened through STRIVE interventions and the practical experience of implementing innovations will support and complement the future implementation of the large development programs.

The shift in focus of Stage 2 of STRIVE from “implementation support” to “support systems development” included a corresponding and necessary shift in the focus of Stage 2 of STRIVE from being “Division-based” to being primarily focused on strengthening the capability and capacity of the DepED “Regional Office”. DepED Regional Offices will be expected to effectively and efficiently operate, sustain and improve qualitatively “support systems” in SBM, HRD (INSET) and LRM that are to be developed and enhanced for the successful and effective implementation of BESRA. With limited funds, an identified geographic focus (Visayas) and with the advantage of being provided an excellent opportunity to make significant contributions to the DepED reform efforts, STRIVE is positioned favourably. Stage 2 of STRIVE will design, practice, refine and strengthen selected support systems (SBM, HRD (INSET) and LRM) in the three (3) education regions of the Visayas prior to the large-scale implementation of reform programs throughout the rest of the country.

3.2 DURATION AND LOCATIONS

Stage 2 of the STRIVE project will operate for three years with a target commencement date of 1 July 2007. Activities will be coordinated and guided nationally by EDPITAF at DepED in Manila. The target regions are Regions VI, VII and VIII in the Visayas. Project offices will be established in DepED Regional Offices in Iloilo City (Region VI), Cebu City (Region VII) and Palo, Leyte (Region VIII). The Divisions from Stage 1 (Bohol and Northern Samar) will be the initial

focal divisions in year 1 in Regions VII and VIII respectively. The first focal Division in Region VI to be included in year 1 of Stage 2 of STRIVE has been identified as Negros Occidental, based on the DepED analysis of recently available educational performance data.

In accord with the AusAID encouragement for a more programmatic approach, the implementation strategy of Stage 2 of STRIVE is designed to be very flexible and is able to respond rapidly to the implementation progress of other major initiatives. As a result, Stage 2 of STRIVE can be easily adjusted and expanded, depending on budget availability and the implementation of the NPSBE, the AusAID support to the NPSBE and activities of other agencies, donors and the private sector.

The design of Stage 2 enables rapid inclusion of additional Divisions with minimal additional expenditure (either through AusAID or through partnerships with other donors, agencies or the private sector). The direct coverage and provision of training activities can be readily expanded with appropriate funding to further complement the NPSBE in the three regions.

3.3 PROJECT COMPONENTS

To emphasize and support the flexibility of Stage 2 of STRIVE, the design is comprised of 4 broad components, with two-cross-cutting themes (Quality Assurance and Access/Equity) underpinning and guiding all project activity. The broad nature of the components will easily permit adjustments in the depth, scope, coverage and content of component outputs to respond to emerging situations.

3.3.1 Project Components

The project in Stage 2 is comprised of 4 components:

- Component 1: School Based Management Support System**
- Component 2: Human Resource Development (In-Service Education and Training - INSET) Systems for Teachers**
- Component 3: Learning Resources Materials Development System**
- Component 4: Project Management.**

The *objective* of Component 1 is:

Strengthen the support systems of DepED, three Regional Offices, selected Divisions and schools for School Based Management through improved educational planning and management.

Overall, the intent of the component is to strengthen support systems, including strengthening of governance, advisory and partnership mechanisms for School Based Management through practical experience in application activities in the three regions. The application experience will be further enhanced through a range of capability building activities. The practical experience and the developed capacity will be expected to facilitate implementation of major reform activities funded under the World Bank and AusAID supported programs of investment.

The **outputs** of Component 1 will be:

Output 1.1 Strengthened school management and school improvement through provision of training and support for School Managers.

The basic NEAP SIP training modules and NEAP training system have been developed under Stage 1 and are ready to proceed. While the initial phase of Stage 2 project will not commit to mass training programs in favour of the development of support systems, some limited training activities, including training of trainers, will be undertaken in the focal Divisions to extend experience and provide the foundation for a roll-out of training programs under other investment programs (e.g. the WB-supported NPSBE). Follow-on coaching and support systems, initiated under Stage 1, will be further developed and supported, as will additional NEAP training programs in accordance with the revised three-year Master Training Plan developed in Stage 1 (e.g. Instructional Leadership, SIP Monitoring and Annual Revision processes).

Output 1.2 Strengthened school management and School Improvement Plans through provision of training and support for School and Community (including LGU) stakeholders.

The NEAP SIP training modules and training system, noted in Output 1.1 above, require the participation and active involvement of community stakeholders and local government in the development of SIPs. Follow-on support and advocacy systems will be further developed in Stage 2, including training to strengthen partnerships with stakeholders during SIP implementation, progress monitoring and SIP adjustment activities. Additional strengthening of the Cluster Lead and Satellite School System (CLASS) will be undertaken.

Further support will be provided to the implementation of the stakeholders' SIPs through access to a Project Performance-Based School/CLASS Fund for implementation of projects to address priority areas of concern identified by the school and community.

Output 1.3 Strengthened Governance systems, particularly School, Governing Councils, School Boards and advisory mechanisms at the school, Division and Regional levels.

Sites will be identified and agreed as locations where specific activities will be undertaken to strengthen Parent, Teacher and Community Associations (PTCA), School Governing Councils (SGC), Local School Boards (LSB) and other advisory and partnership (e.g. Adopt-A-School Program) mechanisms at the school, Division and Regional levels. A package of options may be developed following these activities, in which preferred options could be more widely considered, developed, trialled and adopted.

Output 1.4 Strengthened education leadership and management capacity in Divisions through establishing School Management support and monitoring programs.

Using the experience of Stage 1 activities, under Stage 2 the project will work with Division personnel to establish and strengthen programs to further support, monitor and strengthen school management reforms, particularly the implementation and enhancement of SIPs and the utilization of the SIPs for Division planning purposes.

Output 1.5 Strengthened education leadership and management capacity in DepED and the three Regions through training, support and monitoring programs.

Training and experiential activities for DepED Regional personnel will be provided by the project to develop education leadership and management capacity. Nominated regional and counterpart staff will be active in planning and management consultations and implementation activities under the project. A Regional Performance Based Development Fund will be established and available for access through submissions by Regions demonstrating the requirement for additional funds as well as successful performance implementing the desired support systems in SBM, HRD (INSET) and LRM.

Output 1.6 Developed systems and procedures for implementing reforms and change management through Regional offices and selected Divisions.

Project staff will work with personnel of Regional and Divisional offices to document flow-charts, processes and procedures required to support change management and system wide implementation of reforms and innovations.

Output 1.7 Improved planning, management, development and utilisation of systems to promote increased Access through Alternative Delivery Modes and Learning Systems and proactive responses to Health and Nutrition issues.

The focus of this output will be the provision of practical examples where planning and management efforts are directed towards addressing access and equity issues through the application and adaptation of different modes to improve access to education through provision and use of specific ADM/ALS at high-need sites. A Support Options for Basic Education (SOBE) Fund will be available for schools to use and influence the acquisition of counterpart SEF funds to support projects that increase access to basic education.

Output 1.8 Developed school-industry linkages and modified models of school-based vocationally and technically oriented skills programs as part of the Technology and Livelihood Education (TLE) program in selected sites.

The task of this output is to gain practical experience in planning and managing new linkage and partnership programs between schools and places of work/livelihood which could improve participation in secondary schools and the usefulness of school learning. Vocationally oriented skills for schools and school/industry programs will be sourced from available models and will be adapted and used in sites demonstrating a high need for such programs. It should be noted that debate continues within DepED as to the preferred approach for strengthening the provision of vocational and technical knowledge and skills for high school students. The approach suggested for initial work under Stage 2 of STRIVE is to focus on the strengthening of the current Technology and Livelihood Education (TLE) curriculum. This approach has been endorsed during the joint consultation on project design attended by representatives of the Bureau of Secondary Education and NEDA.

Output 1.9 Improved developments and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for planning and management support.

QA systems for Regional offices and M&E systems at all levels (in accordance with the sector M&E framework recently developed) will be assessed and steps taken with Regional and other personnel to improve the current systems and procedures. While attention will be paid to the collection and collation of data and information, significant attention will be paid to improving the effectiveness of utilisation of the collated data and information for decision-making (at the school, Division and Regional levels).

Output 1.10 Development of ICT-enabled solutions in the three regions, integrated with the national system, to support the strengthening of the education management and support systems.

Support will be provided to Regional offices to set-up and utilise complementary databases and planning software, in cooperation with the national office, to improve collation and analysis of school management data and to improve the planning tools for Regional change management.

Component 2: Human Resource Development (In-Service Education and Training - INSET) Systems for Teachers

The *objective* of Component 2 is:

Develop Regional In-Service Education and Training (INSET) Systems for teachers and capability building at national, regional, division and school levels to support the implementation of in-service teacher education and training.

The intent of the component is to work with and develop NEAP in the performance of its new role of coordinating in-service education and training (INSET) programs for teachers at the regional level. In addition, component activities will contribute to the development and modification of INSET modules to incorporate and reflect the new National Competency-Based Teacher Standards (NCBTS). In the latter area the project will draw on the INSET programs, modules and experiences of BEAM and other projects.

The *outputs* of Component 2 will be:

Output 2.1 Improved teaching and learning through training for teacher support and learning resource personnel, particularly NEAP in its new role of coordinating the INSET program for teachers.

The DepED's National Education Academy of the Philippines (NEAP) has been responsible for coordinating management training in the past, but is now being requested to take on a systems-wide coordination role in teacher in-service education and training. Stage 2 of STRIVE will provide training, advisory and resource assistance with capability building activities to undertake this new role, particularly at the Regional level.

Output 2.2 Digitized available teacher in-service education and training modules/materials (including from PASMEP, PROBE, PRODED,

BEAM, TEEP, SEDIP, etc), particularly for enhancing teaching in: reading in the early grades, TLE programs, English, Science and Mathematics in other grades, ADMs and ALS.

A number education development projects, including BEAM and other AusAID funded projects, have developed teacher in-service education and training modules/materials. Some of these in-service materials are available electronically, but others are stored in various places in different formats. It is proposed that the available in-service education and training modules/materials for teachers be collected, catalogued, collated electronically or scanned into an electronic form and mounted on an internet accessible site to stimulate further utilisation and enhancement by trainers and teachers.

Output 2.3 Improved teaching and learning through enhanced capacity of in-service teacher training based on NCBTS, particularly in reading in early grades, TLE programs, English, Science and Mathematics in other grades, ADMs and ALS.

Selected teacher in-service education and training modules will be developed and enhanced in training programs for teachers. Priority will be given to modules dealing with promoting reading in early grades, Technology and Livelihood Education, ADM and ALS. The experience of developing this type of training will be used to develop and refine the teacher in-service education and training system.

Output 2.4 Strengthened school and teacher application of Child Friendly School System (CFSS), particularly Student Tracking and Learning Assessment.

Consultations will be held to access the UNICEF - CFSS model and then work with Regional and Division staff to apply the approach and procedures. The focus will be on developing experience in ways to improve the teaching/learning interactions, school based assessment and using CFSS student tracking data to strengthen current DepED informational databases.

Output 2.5 Enhanced integration between pre-service and in-service education and training programs for teachers through involvement of TEIs in in-service activities.

Consultations will be held between Region, Divisions and Teacher Education Institutions (TEIs) to find ways of effectively involving TEIs in the development and provision of in-service training. Increased linkages, through trialling of various approaches, should assist the quality and relevance of in-service education and training activities and have flow-back effects to assist TEIs to incorporate new approaches and materials into pre-service teacher education programs.

Output 2.6 Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for teacher in-service education and development programs.

QA and M and E systems for teacher in-service education and training programs will be assessed and steps taken with Regional personnel to improve systems and procedures. While attention will be paid to collection and collation of data and information, significant attention will be paid to the improved utilisation of data and information for decision-making on in-service program development, delivery and the application of in-service training programs by teachers following receipt of training.

Output 2.7 Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the teacher in-service and support systems

Support will be provided to Regional offices to set-up and utilise databases and planning software to improve collation and use of HRD and teacher in-service education and training data and to improve planning tools for Regional teacher in-service programs. As appropriate, support may be provided to assist transformation of teacher in-service programs, which are delivered by distance education processes, to ICT-enabled formats.

Component 3: Learning Resources Materials Development System

The *objective* of Component 3 is:

Develop systems for assessing, acquiring, adapting, developing, producing and distributing quality learning resource materials for students and instructional support materials for teachers.

The intent of the component is to work with regional personnel on ways of improving access to quality instructional and learning materials. Activities within this component will rely upon a close liaison with Component 2 on teacher INSET. Collaboration with the BEAM project will be required to build upon current initiatives, including the Learning Guides System.

The *outputs* of Component 3 will be:

Output 3.1 Strengthened Learning Resource development and distribution systems at Regional and Divisional levels.

Initial assessments will be undertaken of existing systems, facilities, equipment and planned utilisation (particularly any proposals for integration and co-location and the potential effect of a large-scale ICT infrastructure project being proposed at the time of design preparation). Assignment of appropriate staffing levels to support the LRM system will also be addressed. Refurbishment and/or construction and equipping of resource centers will be undertaken.

Output 3.2 Improvement of instructional and learning materials system through support for the assessment, acquisition, adaptation, development, production and distribution of teaching/learning materials to schools.

Work will be undertaken with Regional personnel to review procedures and documentation of practices for assessing, adapting, developing, handling, distribution of instructional and learning materials, including monitoring utilization. Collaboration with the BEAM initiative on expanding and further developing the Learning Guide System into a Learning Management System will be undertaken. Based on the review and agreed priorities, work will be supported to strengthen the LRM system.

Output 3.3 Digitized available student learning materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly for reading in the early grades and TLE programs, English, Science and Mathematics in other grades, ADM and ALS.

A number education aid projects, including BEAM and other AusAID funded projects, have developed student learning materials. Some are stored electronically and are easily available, such as those in BEAM, but others are stored in various places in different formats and most are not easy to access. It is proposed that appropriate learning materials be collected, collated electronically or scanned into an electronic form, and mounted on an internet accessible site to stimulate further utilisation through this project, other programs and by DepED. The first priority will be given to the priority areas noted for Component 2 (HRD – INSET for Teachers) – Reading in the early grades, TLE, and materials for ADM and ALS. BEAM has already completed extensive work in developing basic learning materials in English, Science and Mathematics through the Learning Guides System.

Output 3.4 Enhanced provisions of quality instructional and learning materials, particularly in reading in early grades and TLE, English, Science and Mathematics in other grades.

Selected instructional and learning materials will be enhanced in training programs. Priority will be given to the development and enhancement of materials dealing with promoting reading in the early grades and in TLE. The experience of this training will also be used to develop and refine the materials development and handling system.

Output 3.5 Modified and enhanced instructional and learning materials for implementing Alternative Delivery Modes and Learning Systems.

Instructional and learning materials relating to improving equitable access to basic education, i.e. ADM and ALS will be enhanced in training programs. Attention will be directed at understanding and developing the necessary support systems for effective utilisation of such materials.

Output 3.6 Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for provision and utilisation of learning resources.

QA and M and E systems for instructional and learning materials provision and utilisation will be assessed and steps taken with Regional personnel to improve systems and procedures. While attention will be paid to collection and collation of data and information, significant attention will be paid to the effective utilisation of data and information to improve decisions affecting the quality and use of learning resources.

Output 3.7 Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the learning resource support systems.

Support will be provided to Regional offices to set-up and utilise systems to improve development, collation and use of instructional and learning materials, building on and strengthening the Learning Guide System developed by BEAM.

It is important to note that there is not a separate component for addressing access and equity as there was in Stage 1 (Component 4: *Programs for Out of School Children, Youth and Their Families*). Based on consultation and a specific request from the Bureau of Alternative Learning Systems, the direction is to ensure that access and

equity issues are incorporated in all project components as a cross-cutting theme to ensure integration of consideration for access and equity in all project activities.

Component 4: Project Management

The *objective* of Component 4 is:

Manage the project in an effective, efficient and responsive manner.

The intent of this component is to implement effective management procedures, to monitor and report on project outcomes and progress and to analyse lessons learnt from project implementation. The Project will operate under one Australian Managing Contractor, with the Australian Project Director based at the PMU with sub-teams in the three regions: Iloilo City (Region VI), Cebu City (Region VII) and Palo, Leyte (Region VIII).

The *outputs* for Component 4 will be:

Output 4.1 Consultation and Direction

Key indicative activities to achieve this output will include:

- Establish and implement national PCC meetings
- Conduct quarterly Project Management meetings to review progress and set targets
- Regular meetings and consultations with national, Regional and Division counterparts and key personnel
- Regular meetings and consultations with personnel implementing World Bank NPSBE and AusAID education sector support program
- Regular communications and meetings with AusAID personnel

Output 4.2 Planning and Reporting

Key indicative activities to achieve this output will include:

- Prepare Implementation Plan
- Prepare Annual Plans, M&E and Sustainability reports
- Establish and implement national PCC meetings
- Milestone and QAP reports
- Conduct Quarterly Progress Assessment meetings
- Prepare Project Completion Report

Output 4.3 Project Management and Administration

Key indicative activities to achieve this output will include:

- Establish various project offices, mobilise staff and resources
- Develop operating procedures and manuals
- Communications and liaison
- Ongoing management and administration

Output 4.4 Monitoring, Evaluation and Sustainability

Key indicative activities to achieve this output will include:

- Establishment of baseline data, information and resources
- Establishment and implementation of M&E strategy (link to DepED sector M&E framework)

- Establishment and implementation of Sustainability Strategy
- Conduct of surveys and data gathering activities

3.3.2 Implementation Schedule

An indicative Implementation Schedule is included at Annex C. AusAID has requested that the project utilize a more programmatic style, with flexibility and variation through consultations on a new work plan and budget each year, in a rolling annual plan approach. With the rolling annual planning approach, more detail will be provided in Annual Plans (e.g. Annex F, draft Annual Plan for 2007/2008). Two points of scheduling are clear, however. First, the SBM activities are most advanced in Stage 1, and should be able to quickly swing into follow-up activity to training undertaken in Stage 1. SBM activities in the first three focal Divisions can then probably wind down after 18 months of implementation. Teacher in-Service and learning materials development activities will be starting from initial preparatory activities during the first year and be fully implemented in years two and three.

Second, work with the first three focal Divisions (one per Region, including the two current divisions) will commence immediately. Work with additional focal divisions (for indicative costing purposes three additional focal Divisions are proposed for year two) is scheduled for year 2, depending on funds availability and the implementation progress of the NPSBE, the AusAID education sector support program and other major development activities. AusAID has indicated, in its Design Principles for Stage 2 that it may vary funding on an annual basis and the number of divisions can also vary in relation to AusAID advice on funding levels.

3.3.3 Inputs and Resources

Annex D sets out some indicative specifications of Inputs and Resources over three years. AusAID has advised that they prefer a rolling annual planning format, where the work plan, resources and finances are adjusted each year as part of the annual plan development and approval processes. However, some indicative planning over three years is appropriate, given the overall timelines and sequential scheduling of activities and the need for infrastructure and continuing personnel to be available over three years.

Indicative provision is made for five (5) Long Term Advisers (International) for periods of 12 to 36 months (total of 99 person months, including three months unallocated Short Term Advisers) and ten (10) Technical Advisers (Nationals) for a total of 329 person months, including six months unallocated TA). Indicative provision is made for 15 implementation support staff across four project offices (a total of 516 person months). Additionally, provision is made for “backfilling” at the Division and Regional Office levels (4 persons at each level) for a “backfilling” support requirement for 24 persons.

Indicative provision is made for fitting out, equipping and operating three Regional Learning Resource Materials Centres, three Regional Education Learning Centres (may be combined with the LRMCs in some instances), three Division Library hubs and six Cluster-based Division Learning Access Centres. There is also provision for

establishing and operating four project offices (three Regional project offices with a satellite office at EDPITAF in Manila).

3.3.4 Finance and Costs

Cost estimates for the three year project are only indicative at this stage. Australian inputs are expected to be just under A\$15 million over three years and Government of Philippines inputs are estimated at A\$3.6 million (P128 million) over the three year period. Tables 3.1 and 3.2 below provide summary indicative costs by government by component and input.

Table 3.1: Summary of Estimated Indicative Costs Over Three Years (A\$)

PROJECT	2007/2008	2008/2009	2009/2010	TOTAL
A. BY COMPONENTS				
Government of Australia Costs				
1. School Based Management Support Systems	1,386,000	1,457,000	1,405,000	4,248,000
2. Human Resource Development (INSET) Systems	392,000	751,000	705,000	1,848,000
3. Learning Resources Materials Development System	1,100,000	1,324,000	704,000	3,128,000
4. Project Management	2,082,000	1,749,000	1,922,000	5,753,000
Total	4,960,000	5,281,000	4,736,000	14,977,000
Government of Philippines Costs				
1. School Based Management Support Systems	266,000	282,000	237,000	785,000
2. Human Resource Development (INSET) Systems	142,000	315,000	345,000	802,000
3. Learning Resources Materials Development System	167,000	325,000	359,000	851,000
4. Project Management	332,000	392,000	392,000	1,116,000
Total	907,000	1,314,000	1,333,000	3,554,000
B. BY INPUTS				
Government of Australia Costs				
1. Personnel	3,019,000	2,560,000	2,122,000	7,701,000
2. Procurement	988,000	605,000	40,000	1,633,000
3. Training	504,000	1,166,000	1,348,000	3,018,000
4. Other	450,000	950,000	1,225,000	2,625,000
Total	4,960,000	5,281,000	4,736,000	14,977,000
Government of Philippines Costs				
1. Personnel	621,000	797,000	783,000	2,201,000
2. Procurement	38,000	58,000	24,000	120,000
3. Training	177,000	367,000	414,000	958,000
4. Other	71,000	92,000	112,000	275,000
Total	847,000	1,266,000	1,285,000	3,554,000

Note: 36 : 1 Exchange Rate PhP : AUD has been used.

Table 3.2: Summary of Estimated Indicative Costs by Government Over Three Years (A\$)

A. BY COMPONENTS	2007/2008			2008/2009			2009/2010			TOTAL		
Costs by Government	GoA	GoP	Total	GoA	GoP	Total	GoA	GoP	Total	GoA	GoP	Total
1. School Based Management Support Systems	1,386,000	266,000	1,652,000	1,457,000	282,000	1,739,000	1,405,000	237,000	1,642,000	4,248,000	785,000	5,033,000
2. Human Resource Development (INSET) Systems	392,000	142,000	534,000	751,000	315,000	1,066,000	705,000	345,000	1,050,000	1,848,000	802,000	2,650,000
3. Learning Resources Materials Development System	1,100,000	167,000	1,267,000	1,324,000	325,000	1,649,000	704,000	359,000	1,063,000	3,128,000	851,000	3,979,000
4. Project Management	2,082,000	332,000	2,414,000	1,749,000	392,000	2,141,000	1,922,000	392,000	2,314,000	5,753,000	1,116,000	6,869,000
Total	4,960,000	907,000	5,867,000	5,281,000	1,314,000	6,595,000	4,736,000	1,333,000	6,069,000	14,977,000	3,554,000	18,531.00
B. BY INPUTS	2007/2008			2008/2009			2009/2010			TOTAL		
Costs by Government	GoA	GoP	Total	GoA	GoP	Total	GoA	GoP	Total	GoA	GoP	Total
1. Personnel	3,019,000	621,000	3,640,000	2,560,000	797,000	3,357,000	2,122,000	783,000	2,905,000	7,701,000	2,201,000	9,902,000
2. Procurement	988,000	38,000	1,026,000	605,000	58,000	663,000	40,000	24,000	64,000	1,633,000	120,000	1,753,000
3. Training	504,000	177,000	681,000	1,166,000	367,000	1,533,000	1,348,000	414,000	1,762,000	3,018,000	958,000	3,976,000
4. Other	450,000	71,000	521,000	950,000	92,000	1,042,000	1,225,000	112,000	1,337,000	2,625,000	275,000	2,900,000
Total	4,960,000	907,000	5,867,000	5,281,000	1,314,000	6,595,000	4,736,000	1,333,000	6,069,000	14,977,000	3,554,000	18,531.00

Note: any differences in calculations are due to rounding up of figures

3.4 MAJOR DESIGN CHANGES

As noted previously, AusAID provided a new set of Design Guidelines for Stage 2 of STRIVE following the submission of the Scoping Study on AusAID support to education in the Philippines. Activities in Stage 2 would be limited to three years duration and A\$15 million provided by GoA. There would be greater emphasis on supporting BESRA and linking to the GOA funded education sector support program in Stage 2. Consultations with DepED personnel and other stakeholders led to a Stage 2 design focus on system level developments at the regional level, supported by practical experience with activities at the implementation level.

Changes Related to Timing

The proposed duration of just three years meant that new start-up activities would have to be limited, in order to make substantive progress in the period. Also, some previously proposed activities, such as development of pre-service teacher education in the PDD, would be best not attempted within a three-year timeframe. However, efforts will be made to develop pre-service capability by involvement of the TEIs directly in project activities dealing with teacher in-service and instructional materials development.

Changes in Logical Structure

The separate component in Stage 1 on *Programs for Out-of-School Children, Youth and their Families* is omitted. As noted above, in Stage 1 the issues relating to this component were more complicated and had greater variability than implied in the PDD. With a more systems focussed agenda in Stage 2, consultations and the specific request from the Bureau of Alternative Learning Systems, resulted in mainstreaming, with other components, the attention and activities concerned with equity and access through strengthening the Alternative Delivery Modes and Alternative Learning Systems. Quality Assurance, including Monitoring and Evaluation, and also the development of Information and Communications Technology (ICT) support systems, are also evident across all components.

Changes Related to GoP Priorities

DepED is giving an increased role to NEAP to coordinate in-service education and training activities for teachers as well as management in-service programs. This decision by DepED gives NEAP a much larger role in counterpart project management, guidance and implementation of activities. This greater role, in turn, will require greater attention to the capability building of NEAP nationally and regionally.

Changes in Resource Inputs

In Stage 2, project offices will be established at the three Regional offices with a satellite office at EDPITAF at the national DepED and not at the Division offices level as was the situation in Stage 1. This change relates to a shift in focus to development and strengthening support systems in SBM, HRD (INSET) and LRM at the regional and encouragement for Divisions to take on the project administrative tasks for implementation of project activities.

Table 3.3: Major Changes in Revised Project Design

PDD	PDD “shifts” for Stage 2	Justification
Focus on impact on basic education in limited geographic area	Focus on development of systems, particularly at three Regions. Trial activities for experience for wider system use	Shift in role due to developments in policies and programs of both governments and perceived priority need for systems development
A Focus on Supporting Development at the Schools Division level	A Focus on Building Capacity and Capability at the Regional Office level (Regions VI, VII and VIII)	Limited budget and timeline for Stage 2 mean a more strategic focus at Regional level is more appropriate
A Focus on Supporting “Activity Implementation” within Schools Divisions	A Focus on Supporting “Systems Development” at the Regional Office level	Increased focus on capacity development of RO’s given increasing roles in reforms, coordination and Quality Assurance
Include up to 6 Schools Divisions	Include a number of “focal” Divisions in each Region	Flexibility on numbers of Divisions needed for rolling budgetary processes. Shift to no project offices in Divisions.
Inclusion of four (4) discrete project components reflecting Division activity	Only 3 major components, with mainstreaming of Access and ADM/ALS activities into other three components	Request from BALS for mainstreaming to ensure general school based management, teacher in-service and learning materials development takes proper account of access and alternative systems
Proposed pilot activities on pre-service teacher education	Proposed activities on pre-service teacher education are focused on linkages with in-service	Limited time to address requirements of pre-service programs, but there is a need to develop strong linkages between pre-service (TEIs) and in-service programs
Undefined linkage to and support to wider reform activities	Proactive integration with and enhancement of response to BESRA and NPSBE	New DepED reform programs and new supporting donor support meant a greater focus on integration and complementarity with specific reforms and programs Sector M&E framework to guide investments and measure performance towards targets
Emphasis on income generation and livelihood skills to encourage access and attendance	Limited to selected support options and a package of activities for schools to promote access	Situations more complex and variable than assumed, with a variety of non-attendance factors.

4. PROJECT MANAGEMENT, MONITORING, RISK MANAGEMENT

4.1 PROJECT PLANNING AND COORDINATING

4.1.1 Project Specific Planning and Coordinating

For the specific operational planning and coordinating requirements for the implementation of Stage 2 of STRIVE, the Project Coordinating Committee (PCC) established for Stage 1 will continue into Stage 2, with some variation of membership to reflect the shift of project focus in Stage 2. The role of the PCC is to provide top-level guidance and support during project implementation. It will continue to be a forum for reviewing progress toward implementation targets and will normally meet twice annually. It is proposed that this group comprise the following members:

- Secretary of DepED Central, or nominee, as Chair;
- The Director of EDPITAF;
- The three DepED Regional Directors;
- DepED Divisional Superintendents from the focal provinces;
- Counterpart DepED Project Manager;
- Representative from NEDA;
- AusAID representative(s) from the Australian Embassy, Manila;
- Australian Project Director;
- Australian Technical Director.

Representatives or observers from other relevant bodies, particularly from the major reform investments (NPSBE and the AusAID education sector support program, could be included at GoP or GOA discretion.

A Project Management Committee will be established to oversee project progress and to provide overall management advice and direction. EDPITAF will chair this committee with the Regional Directors of Regions VI, VIII, and VIII and the Superintendents of focal Divisions as members. It is expected that quarterly meetings will be convened to ensure appropriate management oversight.

Three Regional Project Coordination Committees will be established to coordinate and consult on Project activities in each Region.

The Project team will produce planning and progress documents including:

- An Implementation Plan (within three months of commencement of Stage 2).
- Annual Plans (by March 31 each year, reporting progress and forward plans for the next Australian financial year).
- Six-monthly Progress Reports for each PCC meeting.
- Other Progress Reports as required by AusAID and DepED.
- A Project Completion Report.

4.1.2 Planning and Coordinating with Other Reform Investments/Initiatives

The design of Stage 2, a reflection of AusAID's shift to a programmatic approach to development assistance, is intended to be flexible and responsive to the implementation progress of BESRA reform initiatives, particularly the investments of the WB-supported NPSBE, the AusAID education sector support program and the potential Government of China ICT project. As EDPITAF is the recognized DepED agency responsible for coordinating all reform investments and initiatives, work is currently being undertaken by DepED as part of the organizational re-structuring process, to strengthen EDPITAF's coordination function.

Stage 2 of STRIVE, given its critical work on the development of key support systems at the regional level will need to be an integral part of and contributor to the coordination efforts and activities of EDPITAF. The management of Stage 2 of STRIVE will pursue with EDPITAF opportunities for management and technical advisors to participate in committees and meetings dealing with the implementation of BESRA.

Additionally, close liaison with other projects, investments and reform initiatives to operationalize the coordination and collaboration on project activity will be required. Stage 2 of STRIVE is aware of and recognizes the critical importance of donor coordination and harmonization for improving impact efficiency and effectiveness and to reduce donor demands on scarce local resources. Management of Stage 2 of STRIVE, working closely and in partnership with EDPITAF, will seek regular liaison meetings and discussions with other initiatives to assist in improving donor coordination.

To assist in creating increased opportunity to contribute to the coordination efforts of EDPITAF and the necessary collaboration with other reform initiatives, a small project office will be established in Manila at the EDPITAF offices at DepED.

4.2 PROJECT MANAGEMENT AND ADMINISTRATION

The following roles have been adopted during Stage 1 of STRIVE for project implementation by the key agencies. These roles will continue in Stage 2:

The STRIVE Project is a DepED Project – as a project of DepED, DepED has the managerial responsibility to lead, manage and coordinate the implementation of the project. Project implementation management is to be performed by DepED managers and staff and not by external agencies. Accordingly, the SDS for each Division is assigned the role of Division Project Implementation Manager (DPIM). There is a senior manager of DepED to serve the role of Philippine Project Manager (PPM), to guide and direct project implementation of STRIVE.

The STRIVE Project is Coordinated by EDPITAF – As the DepED agency mandated with the responsibility for coordinating externally and foreign funded projects, EDPITAF is taking the lead role in coordinating project requirements and inputs so that the project can be effectively managed and implemented at the regional level by the Regional Officers. The PPM will have a direct relationship with EDPITAF.

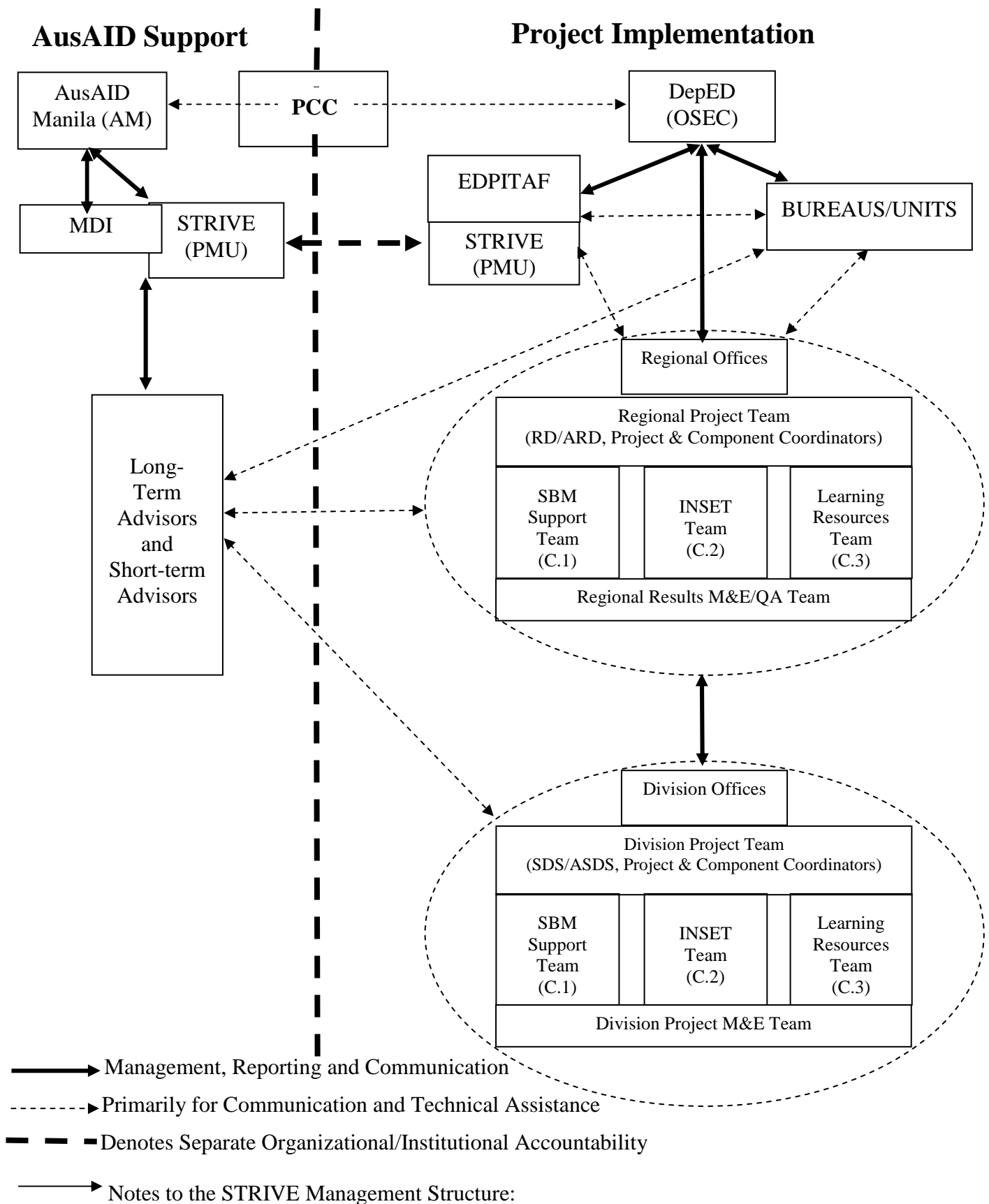
The STRIVE Project is Supported by AusAID – The contribution of the Government of Australia to the STRIVE Project is made through AusAID. AusAID has been clear

in its requirements for providing project support that host countries take on the lead role and ownership of a project. This host country lead role requirement includes all aspects of project management and implementation as a strategy towards ensuring the sustainability of project results. Previous experience of development projects supported by AusAID tells the story of limited to no sustainability of project results where the project was implemented as an AusAID project and managed externally to the organic structures, systems and processes of the intended recipient and beneficiary organizations.

The STRIVE Project Receives Technical Assistance from MDI – the Melbourne Development Institute (MDI) is contracted by the AusAID to manage the Government of Australia support/inputs into the STRIVE project. MDI, as a provider of technical assistance to the STRIVE project, provides technical assistance directly to the Schools Divisions managing the implementation of the project. As well, MDI will continue to work closely and collaboratively with the Philippine Project Manager to provide technical assistance in guiding and directing project implementation. MDI, as a result of its contract with AusAID and the development principles associated with the STRIVE project, is not in a position to decide on or direct project implementation and is restricted to the provision of technical advice, assistance and support to the implementing organization – DepED.

The overall management structure for the project is outlined in the following diagram showing primary and secondary management and communication linkages.

Figure 4.1: Project Management Structure



- The project will be managed on a day to day basis by the PD and DPD. Clear operational lines of communication, consultation and collaboration will be established and maintained with key counterparts in EDPITAF and in Regional and Division Offices of DepED.
- The PD has a direct reporting relationship with AusAID Manila and is supported by the TD, DPD, PC, and FM in the undertaking and completion of a range of tasks including team mobilisation, SMT, budgets, audits, and general administration.
- The TD will maintain a consultative link with AusAID Canberra and is the contractor representative.
- The TD will support the PD and DPD in the development and presentation of milestone reports thereby providing another level of quality assurance.
- An independent QAP will liaise directly with the TD, PD and Project Team members in the preparation of key project reports prior to submission to AusAID.
- Professional advice and on-going support to the project will be provided by MDI's associates.

Four STRIVE Project offices will be established, three at Regional levels (Regions VI, VII and VIII) and a satellite office at EDPITAF at DepED in Manila. The contractual staff member profile includes:

- Office/Finance Manager
- Administration/Clerks
- Drivers

The specific staffing profile of each project office will be determined based on the requirements of the office and the availability of locally qualified individuals to perform the duties and tasks proposed. All required systems and procedures for use in the project will be developed through the direction of the PMU.

4.3 MONITORING AND EVALUATION

Project progress monitoring is an essential activity of the project and is included as part of all major activities. The information provided through the regular monitoring of project activity implementation informs project decision-making on the relative success of project activities in accomplishing their stated objectives and expected results. Information provided through effective and timely monitoring of project activity can be used to support:

- day-to-day management decision-making and reporting;
- assessment of progress towards achieving the project's purpose;
- assessment of implementation performance;
- assessment of training quality; and
- reporting accountability to stakeholders about the progress and quality of implementation

The information provided from the monitoring process can be used to identify opportunities for improvement enabling the early intervention of enhancements to improve project performance. The adjustments to project implementation

strategies/processes based on information provided from monitoring activities will lead to continuous improvement in quality and increased effectiveness of the project.

The Monitoring and Evaluation (M&E) Strategy developed in Stage 1 will be revised and updated during the first months of Stage 2, providing the conceptual framework and methodology for project monitoring and evaluation during Stage 2 in light of the requirements to:

1. Align to the changes in program M&E that AusAID will be introducing to reflect the shifts in GoA's provision and measurement of development assistance noted in AusAID's White Paper; and,
2. To link with and support the newly developed sector M&E framework being prepared by DepED at the present time (Annex G).

An important element of the M&E Strategy will be identifying contributions to, and feedback mechanisms from, M&E activities under BESRA, NPSBE and the AusAID education sector program. Major impact of the STRIVE project will be assessed by evaluation of these broader implementation activities, to which STRIVE makes an enabling contribution.

The M&E Strategy identifies and describes the monitoring indicators, tools and processes required to facilitate information collection, analysis and reporting against the project log frame. The M&E Strategy provides a set of guidelines and instructions for the monitoring and evaluation requirements of the project.

In the first months of Stage 2, following the alignment with the emerging AusAID M&E requirements and the newly developed DepED M&E framework, the priority will be to establish the baseline of information upon which future M&E can be based. The intent will be to collect and analyse quality information, yet minimise the workload and effort required to the extent possible without jeopardizing quality.

4.4 RISKS AND RISK MANAGEMENT

The management of risk within the STRIVE project is guided by three documents – each serving a different focus: the Risk Management Plan, the Zero Tolerance Fraud Strategy and the Safety and Security Plan. As these Plans were initially developed for Stage 1, they have yet to be aligned to the Philippine Country Program Strategy (to be released) and the AusAID anti-corruption for development strategy (not yet available) that will reflect the directions set forth in AusAID's White Paper. These plans and strategies will be updated and revised for Stage 2 in its first months of operation.

The identification of risks and the development of plans to mitigate those risks is a critical aspect of the STRIVE Project. Accordingly, the project will regularly use a comprehensive Risk Management Plan to reflect the current assessment of risk to project implementation and sustainability. The regular quarterly review and revision of the Risk Management Plan updates and improves upon the proposed interventions and mitigation strategies to be employed should certain events occur that would reduce project implementation effectiveness and sustainability.

An initial Risk Management Matrix is outlined in Annex E. The key risks include the adequacy and timing of provision of funding from GoP (including donor supported funds and LGU funds) and in establishing and maintaining effective linkages with other developments in DepED and donor supported programs and projects. Project personnel will work collaboratively and proactively with EDPITAF staff on the planning and coordination of budgets and work activities to ensure complementarity and timeliness.

Institutional risks, such as limited counterpart commitment and cooperation and duplication or gaps in related activities will be tackled cooperatively with EDPITAF and the units involved defining the problems, developing options and selecting the most appropriate ways forward.

Technical risks include mismatches of activities, personnel and situations on the ground. Project personnel will be aware of, and attentive to, such possible mismatches and through early identification and consultation will endeavour to find changes and steps which can avoid or resolve the problems.

Political and peace and order risks are difficult to predict, but prior planning and consultation processes and crisis management procedures will be put in place so that avoidance or response steps can be taken in a timely fashion.

Environmental risks are modest, but the risks of construction impacts and of natural disasters will be fully considered in planning and consultations. Plans to cover such issues and active steps to follow-up during project implementation will be essential.

Social risks of negative reactions and attitudes, or of misunderstandings amongst key stakeholders, can be significant. Project personnel will emphasise consultation and participation as a central preventative approach, but this will be bolstered by active steps to identify potential and actual problems and steps to avoid or resolve such issues.

5. FEASIBILITY AND SUSTAINABILITY

5.1 FEASIBILITY OF THE PROJECT

5.1.1 Institutional

The success of this project will depend heavily on the commitment and activities of DepED personnel, particularly at the regional level. The project design for Stage 2 has been developed through an active consultation process with a design team at DepED with participation and involvement of the DepED Regional offices in the Visayas. There is a strong sense of local ownership of the design and that bodes well for successful implementation. The extent of current DepED efforts towards re-engineering and the new organisational roles and structures as well as changes in key personnel will have effects on project activities. Through regular management meetings and the design and installing of project and support systems that are less “person-dependent”, project staff will have increased opportunities to be provided with advance notice of changes that will affect the project, allowing the development and implementation of responses that will lessen the negative impact of such changes.

The STRIVE team in Stage 1 has been working well with EDPITAF personnel, particularly in the Stage 2 design process. With more donor projects and more personnel coming into EDPITAF there will be changes in roles and activities within EDPITAF to which STRIVE will need to accommodate and adjust. However, it is DepED’s strengthening of EDPITAF’s role as the coordinating agency for reform efforts and investments that will help ensure that Stage 2 of STRIVE is able to collaborate with other initiatives and contribute effectively to the overall program of educational reform.

NEAP has been given a new additional role by DepED in coordinating the delivery of teacher in-service education and training programs. NEAP will be central to the work of the project, but the timing and nature of NEAP expansion in capacity and development of capability remains uncertain with the yet-to-be-approved re-organization plan of DepED. Of particular importance will be NEAP’s working relationship at the Regional level and the inter-relationships between NEAP functions and responsibilities at the Regional level with other Regional office functions and responsibilities.

The project team will work strategically at the regional and divisional levels to establish and develop sound working relationships to avoid misunderstandings over what the project can and cannot undertake and to overcome quickly any challenges faced with implementation progress.

The relationship with the WB NPSBE and the AusAID education sector support program will be crucial in both implementation and effect. Such programs will be the main providers for large-scale implementation of development activities and the corresponding use of the support systems in SBM, HRD (INSET) and LRM developed under the project.

Complementary timing and content will need to be developed and will be highly dependent on establishing good relationships and communications, in part facilitated by EDPITAF, but will also be dependent on providing a project presence at EDPITAF

– to enable opportunities for collaboration and partnership. While a good start has been made in Stage 1, more effort will be needed, particularly with new people being brought into the project by the time Stage 2 commences and the planned implementation schedule of the WB-supported NPSBE and the AusAID education sector support program. The different structures, procedures and timelines of different bureaucratic systems of different projects may also pose significant challenges. Establishing a satellite national office at EDPITAF should assist in liaison and communication with DepED and the various reform investments.

Liaison with the BEAM project will be significant, particularly for Components 2 (HRD/INSET) and 3 (LRM) wherein previous BEAM progress should enable a head start and a reduction in new development work.

5.1.2 Technical

As shown through a number of AusAID and other donor supported projects in the Philippines, the technical matters of developing, trialling and implementing SBM training, in-service training, instructional materials and learning materials are quite manageable. There is a little more uncertainty about the steps for development and establishment of support systems in SBM, HRD (INSET) and LRM at the regional level. However, the evidence of early and strong support of DepED centrally and of the Regional offices during the design process of Stage 2 may indicate that good progress can be made early on. While the support systems being developed and strengthened at the regional level are not new, they have not been effective or managed well previously.

5.1.3 Financial and Economic

The main issues of finance are availability of counterpart DepED and LGU funding for project activities and the availability and use of the WB NSPBE and AusAID education sector support funds for widespread implementation activities. The absence of, or delays in, DepED and LGU funding will have the most serious limitation on project implementation effectiveness as planned project activities in Stage 2 may need to be delayed or cancelled, resulting in a failure to achieve the desired outputs of the project.

Delays in the availability of funds from the WB-supported NPSBE or the AusAID education sector support program will have minimal impact on the development activities of Stage 2. Stage 2 is intended by DepED to be “support in advance” to strengthen the support systems at the regional levels ahead of the major investment programs. Wider use and implementation of Stage 2 outputs, however, requires the timely release of such funds so that DepED can utilize the support systems developed and strengthened by Stage 2 of STRIVE for the effectiveness of the overall reform effort.

As of the time of preparation of the design for Stage 2 of STRIVE, the following observations may be made concerning the status of financial contributions to the DepED reform efforts and to the implementation of Stage 2 of STRIVE:

- The WB-supported NPSBE, while approved by the WB and GoP, has yet to become effective. Experiences with previous large-scale loan programs

suggest that there may be some delays in the early months and years of the loan.

- The AusAID education sector support program is yet to be fully defined. Additionally, the mechanism for providing GoA funds to support the reform activities (Trust Fund with World Bank) has yet to be established.
- The proposed Government of China loan to support the installation of ICT across the entire DepED system is still under discussion as to the scope and nature of the investment to be made.
- The STRIVE Project has been incorporated as one of DepED's "pipeline" projects and is recognized as such by NEDA and DBM. Accordingly, GoP budget allocations for the required counterpart funding are less of a concern that had been the case during the start-up of Stage 1 when the small start-up budget provided by GoP was re-enacted the following year causing concerns over GoP counterpart funds during the preparation of the 2006/2007 Annual Plan. In addition, sufficient GoP counterpart funds for STRIVE have already been forecast and included in upcoming budget submissions. In consideration of the wider budgetary and political situation, there is an increasing level of commitment and support by the government to provide increasing financial resources to education. Added to this is the government's improving ability to collect tax (including the new VAT) and allocate much of the increased tax take towards education.
- The STRIVE Project utilizes a rolling annual planning approach in the development of its operational plans. Each Annual Plan is able to adjust appropriately to the financial requirements and contributions of each government, thus reducing the risks of not being able to meet longer term financial commitments associated with the traditional multi-year project planning approach.

Some additional issues of financial administration specific to Stage 2 of STRIVE include:

- the appropriate balance of project and counterpart funds for operating activities, such as workshops or training courses. It should be noted that in Stage 1, project activities required a contribution from both GoA and GoP ensuring that there was active participation in and contributions of DepEd and project staff in all project activities – from design to implementation to monitoring to evaluation and documentation. Stage 2 of STRIVE is designed on the same practice – all project activities require contributions of both GoA and GoP – ensuring communication, coordination and collaboration on all aspects of the project;
- the appropriate mechanisms for the management of funds to be disbursed to schools, divisions and regions. Experience in Stage 1 with the SOBE Fund, indicates that a high level of participation in and consultation on the proposed management of funds is required to ensure support is garnered and to reduce potential for corruption and the misuse of funds; and,
- the mechanisms and procedures for handling different performance incentive funds. This area is a new area for the project and for AusAID. Consultation with others who have experience with the management of performance incentive funds will be essential to inform the appropriate design of mechanisms and procedures.

The strong level of cooperation and collaboration developed between Stage 1 of STRIVE and EDPITAF will continue, providing the open and transparent conditions necessary for resolving issues and developing effective solutions to financial contribution and management issues.

From a cost-benefit perspective, while a detailed analysis may not be appropriate, the very nature of Stage 2 of STRIVE as a “support in advance” investment in the development of support systems at the regional level ahead of the larger reform investments suggests that the downstream benefits to investing in “systems” is highly desirable. The support systems being developed and strengthened are intended to improve the effectiveness and efficiency of future investments. These future investments include, not only the NPSBE and the AusAID section support program, but also the efficiency and effectiveness of GoP’s own future contributions to education by ensuring the application of continuous quality improvement processes.

As Stage 2 of STRIVE intends to further develop available innovations and modes of delivery (acknowledging the lack of studies on cost-effectiveness of the available models), Stage 2 of STRIVE, under the utility of impact studies, could assign resources to undertake cost-benefit analysis of STRIVE supported models.

In addition by positioning Stage 2 of STRIVE to contribute more at the regional level than at the previous proposal to work at the Division level, Stage 2 of STRIVE directly and indirectly affect 42 Schools Divisions, over 11,000 schools and communities with a total enrolment of over 3.5 million students.

As project benefits include both system and direct and indirect effects on schools and learners, an appropriate cost-benefit analysis post-project could include:

- (a) the extent to which systems and innovations that have been further developed and strengthened under the project are picked up and utilised by the WB-supported NPSBE and the AusAID education sector support program; and,
- (b) the scope and reach of beneficiaries of those programs first introduced by the project in the Visayas, and secondly other parts of the Philippines.

5.2 CROSS-CUTTING ISSUES

5.2.1 Social and Cultural

No major social and cultural problems arose in Stage 1 and none are expected in Stage 2. In the Visayas region of the Philippines there are social and cultural variations which are taken into account in the education system. For instance, Government policy now allows use of Cebuano and other local languages and dialects as a medium of instruction in the first years of schooling. This can create issues for teacher in-service education and training programs and for learning materials development for these early grades. The project may need to work with local staff on developing local solutions to such issues.

There is always potential for the content of some teaching in-service modules, instructional materials or student learning materials to cause problem or offence. By working through, and with the local staff associated with the project many of these potential issues can be addressed and resolved at an early stage.

By having a number of Filipinos on the project team some of the normal cultural and social issues of such projects are more manageable. However, it is recognised that there is always the potential for misunderstandings or offence and management will continue to exercise due care in this regard.

5.2.2 Gender

The Philippine's Plan for Gender-Responsive Development 1995-2025 provides the Gender and Development (GAD) policy framework for all government agencies to implement.

The gender distribution of school students tips in favour of female participation, the longer the period of schooling. Women also tend to be in the majority amongst teachers, administrators and managers in the education system. Even at senior levels, there is a degree of gender balance. However, there is an acknowledgment of bias in textbooks, curricula, instructional material and in some instances, the personal bias of teachers.

DepED has adopted a three-part strategy to address this problem:

- Gender sensitive training sessions for key DepED staff at all levels (senior administrators, curriculum developers, trainers and teachers) to raise awareness of skills on gender and development issues;
- A curriculum development program, including activities to remove from text gender bias and sex stereotyping; development of gender-fair core messages for integration into existing subject learning competencies; and development of gender sensitive training, including a Trainer's Manual for key officials and elementary and secondary school teachers; and
- A program of support mechanisms including a review of policies for possible discriminatory clauses in admissions, recruitment, selection, promotion and access to training; the establishment of sexual harassment units; and generation of centralised sex disaggregated database/information systems.

Stage 2 of STRIVE will continue this approach and model good practice and develop promotional strategies that emphasise the selection of appropriate women for training. Inclusion of gender analysis and gender planning in training with participants being able to demonstrate that they can identify gender issues and strategies relevant to the development of policy or programs undertaken by their department.

The M&E system will be used to manage data and monitor/evaluate activities, providing for gender-disaggregated data and gender analysis of project outcomes.

5.2.3 Poverty

Improving the living standards of the rural poor in the southern Philippines is one of three strategic objectives outlined in AusAID's Development Cooperation Strategy (DCS) 2004 – 2008. The strategy identifies improved access to quality basic education as a primary means to improved livelihood opportunities. The AusAID White Paper goes further, explaining the clear linkages to improved basic education

and poverty reduction. The following excerpts from the White Paper are critical in understanding the importance of basic education and poverty reduction:

- While growth is necessary for poverty reduction, it is not sufficient. ... how growth can be shared and sustained, including by providing opportunities through better health and **education**.
- health and **education** enable the poor to participate in growth, make the workforce more productive, and lead to a better informed citizenry able to demand better government performance
 - investing in people provides the opportunity for all citizens, especially the poor, to participate in the economy;
 - a healthy and educated workforce is more productive and enables an economy to be competitive, thereby increasing aggregate growth;
 - literate and numerate mothers experience lower infant mortality, have fewer children, and raise healthier and better educated children who become more involved in democratic processes.

(Excerpts from “A White Paper on the Australian Government’s Overseas Aid Program – Australian Aid: Promoting Growth and Stability June 2006)

Stage 2 of STRIVE will align closely with the DCS and the AusAID White Paper as well as other Australian aid-funded facilities and activities such as BEAM and PAHRDF to ensure a coordinated approach to alleviating poverty by improving the quality, relevance and accessibility of basic education.

Project locations were chosen at the initial PDD and FS stages on indicators of poverty and low levels of basic education. While the systems focus of Stage 2 of the project will have limited direct effect on poverty alleviation, the role of such systems in facilitating the large scale implementation of WB-supported NPSBE and the AusAID education sector support program, should be significant and consequently have an indirect effect on improving basic education and decreasing poverty across the country.

5.2.4 Anti-Corruption and Governance

In anticipation of the new Philippine Country Program Strategy and the AusAID anti-corruption in development strategy which are still under development and review, AusAID is requesting project managing contractors to take active steps encouraging Social Accountability and Anti-Corruption mindsets and activities in their projects and sectors.

Once released, the strategies for the country program and anti-corruption in development will be incorporated by the project into annual plan and the detailed implementation plans. The process of annual plan development will provide the opportunity to respond appropriately to the emergence of anti-corruption strategies. In the meantime, Stage 2 of STRIVE will adopt and install processes and procedures that demonstrate sound financial management, accountability and audit activity.

Some preliminary steps to be taken will include:

- Sound procedures on handling and accounting for funds in ways which limit potential for corrupt practices;
- Education and training of project staff, counterparts, regional and divisional officials and school personnel on the requirements for proper use of funds and resources and accountability for such funds, including the Zero Tolerance Fraud Policy of the project;
- Encouragement and support for Transparency and Community Oversight of use of funds and resources.

These activities will be taken further, as appropriate, to encourage prudent and proper use of funds and resources in the sector in the region. DepED has already trialled some innovative approaches to mitigate corruption. For instance, the Boy Scouts of the Philippines and other civil society organisations have been enlisted to observe delivery of textbooks and tables and chairs to the schools. Also, planned deliveries of textbooks to schools are being published in order to eliminate diversion of deliveries. For school funds, the school will be required to publish the statement of sources and uses of funds on a regular basis in the public domain for the information of the parents, teachers and community

When occasions arise, project staff will highlight positive models, raise concerns about inappropriate decision-making and poor practices and directly address such issues with relevant officials and stakeholders. Where information comes to light of problematic practices, project staff members will be prepared to report matters immediately to appropriate authorities.

5.2.5 Environment

There are few potential environmental impacts of the implementation of the Project. There will be some construction and renovation, primarily at the three regions and selected divisions for learning resource centres. There will be some modest purchase of equipment and resources, including vehicles. In each instance of capital works, formulation of specifications will involve an environmental impact review and completion of an environment checklist.

5.3 OWNERSHIP AND SUSTAINABILITY

Four principles have guided the development of the STRIVE project and have served to guide initial activities during the first months of project implementation. These are:

- i. Flexibility: proposed interventions will provide for flexibility in implementation, taking into account the major operational difficulties involved in delivering services in the selected target provinces and regions;
- ii. Continuity: proposed interventions will build on previous interventions by DepED and AusAID;
- iii. System Strengthening: proposed interventions will strengthen existing systems rather than establishing additional systems and processes and will assist partner agency's personnel to enhance the performance of their existing or emerging roles and responsibilities, rather than adding new roles and responsibilities that are inconsistent; and,

- iv. Sustainability: proposed interventions will be capable of being implemented in a sustainable manner and will promote strategies and the development of skills and mechanisms which will increase the likelihood of long term sustainability.

These principles will continue to serve as guide posts for Stage 2 implementation activities. To effect the application of the principles noted above, the STRIVE project has adopted a “collaborative partnership” model of engagement with the wide range of beneficiaries and stakeholders.

Both the GoA and GoP require the sustainability of project benefits. The implementation approach described previously has been designed to increase the likelihood of sustaining project results and benefits and is consistent with current guidelines on sustainability developed by AusAID. A Sustainability Plan will be prepared to guide the implementation of project activities to increase opportunities for sustaining project results.

The sustainability of the key outcomes of the development of innovations, support systems and capabilities at regional level will depend on:

- (a) acceptance and the changed mindset of the key personnel and stakeholders;
- (b) the ability for recurrent resources and funding to continue to support these developments, and
- (c) the support and utilisation of these support systems and capabilities by the large WB and AusAID funded development and reform programs.

5.4 SITUATION EXPECTED AT THE END OF THE PROJECT

In the larger scheme of things, outcomes of this Project are best seen as facilitating outcomes, providing successful practical experience with innovations and the development and strengthening of regional support system capability. Full benefits and large direct impact on people will come from utilising the outputs of Stage 2 of STRIVE to guide and facilitate the effective large scale implementation and dissemination of reforms and improved programs through the wider BESRA, World Bank NPSBE and AusAID education sector support program and other wider reform programs.

The major justification of the Project will come from achieving the project purpose,

to develop and strengthen selected education management and learning support systems, by applying and modifying available responses for improved access to quality basic education appropriate to geographic isolated and disadvantaged populations.

Stage 2 of STRIVE is designed to assist the DepED efficiently and effectively implement the government’s Basic Education Sector Reform Agenda 2006-2010. When combined with large scale reform implementation funds from other programs, the project will have contributed to efforts to achieve significant impact on basic education in the Visayas, and elsewhere.

6. FUTURE ACTIVITIES

6.1 PERIOD TO MARCH 2007

The Stage 2 design of the STRIVE project is expected to be further considered and appraised in early 2007 by AusAID and NEDA (through the ICC). Revisions may or may not be required. Stage 1 of STRIVE is due for completion at the end of March 2007 so an early decision on Stage 2 proceeding on an agreed design is expected. Stage 1 activities will continue in the meantime to complete activities towards the previously agreed outputs.

6.2 INTERIM EXTENSION PERIOD (BRIDGING PHASE)

AusAID, in its letter providing the Design Principles for Stage 2, proposed a three month interim Extension from the beginning of April to end of June 2007, prior to the planned commencement of Stage 2 in July 2007. An outline work program for this period is being prepared separately and will be submitted to AusAID for negotiation with the managing contractor.

The Extension period will be primarily a holding operation to maintain momentum of project activities by providing resources to undertake follow-on work to Stage 1 activities. If an early decision is made on proceeding with Stage 2 as designed, options may be explored to consider some preparatory activities be included in the extension period. The managing contractor would be expected, during this period of time, to undertake some work on recruitment and negotiations with prospective personnel and planning and preparation work for relocations of offices.

The period of the extension period also coincides with an important time in the annual event cycle of DepED, with policies that teacher in-service and staff training should take place in the school vacation period in April and May. This may be an opportunity for training which should not be missed (particularly for trainer training) otherwise the next opportunity may not occur for another twelve months.

For 2007 however, this period coincides with national Congress and local government elections and this may affect the scope and location of activities which can be undertaken.

6.3 STAGE 2 DEVELOPMENT

Once formal approvals and agreements are in place and STRIVE Stage 2 can proceed, the immediate tasks of recruiting and fielding personnel, shifting offices, outfitting offices, procurement of equipment will commence. Consultations with key personnel and stakeholders to seek further validation and agreement on project objectives, activities and work tasks will be an early priority.

The School Based Management component, being the most developed element, should be able to move quickly into implementation of activities.

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ANNEXES

ANNEX A:	Guidelines for Stage 2 Design
ANNEX B:	Stage 2 Logical Framework Matrix
ANNEX C:	Indicative Implementation Schedule
ANNEX D:	Indicative Resources Inputs
ANNEX E:	Risk Management Matrix
ANNEX F:	Draft Annual Plan 2007-2008
ANNEX G:	Draft GoP Education Sector M&E Framework

Annex A

Guidelines for Stage 2 Design

ANNEX A**STRIVE II****DESIGN GUIDING PRINCIPLES****1. BACKGROUND:**

The White Paper *Australian Aid: Promoting Growth and Stability* commits Australia to a tripling of its education assistance to its developing country partners. This requires adoption of new approaches to aid delivery. Consequently the Philippines Program has reviewed its education sector activities. In the short term it is intended to continue with existing projects while moving towards a sector support program for education. To this end, AusAID is currently negotiating a sector financing partnership with the World Bank and the Government of the Philippines (GoP). This has implications for both of Australia's continuing education projects but especially STRIVE given the upcoming design exercise.

2. PHILIPPINES PROGRAM EDUCATION SECTOR OBJECTIVES

Australia's assistance to the Philippines education sector is being revised to ensure that all activities undertaken are well coordinated and contribute to implementation of the GoP's Basic Education Sector Reform Agenda (BESRA).

Australia will be initiating a sector financing partnership with the World Bank and contributing to the World Bank's National Program Support for Basic Education (NPSBE) Project. This new sectoral approach will require a high degree of complementarity between existing Projects and the sector financing partnership.

3. GUIDELINES FOR STRIVE 2 DESIGN:

Within the broad framework provided by the *Feasibility Study of STRIVE Expansion* Report of 13 June 2006, except where the Guidelines below provide alternate instruction, MDI will prepare a Design for Phase II of STRIVE that complements, supports and sustainably enhances the systemic improvements achieved by investments and activities delivered at the national level. Under the following headings this will require:

A. Overall Design Framework

- i. maximum flexibility. In order to accommodate changing priorities within what will be an evolving policy and program environment the Design must be flexible enough to allow inclusion of additional relevant and appropriate activities that GoP and AusAID may subsequently agree upon, and deletion of activities we judge better supported through national-level mechanisms. This could include rollout to additional Divisions (therefore potentially requiring additional resourcing), provision of learning materials and/or infrastructure (eg Regional Learning Centres).

Consequently the Design will adopt a rolling Annual Plan approach whereby:

- the original Design Document will have a specific Goal and Objectives and broadly establish appropriate Components and Outcomes and
- specific activities and outputs will be determined through the annual planning process and detailed in the Annual Plan

- ii. a three year Phase II Design that will incorporate annual estimated expenditure of A\$5 million (with details to be specified in each Annual Plan)
- iii. a draft Annual Plan for Year 1 to be annexed to the draft Design;

B. Design Team

- i. an expanded design and coordination role for the Program Director/Team Leader (PD/TL) to ensure complementarity with NPSBE and other donor activities – ref your Recommendations 1(a) and 1(c) in your paper of 28 June 2006. (AusAID is satisfied that the positive relationships established by the PD/TL with GoP counterparts and stakeholders will form the basis for productive engagement at all levels precluding the need for additional inputs by the Technical Director.) Accordingly, the PD/TL's Terms of Reference will need to be amended
- ii. addition of a Deputy Team Leader/School Based Management Specialist with clearly articulated Terms of Reference to backfill the PD/TL while the latter undertakes the expanded design and coordination role at (a) above – ref your Recommendation 1(b)
- iii. assembly of a Design team that will consult closely with all stakeholders including GoP and AusAID and is familiar with and understands the:
 - White Paper
 - AusAID's Agency Education Policy
 - AusAID's Philippines Country Program Strategy
 - AusAID's Philippines Program Education Sector Strategy
 - GoP's BESRA and
 - World Bank's NPSBE Project
- iv. inclusion on the Design team of one (1) representative of the Philippines Department of Education (DepEd), and one (1) representative from the BEAM Project to facilitate maximisation of synergies and reduce the potential for duplication of effort;

C. Consistency with BESRA/NPSBE

- i. careful consideration of the objectives of BESRA noting the various activities that will be undertaken through the NPSBE partnership, ensuring that there is no duplication of activities
- ii. AusAID is engaging a Short Term (September 2006-November 2006) and a Long Term in-country Adviser to assist in development and management of the NPSBE partnership. The Design team shall consult closely with these AusAID advisers;

D. Lessons Learned

- i. a sharing of STRIVE's, and willingness to utilise other projects' (AusAID's, other donors' and GoP's) experience, materials and resources that have demonstrated value and effectiveness;

E. Performance Issues

- i. Proposals for inclusion of relevant performance based incentives to encourage improvements at the local/school level. (NB: system wide performance incentives will be addressed through the NPSBE partnership). The Design team will consider needs in the context of existing or proposed benchmarks and determine options for STRIVE support of existing or proposed systemic performance reward mechanisms;
- ii. development of a performance framework that:
 - utilises DepEd's/NPSBE's, Monitoring and Evaluation systems, indicators and data where appropriate – allowing analysis of STRIVE's contribution to BESRA
 - is linked directly to the STRIVE Objectives - allowing monitoring and evaluation of the performance of STRIVE and the Contractor and
 - measures the local level performance achievements linked to the performance incentives at E(i) above;

F. Completion and completion and submission of the draft design of Phase II (including a draft Year One Annual Plan) by 14 December 2006. The existing Contract will be amended accordingly.

Annex B

Stage 2 Logical Framework Matrix

ANNEX B**STRIVE STAGE 2: LOGICAL FRAMEWORK MATRIX:****SUMMARY LOGICAL FRAMEWORK**

CODE	NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
Goal	To contribute to the improvement in the quality of, and access to, basic education in three selected Regions of the Visayas	Improved education and access performance indicators (such as annual national standardized test results, completion, participation, drop-out and retrieval rates) in the target Regions and Divisions	Qualitative feedback on improvement/ satisfaction of DepED educational managers and other stakeholders including community, parents, teachers, students and pupils. Quantitative measures of improvement from BEIS and Division/ School EMIS	GoP/ DepED policy continues to promote quality of education service delivery, particularly to disadvantaged areas. Economic recovery of the Provincial, Regional & National levels continues in a climate of social cohesion.
Purpose	To develop and strengthen selected education management and learning support systems, by applying and modifying available responses for improved access to quality basic education appropriate to geographic isolated and disadvantaged populations	Improved education system level performance indicators (such as SBM schools, In-service activities, access to learning materials) in the target Regions and Divisions	Qualitative feedback on improvement/ satisfaction of DepED educational managers and other stakeholders including community, parents, teachers, students and pupils. Quantitative measures of improvement from BEIS and Division/ School EMIS	DepEd's Basic Education Sector Reform Agenda continues as a priority policy focus There is both sufficient commitment and adequate resources to continue improving and effectively utilising basic education support systems
Component 1	School Based Management Support System			
Objective	Strengthen the support systems of DepED, three Regional Offices, selected	Increased number of schools effectively using School Based Management	Reports from Divisions and Regions Qualitative survey of	A desire and willingness exists between key stakeholders to develop

CODE	NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
	Divisions and selected schools for School Based Management through improved educational planning and management		personnel and stakeholders	closer partnerships as a strategy to improve basic education services.
Component 2	Human Resource Development (In-Service Teacher Education) Systems			
Objective	Develop Regional In-Service Teacher Education Systems and capacity building at national, Regional, Divisional and school levels to support implementation of training	Increased number of coordinated and effective teacher in-service activities	Reports from Divisions and Regions Qualitative survey of personnel and stakeholders	Regional personnel can coordinate in-service activities with different agencies and work effectively with various agendas for the in-service activities BEAM in-service modules can be adopted for use in these Regions
Component 3	Learning Resources Materials Development System			
Objective	Develop a system for assessing, acquiring, adapting, developing, producing and distributing quality supplementary learning materials for students and instructional support materials for	Increased number of schools effectively accessing supplementary learning and instructional materials	Reports from Divisions and Regions Qualitative survey of personnel and stakeholders	BEAM ICT system for materials development and utilisation can be adapted for wider use

CODE	NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
	teachers			
Component 4	Project Management			
Objective	Manage the project in an effective, efficient and responsive manner	Project implemented on time and within budget	Project reports	DepED remains committed to the project, & provides appropriate counterpart resources & support at national, regional and provincial levels.

STRIVE STAGE 2: LOGICAL FRAMEWORK MATRIX:

COMPONENT LOGICAL FRAMEWORK

CODE	NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
Component 1	School Based Management Support System			
Objective	Strengthen the support systems of DepED, three Regional Offices, selected Divisions and selected schools for School Based Management through improved educational planning and management	Increased number of schools effectively using School Based Management	Reports from Divisions and Regions Qualitative survey of personnel and stakeholders	A desire and willingness exists between key stakeholders to develop closer partnerships as a strategy to improve basic education services.
Output 1.1	Strengthened school management and school improvement through provision of training and support for School Managers	Examples of capacities of School Managers to successfully undertake planning and management activities	Survey of trained School Managers and their schools Reports from Divisions on schools management	School Managers can be available for training School Managers are supported to use such training in their schools
Output 1.2	Strengthened school management and active School Improvement Plans through provision of training and support for School, Community (including LGU) stakeholders	School Improvement Plans developed, endorsed and implemented	Survey of trained School, community and Governance stakeholder and their schools Reports from Divisions on schools management	School communities can develop and utilize SIP's
Output 1.3	Strengthened Governance systems, particularly School Boards and advisory mechanisms at the school,	Active School Boards and community advisory mechanisms	Survey of stakeholders and their schools Reports from Divisions on School Boards	There is local commitment to making School Boards and community advisory mechanisms active and

CODE	NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
	Division and Regional levels			effective
Output 1.4	Strengthened education leadership and management capacity in the target Divisions through establishing School Management support and monitoring programs	Examples of capacities of DOs to successfully undertake planning and management activities	Survey of trained DO personnel Reports from Divisions on planning and management	DOs accept and support School Management initiatives
Output 1.5	Strengthened education leadership and management capacity in DepED and the three Regions through training, support and monitoring programs	Examples of capacities of national DepEd staff, ROs and DOs to successfully undertake planning and management activities	Survey of trained personnel Reports from DepEd and Regions on planning and management	Availability and commitment of personnel to capacity building
Output 1.6	Developed systems and procedures for implementing reforms and change management through Regional offices and selected Divisions	Examples of capacities of ROs and DOs to successfully undertake change management activities	Survey of trained personnel Reports from Regions and Divisions on change management	Availability and commitment of personnel to capacity building Acceptance of change management needs
Output 1.7	Improved planning, management, development and utilisation of systems to promote increased Access through Alternative Delivery Modes, Alternative Learning Systems and proactive responses to Health and Nutrition issues	Examples of SBM programs including ADM/ALS Increased awareness and attention to both access and ADM/ALS	Survey of trained School, community and Governance stakeholder and their schools Reports from Divisions on schools management	Acceptance of importance and use of ADM/ALS Operability of ADM/ALS activities

CODE	NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
Output 1.8	Developed school-industry linkages and modified models of school-based vocationally oriented skills programs as part of Technology and Livelihood Education (TLE) programs in selected sites	Pilot programs developed, implemented and evaluated	Evaluation report on pilot activities	Acceptance of importance and use of pre-vocational skills and school-work transition experiences Operability of school-work transition activities
Output 1.9	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for planning and management support	Amount and range of QA and M and E activities undertaken successfully	Survey of trained personnel Reports from Regions and Divisions on use of QA and M and E	Degree of commitment and use for QA and M and E activities
Output 1.10	Development of ICT-enabled solutions in the three regions, integrated with national system, to support the strengthening of the education management and support systems	ICT-enabled solutions in operation	Evaluation report on ICT-enabled solutions	Computer systems and software can be maintained and used
Component 2	Human Resource Development (In-Service Teacher Education) Systems			
Objective	Develop Regional In-Service Teacher Education Systems and capacity building at national, Regional, Divisional and school levels to support	Increased number of coordinated and effective teacher in-service activities	Reports from Divisions and Regions Qualitative survey of personnel and stakeholders	Regional personnel can coordinate in-service activities with different agencies and work effectively with various agendas for the in-service

CODE	NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
	implementation of training			activities BEAM in-service modules can be adopted for use in these Regions
Output 2.1	Improved teaching and learning through training for teacher support and learning resource personnel, particularly NEAP in its new role of coordinating INSET programs	NEAP's capability to coordinate teacher in-service programs is developed	Reports from NEAP Interviews with NEAP personnel Reports on teacher in-service activities	NEAP's capacity for handling in-service programs can be developed and sustained
Output 2.2	Digitized available teacher in-service modules/materials (including from PASMED, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly for enhancing teaching in: reading in the early grades, TLE programs, Filipino, English, Science and Mathematics in other grades, ADMs and ALS	Accessible database of in-service modules/materials established and in use	Reports from Divisions and Regions	BEAM in-service modules can be adopted for use in these Regions
Output 2.3	Improved teaching and learning through enhanced capacity of in-service teacher training based on NCBTS, particularly in reading in early grades, TLE programs,	In-service trainer training and pilot teacher in-service activities completed	Reports from NEAP Interviews with NEAP personnel Reports on teacher in-service activities	Coordination and commitment to run pilot in-service training can be forthcoming

CODE	NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
	Pilipino, English, Science and Mathematics in other grades, ADMs and ALS			
Output 2.4	Strengthened school and teacher application of Child Friendly School System (CFSS), particularly Student Tracking and Learning Assessment	Improved teaching/learning interactions and school-based assessments	Reports from Divisions and Regions	Consultations on use of CFSS and improving school-based assessment will lead to positive steps forward
Output 2.5	Enhanced integration between pre-service and in-service programs through involvement of TEIs in in-service activities	Innovations in both pre-service and in-service teacher education activities	Reports on follow-on activities Surveys of trainers and TEI staff	Cooperation and participation by TEIs can be arranged
Output 2.6	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for teacher in-service	Amount and range of QA and M and E activities undertaken successfully	Reports on in-service support system	Degree of commitment and use for QA and M and E activities
Output 2.7	Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the teacher in-service and support systems	Databases on staff and in-service activities, and ICT-enabled solutions, in use	Reports on in-service support system	Computer systems and software can be maintained and used
Component 3	Learning Resources Materials Development System			

CODE	NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
Objective	Develop a system for assessing, acquiring, adapting, developing, producing and distributing quality supplementary learning resource materials for students and instructional support materials for teachers	Increased number of schools effectively accessing supplementary learning and instructional materials	Reports from Divisions and Regions Qualitative survey of personnel and stakeholders	BEAM ICT system for materials development and utilisation can be adapted for wider use
Output 3.1	Strengthened Learning Resource development and distribution system at regional and Divisional levels	Resource Centres and library hubs operating in coordinated ways and with active utilisation	Reports from Divisions and Regions Qualitative survey of personnel and stakeholders	Maintenance and operating funds are available and are used appropriately
Output 3.2	Improvement of instructional and learning materials system through support for the assessment, acquisition, adaptation, development, production and distribution of teaching/learning materials to schools	Active and efficient delivery of materials to schools	Reports from Divisions and Regions Qualitative survey of personnel and stakeholders	BEAM ICT system for materials development and utilisation can be adapted for wider use
Output 3.3	Digitized available student learning materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly for reading in the early grades and TLE, Pilipino, English, Science and Mathematics in other grades	Accessible database of instructional and learning materials established and in use	Reports from Divisions and Regions	Materials can be found and made available

CODE	NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
Output 3.4	Enhanced provision of instructional and learning materials, particularly in reading in early grades and TLE, Pilipino, English, Science and Mathematics in other grades	Specific instructional and learning materials developed and trialled	Reports on modules and training activities	Trainers can be found Modules can be adapted, developed and piloted
Output 3.5	Modified and enhanced instructional and learning materials for implementing Alternative Delivery Modes and Learning Systems	Specific instructional and learning materials developed and trialled	Reports on modules and training activities	Trainers can be found Modules can be adapted, developed and piloted
Output 3.6	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for provision and utilisation of learning resources, including Monitoring and Evaluation	Amount and range of QA and M and E activities undertaken successfully	Reports from Divisions and Regions	Degree of commitment and use for QA and M and E activities
Output 3.7	Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the learning resource support systems	Databases on learning materials, and ICT-enabled solutions, in use	Reports from Divisions and Regions	Computer systems and software can be maintained and used
Component 4	Project Management			

CODE	NARRATIVE SUMMARY	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
Objective	Manage the Project in an effective, efficient and responsive manner	Project implemented on time and within budget	Project reports	Structural, coordination, communication and implementation issues over three Regions and national DepEd can be managed efficiently to support effective project activities
Output 4.1	Consultation and Planning	Agreed Plan documents and outcomes of consultation meetings	Annual Plans and Project reports PCC meetings Reports	DepED fully cooperate & actively participate as the lead agency in project management & implementation
Output 4.2	Planning and Reporting activities	Project reporting requirements met to satisfaction of government representatives	Annual Plans and milestone reports QAP Reports	Project reports are able to be delivered in a timely fashion and in appropriate forms
Output 4.3	Project Management and Administration	Project milestones achieved and feedback comments from national agencies on project progress	Annual Plans and milestone reports QAP Reports	DepED fully cooperate & actively participate as the lead agency in project management & implementation
Output 4.4	Monitoring, Evaluation and Sustainability activities	M and E systems developed and implemented to collect, manage, maintain and disseminate relevant data disaggregated by gender where appropriate	Ongoing reporting and Mid-term Review	M and E issues can be resolved and adequate forms of data and information collection are devised and utilised

Annex C

Indicative Implementation Schedule

FIGURE 2: STRIVE Stage 2: IMPLEMENTATION SCHEDULE SUMMARY

		2007		2008				2009				2010	
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
	NARRATIVE SUMMARY	2007/2008				2008/2009				2009/2010			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
A.	School Based Management Support System												
	OUTPUTS												
1.1	Strengthened school management and school improvement through provision of training and support for School Managers												
	Initial Focal Divisions Yr. 1 (3)	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX						
	Additional Focal Divisions Yr. 2 (3 is an indicative number for costing purposes only)					XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX		
1.2	Strengthened school management and active School Improvement Plans through provision of training and support for School and Community (including LGU) stakeholders												
	Initial Focal Divisions Yr. 1 (3)	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX						
	Additional Focal Divisions Yr. 2 (3 is an indicative number for costing purposes only)					XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX		
1.3	Strengthened Governance systems, particularly School Governing Councils, School Boards and advisory mechanisms at the school, Division and Regional levels												
	Initial Focal Divisions Yr. 1 (3)	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX						
	Additional Focal Divisions Yr. 2 (3 is an indicative number for costing purposes only)					XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX		
1.4	Strengthened education leadership and management capacity in the target Divisions through establishing School Management support and monitoring programs												
	Initial Focal Divisions Yr. 1 (3)	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX						
	Additional Focal Divisions Yr. 2 (3 is an indicative number for costing purposes only)					XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX		
1.5	Strengthened education leadership and management capacity in DepED and the three Regions through training, support and monitoring programs	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
1.6	Developed systems and procedures for implementing reforms and change management through Regional offices and selected Divisions	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
1.7	Improved planning, management, development and utilisation of systems to promote increased Access through Alternative Delivery Modes, Alternative Learning Systems and proactive responses to Health and Nutrition issues	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
1.8	Developed school-industry linkages and modified models of school-based vocationally oriented skills programs as part of Technology and Livelihood Education (TLE) programs in	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
1.9	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for planning and management support	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
1.10	Development of ICT-enabled solutions in the three regions, integrated with national system, support the strengthening of the education management and support systems	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX

FIGURE 2: STRIVE Stage 2: IMPLEMENTATION SCHEDULE SUMMARY

		2007		2008				2009				2010	
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
	NARRATIVE SUMMARY	2007/2008				2008/2009				2009/2010			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
B.	Human Resource Development (Teacher INSET) Systems												
	OUTPUTS												
2.1	Improved teaching and learning through training for teacher support and learning resource personnel, particularly NEAP in its new role of coordinating INSET programs												
	Initial Focal Divisions Yr. 1 (3)					XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX		
	Additional Focal Divisions Yr. 2 (3 is an indicative number for costing purposes only)					XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX		
2.2	Digitized available teacher inservice modules and instructional materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly in reading in early grades, TLE programs, English, Science and Mathematics in other grades, ADMs and ALS		XXXXX	XXXXX									
2.3	Improved teaching and learning through enhanced capacity of in-service teacher training based on NCBTS, particularly in reading in early grades, TLE programs, English, Science and Mathematics in other grades, ADMs and ALS					XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
2.4	Strengthened school and teacher application of Child Friendly School System (CFSS), particularly Student Tracking and Learning Assessment					XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
2.5	Enhanced integration between pre-service and in-service programs through involvement of TELs in in-service activities				XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
2.6	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for teacher inservice				XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
2.7	Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the teacher inservice and support systems												
C.	Learning Resources Materials Development System												
	OUTPUTS												
3.1	Strengthened Learning Resource development and distribution system at regional and Divisional levels			XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX				
3.2	Improvement of instructional and learning materials system through support for the assessment, acquisition, adaptation, development, production and distribution of teaching/learning materials to schools					XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
3.2	Digitized available learning materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly reading in early grades and TLE, English, Science and Mathematics in other grade		XXXXX	XXXXX									
3.4	Enhanced provision of instructional and learning materials, particularly in reading in early grades and TLE, English, Science and Mathematics in other grade					XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
3.5	Modified and enhanced instructional and learning materials for implementing Alternative Delivery Modes and Learning Systems				XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
3.6	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for provision and utilisation of learning resources, including Monitoring and Evaluation				XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
3.7	Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the learning resource support systems				XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
D.	Project Management												

FIGURE 2: STRIVE Stage 2: IMPLEMENTATION SCHEDULE SUMMARY

		2007		2008				2009				2010	
		Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2
	NARRATIVE SUMMARY	2007/2008				2008/2009				2009/2010			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	OUTPUTS												
4.1	Consultation and Planning	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
4.2	Planning and Reporting activities	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
4.3	Project Management and Administration	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
	Regions and initial Focal Divisions Yr. 1 (3)	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
	Additional Focal Divisions Yr. 2 (3 is an indicative number for costing purposes only)					XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
4.4	Monitoring, Evaluation and Sustainability activities	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX

Annex D

Indicative Resources Inputs

ANNEX D**INDICATIVE RESOURCE INPUTS FOR STAGE 2 OF STRIVE****Assumptions:**

- Stage 2 Costs (\$5 million AUD/year) and duration (3 years) will not change
- Costing has been estimated for the entire 3 year duration
- Project implementation focus remains in the Visayas
- Project will serve to develop and gain experience with specific systems as well as address a unique area of concern for Visayas (geographic and socio-economic isolation of “island” populations)
- Three primary components to be addressed (SBM, HRD (INSET) and LRM) with underlying themes of QA and Access/Equity in all three focal areas
- ICT to be viewed as an “enabler” of content development and access to quality education
- Three (3) Regions (VI, VII, VIII) of the Visayas will be included in Stage 2
- During the first part of Stage 2, an initial focal Division will be included per Region – Bohol and Northern Samar will continue in Stage 2 as initial focal Divisions for Regions VII and VIII respectively. Negros Occidental has been identified as the first focal Division for Region VI based on new data. (Additional focal Divisions may be added in year 2, depending on budget availability and progress implementation of the NPSBE and the AusAID sector support program)
- Assumes no overseas training activities
- Assumes project will support limited direct training of school heads and teachers to “prove” systems and acknowledging the NPSBE and the AusAID Sector-Wide Support.
- Project Offices will be established in each region with a satellite office in EDPITAF* (*after rationalization, EDPITAF will be established as the DepED Project Management Center (PMC)).
- The concept of “backfilling” will be used to support project implementation activities at the Regional and Divisional levels.

A. Technical Advisors/Specialists (International)

Focal Area/Position	Duration (months)	Number Required	Total Months	Office Location
SBM/QA Systems	24	1	24	EDPITAF – with travel to Regions
INSET Systems	12	1	12	EDPITAF – with travel to Regions
LRMD Systems	12	1	12	EDPITAF – with travel to Regions
ICT/Education Systems	12	1	12	EDPITAF – with travel to Regions
Team Leader/Access	36	1	36	EDPITAF – with travel to Regions
Unallocated TA	3		3	As required STA
Total		5	99	

B. Technical Advisors/Specialists (National)

Focal Area/Position	Duration (months)	Number Required	Total Months	Office Location
INSET Systems (Regions)	36	1	36	1 in one Regional Office
LRMD/ICT (Regions)	36	1	36	1 in one Regional Office
SBM/QA/(RTL) (Region)	36	3	108	1 in each Regional Office
ICT/EMIS Advisor	36	1	36	EDPITAF – with travel to Regions
Access/ADMs/ALS	36	1	36	1 in one Regional Office
M&E Consultant	11	1	11	EDPITAF – with travel to Regions
Facilities/Bldg Engineer	24	1	24	EDPITAF – with travel
Dep. Team Leader/PME	36	1	36	EDPITAF – with travel to Regions
Unallocated National TA	6		6	As required STA
Total		10	329	

C. Project Implementation Support

Position	Duration (months)	Number Required	Total Months
Admin. Asst. (Region)	36	3	108
Assistant/Driver (Region)	36	3	108
Project Activity Coord.	36	1	36
Project Advocacy	36	1	36
Documents Clerk	36	1	36
Project Accountant	36	1	36
Finance Assistant	36	1	36
Procurement Assistant	12	1	12
Admin. Asst. (National)	36	1	36
Assist./Driver (National)	36	1	36
Office/Finance Manager	36	1	36
“Backfilling” Positions	36	24*	864
Total		39	1,380

*Backfilling – 4 positions for each Division and 4 positions for each Region

D. Facilities

Type	Location	Renovate/ New	Estimated Size	Quantity
Regional LRM Centers	Region VI	New	100m2	1
	Region VII	Renovate	100m2	1

	Region VIII	New	100m2	1
Regional EL Centers (Regional NEAP)	Region VI	Renovate	100m2	1
	Region VII	Renovate	100m2	1
	Region VIII	Renovate	100m2	1
Division Library Hubs (LGU responsibility)	Region VI – “Focal” Division	Renovate	100m2	1
	Region VII – “Focal” Division	Renovate	100m2	1
	Region VIII – “Focal” Division	Renovate	100m2	1
Cluster-based Learning Access Centers (LGU responsibility)	Region VI – “Focal” Division	Renovate	100m2	1
	Region VII – “Focal” Division	Renovate	100m2	1
	Region VIII – “Focal” Division	Renovate	100m2	1

E. Equipment

Location	Indicative Equipment “Package” (TBD)	Number of “Packages”
Regional LRM Centers	<ul style="list-style-type: none"> • Computer Network • 10 Computers with Office and AV Software • 4 High Speed Printers/Photocopiers/Scanners • 2 Digital AV Recorders • 1 Fax Machine • Materials Handling Equipment • Materials Storage Units • Office Furniture, Equipment, File Cabinets • Broadband Internet Connectivity 	3
Regional EL Centers (Regional NEAP) (combine with RLMC where possible)	<ul style="list-style-type: none"> • 3 Computers with Office and AV Software • 1 Laser Printer • 1 Fax Machine • 3 Laptops with 3 LCD Projectors • Office Furniture, Equipment, File Cabinets • Broadband Internet Connectivity 	3
Division Library Hubs	<ul style="list-style-type: none"> • Computer Network • 10 Computers with Office and AV Software • 2 High Speed Printers/Photocopiers/Scanners • 1 Television and DVD • 1 Fax Machine • Materials Handling Equipment • Materials Storage Units • Office Furniture, Equipment, File Cabinets • Broadband Connectivity • Learning Resources Package 	3
Division Project Offices	<ul style="list-style-type: none"> • Computer Network • 4 Computers with Office Software • 1 High Speed Printer/Photocopier/Scanner • 1 Fax Machine • Digicam • Broadband Connectivity 	1-Region VI Division (Negros Occidental)

Location	Indicative Equipment “Package” (TBD)	Number of “Packages”
	• Electric Binding Machine	3
Cluster-Based Learning Access Centers (2 per Division)	<ul style="list-style-type: none"> • Computer Network • 5 Computers with Office and AV Software • 1 High Speed Printer/Photocopier/Scanner • 1 Television and DVD • Radio • 1 Fax Machine • Office Furniture, Equipment, File Cabinets • Broadband Connectivity -Wireless Broadcast • Learning Resources Package 	6
Regional Project Offices (link to RLMC)	<ul style="list-style-type: none"> • 8 Computers with Office Software • 1 High Speed Printer/Photocopier/Scanner • 1 Fax Machine • Office Furniture, Equipment, File Cabinets • Broadband Connectivity 	3
STRIVE Project Office	<ul style="list-style-type: none"> • Computer Network • 20 Computers with Office Software • 1 High Speed Printer/Photocopier/Scanner • 1 Fax Machine • Office Furniture, Equipment, File Cabinets • Broadband Connectivity 	1

F. Vehicles

Location	Type	Quantity
Regional Project Office	Mini-van	1 – Region VI
		0 – Region VII – transfer 1 from Bohol
		0 – Region VIII – transfer 1 from N. Samar
Division Project Office	4x4–multi-passenger	1 – for “Focal” Division in Region VI
		0–1 of 2 vehicles in Stage 1 remains in Bohol
		0–1 of 2 vehicles in Stage 1 remains in N. Samar
STRIVE Project Office	Mini-Van	1 – 1 for consultants/office use

G. Project Management/Advisor Travel Requiring Air Travel (Travel of DepED and stakeholders coded to specific project activities)

Position	Number of Individuals	Number of Trips/Month	Months	Total Trips
SBM/QA Systems	1	1	24	24
INSET Systems	1	1	12	12
LRMD Systems	1	1	12	12
ICT/Education Systems	1	1	12	12
Team Leader/Access	1	3	36	108
INSET Systems (Regions)	1	2	36	72

LRMD/ICT (Regions)	1	2	36	72
SBM/QA/M&E (Regions)	3	1	108	108
ICT/EMIS TA	1	1	36	36
M&E Consultant	1	1	11	11
Access/ADMs/ALS	1	2	36	72
Facilities/Bldg Engineer	1	2	24	48
Dep. Team Leader/SBM	1	2	36	72
Admin. Asst. (Region)	3	0.25	108	27
Assistant/Driver (Region)	3	0	108	0
Project Activity Coord.	1	2	36	72
Project Advocacy	1	0.5	36	18
Documents Clerk	1	0.5	36	18
Project Accountant	1	0.5	36	18
Finance Assistant	1	0.5	36	18
Procurement Assistant	1	0.5	12	6
Admin. Asst. (National)	1	0	36	0
Asst./Drivers (National)	1	0	36	0
Office/Finance Manager	1	0.5	36	18
Total				854

Annex E

Risk Management Matrix

ANNEX E

RISK MANAGEMENT MATRIX

The Risk Management Plan contains an assessment of risk based on the following criteria:

L = Likelihood of occurrence (1=Rare; 2=Unlikely; 3=Possible; 4=Likely; 5=Almost certain)

C = Consequence of occurrence (1=Negligible; 2=Minor; 3=Moderate; 4=Major; 5=Severe)

R = Risk level Combination of the two assessments (**E**=Extreme; **H**=High; **M**=Medium)

SOURCE OF RISK	RISK EVENT	Ranking			RISK TREATMENT	Response
		L	C	R		
FINANCIAL & ECONOMIC RISK						
Inadequate budget allocations made by National/ Regional/ Provincial/ District and School bodies to support project	Insufficient resources supplied by counterparts in support of the project. Inability or delays in achieving desired project outputs. Project team members may pursue non-project activities.	3	4	H	Report problems to the EDPITAF immediately upon identification; resolve problems at the project level if possible. If not resolved, refer to AusAID & PCC	DepED, AusAID, AMC
Incentives (eg service credits, travel allowances, overtime pay) required under employment conditions are not provided by DepED	DepED participants may not be motivated to participate in project activities in addition to the regular workload. Participants pay their own travel and other disbursements to participate and later seek reimbursement from project.	3	4	H	DepED participants require “deloading” from regular assignments and provided with incentives such as service credits, overtime pay for after regular work hours. DepED to ensure timely transfer and disbursements of funds to implementing Divisions. Monitor application of incentives	DepED, AMC
GOA and WB NPSBE sector program may not provide additional resources to the three regions to extend	Insufficient resources to move beyond pilot activities in target divisions or to extend modules to other Divisions.	3	4	H	Maintain close liaison with both GOA and WB NPSBE programs and encourage complementarity and mutual support of activities.	DepED AMC

SOURCE OF RISK	RISK EVENT	Ranking			RISK TREATMENT	Response
		L	C	R		
Project activities and impact						
Exchange rate (PhP to AUD) differentials for portion of reimbursable budget	Changes in the currency exchange rate could negatively affect the available budget to fund project activities, particularly in training and in-country travel of Advisors as these component are “exchange rate sensitive” budget line items	4	3	M	Monitor exchange rate closely. Seek additional funds from AusAID that allow possible increases to budget. Failing increase in budget to compensate for loss due to exchange rate differential, limit in-country travel of advisors and seriously restrict implementation of training programs	AusAID AMC
INSTITUTIONAL RISK						
Counterparts are not appointed or are too busy with regular duties to devote sufficient time to project activities	Lack of counterpart participation will undermine the partnership approach to implementation and project ownership	4	4	E	Consultation and agreements reached to appoint appropriate counterparts, reduce the workloads of counterparts and provide “backfill” contract administrative positions to ensure adequate level of availability and commitment for organic staff to participate in and contribute to project implementation and management	DepED, AusAID, AMC
Counterparts are transferred/ promoted after training and capacity-building activities	Disruptive to project implementation and inefficient due to the need to build capacity of replacements	3	4	H	Agreements negotiated to ensure such transfers/promotion of counterparts are minimal or that qualified individuals are appointed to replace counterparts as soon as possible after being informed of transfer. Training and implementation includes a range of staff at different levels to ensure back-up and continuity	DepED, AMC
A range of other DepED priority	Project participants and educational administrators focus	3	4	H	Stakeholders responsible for managing and guiding implementation contribute to project planning	DepED, AMC

SOURCE OF RISK	RISK EVENT	Ranking			RISK TREATMENT	Response
		L	C	R		
activities compete for time of senior DepED managers and project participants	on DepED priorities rather than requirements of project implementation causing delays in project				activities re: adjusting to DepED priorities and acknowledging absorptive capacity of implementing Divisions	
Differences in the way that the STRIVE Framework is understood, applied and measured lead to a lack of shared commitment	Inability to agree on project working objectives and activities; inability to fully implement processes and utilize project progress monitoring data and analysis as feedback for change and adjustment of activities	3	5	H	Involvement of key stakeholders in the design and implementation of the project; Further workshops with stakeholders to enhance understanding and capacity to undertake the project; Strengthen the building of capacity in planning and managing effective project progress	DepED, AusAID
Duplication or gaps in roles and activities between the project and the GOA NPSBE education sector program	Inefficient use of resources may result, with conflicts over roles, priorities and best use of resources	3	4	H	Maintain close liaison with both GOA and WB NPSBE programs and encourage complementarity and mutual support of activities.	DepED AMC
Inability of agencies/institutions to continue initiatives after project. Project activities not sustained or “mainstreamed”.	Sustainability of project benefits not achieved	3	4	H	All activities planned within budgetary and human resource constraints of school communities, LGUs and government; Sustainability Strategy developed and adopted early in project to be used to guide design and implementation of project activities	DepED, AMC
TECHNICAL RISK						
Poor targeting of project partners and beneficiaries	Impact and equity of project interventions reduced, including potential to miss intended target beneficiaries. Unrealistic	3	4	H	PPDO, LGUs (including mayors), DepED and school heads involved in the selection of STRIVE project pilot communities and schools. Prioritise locations of highest need. Engage	DepED, AMC

SOURCE OF RISK	RISK EVENT	Ranking			RISK TREATMENT	Response
		L	C	R		
	expectations of stakeholder groups				stakeholders in development of strategies to identify and engage pilot locations. Focus on educational leaders and communities who are willing to participate	
Project participants selected for reasons other than ability/need	Project participants not sufficiently qualified to undertake requirements of project tasks	3	4	E	Use of criteria-based selection of training participants. Criteria to be endorsed and audited by Regional Offices and NEAP.	DepED, AMC
Project initiatives not specifically focused on key issues in basic education	Dilution of project impact due to focus on activities other than support to basic education. Expectations from stakeholders are different than intent of project	2	4	M	Focus all project activities on supporting the development and implementation of basic education activity, particularly support to improving the performance of in-school students and out of school children and youth with low levels of basic education	DepED, AusAID, AMC
Problems in access to materials and modules from BEAM and other projects	Documentation may be difficult to find and access. Rights of use need to be clarified. Digitisation proceeds with limited difficulties.	3	4	H	Project personnel will be explicitly tasked to find, collate and digitize materials. Negotiations are undertaken with relevant stakeholders.	DepED, AMC
Service providers (government and non-government) do not perform to expectations	Project does not achieve expected outputs and benefits	3	4	H	Selection of service providers based on rigorous selection criteria, including previous performance and previous client reference check/ recommendation as well as assessment of technical capability. Contracts with service providers monitored closely.	DepED, PPDO, LSB, AMC
Key personnel may find the entire change process threatening and are reluctant to participate	Resistance to change would seriously hamper the achievement of project objectives. Resistance in some locations is anticipated and could	3	5	H	Demonstrate value of the new information and processes through pilots, identification and use of “champions”. Organise periodic project briefings/communication; proactively identify generic or individual barriers to change from	DepED, AMC

SOURCE OF RISK	RISK EVENT	Ranking			RISK TREATMENT	Response
		L	C	R		
	result in disparate development timings across project activities				beginning and address with stakeholders; establish professional development groups to discuss and address problem issues; provide advice, support and backup	
Unable to replicate STRIVE model in other provinces due to inadequate resources	Project fails to produce viable replication model for application/replication/adaptation for other provinces	3	4	H	Activities will be small, strategic, targeted and well planned in order to ensure success, replication potential and scalability. Ensure that results of plots activities clearly demonstrate ways in which pilots can be replicated, including resource implications. Ensure on-going consultations throughout project with DepED at school, cluster, district, division, region and national level. Organise “bright ideas” conferences to showcase promising practices. Optimise use of PCC and SWGs throughout project to disseminate project gains, lessons learned and promising practices and obtain guidance on sustainability and replication.	DepED, AusAID, AMC
NEAP unable to devote adequate human resources to the development of the trainer training program and contribute to the identification of trainers	Delays and inadequate resources/guidance in the design and implementation of trainer training program	3	3	H	Engage NEAP early with detailed specifications on training program and encourage development utilising materials developed under NEAP and other programs/projects (including BEAM, SEDIP, TEEP). Develop partnership arrangement with clear understanding of roles and responsibilities of each party with potential for an MOU that includes the requirement for developing strategies with NEAP to work effectively with NEAP’s network of fellows and professional resources.	DepED, NEAP, AMC

SOURCE OF RISK	RISK EVENT	Ranking			RISK TREATMENT	Response
		L	C	R		
POLITICAL RISK						
Elections of political leadership result in changing priorities	Lack of ongoing support for project activities by DepED, governors, congressmen and LGUs	3	3	M	Brief new political leadership on project, including introduction of proposed MOU obligations for counterpart funding, physical infrastructure and human resource allocation	DepED, AusAID, AMC
Political intervention in project activities	Dilution of project impact due to less effective targeting of resources and inputs	3	4	H	Maintain active working relationships with key leaders at national and regional levels as well as within the provinces. Establish clear and objective selection criteria and strategies	DepED, AusAID, AMC
Peace and Order problems	Participants in remote areas pressured to provide cash and school facilities for insurgent activities. Children/youth leave school to join groups. Communities distracted by peace and order situation, external assistance unable to participate	3	4	H	Identify areas of most concern and develop an individual Security Plan around planned project activities in areas of concern. Utilize local trusted service providers and NGOs for delivering remote or community-based activities. Project participants encouraged to participate in interventions which attract, retain and retrieve young people at risk of joining anti-government groups	DepED, PPDO, AusAID, AMC
ENVIRONMENTAL / INFRASTRUCTURE RISK						
Relative remote location and suitability of project management office	Difficulty in retaining experienced and qualified Australian and Filipino advisers/Staff. Co-location of project management offices in current DepED facilities is unacceptable for safety reasons.	3	4	H	Contract arrangements take into account relative remoteness of assignments. PD and D/PD provided with appropriate delegated authority and communicate regularly on all project issues. Secure appropriate office space apart from DepED offices where required. Follow-up on requirements of MSA.	AMC, DepED and AusAID
Construction, refurbishment, fit-out,	Direct negative effects on soil, water air.	2	3	M	Project to ensure environmentally friendly policies and practices are in place. Any significant capital	DepED, AMC

SOURCE OF RISK	RISK EVENT	Ranking			RISK TREATMENT	Response
		L	C	R		
equipment and supplies may have negative environmental impact	Waste management inadequate. Poor work environments for personnel or other users or community people.				works activity includes an environmental review and completed checklist before approval to proceed.	
Natural disasters (e.g. typhoon / flooding)	Location and timing of project activities may be affected. Vulnerable communities unable or unwilling to continue project activities	3	4	H	Security and safety plan address protocols/procedures in case of natural disaster. Adjust project activities affected by natural disasters	DepED, AusAID, AMC
SOCIAL RISK						
Inability to sustain level of commitment of community participation in support options.	Withdrawal of participants in project activities. Reduction in implementation of support options needed to keep children in school	3	3	M	Community plans to support basic education identify and discuss levels of commitment required and through discussion agree on achievable activities for project support	DepED, LGUs, Community, AMC
Negative attitude of stakeholders, including attitudes towards foreign-assisted projects	Unwillingness to participate in project planning or activities	3	3	M	Local leaders invited to participate in cross-visits to similar projects in other provinces as part of community development planning process. Forge linkages with local and respected NGOs.	DepED, PPDO, LGUs, AMC
Lack of gender balance in project activities	Inequitable distribution of project resources that do not address (or even compound) gender bias in the education system.	2	3	M	Monitor gender participation rates and report to provincial, regional and national levels; Renegotiate balanced gender participation with stakeholders as a fundamental element of the project	DepED, AMC

Annex F

Draft Annual Plan 2007-2008

(DRAFT)
ANNUAL PLAN
2007/2008

**STRENGTHENING THE IMPLEMENTATION
OF
BASIC EDUCATION IN SELECTED PROVINCES
IN THE
VISAYAS**

(STRIVE)
Paningkamot - Pagsikapan

STAGE 2

DECEMBER 2006

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LIST OF ACRONYMS

Acronym	Description
AMC	Australian Managing Contractor
APD	Australian Project Director
ASDS	Assistant Schools Division Superintendent
AusAID	Australian Agency for International Development
BEAM	Basic Education Assistance for Mindanao
DepED	Department of Education
DPD	Deputy Project Director
DPIC	Division Project Implementation Coordinator
DPIM	Division Project Implementation Manager
EDPITAF	Education Projects Implementation Task Force
ELMA	Education Leadership and Management Advisor
GoA	Government of Australia
GoP	Government of the Philippines
M&E	Monitoring and Evaluation
MDI	Melbourne Development Institute
MSA	Memorandum of Subsidiary Agreement
NEAP	National Educators' Academy of the Philippines
OIDCI	Orient Integrated Development Consultants Incorporated
OSC	Out of School Children (up to age 12)
OSY	Out of School Youth (up to age 21)
PCC	Project Coordinating Committee
PCU	Project Coordinating Unit
PDD	Project Design Document
PMU	Project Management Unit
PPD	Philippine Project Director
PPDO	Provincial Planning and Development Office
PPM	Philippine Project Manager
QAP	Quality Assurance Panel
RFT	Request for Tender
RMIT	Royal Melbourne Institute of Technology
SARDO	Students At Risk of Dropping Out
SDS	Schools Division Superintendent
SEAMEO	South East Asian Ministers of Education Organization
SMT	Simplified Monitoring Tool
SOBE	Support Options for Basic Education
SWG	Stakeholder Working Groups
TD	Technical Director
TLE	Technology and Livelihood Education
TOR	Terms of Reference
STRIVE	Strengthening the Implementation of Basic Education in Selected Provinces in the Visayas
WB	World Bank

EXECUTIVE SUMMARY

The STRIVE Project draft 2007/2008 Annual Plan covers the proposed first year of Stage 2 of the STRIVE project. It provides a detailed plan of project implementation activities from 01 July 2007 to 30 June 2008.

The preparation of this draft Annual Plan has been part of the design process for the design of Stage 2. Design activities commenced in September 2006 following direction from AusAID on new design principles. From September to December 2006, project personnel, DepED staff and other stakeholders were involved in a series of consultation meetings and workshops.

Project implementation progress in Stage 1 to December 2006 has been as planned with minor adjustments in the training program for School Based Management and some modification to the programs for out-of-school children and youth.

In Stage 1 the project fully adopted and will continue in Stage 2 the use of the “progressive engagement” concept to guide planning and implementation efforts. The project will continue to operate in a collaborative partnership environment and stress the principles of flexibility, continuity, system strengthening and sustainability. The project is clearly understood to be a DepED project, coordinated by EDPITAF with support from the Government of Australia and technical assistance being provided by MDI as the managing contractor.

Importantly, the project will increasingly adopt and practice a “programmatic” approach to implementation, finding itself in Stage 2 situated among a number of other education development initiatives, including the World Bank-supported National Program of Support to Basic Education (NPSBE) and the AusAID education sector support program.

The direction that has emerged for the design of Stage 2 of STRIVE is the result of the combined requirements for Stage 2 to respond directly to the reform agenda of DepED and to the shift in the approach of AusAID towards providing “program” rather than “project” support. The designing of Stage 2 for STRIVE also came on the forefront of major investments being made in the reform of the entire education sector. These factors have enabled the design of Stage 2 of STRIVE to look beyond the previous practice of education projects that provided “implementation support” for ongoing DepED operations to a “new” opportunity to provide critical “systems development support” for enabling significant reform of the entire education system. Stage 2 of STRIVE, through designing, enabling, revising and refining selected “reform-enabling” support systems at the regional level, is positioned to well to assist DepED’s implementation of the Basic Education Sector Reform Agenda (BESRA).

These “reform-enabling support systems include School Based Management (SBM), Human Resource Development (HRD), specifically In-service Education and Training (INSET) for Teachers and the provision of quality Learning Resource Materials (LRM). Cross-cutting themes of quality assurance, access and equity will guide the design, implementation and monitoring of project activities.

Activities will be coordinated and guided nationally at DepED in Manila. The target regions are Regions VI, VII and VIII in the Visayas. Project support offices will be established in DepED Regional Offices in Iloilo City (Region VI), Cebu City (Region VII) and Palo, Leyte (Region VIII). The Divisions from Stage 1, Bohol and Northern

Samar, will continue as the initial focal divisions for Regions VII and VIII respectively. The initial focal Division in Region VI has been identified as Negros Occidental, based on the DepED analysis of recently available educational performance data. It is envisaged that, depending on budget availability and the implementation progress of the NPSBE and the AusAID sector support program, additional focal Division operations will commence in Year two.

Year 1, 2007/2008, will commence with setup and establishment activities at the new sites, including office renovation and equipment. Work will commence with consultations, a review of current needs and developments and revision of the proposed work plan into a detailed Project Implementation Plan (PIP).

Estimated expenditures for the Annual Plan for 2007/2008 are just under 5.0 M (\$AUD) for GoA and approximately 31.5 M Pesos for GoP (approximately 850,000 \$AUD based on a 37:1 exchange rate)

Of particular note is the importance of updating the proposed first year work plan in light of proposed developments in DepED, the implementation progress of the NPSBE, the AusAID education sector support program and the Government of China's proposed large ICT infrastructure project.

Activities in Component 1 on support for School Based Management will be able to move forward fairly rapidly, given the base work established in Stage 1. Activities in the initial focal division (Negros Occidental) in Region VI is expected to be slower as the base work has yet to be undertaken there. Work on support for Teacher INSET and Learning Materials Development will start by collecting and digitizing available materials and through consultations to devise the appropriate work agenda. By the second half of Year 1, activities in all components should be fully underway.

1.0 INTRODUCTION

1.1 BACKGROUND OF STRIVE STAGE 2

The STRIVE project was designed to provide a flexible and responsive mechanism to assist the Government of the Philippines (GoP) to improve access to and the quality of basic education in selected provinces of the Visayas with the first stage of the project providing project support in the provinces of Bohol and Northern Samar. The STRIVE Project builds on earlier projects supported by the Government of Australia, including the PASMEP, PROBE, HIP and BEAM projects. Additionally, lessons learned from other education project in the Philippines have been important contributions to the design of the STRIVE project, including the SEDIP and TEEP, supported by the ADB and WB respectively.

The intent and design of Stage 1 of the STRIVE project is derived from two key source documents: the *Project Design Document (PDD)* of July 2004 and the *Request for Tender (RFT)* of 4 July 2005. The STRIVE Inception Report of 31 October 2005 for Stage 1 provides additional information, explanation and interpretation of the STRIVE project intent and design. Annual Plans for 2005/2006 and for 2006/2007 for Stage 1 have included further revisions and amendments.

The STRIVE Project is designed on the concept of “progressive engagement”, enabling the project to respond more appropriately and in a more timely manner to the actual requirements of intended beneficiaries and to responsibly acknowledge and adapt to the project implementation capacity of the implementation agency. Accordingly, the project, while considered a five-year project, was organized into two stages: the first stage of 18 months provided the opportunity to adjust the project design and proposed interventions to respond more effectively and relevantly to actual requirements for assistance during the Stage 2.

In April and May 2006, a Feasibility Study (FS) was commissioned by AusAID to assess the feasibility of an expansion of STRIVE in Stage 2. The FS recommended an expanded Stage 2 covering 5 years and 16 Divisions with significantly increased funding. Following the report of the FS, in July 2006, AusAID commissioned a Scoping Study to look at a broader education sector program. This AusAID education sector support program is to be linked to the World Bank-supported NPSBE and provide large scale funding for widespread basic education reform implementation across the country (up to A\$ 35million a year).

In the light of the education sector support program and the AusAID White Paper, AusAID set design guidelines for STRIVE Stage 2 design of three years duration with expenditure at about A\$5 million a year. The AusAID guidelines on design acknowledged the requirement for a three month bridging phase between Stage 1 and 2 to run from April to June 2007 with Stage to begin in July 2007.

Importantly, it is understood that Stage 2 of STRIVE would reflect in its design the commitment towards a “programmatic” approach rather than being designed as a “stand-alone” project. The AusAID Scoping Study provided the design team with clear direction on the “programmatic” approach and the areas that Stage 2 of STRIVE should focus on.

From September to December 2006 Project personnel, DepED staff and other stakeholders were involved in consultations which led to a draft design document for STRIVE Stage 2. This draft Annual Plan for the first year of 2007/2008 was prepared as part of the documentation for the draft design for Stage 2.

1.2 IMPLEMENTATION AGENCY ARRANGEMENTS

The implementing agency of the STRIVE project is the DepED, with overall project coordination responsibilities assigned to the EDPITAF – the DepED agency mandated to coordinate foreign assisted development projects of the department.

Operationally, project implementation is managed by the designated implementing units of the national office (coordinated by EDPITAF) and the three Visayas DepED Regional Offices in Regions VI, VII and VIII. For project activities in the initial focal Schools Divisions of Bohol, Northern Samar and Negros Occidental, the Schools Division Superintendent will serve as the Division Project Implementation Manager.

While the project implementation design specified the appointment of a full-time Philippine Project Director (PPD), EDPITAF appointed a Philippine Project Manager on an interim basis for Stage 1. Arrangements for Stage 2 are still to be finalised. Each Region is expected to appoint a Regional Project Coordinator (RPC) to coordinate project activities at the Regional level.

A Project Coordinating Committee comprised of the key stakeholders and senior managers of DepED provides policy guidance and direction to the project. A Project Management Committee, chaired by EDPITAF with members from the participating regions and divisions will provide management oversight. Regional Project Management Committees will support the implementation of project activities in each region.

1.3 ANNUAL PLAN PREPARATION

The preparation of this draft Annual Plan has been part of the design process for the design of Stage 2 of the STRIVE project.

Stage 2 design activities commenced in September 2006 with the appointment of a design team by EDPITAF with representatives from key DepED Bureaus and agencies, inputs from the Australian Project Director and consultations with members of the BEAM project. An initial meeting was held on 20 September and the team continued to meet regularly thereafter. Consultation meetings were undertaken in October with management personnel and staff from the three regions. A Design Specialist undertook two assignments in-country to assist with the design process and development of Design documentation. Draft Working Papers were produced and circulated to design team members. Meetings were held with personnel of the BEAM project both in Manila and on-site in Davao and with the Australian Adviser working on the establishment of the AusAID education sector support program. Discussions and consultations were held with various personnel during November culminating in a major workshop of 40 key stakeholders on 23 and 24 November. A draft design document was then produced and circulated for comment, including this draft of the Annual Plan for 2007/2008.

2.0 ACTIVITY DESCRIPTION

2.1 PURPOSE, GOAL AND COMPONENT DESCRIPTION

The proposed Goal and Purpose objectives for STRIVE Stage 2 are as follows:

The *goal* of the Project is:

To contribute to the improvement in the quality of, and access to, basic education in three selected Regions of the Visayas.

The *purpose* of the Project is:

To develop and strengthen selected education management and learning support systems, in part by applying and modifying available responses for improved access to quality basic education appropriate to geographic isolated and disadvantaged populations.

The direction emerging for Stage 2 of STRIVE is the result of the combined requirements for Stage 2 to respond directly to the reform agenda of DepED and to the rapid change of AusAID towards providing “program” rather than “project” support. The designing of Stage 2 for STRIVE came at a time of rapid change both within DepED and AusAID and on the forefront of major investments being made in the reform of the entire education sector. These factors have enabled the design of Stage 2 of STRIVE to look beyond the previous practice of education projects that provided “implementation support” for ongoing DepED operations to a “new” opportunity to provide critical “support systems development” to enable significant reform of the entire education system. Stage 2 of STRIVE, through designing, enabling, revising and refining “reform” support systems in SBM, HRD (INSET) and LRM is positioned well to assist DepED to strengthen the implementation of the Basic Education Sector Reform Agenda (BESRA).

Importantly, Stage 2 of STRIVE incorporates in its implementation design, a commitment to a “programmatic” approach rather than being designed as a “stand-alone” project disconnected from other reform initiatives.

Stage 2 of STRIVE will serve as a support mechanism to DepED reforms, BESRA and major development programs under World Bank, AusAID and other donor funds. Stage 2 will focus on improving reform and operating systems at regional level in the Visayas, in part through practical application of selected innovations in divisions and schools. These systems and practical experience of innovations will support and complement the efficient and effective implementation of the large development programs.

With the shift in focus of Stage 2 of STRIVE from “implementation support” to “systems development support”, there has been a corresponding and necessary shift in the focus of Stage 2 of STRIVE from being “Division-based” to being focused on strengthening the capability and capacity of the “Region Office” to effectively and efficiently operate and sustain the “support systems” that are to be

developed/enhanced for implementation of BESRA. With limited funds, an identified geographic focus (Visayas) and with the advantage of excellent timing, STRIVE is positioned to design, modify and refine support systems in SBM, HRD (INSET) and LRM in the three (3) Regions of the Visayas prior to the large-scale implementation of the support systems throughout the rest of the country.

The STRIVE Stage 2 Project comprises 4 components:

Component 1: School Based Management Support System

Component 2: Human Resource Development (In-service Teacher Education) Systems

Component 3: Learning Resources Materials Development System

Component 4: Project Management

2.2 PLANNED OUTPUTS FOR ANNUAL PLAN 2007/2008

Guided by the project logical framework for Stage 2 (refer Stage 2 Design Proposal), specific outputs for the 2007/2008 Annual Plan have been identified. As noted earlier in this document, there will be a requirement to update this Annual Plan in the early months of Stage 2 to acknowledge and reflect initiatives of the DepED and the implementation progress of the NPSBE and the AusAID education sector support program as well as the activities of other donors and agencies.

Summary of Planned Operating Outputs for Stage 2 Annual Plan (2007/2008)

Component	Output	Output Description
School Based Management Support System (C.1)	C.1.1	Strengthened school management and school improvement through provision of training and support for School Managers
	C.1.2	Strengthened school management and active School Improvement Plans through provision of training and support for School, Community (including LGU) stakeholders
	C.1.3	Strengthened Governance systems, particularly School Boards and advisory mechanisms at the school, Division and Regional levels
	C.1.4	Strengthened education leadership and management capacity in the target Divisions through establishing School Management support and monitoring programs
	C.1.5	Strengthened education leadership and management capacity in DepED and the three Regions through training, support and monitoring programs
	C.1.6	Developed systems and procedures for implementing reforms and change management through Regional offices and selected Divisions
	C.1.7	Improved planning, management, development and utilisation of systems to promote increased Access through Alternative Delivery Modes, Alternative Learning Systems and proactive responses to Health and Nutrition issues
	C.1.8	Developed school-industry linkages and modified models of school-based vocationally oriented skills programs as part of Technology and Livelihood Education (TLE) programs in selected sites
	C.1.9	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for planning and management support
	C.1.10	Development of ICT-enabled solutions in the three regions, integrated with national system, to support the strengthening of the education management and support systems
	C.2.1	Improved teaching and learning through training for teacher support and

Component	Output	Output Description
Human Resource Development (INSET) System (C.2)		learning resource personnel, particularly NEAP in its new role of coordinating INSET programs
	C.2.2	Digitized available teacher inservice modules and instructional materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly in reading in early grades, TLE programs, Pilipino, English, Science and Mathematics in other grades, ADMs and ALS
	C.2.3	Improved teaching and learning through enhanced capacity of in-service teacher training based on NCBTS, particularly in reading in early grades, TLE programs, Pilipino, English, Science and Mathematics in other grades, ADMs and ALS
	C.2.4	Strengthened school and teacher application of Child Friendly School System (CFSS), particularly Student Tracking and Learning Assessment
	C.2.5	Enhanced integration between pre-service and inservice programs through involvement of TEIs in inservice activities
	C.2.6	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for teacher inservice
	C.2.7	Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the teacher inservice and support systems
Learning Resources Materials Development System (C.3)	C.3.1	Strengthened Learning Resource development and distribution system at regional and Divisional levels
	C.3.2	Improvement of instructional and learning materials system through support for the assessment, acquisition, adaptation, development, production and distribution of teaching/learning materials to schools
	C.3.3	Digitized available learning materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly reading in early grades and TLE, Pilipino, English, Science and Mathematics in other grades
	C.3.4	Enhanced provision of instructional and learning materials, particularly in reading in early grades and TLE, Pilipino, English, Science and Mathematics in other grades
	C.3.5	Modified and enhanced instructional and learning materials for implementing Alternative Delivery Modes and Learning Systems
	C.3.6	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for provision and utilisation of learning resources, including Monitoring and Evaluation
	C.3.7	Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the learning resource support systems

2.3 STRATEGY FOR IMPLEMENTATION

As mentioned, the project design utilizes a strategy of “progressive engagement” and reflects a “programmatic” approach to implementation.

Stage 2 of STRIVE is designed to be very flexible and responsive to the other major development initiatives (NPSBE, AusAID education sector support program and a potential large ICT infra-structure project). STRIVE is designed to respond to the implementation progress of these major initiatives and will adjust its activities accordingly, during preparation of the annual plans, mid-term reviews and by utilizing the project issues process. Thus, while the initial phase of Stage 2 of STRIVE is focused to the strengthening of support systems at the regional level, rapid implementation progress of the larger development initiatives may warrant shifting

project resources to provide critical services and coverage in the Visayas. This approach would be consistent with the desired “programmatic” approach to development investment.

One effect of :progressive engagement and taking on a “programmatic” approach is the additional consultation (and associated additional expenditure) that is required by the project to engage division, regional and central office managers in providing guidance to the project and to develop collaboration with other initiatives in education reform efforts. The shift to a programmatic approach was not foreseen in the original design of the STRIVE project and requires different strategies and additional resources to achieve the desired effectiveness and sustainability of results.

While a number of principles guided the development of the STRIVE project as noted in the RFT, the four principles of flexibility, continuity, system strengthening and sustainability have served to guide the development and implementation of project activities during Stage 1, including the development and implementation of project annual plans. These principles will continue to serve as guide posts for future project implementation in Stage 2.

To effect the application of the approaches and principles noted above, the STRIVE project has adopted a “collaborative partnership” model of engagement with beneficiaries and stakeholders. Reflective of the above-noted principles and model of progressive engagement, the following roles have been adopted:

- i. The STRIVE Project is - **a DepED Project**
- ii. The STRIVE Project is - **Coordinated by EDPITAF**
- iii. The STRIVE Project is - **Supported by AusAID**
- iv. The STRIVE Project is - **Provided Technical Assistance from MDI.**

2.4 SUSTAINABILITY, RISK MANAGEMENT AND MONITORING

The Sustainability Plan will be revised and updated at the commencement of Stage 2. It will be utilized to guide the design and implementation of project activities to increase opportunities for sustaining project results.

The project uses a comprehensive Risk Management Plan to reflect the current assessment of risk to project implementation and sustainability. The regular review of the Risk Management Plan updates and improves proposed interventions and mitigation strategies to be employed should certain events occur that would reduce project implementation effectiveness and sustainability. The Risk Management Plan will be revised and updated at the commencement of Stage 2 incorporating current directions and guidance of AusAID (e.g. the planned AusAID anti-corruption in development strategy).

A Zero Tolerance Fraud Strategy and Fraud Assessment Plan were included in Stage 1 and will be updated and strengthened in the first months of Stage 2. In addition, as a mechanism to reduce risks of project operations inefficiencies, a Project Operations Manual, developed under Stage 1 will be enhanced and disseminated to new project sites.

The Security and Safety Plan, a critical component of the overall approach to risk management plan will be revised at commencement of Stage 2 and will be revised

each subsequent quarter. From the perspective of safety, road accidents continue to be the major source of injury. There is a need for extreme care when travelling, including ensuring the strict adherence to the use of seatbelts, travelling at safe speeds during daylight hours and ensuring that project drivers are provided appropriate rest periods when travelling long distances.

Political instability in the country seems to have dissipated somewhat, however mid-term elections in May 2007 may re-ignite concerns over political unrest. Precautions will be taken by all personnel when travelling and in public areas (particularly Manila and Cebu) where crowds may gather.

At the present time, action against project personnel or property by factions not supportive of the current government is not perceived in the proposed project sites. Advice from local authorities suggests that most insurgency action is directed towards government and commercial installations.

The project has taken steps to publicize the project in Stage 1, including use of local media to inform the public of project activities. A project advocacy plan directed primarily to informing the general public and stakeholders about project activity will be revised and updated at the commencement of Stage 2.

The Monitoring and Evaluation Framework will be revised and updated at the commencement of Stage 2 incorporating the GoP's Education Sector M&E Framework and changes in AusAID M&E requirements. The M&E Framework will be utilized by project consultants and monitoring and evaluation teams at the division and regional levels to guide the development of plans to provide information on project progress required by project stakeholders and decision-makers.

3.0 REVIEW OF PROGRESS & IMPLEMENTATION APPROACH

3.1 PROGRESS STATUS AS PER PERFORMANCE INDICATORS

The STRIVE Project began operations on 3 October 2005. The implementation of project activities is in accordance with the proposed project work plan as adjusted in the STRIVE Project Inception Report and further revised in the Annual Plans.

Progress after 14 months of activity has been satisfactory with some challenges faced in the early months that have now been overcome. Significant results and achievements in Stage 1 to December 2006 include:

Educational Leadership and Management (Component 1)

- At least 20% of the principals/ school heads) and at least 75% of other educational leaders (Region, Division) completed a TNA, profile information and baseline survey. (participants selected by stratified sampling) with 99% response from the target school head respondents. The TNA was completed and endorsed by the DepED Regional Directors and NEAP. NEAP was the recipient of the TNA methodology and development process for preparing Master Training Plans. The unique feature of the TNA was the inclusion of the 360 degree concept of assessment – meaning that supervisors and subordinates were involved in the assessment.
- A total of 29 leadership and management (15 from Bohol and 14 from Northern Samar) trainers from both provinces successfully completed in-

country and overseas training covering training skills development and content on participatory school improvement planning and educational leadership. These trainers are currently undergoing assessment by NEAP to be recognized nationally as NEAP Regional Trainers. As part of this investment, STRIVE contributed to the further development and major revision of the NEAP School Improvement Planning (SIP) Manual and the NEAP SIP Training Program. NEAP has since used the revised SIP Manual and Training Program in other Divisions of the country.

- The trainers are complemented with the support and development of 10 quasi-trainers (5 from each province) whose main focus is the monitoring and evaluation of the training program.
- 10 Senior Education Leaders from the Central office, Region VII and VIII participated in on an offshore study program to Thailand in May 2006.
- In Stage I – the targets are for at least 80% of education leaders and managers in Northern Samar and at least 40% in Bohol trained in courses delivered by newly accredited DepED trainers. To November 2006, 5 of 9 Batches of training had been conducted to educational leaders and managers in Bohol and Northern Samar following the content and methodology as prescribed by the MTP and NEAP. This translates to 451 or 56% (226 in Bohol and 225 in Northern Samar) of the target 800 target school heads had been trained on participatory educational planning, where the output is a school improvement plan. The training also included the participation of four other school community members (PTCA, student, teacher, and LGU representatives) from each school. The inclusion of additional school community representatives in the training program was a new innovation, and while adding additional costs to the training program, has proven extremely successful in building partnerships and support within the community for the benefit of the school.
- A total of 451 or 56% (226 in Bohol and 225 in N. Samar) school planning teams had been strengthened and established through the project.
- Even before the developed SIPs were accepted by the Division, SIPs have been used by some schools to re-allocate existing funds or generate extra funds and resources. Early information received by EDPITAF, show eleven cases in Bohol and six from Northern Samar have already been recorded where improved or changes in external funding support were accomplished by using the prepared SIPs. Examples include: extra funding was provided as a result of a funding institution's review of several SIPs, PTCAs involvement in the development of the SIP has increased funding support from parents, the provincial governor has committed additional funds for construction of school facilities, and a LGU (Mayor)'s review of the SIP has resulted in additional funds for identified school priorities.
- The clustering concept to provide instructional leadership to groups of schools has been enhanced through the development of a refined model called the Cluster Lead and Satellite School System (CLASS). The CLASS model has been endorsed by the Bureaus of Elementary and Secondary Education, Office of Planning Service and the two Regional Directors. Further enhancements, as well as documentation of the CLASS, are currently underway.

Programs for Out-of-School Children, Youth and Their Families

- Pilot schools' project design teams trained in identifying target populations, through the analysis of school and community data, and preparing a project proposal and business plan containing a School Community Program for Students at Risk of Dropping Out (SARDO).
- As part of the target community assessment process, STRIVE contributed to the development of the new Functional Literacy Test (FLT) at the national level with the Bureau of Alternative Learning System (BALS). The FLT is now being used nation-wide as the DepED's literacy assessment.
- Examples of participation of SARDO parents in resource generation to date included:
 - a. In Nenita Elementary School in Northern Samar, parents participated in resource generation for the setting-up of a multi-purpose building that will house the school canteen (also site of feeding program); venue for meetings; temporary quarters for commuting students and teachers, etc.
 - b. In Pilar High School in Bohol, parents participated in negotiating with the municipal LGU for the use of an adjacent government-owned land for purposes of developing a school model farm.
 - c. In Manga High School in Bohol, close to 500,000 Pesos has been committed by the community and LGU to provide support options to access basic education.
- Operations manual of the Support Options for Basic Education Fund (SOBEF) has been endorsed by the Provincial/City School Boards to EDPITAF-DepED for approval by AusAID. The SOBEF is providing a model to local and provincial school boards for improving the effectiveness of Special Education Fund (SEF).

3.2 SIGNIFICANT CHALLENGES/CHANGED CIRCUMSTANCES AND PROPOSED RESPONSES

Of the significant challenges identified in the Annual Plan 2006/2007 prepared early in Stage 1, the timetable for preparation and approval of Stage 2 continues to pose the most significant serious risk. An earlier delay in the design process, has led AusAID to request planning for a "Bridging" phase between Stage I and Stage 2 of 3 months (April to June 2007). The activities to be undertaken in this bridging phase are to be confirmed and are the subject of a separate proposal to AusAID. There is still uncertainty whether the projected timetable for approval and mobilisation of Stage 2 by 1 July 2007, can be met. The most appropriate response to potential additional delays is to prepare for an extended bridging phase beyond the current time duration of 3 months to allow for any delays in review and approval of Stage 2.

4.0 IMPLEMENTATION STRATEGY & WORK PROGRAM FOR 2006/2007

4.1 IMPLEMENTATION STRATEGY

Year 1, 2007/2008, will commence with setup and establishment activities at the new sites, including office renovation and equipment. Work will commence with consultations, a review of current needs and developments and revision/updating of the work plan into a detailed Project Implementation Plan (PIP). In particular, it will be important to update the work plan in light of developments in DepED and the implementation progress of the NPSBE and the AusAID education sector support program. Activities in Component 1 on support for School Based Management will be able to move forward fairly rapidly, given the base work established in Stage 1.

Activities in the initial focal Division in Region VI may be slower as the base work has yet to be undertaken there. Work on support for Teacher INSET and Learning Materials Development will start by collecting and digitizing available materials and through consultations to devise the appropriate work agenda. By the second half of Year 1, activities in all components should be underway.

4.2 WORK PROGRAM

A summary of the detailed implementation plan for Year 1 of Stage 2 of STRIVE is provided in Appendix A.

Summary of Major Work Program for the 2007/2008 Annual Plan

Component	Work Program	Date
School Based Management Support System	Train trainers for MTP training for School Managers (Financial Mgt., Asset Mgt., Instructional Leadership etc)	Aug 07
	Train M and E/QA personnel for MTP training for School Managers (Financial Mgt., Asset Mgt., Instructional Leadership etc)	Aug 07
	Train School Managers in MTP training for School Managers (Financial Mgt., Asset Mgt., Instructional Leadership etc)	Dec 07
	SIP Development training for Region VI one Division, pilot schools	Oct 07
	SIP Development training for Division. Staff in Region VI one Division	Oct 07
	Performance-Based School/CLASS SIP Development Fund Implementation	June 08
	Development of Procedures Manual for Governance (within current legislation) at different levels	Dec 07
	Implementation and Application of procedures at selected sites	May 08
	Complete Division Education Development Plan parts 3 and 4 (Bohol and NSamar) at workshops	Sep 07
	Training in SBM Monitoring activities by Division (2)	Sep 07
	Training Program on Regional Edn.Dev.Plan for Region staff (1)	Nov 07
	Develop guidelines and procedures manuals on first topic, eg Planning	Apr 08
	Develop guidelines and procedures manuals on Access, ADMs/ALS and Health and Nutrition responses	Apr 08
	Funding and implementation of SOBE activities	Jun 08
	Adapt existing modules and introduce innovations in appropriate locations	Apr 08
	Develop Regional QAAF and M and E Regional Plans	Sep 08
	Develop guidelines and procedures manuals on first topic (eg Data Collection, Collation and Initial Analysis)	Mar 08
	Innovation (Regional Based) Activity Funds Implementation	Jun 08
	Develop work plan for agreed priority and assess available solutions, including specifications for hardware and software	Mar 08
Human Resource Development (In-Service Teacher Education) System	Develop INSET Framework and Process Flows	Nov 07
	Training activities in planning and management for personnel operating teacher inservice systems	May 08
	Digitize priority inservice material for Regions VI, VII and VIII	Jan 08
	Develop and conduct TNA in each Region on NCBTS in reading in the early grades, TLE programs, Pilipino, English, Science and Mathematics in other grades, ADMs/ALS	Dec 08
	Delivery of training utilising & enhancing relevant support systems (CLASS, TSU, LAC)	May 08
	Identification of target CFSS sites and development of a plan for implementation	Jan 08

Component	Work Program	Date
	Develop a Plan and process for TEI participation	Dec 08
	Develop guidelines and procedures manuals on first topic (eg Data Collection, Collation and Initial Analysis)	Jun 08
	Develop work plan for agreed priority and assess available solutions, including specifications for hardware and software	Jun 08
Learning Resources Materials Development System	Production of master development plan for Learning Resource development/distribution	Jan 08
	Commence capital works and equipment procurement	May 08
	Digitize priority learning material for Regions VI, VII and VIII	Jan 08
	Translation, adaptation and modification of selected materials	May 08
	Development of a workplan for ADM and ALS development	Dec 07
	Translation, adaptation and modification of selected materials	May 08
	Develop guidelines and procedures manuals on first topic (eg Data Collection, Collation and Initial Analysis)	Jun 08
	Develop work plan for agreed priority and assess available solutions, including specifications for hardware and software	Jun 08
Project Management	Establish and implement national PCC meetings	Sept 08
	Conduct quarterly Project Management meetings to review progress and set targets	Each Qtr
	Prepare Implementation Plan	Sep 08
	Prepare Annual Plans, M and E and Sustainability Reports	Mar 08
	Milestone and QAP reports	Various
	Regional project offices equipment (3 new)	Sep 08
	Fit-out costs of Regional project offices (3 new)	Sep 08
	Establishment of baseline data, information and resources	Dec 08
	Establishment and implementation of M and E strategy	Dec 08

4.3 IMPLEMENTATION AND RESOURCE SCHEDULES

A comprehensive and detailed activity implementation, resource and detailed cost schedule is included as Appendix A.

5.0 ESTIMATED EXPENDITURES FOR DRAFT 2007/2008 ANNUAL PLAN

A summary of estimated expenditures by government by component and by cost category is provided in Table 5.1 below with additional details provided in Appendix B.

SUMMARY OF ESTIMATED EXPENDITURES 2007/2008 (GoA and GoP)

Table 5.1: Estimated Costs for 2007/2008 (A\$)

PROJECT	Q1	Q2	Q3	Q4	TOTAL
A. BY COMPONENTS					
Government of Australia Costs					
School Based Management	356,650	394,650	306,650	326,650	1,384,600
Support Systems					
Human Resource Development (Inservice Teacher Education) Systems	27,300	129,190	134,190	122,190	412,870
Learning Resources	54,600	141,490	246,490	682,302	1,124,882
Materials Development System					
Project Management	849,040	348,877	505,787	361,277	2,064,980
Total	1,287,590	1,014,207	1,193,117	1,492,419	4,987,332
Government of Philippines Costs					
School Based Management	70,795	88,096	53,795	52,890	265,575
Support Systems					
Human Resource Development (Inservice Teacher Education) Systems	24,000	39,100	42,932	35,959	142,000
Learning Resources	24,000	29,644	75,562	37,986	167,192
Materials Development System					
Project Management	68,000	68,000	68,000	68,000	272,000
Total	186,795	224,849	240,288	194,836	846,767
B. BY INPUTS					
Government of Australia Costs					
Personnel	645,140	741,840	898,750	754,240	3,039,970
Procurement	443,083	0	0	544,812	987,896
Training	88,000	161,000	183,000	72,000	504,000
Other	111,367	111,367	111,367	121,367	455,467
Total	1,287,590	1,014,207	1,193,117	1,492,419	4,987,332
Government of Philippines Costs					
1. Personnel	146,795	158,849	171,288	148,836	620,767
Procurement	4,000	4,000	4,000	14,000	26,000
Training	31,000	56,000	59,000	31,000	177,000
Other	5,000	6,000	6,000	6,000	23,000
Total	186,795	224,849	240,288	194,836	864,767

6.0 CONFIRMATION OF GOVERNMENT OF PHILIPPINES RESOURCE INPUTS

The APD will seek a letter of commitment, signed by the Executive Director of EDPITAF, that confirms the availability of the required GoP resource inputs for the implementation of the 2007/2008 work plan.

DepED has already listed STRIVE in the department's "pipeline" projects and has submitted a budget proposal for 2007 for Stage 2 of STRIVE earlier in 2006. Of interest is the fact that the budget proposal submitted by DepED for Stage 2 of STRIVE was based on the much larger project design proposed by the Feasibility Study. While the budget remains to be approved by the government, there is an expectation that there will be no problems with obtaining the required GoP counterpart for the implementation of the Annual Plan for 2007/2008.

LIST OF APPENDICES

Appendices	Description
A	Implementation, Resource and Detailed Cost Schedule for Activity Components
B	Summary of Expenditure (by Government by Component and Cost Category)

Appendix A

Implementation, Resource and Detailed Cost Schedule for Activity Components

STRIVE Stage 2: IMPLEMENTATION SCHEDULE Year 1**APPENDIX A**

									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
1	School Based Management Support System														
	OUTPUT 1.1														
	Provision of training and support for School Managers to promote improved management and school improvement														
	ACTIVITIES														
1.1.1	Train trainers for MTP training for School Managers (Financial Mgt., Asset Mgt., Instructional Leadership etc)	30ppl (10 per 3 Divns.)	30ppl by 2 sessions by 3 days, live-in, on-site local		■	■									
1.1.2	Train M and E/QA personnel for MTP training for School Managers (Financial Mgt., Asset Mgt., Instructional Leadership etc)	36ppl (6 per 3 Regions and 6 per 3 Divns.)	36ppl by 2 sessions by 3 days, live-in, on-site local		■	■									
1.1.3	Train School Managers in MTP training for School Managers (Financial Mgt., Asset Mgt., Instructional Leadership etc)	300ppl (100 per 3 Divns.)	100ppl by 3 Divns by 4 sessions by 5 days, live-in, on-site local			■	■	■	■						
1.1.4	M and E visits to School Manager Training	18 (6 per 3 Regions and 6 per 3 Divns.)	18ppl by 4 sessions by 2 days, live-in, on-site local			■	■	■	■						
1.1.5	Workshops for Assessment of Progress and Feedback	348 (116 by 3 Regions/Divns)	116 ppl by 3 Divns by 3 days, live-in, on-site local									■			
	INPUTS														
Personnel	LTA - School Based Management/Quality Assurance														
	LTA - ICT Education Systems														
	National Consultant - Regional Team Leaders - School Based Management/QA (3)														
	National Consultant - Access ADMs/ALS (1)														
	National Consultant - ICT/EMIS Technical Adviser (1)														
Training	Small Workshops (20 or less pax, 3 days or less)				4										
	Larger Workshops (20-50 pax, 3 days or less)														
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)					2	2	2	2			1			

STRIVE Stage 2: IMPLEMENTATION SCHEDULE Year 1**APPENDIX A**

									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
	OUTPUT 1.2														
	Strengthened school management and active School Improvement Plans through provision of training and support for School, Community (including LGU) stakeholders														
	ACTIVITIES														
1.2.1	Review/update workshop on SIP's at S1 trained schools in two Divisions	100ppl by 2	100ppl by 2 Divns by 3 days			■	■								
1.2.2	Trainers trained for Region VI pilot Division	100ppl by 2	100ppl by 2 Divns by 3 days			■									
1.2.3	SIP Development training for Region VI one Division, pilot schools	100ppl by 1	100ppl by 1 Divn.by 5 days				■								
1.2.3	SIP Development training for Divn. Staff in Region VI one Division	15ppl by 1	15ppl by 1 Divn.by 3 days				■								
1.2.4	M and E of SIP Activities by Division staff		10 days												
1.2.5	QA of SIP Activities by Region staff		10 days												
1.2.6	Performance-Based School/CLASS SIP Development Fund Procedures and Manual Development	SBM TA and counterparts					■■■■■								
1.2.7	Performance-Based School/CLASS SIP Development Fund Training in Proposal Submission	300 schools	100ppl by 3 Divns.by 3 days						■						
1.2.8	Performance-Based School/CLASS SIP Development Fund Proposals, Assessment and Contracting processes	300 schools								■■■■■					
1.2.9	Performance-Based School/CLASS SIP Development Fund Implementation										■■■■■				
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)														
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)					4	1								
Other	Meeting costs										■			■	
	Performance Based School/CLASS Fund - Implementation Performance												■■■■■		

STRIVE Stage 2: IMPLEMENTATION SCHEDULE Year 1**APPENDIX A**

									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
	OUTPUT 1.3														
1.3	Strengthened Governance systems, particularly School Governing Councils, School Boards and advisory mechanisms at the school, Division and Regional levels														
	ACTIVITIES														
1.3.1	Situational Analysis of Governance systems and advisory mechanisms at levels of (a) Schools, (b) LGU School Board, (c) Divisions and (d) Regions	SBM TA and counterparts	6- 8 weeks												
1.3.2	Development of Procedures Manual for Governance (within current legislation) at different levels		3 months												
1.3.3	Orientation/Training to participants at selected sites	3 Prov Bds., 3 LGUper Divn. and 10 schools per 3 Divns, 3 Regions	50ppl by 1 day by 3 Divns.by 3 Regions												
1.3.4	Implementation and Application of procedures at selected sites	3 Prov Bds., 3 LGUper Divn. and 10 schools per 3 Divns., 3 Regions													
1.3.5	Workshop for Assessment of Progress and Feedback	3 Prov Bds., 3 LGUper Divn. and 10 schools per 3 Divns., 3 Regions	50ppl by 1 day by 3 Divns.by 3 Regions												
1.3.6	Revise Manual and develop Guidelines for wider distribution		3 weeeeks												
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)									3				3	
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
Other	Document translation and production														
	OUTPUT 1.4														
1.4	Strengthened education leadership and management capacity in Divisions through establishing School Management support and monitoring programs														

STRIVE Stage 2: IMPLEMENTATION SCHEDULE Year 1**APPENDIX A**

									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
	ACTIVITIES														
1.4.1	Complete Divn Edn Development Plan parts 3 and 4 (Bohol and NSamar) at workshops	30ppl by 2wkshps	2 wksp by 3 days by 15 ppl per Divn.		■	■									
1.4.2	Training in SBM Monitoring activities by Division (2)	30ppl by 2wkshps	2 wksp by 3 days by 15 ppl per Divn.		■	■									
1.4.3	Monitoring activities by Division (2)	Local visits													
1.4.4	Workshop for Assessment of Progress and Feedback by Division (2)	30ppl by 2wkshps	2 wksp by 3 days by 15 ppl per Divn.										■	■	
1.4.5	Commence Divn Edn Development Plan (Region VI Divn.)	Local meetings													
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)				4	4							2	2	
	Larger Workshops (20-50 pax, 3 days or less)														
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 1.5														
	Strengthened education leadership and management capacity in DepED and the three Regions through training, support and monitoring programs														
	ACTIVITIES														
1.5.1	Workshop on Regional Edn. Dev. Plan for Region and Central DepED Office staff	50ppl by 1wkshp	1 by 3 days by 50		■										
1.5.2	Design Training on Regional Edn. Dev. Plan for Region staff		8 weeks												
1.5.3	Training Program on Regional Edn. Dev. Plan for Region staff (1)	One cross-region trg	1 by 3 days by 50					■							
1.5.4	Advisory TA to Regional staff on development activities								■	■	■	■	■	■	
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)				1			1							
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 1.6														

STRIVE Stage 2: IMPLEMENTATION SCHEDULE Year 1**APPENDIX A**

									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
	Developed systems and procedures for implementing reforms and change management through Regional offices and selected Divisions														
	ACTIVITIES														
1.6.1	Orientation program on change management and systems development	50ppl by 1 wkshp	1 by 3 days by 50			■									
1.6.2	Review and document current systems and practices in each Region		8 weeks				■	■	■	■					
1.6.3	Workshop to identify problems, gaps and solutions in systems	50ppl by 1 wkshp	1 by 3 days by 50						■						
1.6.4	Develop guidelines and procedures manuals on first topic, eg Planning		8 weeks							■	■	■	■	■	
1.6.5	Workshop for Assessment of Progress and Feedback	50ppl by 1 wkshp	1 by 3 days by 50											■	
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)					1			1					1	
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 1.7														
	Improved planning, management, development and utilisation of systems to promote increased Access through Alternative Delivery Modes, Alternative Learning Systems and proactive responses to Health and Nutrition issues														
	ACTIVITIES														
1.7.1	Identification of high need populations and priority selection process	Study	6-8 weeks		■	■	■								
1.7.2	Review and document current systems and practices in each Region	Study	6-8 weeks				■	■	■						
1.7.3	Workshop to identify problems, gaps and solutions in systems	Workshop 1	1 by 3 days by 50					■							
1.7.4	Develop guidelines and procedures manuals on Access, ADMs/ALS and Health and Nutrition responses		4 mths						■	■	■	■	■	■	
1.7.5	Workshop for Assessment of Progress and Feedback	Workshop 1	1 by 3 days by 50											■	

STRIVE Stage 2: IMPLEMENTATION SCHEDULE Year 1**APPENDIX A**

									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
1.7.6	Orientation and training for School Options for Basic Education (SOBE) access promotion package	Workshops 3 by 3	9 by 1 days by 50ppl				■	■	■						
1.7.7	Assessment of SOBE proposals and contracting for activities														
1.7.8	Funding and implementation of SOBE activities		SOBE activities												
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)						5	5						1	
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
Other	SOBE Fund - SEF Modelling														
	OUTPUT 1.8														
	Developed school-industry linkages and modified models of school-based vocationally oriented skills programs as part of Technology and Livelihood Education programs in selected														
	ACTIVITIES														
1.8.1	Identification of high need populations and priority selection process	Study	6-8 weeks												
1.8.2	Identification and documentation of existing models	Study	6-8 weeks												
1.8.3	Adapt existing modules and introduce innovations in appropriate locations														
1.8.4	Workshop for Assessment of Progress and Feedback	Workshop 1	1 by 3 days by 50											■	
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)													1	
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 1.9														
	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for planning and management support														
	ACTIVITIES														
1.9.1	Develop Regional QAAF and M and E Regional Plans	Workshops (3 by 2) and TA	3 by 2 days by 15ppl			■									

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										2007/2008					
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
1.9.2	Review and document current systems and practices in each Region	TA	6-8 weeks												
1.9.3	Workshop to identify problems, gaps and solutions in systems	Workshop 1	1 by 3 days by 50 ppl												
1.9.4	Develop guidelines and procedures manuals on first topic (eg Data Collection, Collation and Initial Analysis)		3 months												
1.9.5	Workshop for Assessment of Progress and Feedback	Workshop 1	1 by 3 days by 50												
1.9.6	Innovation (Regional Based) Activity Funds Procedures and Ma	Regions 3													
1.9.7	Innovation (Regional Based) Activity Funds Training in Proposal Submission	Regions 3	3 by 1 day by 30												
1.9.8	Innovation (Regional Based) Activity Funds Proposals, Assessment and Contracting processes														
1.9.9	Innovation (Regional Based) Activity Funds Implementation														
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)					3									
	Larger Workshops (20-50 pax, 3 days or less)								1	3			1		
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
Other	Innovation (Regional Based) Activity Funds														
	OUTPUT1.10														
	Development of ICT-enabled solutions in the three regions, integrated with national system, to support the strengthening of the education management and support systems														
	ACTIVITIES														
1.10.1	Review and document current systems and practices in each Region		3 months												
1.10.2	Workshop to identify problems, gaps and solutions in systems	Workshop 1	1 by 3 days by 50												
1.10.3	Develop workplan for agreed priority and assess available solutions, including specifications for hardware and software														
1.10.4	Workshop for Assessment of Progress and Feedback	Workshop 1	1 by 3 days by 50												
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)								1				1		

STRIVE Stage 2: IMPLEMENTATION SCHEDULE Year 1**APPENDIX A**

									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
2	Human Resource Development (Inservice Teacher Education) Systems														
	OUTPUT 2.1														
	Improved teaching and learning through training for teacher support and learning resource personnel, particularly NEAP in its new role of coordinating INSET programs														
	ACTIVITIES														
2.1.1	Systems Audit of systems to support inservice teacher training, focussed at Regional level	TA and counterparts	6-8 weeks												
2.1.2	Develop INSET Framework and Process Flows	TA and counterparts	6-8 weeks												
2.1.3	Workshop to validate Framework and identify areas for development of teacher inservice system	Workshop 1	1 by 3 days by 50ppl												
2.1.4	TNA of personnel operating teacher inservice systems		6-8 weeks												
2.1.5	Training activities in planning and management for personnel operating teacher inservice systems	Workshops NEAP and RO staff	2 by 3 days by 20ppl												
	INPUTS														
Personnel	LTA - INSET Teacher Education														
	National Consultant - INSET Teacher Education (1)														
Training	Small Workshops (20 or less pax, 3 days or less)												1	1	
	Larger Workshops (20-50 pax, 3 days or less)														
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 2.2														
	Digitized available teacher inservice modules and instructional materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly in reading in early grades, TLE programs, Pilipino, English, Science and Mathematics in other grades, ADMs and ALS														
	ACTIVITIES														
2.2.1	Create a inservice modules catalogue and standardized format		6-8 weeks												
2.2.2	Collect and catalogue inservice modules														

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									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
2.2.3	Digitize priority inservice material for Regions VI, VII and VIII	Sub-contract centrally													
2.2.4	Orientation and training for RO staff on catalogued inservice modules	Workshops 3	3 by 3 days by 10ppl								■	■	■		
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)										2	1			
	Larger Workshops (20-50 pax, 3 days or less)														
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 2.3														
	Improved teaching and learning through enhanced capacity of in-service teacher training based on NCBTS, particularly in reading in early grades, TLE programs, English, Science and Mathematics in other grades, ADMs and ALS														
	ACTIVITIES														
2.3.1	Develop and conduct TNA in each Region on NCBTS in reading in the early grades, TLE programs, English, Science and Mathematics in other grades, ADMs and ALS	TA and counterparts	6-8 weeks												
2.3.2	Training Plan based on the TNA		2 weeks						■						
2.3.3	Select priorities for piloting in target Divisions		2 weeks						■						
2.3.4	Adapt or develop inservice modules in priority topics		6-8 weeks												
2.3.5	Training trainers	3 by 10ppl	4wkshps by 5 days, 10 ppl live-in, on-site local									■	■	■	■
2.3.6	Delivery of pilot training utilising and enhancing relevant support systems (CLASS, TSU, LAC)	3 by 5 by 30ppl by 2	2 wkshps by 5 days, by 30ppl live-in, on-site local											■	■
2.3.7	M and E on pilot inservice training (delivery only)		Visits to 2 wkshps											■	■
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)											2	2		
	Larger Workshops (20-50 pax, 3 days or less)													2	
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														

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									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Procurement	Provision of equipment for trials of revised TLE programs														
Other	Document translation and production														
	Other resources														
	Costs of regional meetings														
	OUTPUT 2.4														
	Strengthened school and teacher application of Child Friendly School System(CFSS),particularly Student Tracking and Learning Assessment														
	ACTIVITIES														
2.4.1	Consultations with CFSS program and stakeholders		6-8 weeks												
2.4.2	Identification of target CFSS sites and development of a plan for implementation		6-8 weeks												
2.4.3	Orientation and training for selected schools and teachers	3 Divns. by 50 ppl	3 by 5 days by 50ppl												
2.4.4	Implementation of trial activities														
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)														
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 2.5														
	Enhanced integration between pre-service and inservice programs through involvement of TEIs in inservice activities														
	ACTIVITIES														
2.5.1	Consultation with TEIs and workshop on mechanisms for participation	Workshops 3	3 by 2 days by 50ppl												
2.5.2	Develop a Plan and process for TEI participation		6-8 weeks												
2.5.3	Involve TEIs in inservice programs		6 months												
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)														
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 2.6														
	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for teacher														

STRIVE Stage 2: IMPLEMENTATION SCHEDULE Year 1**APPENDIX A**

									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
	ACTIVITIES														
2.6.1	Review and document current inservice systems and practices in each Region	TA	6-8 weeks												
2.6.2	Workshop to identify problems, gaps and solutions in inservice systems	Workshop 1	1 by 3 days by 50												
2.6.3	Develop guidelines and procedures manuals on first topic (eg Data Collection, Collation and Initial Analysis)		6 months												
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)								1						
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 2.7														
	Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the teacher inservice and support systems														
	ACTIVITIES														
2.7.1	Review and document current systems and practices in each Region		6-8 weeks												
2.7.2	Workshop to identify problems, gaps and solutions in systems	Workshop 1	1 by 3 days by 50												
2.7.3	Develop workplan for agreed priority and assess available solutions, including specifications for hardware and software		6 months												
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)								1						
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
3	Learning Resources Materials Development System														
	OUTPUT 3.1														
	Strengthened Learning Resource development and distribution system at regional and Divisional levels														
	ACTIVITIES														
3.1.1	Consultations on learning resource development framework including roles, national and regional, and responsibilities		6-8 weeks												

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									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
3.1.2	Production of a master development plan for Learning Resource development and distribution		6-8 weeks												
3.1.3	Development of specifications for sites and Learning Resource Centres and Library hubs		6-8 weeks												
3.1.4	Obtain approvals for capital works and equipment procurement		3 months												
3.1.5	Commence capital works and equipment procurement		2 months												
	INPUTS														
Personnel	LTA - Learning Resource Materials Development														
	National Consultant - Learning Resource Materials Dev. /ICT														
	National Consultant - Facilities/Building Engineer														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)														
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
Procurement	Fit out of Regional LRM Centres (2 new, 1 refurbish)														
	Fit out of Regional EL Centres (3)														
	Fit out of pilot Division Library hubs (3)														
	Fit out of pilot Division Learning Access Centres (3)														
	Equipment for Regional LRM Centres (3)														
	Equipment for Regional EL Centres (3)														
	Equipment for pilot Division Library hubs (3)														
	Equipment for pilot Division Learning Access Centres (3)														
	Equipment for pilots														
	OUTPUT 3.2														
	Improvement of instructional and learning materials system through support for the assessment, acquisition, adaptation, development, production and distribution of teaching/learning														
	ACTIVITIES														
3.2.1	Develop selected systems and procedures and documenting them in operating manuals		3 months												
3.2.2	Orientation workshops for staff on use of developed procedures and manuals	Workshop 3	3 by 3 days by 50ppl												
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)														

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									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 3.3														
	Digitized available learning materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly reading in early grades and TLE, English, Science and Mathematics in other grades														
	ACTIVITIES														
3.3.1	Create a learning materials catalogue and standardized format		6-8 weeks												
3.3.2	Collect and catalogue learning materials		6-8 weeks												
3.3.3	Digitize priority learning material for Regions VI, VII and VIII	Sub-contract	4 weeks												
3.3.4	Orientation and training for RO staff on catalogued learning materials	Workshops 3	3 by 3 days by 10												
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)											2	1		
	Larger Workshops (20-50 pax, 3 days or less)														
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 3.4														
	Enhanced provision of instructional and learning materials, particularly in reading in early grades and TLE, English, Science and Mathematics in other grades														
	ACTIVITIES														
3.4.1	Identification of priority needs through consultations with Bureaus, Regions and Divisions		6-8 weeks												
3.4.2	Development of a workplan		4 weeks												
3.4.3	Select and train materials development personnel in each Region	Teg. 3 Regions by 30 people	3 by 2 by 5 days												
3.4.4	Translation, adaptation and modification of selected materials		3 months												
3.4.5	Workshop for Assessment of Progress and Feedback	Workshop 1	1 by 3 days by 50ppl												
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)														1

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									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)									3	3				
Procurement	Translation, editing and production of materials														
	OUTPUT 3.5														
	Modified and enhanced instructional and learning materials for implementing Alternative Delivery Modes and Learning														
	ACTIVITIES														
3.5.1	Identifiacation of priority needs through consultations with Bureaus, Regions and Divisions		6-8 weeks												
3.5.2	Development of a workplan for ADM and ALS development		4 weeks												
3.5.3	Select and train materials development personnel in each Region	Teg. 3 Regions by 30 people	3 by 2 by 5 days												
3.5.4	Translation, adaptation and modification of selected materials		3 months												
3.5.5	Workshop for Assessment of Progress and Feedback	Workshop 1	1 by 3 days by 50ppl												
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)														1
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)									3	3				
Other	Meeting costs														
	Acquisition of materials and development support														
	Production of materials														
	Document translation and production														
	OUTPUT 3.6														
	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for provision and utilisation of learning resources														
	ACTIVITIES														
3.6.1	Review and document current learning resources systems and practices in each Region	TA	6-8 weeks												
3.6.2	Workshop to identify problems, gaps and solutions in learning resources systems	Workshop 1	1 by 3 days by 50ppl												
3.6.3	Develop guidelines and procedures manuals on first topic (eg Data Collection, Collation and Initial Analysis)		6 months												
	INPUTS														

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									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)								1						
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	OUTPUT 3.7														
	Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the learning resource support systems														
	ACTIVITIES														
3.7.1	Review and document current systems and practices in each Region		6-8 weeks												
3.7.2	Workshop to identify problems, gaps and solutions in systems	Workshop 1	1 by 3 days by 50ppl												
3.7.3	Develop workplan for agreed priority and assess available solutions, including specifications for hardware and software		6 months												
	INPUTS														
Training	Small Workshops (20 or less pax, 3 days or less)														
	Larger Workshops (20-50 pax, 3 days or less)								1						
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
4	Project Management														
	OUTPUT 4.1														
	Consultation and Planning														
	ACTIVITIES														
4.1.1	Establish and implement national PCC meetings	Two meetings													
4.1.2	Conduct quarterly Project Management meetings to review progress and set targets														
4.1.3	Regular meetings and consultations with national, Regional and Division counterparts and key personnel														
4.1.4	Regular meetings and consultations with personnel implementing World Bank NPSBE and AusAID education														
4.1.5	Regular communications and meetings with AusAID personnel														
	INPUTS														
Personnel	Aust. Technical Director														
	Aust. Project Coordinator														
	MDI Accountant														

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									2007/2008							
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4		
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	
	Australian Project Director/Team Leader - Access															
	STA - QAP Members (4)															
	STA - Unallocated															
	National Deputy TL - Project Management and Evaluation															
	National Consultant - Unallocated Short-term															
	Admin Asst. Regions (3)															
	Asst./Driver Regions (3)															
	Project Activity Coordinator															
	Project Advocacy															
	M and E Adviser National STA															
	Office/Finance Manager															
	Project Accountant															
	Documents Clerk															
	Finance Assistant															
	Procurement Assistant															
	Admin. Assts. National															
	Asst./Driver National (1)															
	Supplementation for counterpart staff															
Other	Meetings Costs															
	OUTPUT 4.2															
	Planning and Reporting activities															
	ACTIVITIES															
4.2.1	Prepare Implementation Plan															
4.2.2	Prepare Annual Plans, M and E and Sustainability Reports															
4.2.3	Milestone and QAP reports															
4.2.4	Conduct Quarterly Progress Assessment meetings															
4.2.5	Prepare Project Completion Report															
	OUTPUT 4.3															
	Project Management and Administration															
	ACTIVITIES															
4.3.1	Establish various project offices, mobilise staff and resources	National office, 3 Regional														
4.3.2	Develop operating procedures and manuals															
4.3.3	Communications and liaison															
4.3.4	Ongoing management and administration															
	INPUTS															
Procurement	Regional project offices equipment (3 new)															

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									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
	National project office equipment (1 existing)														
	Divisional project office equipment (2 existing, 1 new)														
	Fit-out costs of Regional project offices (3 new)														
	Project vehicles Regional/Division project offices (2 stay, 2 transfers + 2 new)														
	Project vehicles National project offices (1 new)														
Other	Travel costs														
	Region project office, communications and vehicle operating costs (3)														
	National project office, communications and vehicle operating costs (1)														
	OUTPUT 4.4														
	Monitoring, Evaluation and Sustainability activities														
	ACTIVITIES														
4.4.1	Establishment of baseline data, information and resources														
4.4.2	Establishment and implementation of M and E strategy														
4.4.3	Establishment and implementation of Sustainability Strategy														
4.4.4	Commissioned studies and conduct of surveys and data gathering activities														
	INPUTS														
Other	Commissioned evaluation studies														

	COMPONENT 1														
	Small Workshops (20 or less pax, 3 days or less)				8	7							2	2	
	Larger Workshops (20-50 pax, 3 days or less)				1	1	5	6	3	6			2	6	
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)					6	3	2	2			1			
	COMPONENT 2														
	Small Workshops (20 or less pax, 3 days or less)										2	3	3	1	
	Larger Workshops (20-50 pax, 3 days or less)						3		2	1	3			2	
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)														
	COMPONENT 3														
	Small Workshops (20 or less pax, 3 days or less)										2	1		2	
	Larger Workshops (20-50 pax, 3 days or less)							2		1	2				

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									2007/2008						
	NARRATIVE SUMMARY	QUANTITY	DURATION		Q1			Q2			Q3			Q4	
				Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
	Training or Mass workshops (Trg over 10pax, 5 days or more, or workshops over 50 by 1-3 days)								6	6					

Appendix B

Summary of Expenditures:

by Government by Component
by Government by Cost Category

APPENDIX B: STRIVE STAGE 2 PROJECT: COST ESTIMATES (A\$) Year 1, 2007/2008

NARRATIVE SUMMARY		UNIT	QUANTITY	UNIT COSTS A\$	2007		2008		
					Q3	Q4	Q1	Q2	
					2007/2008				
Q1	Q2	Q3	Q4						
A.	School Based Management Support System								
	OUTPUTS								-
1.1	Strengthened school management and school improvement through provision of training and support for School Managers	Report							-
1.2	Strengthened school management and active School Improvement Plans through provision of training and support for School and Community (including LGU) stakeholders								-
1.3	Strengthened Governance systems, particularly School Governing Councils, School Boards and advisory mechanisms at the school, Division and Regional								
1.4	Strengthened education leadership and management capacity in the Divisions through establishing School Management support and monitoring programs								-
1.5	Strengthened education leadership and management capacity in DepED and the three Regions through training, support and monitoring programs								
1.6	Developed systems and procedures for implementing reforms and change management through Regional offices and Divisions								
1.7	Improved planning, management, development and utilisation of systems to promote increased Access through Alternative Delivery Modes, Alternative Learning Systems and proactive responses to Health and Nutrition issues								
1.8	Developed school-industry linkages and modified models of school-based vocationally oriented skills programs as part of Technology and Livelihood Education (TLE) programs in selected sites								
1.9	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for planning and management support								
1.10	Development of ICT-enabled solutions in the three regions, integrated with national system, to support the strengthening of the education management and support systems								
Personnel									-
	INPUTS - GOA								-
P 1.1.1	LTA - School Based Management/Quality Assurance	P/mths	24						-
P 1.1.2	LTA - ICT Education Systems	P/mths	12						-
P 1.1.3	National Consultant - Regional Team Leaders - School Based Management/QA	P/mths	3x36 months						-
P 1.1.4	National Consultant - Access ADMs/ALS (1)	P/mths	1x36 months						-
P 1.1.5	National Consultant - ICT/EMIS Technical Adviser (1)	P/mths	36						-
	Total Personnel GOA				-	-	-	-	-

APPENDIX B: STRIVE STAGE 2 PROJECT: COST ESTIMATES (A\$) Year 1, 2007/2008

NARRATIVE SUMMARY		UNIT	QUANTITY	UNIT COSTS A\$	2007		2008		
					Q3	Q4	Q1	Q2	
					2007/2008				
					Q1	Q2	Q3	Q4	TOTAL
	INPUTS - GOP								-
P(RG)1.1.1	Staff time	P/mths	4x36months	2,000	24,000	24,000	24,000	24,000	96,000
P(RG)1.2.1	Staff time on workshops	P/days		5.48	14,795	21,096	14,795	7,890	58,575
	Total Personnel GOP				38,795	45,096	38,795	31,890	154,575
Training									-
	INPUTS - GOA								-
T 1.1.1	Small Workshops	Workshops		2,000	30,000	-	-	8,000	38,000
	Larger Workshops	Workshops		5,000	10,000	70,000	30,000	40,000	150,000
T 1.1.2	Training Workshops	Workshops		8,000	48,000	56,000	8,000	-	112,000
	Total Training GOA				88,000	126,000	38,000	48,000	300,000
	INPUTS - GOP								-
	Funding for smaller workshops	Workshops		1,000	15,000	-	-	4,000	19,000
T(RG)1.1.1	Funding for larger workshops	Workshops		2,000	4,000	28,000	12,000	16,000	60,000
	Funding for training workshops	Workshops		2,000	12,000	14,000	2,000	-	28,000
	Total Training GOP				31,000	42,000	14,000	20,000	107,000
Other									-
	INPUTS - GOA								-
O 1.1.1	Meeting costs							10,000	10,000
O 1.1.2	Performance Based School/CLASS Fund - Implementation Performance								-
O 1.1.3	SOBE Fund - SEF Modelling								-
O 1.1.4	Innovation (Regional Based) Activity Funds								-
O 1.1.5	Document translation and production								-
	Total Other GOA				-	-	-	10,000	10,000
	INPUTS - GOP								
O (RG) 1.1.	Documentation on procedures				1,000	1,000	1,000	1,000	4,000
	Total Other GOP				1,000	1,000	1,000	1,000	4,000
	COMPONENT A: GOA COSTS				88,000	126,000	38,000	58,000	310,000
	COMPONENT A: GOP COSTS				70,795	88,096	53,795	52,890	265,575
	COMPONENT A: TOTAL COSTS				158,795	214,096	91,795	110,890	575,575

APPENDIX B: STRIVE STAGE 2 PROJECT: COST ESTIMATES (A\$) Year 1, 2007/2008

NARRATIVE SUMMARY		UNIT	QUANTITY	UNIT COSTS A\$	2007		2008		
					Q3	Q4	Q1	Q2	
					2007/2008				
					Q1	Q2	Q3	Q4	TOTAL
B.	Human Resource Development (INSET) Systems								-
	OUTPUTS								-
2.1	Improved teaching and learning through training for teacher support and learning resource personnel, particularly NEAP in its new role of coordinating INSET programs								-
2.2	Digitized available teacher in-service modules and instructional materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly in reading in early grades, TLE programs, English, Science and Mathematics in other grades, ADMs and ALS								
2.3	Improved teaching and learning through enhanced capacity of in-service teacher training based on NCBTS, particularly in reading in early grades, TLE programs, English, Science and Mathematics in other grades, ADMs and ALS								-
2.4	Strengthened school and teacher application of Child Friendly School System (CFSS), particularly Student Tracking and Learning Assessment								-
2.5	Enhanced integration between pre-service and in-service programs through involvement of TEIs in inservice activities								-
2.6	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for teacher inservice								
2.7	Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the teacher in-service and								
Personnel									-
	INPUTS - GOA								-
P 2.1.1	LTA - INSET Teacher Education	P/mths	12						-
P 2.1.2	National Consultant - INSET Teacher Education (1)	P/mths	1x36 months						-
	Total Personnel GOA				-	-	-	-	-
	INPUTS - GOP								-
P(RG)2.1.1	Staff time	P/mths	4x36months	2,000	24,000	24,000	24,000	24,000	96,000
P(RG)2.1.2	Staff time on workshops	P/days		5.48		4,110	4,932	2,959	12,000
	Total Personnel GOP				24,000	28,110	28,932	26,959	108,000
Procurement									-
	INPUTS - GOA								-
E 2.1.1	Provision of equipment for trials of revised TLE programs	Sets							-
	Total Procurement GOA				-	-	-	-	-
	INPUTS - GOP								-
E(RG)2.1.1	Setup and operating resources for revised TLE programs								-
	Total Procurement GOP				-	-	-	-	-

APPENDIX B: STRIVE STAGE 2 PROJECT: COST ESTIMATES (A\$) Year 1, 2007/2008

NARRATIVE SUMMARY		UNIT	QUANTITY	UNIT COSTS A\$	2007		2008		
					Q3	Q4	Q1	Q2	
					2007/2008				
					Q1	Q2	Q3	Q4	TOTAL
Training									-
	INPUTS - GOA								-
T 2.1.1	Small Workshops	Workshops		2,000	-	-	10,000	8,000	18,000
T 2.1.1	Larger Workshops	Workshops		5,000	-	25,000	20,000	10,000	55,000
T 2.1.1	Training Workshops	Workshops		8,000	-	-			-
	Total Training GOA				-	25,000	30,000	18,000	73,000
	INPUTS - GOP								-
T(RG)2.1.1	Funding for smaller workshops	Workshops		1,000	-	-	5,000	4,000	9,000
T(RG)2.1.1	Funding for larger workshops	Workshops		2,000	-	10,000	8,000	4,000	22,000
T(RG)2.1.1	Funding for training workshops	Workshops		2,000	-	-			-
	Total Training GOP				-	10,000	13,000	8,000	31,000
Other									-
	INPUTS - GOA								-
O 2.1.1	Document translation and production								-
O 2.1.2	Other resources								-
O 2.1.1	Costs of regional meetings								-
	Total Other GOA				-	-	-	-	-
	INPUTS - GOP								-
O(RG) 2.1.1	Operating and recurrent costs					1,000	1,000	1,000	3,000
	Total Other GOP				-	1,000	1,000	1,000	3,000
	COMPONENT B: GOA COSTS				-	25,000	30,000	18,000	73,000
	COMPONENT B: GOP COSTS				24,000	39,110	42,932	35,959	142,000
	COMPONENT B: TOTAL COSTS				24,000	64,110	72,932	53,959	215,000

APPENDIX B: STRIVE STAGE 2 PROJECT: COST ESTIMATES (A\$) Year 1, 2007/2008

NARRATIVE SUMMARY		UNIT	QUANTITY	UNIT COSTS A\$	2007		2008			
					Q3	Q4	Q1	Q2		
					2007/2008					
					Q1	Q2	Q3	Q4	TOTAL	
C. Learning Resources Materials Development System										-
	OUTPUTS								-	
3.1	Strengthened Learning Resource development and distribution system at regional and Divisional levels	Wkshps							-	
3.2	Improvement of instructional and learning materials system through support for the assessment, acquisition, adaptation, development, production and distribution of teaching/learning materials to schools	Centres							-	
3.3	Digitized available learning materials (including from PASMEP, PROBE, PRODED, BEAM, TEEP, SEDIP, etc), particularly reading in early grades and TLE, English, Science and Mathematics in other grades								-	
3.4	Enhanced provision of instructional and learning materials, particularly in reading in early grades and TLE, English, Science and Mathematics in other									
3.5	Modified and enhanced instructional and learning materials for implementing Alternative Delivery Modes and Learning Systems									
3.6	Improved development and utilisation of Quality Assurance (including Monitoring and Evaluation) systems for provision and utilisation of learning resources, including Monitoring and Evaluation									
3.7	Development of ICT-enabled solutions in the three regions, integrated with national systems, to support the strengthening of the learning resource support									
Personnel									-	
	INPUTS - GOA								-	
P 3.1.1	LTA - Learning Resource Materials Development	P/mths	12						-	
P 3.1.3	National Consultant - Learning Resource Materials Dev. /ICT (1)	P/mths	1x36 months						-	
P 3.1.4	National Consultant - Facilities/Building Engineer	P/mths	24						-	
	Total Personnel GOA				-	-	-	-	-	
	INPUTS - GOP								-	
P(RG)3.1.1	Staff time	P/mths	4x36months	2,000	24,000	24,000	24,000	24,000	96,000	
P(RG)3.1.2	Staff time on workshops	P/mths		5.48		1,644	19,562	986	22,192	
	Total Personnel GOP				24,000	25,644	43,562	24,986	118,192	
									-	
Procurement									-	
	INPUTS - GOA								-	
E 3.1.1	Fit out of Regional LRM Centres (2 new, 1 refurbish)		3					90,000	90,000	
E 3.1.2	Fit out of Regional EL Centres (3)		3	42,000				63,000	63,000	
E 3.1.3	Fit out of pilot Division Library hubs (3)		3	42,000				63,000	63,000	
E 3.1.4	Fit out of pilot Division Learning Access Centres (3)		3	42,000				63,000	63,000	

APPENDIX B: STRIVE STAGE 2 PROJECT: COST ESTIMATES (A\$) Year 1, 2007/2008

NARRATIVE SUMMARY		UNIT	QUANTITY	UNIT COSTS A\$	2007		2008		
					Q3	Q4	Q1	Q2	
					2007/2008				
					Q1	Q2	Q3	Q4	TOTAL
E 3.1.5	Equipment for Regional LRM Centres (3)	Units	3	64,108				96,162	96,162
E 3.1.6	Equipment for Regional EL Centres (3)		3	14,884				22,326	22,326
E 3.1.7	Equipment for pilot Division Library hubs (3)		3	48,568				72,851	72,851
E 3.1.8	Equipment for pilot Division Learning Access Centres (3)		3	49,649				74,473	74,473
E 3.1.9	Translation, editing and production of materials								-
	Total Procurement GOA				-	-	-	544,812	544,812
	INPUTS - GOP								-
E(RG)3.1.1	Setup resources for centres							10,000	10,000
	Total Procurement GOP				-	-	-	10,000	10,000
Training									-
	INPUTS - GOA								-
T 3.1.1	Small Workshops	Workshops		2,000	-	-	4,000	6,000	10,000
	Larger Workshops	Workshops		5,000	-	10,000	15,000		25,000
T 3.1.2	Training Workshops	Workshops		8,000	-	-	96,000		96,000
	Total Training GOA				-	10,000	115,000	6,000	131,000
	INPUTS - GOP								
T(RG)3.1.1	Funding for smaller workshops	Workshops		1,000	-	-	2,000	3,000	5,000
	Funding for larger workshops	Workshops		2,000	-	4,000	6,000		10,000
	Funding for training workshops	Workshops		2,000	-	-	24,000		24,000
	Total Training GOP				-	4,000	32,000	3,000	39,000
Other									-
	INPUTS - GOA								-
O 3.1.1	Meeting costs	Meetings							-
O 3.1.2	Acquisition of materials and development support								-
O 3.1.3	Production of materials								-
O 3.1.6	Document translation and production								-
	Total Other GOA				-	-	-	-	-
	INPUTS - GOP								
O(RG)3.1.1	Operating costs for centres								-
	Total Other GOP				-	-	-	-	-
	COMPONENT C: GOA COSTS				-	10,000	115,000	550,812	675,812
	COMPONENT C: GOP COSTS				24,000	29,644	75,562	37,986	167,192
	COMPONENT C: TOTAL COSTS				24,000	39,644	190,562	588,798	843,004

APPENDIX B: STRIVE STAGE 2 PROJECT: COST ESTIMATES (A\$) Year 1, 2007/2008

NARRATIVE SUMMARY		UNIT	QUANTITY	UNIT COSTS A\$	2007		2008		
					Q3	Q4	Q1	Q2	
					2007/2008				
					Q1	Q2	Q3	Q4	TOTAL
D.	Project Management								-
	OUTPUTS								-
4.1	Consultation and Direction	Office							-
4.2	Planning and Reporting	Building							-
4.3	Project Management and Administration	Reports							-
4.4	Monitoring, Evaluation and Sustainability								-
Personnel									-
	INPUTS - GOA								-
P 4.1.1	Aust.Technical Director	P/days	120 days						-
P 4.1.2	Aust. Project Coordinator	P/days	480 days						-
P 4.1.3	MDI Accountant	P/days	90 days						-
P 4.1.3	Australian Project Director/Access	P/mths	36						-
P 4.1.4	STA - QAP Members (4)	P/mths	4x2.25 months						-
P 4.1.5	STA - Unallocated	P/days	80 days						-
P 4.1.6	National Deputy PD - Project Monitoring and Evaluation	P/mths	36						-
P 4.1.7	National Consultant - Unallocated Short-term	P/mths	6						-
P 4.1.8	Admin Asst. Regions (3)	P/mths	3x36 months						-
P 4.1.9	Asst./Driver Regions (3)	P/mths	3x36 months						-
P 4.1.10	Project Activity Coordinator	P/mths	36						-
P 4.1.11	M and E Adviser National STA	P/mths	12						-
P 4.1.12	Project Advocacy	P/mths	36						-
P 4.1.13	Office/Finance Manager	P/mths	36						-
P 4.1.14	Project Accountant	P/mths	36						-
P 4.1.15	Documents Clerk	P/mths	36						-
P 4.1.16	Finance Assistant	P/mths	36						-
P 4.1.17	Procurement Assistant	P/mths	12						-
P 4.1.18	Admin. Assts. National	P/mths	36						-
P 4.1.19	Asst./Driver National (1)	P/mths	1x36 months						-
P 4.1.20	"Backfilling" supplement for counterpart staff	P/mths	24x36mths						-
	Total Personnel GOA				-	-	-	-	-
	INPUTS - GOP								-
P(RG)4.1.1	Project Director - DepED	P/mths	36	2,000	6,000	6,000	6,000	6,000	24,000
P(RG)4.1.2	Counterpart staff - pilot Divisions (3+3)	P/mths	3 by 36mths; 3 by 24mths	2,000	18,000	18,000	18,000	18,000	72,000
P(RG)4.1.3	Counterpart staff - Regions (3)	P/mths	3 by 36months	2,000	18,000	18,000	18,000	18,000	72,000
P(RG)4.1.4	Counterpart staff - National (3)	P/mths	3 by 36months	2,000	18,000	18,000	18,000	18,000	72,000

APPENDIX B: STRIVE STAGE 2 PROJECT: COST ESTIMATES (A\$) Year 1, 2007/2008

NARRATIVE SUMMARY		UNIT	QUANTITY	UNIT COSTS A\$	2007		2008		
					Q3	Q4	Q1	Q2	
					2007/2008				
					Q1	Q2	Q3	Q4	TOTAL
	Total Personnel GOP				60,000	60,000	60,000	60,000	240,000
Procurement									-
	INPUTS - GOA								-
E 4.1.1	Regional project offices equipment (3 new)	Units	3	35,759	107,278				107,278
E 4.1.2	National project office equipment (1 existing)	Units	1	71,459	71,459				71,459
E 4.1.3	Divisional project office equipment (2 existing, 1 new)	Units	3		26,014				26,014
E 4.1.4	Fit-out costs of Regional project offices (3 new)	Units	3	10,000	30,000				30,000
E 4.1.5	Project vehicles Regional/Division project offices (2 stay, 2 transfers +2 new)	Units	2	69,444	138,888				138,888
E 4.1.6	Project vehicles National project offices (1 new)	Units	1	69,444	69,444				69,444
	Total Procurement GOA				443,083	-	-	-	443,083
	INPUTS - GOP								-
E(RG)4.1.1	Provision of office space and facilities		36		4,000	4,000	4,000	4,000	16,000
	Provision of office equipment	Units	5	2,400	12,000				12,000
	Total Procurement GOP				16,000	4,000	4,000	4,000	28,000
Other									-
	INPUTS - GOA								-
O 4.1.2	Travel costs	Unit		617,944	51,495	51,495	51,495	51,495	205,981
O 4.1.3	Region project office, communications and vehicle operating costs (3)	Monthly	3x36 mths	4,003	36,025	36,025	36,025	36,025	144,100
O 4.1.4	National project office, communications and vehicle operating costs (1)	Monthly	1x36 mths	7,503	22,508	22,508	22,508	22,508	90,033
O 4.1.5	Commissioned evaluation studies			100,000					-
	Total Other GOA				110,029	110,029	110,029	110,029	440,115
	INPUTS - GOP								-
O(RG)4.1.1	Administration support	Months	36		16,000	16,000	16,000	16,000	64,000
	Total Other GOP				16,000	16,000	16,000	16,000	64,000
	COMPONENT D: GOA COSTS				553,112	110,029	110,029	110,029	883,198
	COMPONENT D: GOP COSTS				92,000	80,000	80,000	80,000	332,000
	COMPONENT D: TOTAL COSTS				645,112	190,029	190,029	190,029	1,215,198

APPENDIX B: STRIVE STAGE 2 PROJECT: COST ESTIMATES (A\$) Year 1, 2007/2008

NARRATIVE SUMMARY					UNIT	QUANTITY	UNIT COSTS A\$	2007		2008				
								Q3	Q4	Q1	Q2			
								2007/2008					TOTAL	
									Q1	Q2	Q3	Q4		
COST BY COMPONENT														-
	GOVERNMENT OF AUSTRALIA													-
														-
A.	School Based Management Support System							356,895	394,895	306,895	326,895		1,385,580	
B.	Human Resource Development (INSET) Systems							26,460	122,480	127,480	115,480		391,900	
C.	Learning Resources Materials Development System							52,920	133,940	238,940	674,752		1,100,552	
D.	Project Management							860,635	354,770	501,018	366,510		2,082,932	
TOTAL COSTS : GOA COSTS								1,296,910	1,006,084	1,174,333	1,483,637		4,960,964	
	GOVERNMENT OF THE PHILIPPINES												-	
													-	
A.	School Based Management Support System							70,795	88,096	53,795	52,890		265,575	
B.	Human Resource Development (INSET) Systems							24,000	39,110	42,932	35,959		142,000	
C.	Learning Resources Materials Development System							24,000	29,644	75,562	37,986		167,192	
D.	Project Management							92,000	80,000	80,000	80,000		332,000	
TOTAL COSTS : GOP COSTS								210,795	236,849	252,288	206,836		906,767	
TOTAL COSTS								1,507,704	1,242,934	1,426,621	1,690,472		5,867,731	

APPENDIX B: STRIVE STAGE 2 PROJECT: COST ESTIMATES (A\$) Year 1, 2007/2008

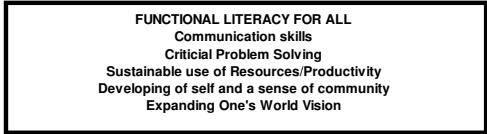
NARRATIVE SUMMARY	UNIT	QUANTITY	UNIT COSTS A\$	2007		2008		TOTAL
				Q3	Q4	Q1	Q2	
				2007/2008				
				Q1	Q2	Q3	Q4	
COST BY CATEGORY								
	GOVERNMENT OF AUSTRALIA							
	PERSONNEL			655,798	735,056	881,304	746,796	3,018,954
	PROCUREMENT			443,083	-	-	544,812	987,896
	TRAINING			88,000	161,000	183,000	72,000	504,000
	OTHER			110,029	110,029	110,029	120,029	450,115
TOTAL COSTS : GOA COSTS				1,296,910	1,006,084	1,174,333	1,483,637	4,960,964
	GOVERNMENT OF THE PHILIPPINES							-
								-
	PERSONNEL			146,795	158,849	171,288	143,836	620,767
	PROCUREMENT			16,000	4,000	4,000	14,000	38,000
	TRAINING			31,000	56,000	59,000	31,000	177,000
	OTHER			17,000	18,000	18,000	18,000	71,000
TOTAL COSTS : GOP COSTS				210,795	236,849	252,288	206,836	906,767
TOTAL COSTS				1,507,704	1,242,934	1,426,621	1,690,472	5,867,731

Annex G

Draft GoP Education Sector M&E Framework

ANNEX G: DRAFT BASIC EDUCATION SECTOR MONITORING AND EVALUATION FRAMEWORK 1/

I. OVERALL GOAL

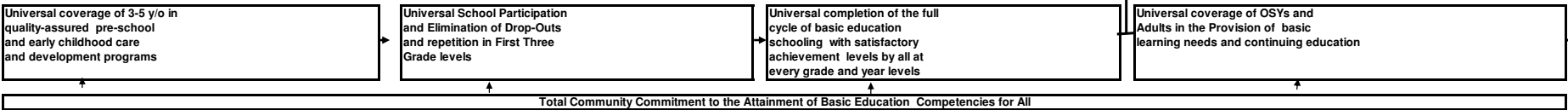


Early Childhood Education (ECE)

Formal Basic Education System

Alternative Learning System

II. COMPONENT OBJECTIVES



III. LEARNING OUTCOMES

	Early Child Education	Elementary Education	Secondary Education	Alternative Learning System
Access	<ol style="list-style-type: none">Overall Gross Enrolment Rate in all ECE Programs/Providers<ol style="list-style-type: none">ECE for 3-4 (4-5) y/o<ol style="list-style-type: none">Day Care Centers (DCCs)Private pre-schoolsPre-school education (5 y/o)<ol style="list-style-type: none">Day Care CentersDepED<ol style="list-style-type: none">DepED-financedPTCA-financedLGU - financedPrivate schoolsGross Enrolment Rate in all Accredited ECE Programs/Providers<ol style="list-style-type: none">Day Care Centers (3-4 y/o)Pre-school education (5 y/o)<ol style="list-style-type: none">DCCsDepED<ol style="list-style-type: none">DepED-financedPTCA-financedLGU-financedPrivate Schools<ol style="list-style-type: none">private-financedpublic-financedESC GranteesEnrolment in pre-schools with health and nutrition programs<ol style="list-style-type: none">Day Care CentersDepEDPrivatePercentage of children with special needs serviced by:<ol style="list-style-type: none">Day Care CentersDepEDPrivate Schools	<ol style="list-style-type: none">Apparent Intake Rate in Grade 1<ol style="list-style-type: none">PublicPrivateNet Intake Rate in Grade 1<ol style="list-style-type: none">Public (6 y/o) (7 y/o)Private (6 y/o) (7 y/o)Gross Enrolment Rate<ol style="list-style-type: none">Public (6 y/o) (7 y/o)Private (6 y/o) (7 y/o)Net Enrolment Rate<ol style="list-style-type: none">Public<ol style="list-style-type: none">> 6-11 y/o> 7-12 y/oPrivate<ol style="list-style-type: none">> 6-11 y/o> 7-12 y/oNumber of children not in school<ol style="list-style-type: none">> 6-11 y/o> 7-12 y/oEnrolment in ES with Health Programs<ol style="list-style-type: none">Nationally-fundedLocally-fundedEnrolment in ES with Nutrition Programs<ol style="list-style-type: none">Nationally-fundedLocally-fundedPercentage of children with special needs serviced by:<ol style="list-style-type: none">regular classes of DepED schools<ol style="list-style-type: none">Abused and Exploited ChildrenChild LaborerStreet ChildrenFast LearnersHI/VI/MR/MLDsSPED classes of DepED schools<ol style="list-style-type: none">Abused and Exploited ChildrenChild LaborerStreet ChildrenFast LearnersHI/VI/MR/MLDsPrivate Schools<ol style="list-style-type: none">Abused and Exploited ChildrenChild LaborerStreet ChildrenFast LearnersHI/VI/MR/MLDsPercentage of muslim children with access to Muslim Education :<ol style="list-style-type: none">DepEd (schools implementing the Arabic Language and Islamic Values Education)Registered/Accredited MadarisPercentage of IP children with access to relevant IP education<ol style="list-style-type: none">DepED schools implementing an IP curriculumNon-DepED (Registered IP schools)	<ol style="list-style-type: none">Gross Enrolment Rate<ol style="list-style-type: none">Public<ol style="list-style-type: none">Regular Secondary SchoolsSpecial Schools<ol style="list-style-type: none">ArtsScienceSportsTechnical and Vocational SchoolsOpen High SchoolPrivate<ol style="list-style-type: none">private-financedpublic-financed<ol style="list-style-type: none">ESC GranteesEVS GranteesNet Enrolment Rate<ol style="list-style-type: none">Public<ol style="list-style-type: none">> 12-15 y/o> 13-16 y/oPrivateNumber of children not in school<ol style="list-style-type: none">11-15 y/o12-16 y/oPercentage of children with special needs serviced by:<ol style="list-style-type: none">regular classes of DepED schools<ol style="list-style-type: none">Abused and Exploited ChildrenChild LaborerStreet ChildrenFast LearnersHI/VI/MR/MLDsSPED classes of DepED schools<ol style="list-style-type: none">Abused and Exploited ChildrenChild LaborerStreet ChildrenFast LearnersHI/VI/MR/MLDsPrivate Schools<ol style="list-style-type: none">Abused and Exploited ChildrenChild LaborerStreet ChildrenFast LearnersHI/VI/MR/MLDsPercentage of muslim children with access to Muslim Education :<ol style="list-style-type: none">DepEd (schools implementing the Arabic Language and Islamic Values Education)Registered/Accredited Madaris	<ol style="list-style-type: none">Enrolment in Basic Literacy Program<ol style="list-style-type: none">DepED<ol style="list-style-type: none">DepED-deliveredDepED-procuredNon-DepED<ol style="list-style-type: none">LGUsNGOsOther Government AgenciesEnrolment in Functional Literacy Program<ol style="list-style-type: none">DepED<ol style="list-style-type: none">DepED-deliveredSDepED-procuredNon-DepED<ol style="list-style-type: none">LGUsNGOsOther Government AgenciesPercentage of baranggays with (access to):<ol style="list-style-type: none">cultural programssports programseducation programs by mediascience centrunsmuseumscomputer programs
Efficiency	<ol style="list-style-type: none">% of preschool completers<ol style="list-style-type: none">DCCsDepED<ol style="list-style-type: none">DepED-financedPTCA-financedPrivate<ol style="list-style-type: none">private-financedpublic-financed (ESC Grantees)	<ol style="list-style-type: none">Percentage of Grade 1 entrants with ECE experience<ol style="list-style-type: none">publicprivateday carePercentage of children finishing Grade 1 among those with ECE experience<ol style="list-style-type: none">publicprivateDrop-Out Rate Per Grade Level<ol style="list-style-type: none">PublicPrivateSchool Leaver Rate Per Grade Level<ol style="list-style-type: none">PublicPrivatePercentage & number of Drop-Outs retrieved by the formal elementary school per grade level<ol style="list-style-type: none">PublicPrivatePercentage & number of Pupils who transferred-in<ol style="list-style-type: none">PublicPrivatePercentage & number of Pupils who transferred out<ol style="list-style-type: none">PublicPrivateRepetition Rate, by grade level<ol style="list-style-type: none">PublicPrivateCohort-Survival Rate<ol style="list-style-type: none">PublicPrivateGraduation Rate<ol style="list-style-type: none">PublicPrivateCompletion Rate<ol style="list-style-type: none">PublicPrivateCoefficient of Efficiency (Years input per Graduate)<ol style="list-style-type: none">PublicPrivate	<ol style="list-style-type: none">Drop-Out Rate Per Year Level<ol style="list-style-type: none">DepED<ol style="list-style-type: none">Public<ol style="list-style-type: none">Special Schools<ol style="list-style-type: none">ArtsScienceSportsTechnical and Vocational SchoolsOpen High SchoolPrivateSchool Leaver Rate Per Year Level<ol style="list-style-type: none">DepED<ol style="list-style-type: none">Public<ol style="list-style-type: none">Special Schools<ol style="list-style-type: none">ArtsScienceSportsTechnical and Vocational SchoolsOpen High SchoolPrivatePercentage & number of Drop-Outs retrieved by the formal secondary school system per year level<ol style="list-style-type: none">DepED<ol style="list-style-type: none">Public<ol style="list-style-type: none">Special Schools<ol style="list-style-type: none">ArtsScienceSportsTechnical and Vocational SchoolsOpen High SchoolPrivatePercentage & number of students who transferred-in<ol style="list-style-type: none">DepED<ol style="list-style-type: none">PublicSpecial Schools<ol style="list-style-type: none">ArtsScienceSportsTechnical and Vocational SchoolsOpen High SchoolPrivatePercentage & number of students who transferred-in<ol style="list-style-type: none">DepED<ol style="list-style-type: none">Public<ol style="list-style-type: none">Special Schools<ol style="list-style-type: none">ArtsScienceSportsTechnical and Vocational SchoolsOpen High SchoolPrivateRepetition Rate, by year level<ol style="list-style-type: none">DepED<ol style="list-style-type: none">Public<ol style="list-style-type: none">Special Schools<ol style="list-style-type: none">ArtsScienceSportsTechnical and Vocational SchoolsOpen High SchoolPrivate	<ol style="list-style-type: none">Completion Rate in Basic Literacy Program<ol style="list-style-type: none">DepED<ol style="list-style-type: none">DepED-deliveredDepED-procuredNon-DepED<ol style="list-style-type: none">LGUsNGOsOther Government AgenciesCompletion Rate in Functional Literacy Program (A&E)<ol style="list-style-type: none">DepED<ol style="list-style-type: none">DepED-deliveredDepED-procuredNon-DepED<ol style="list-style-type: none">LGUsNGOsOther Government Agencies

	Early Child Education	Elementary Education	Secondary Education	Alternative Learning System
Efficiency (continued)			6.2 Private 7. Cohort-Survival Rate 7.1 DepED a) Public b) Special Schools > Arts > Science > Sports > Technical and Vocational Schools > Open High School 7.2 Private 8. Graduation Rate 8.1 DepED a) Public b) Special Schools > Arts > Science > Sports > Technical and Vocational Schools > Open High School 8.2 Private 9. Completion Rate 9.1 DepED a) Public b) Special Schools > Arts > Science > Sports > Technical and Vocational Schools > Open High School 9.2 Private a) private-financed b) public-financed > ESC Grantees > EVS Grantees 10. Coefficient of Efficiency (Years input per Graduate)	
Quality	1. Child Development Index 2. School Readiness Index 3. Percentage of Preschool Completers who are ready for Grade 1 (assessment done thru School Readiness Test) 3.1 DCCs 3.2 DepED a) DepED-financed b) PTCA-financed c) LGU-financed 3.3 Private a) private-financed b) public-financed > ESC Grantees 4. Health and nutritional status of children 4.1 Malnutrition Rate among 3-5 y/o, by single age a) public b) private c) day-care 4.2 Prevalence of Vit. A deficiency among 3-5 y/o, by single age a) public b) private c) day-care 4.3 Prevalence of Iron deficiency anemia among 3-5 y/o, by single age 4.4 Dental Status <i>(need to specify indicators)</i>	1. Number and Percentage of Pupils Reading at their own appropriate level in both English and Filipino 1.1 Grade 1 1.2 Grade 2 1.3 Grade 3 1.4 Grade 4 1.5 Grade 5 1.6 Grade 6 2. Number and Percentage of Pupils Learning Numearcy at their own appropriate Level 2.1 Grade 1 2.2 Grade 2 2.3 Grade 3 3. Percentage of Schools per level of Mastery (MPS), by subject area 3.1 Public > Mastery Level (75% & above) > Near Mastery Level (51%-74%) > Low Mastery Level (50% and below) 3.2 Private > Mastery Level (75% & above) > Near Mastery Level (51%-74%) > Low Mastery Level (50% and below) 4. Percentage of Pupils in ES per Level of Mastery, by subject area: 4.1 Public > Mastery Level (75% & above) > Near Mastery Level (51%-74%) > Low Mastery Level (50% and below) 4.2 Private > Mastery Level (75% & above) > Near Mastery Level (51%-74%) > Low Mastery Level (50% and below) 5. National sample scores in internationally comparable tests (e.g. TIMMS) 6. Health and nutritional status of children 6.1 Nutritional Status > Percentage of Grade 1 to Grade VI below normal > Percentage of Grade 1 to Grade VI above normal 6.2 Health Status > Percentage of Pupils with Iron Deficiency Anemia 6.3 Dental Health Status > Percentage of pupils with oral health problems 6.4 Hearing and Visually Acuity > Percentage of pupils with hearing impairment > Percentage of pupils with visual impairment	1. Mean Percentage Scores in Year 4 National Achievement by subject area 1.1 DepED a) Public b) Special Schools > Arts > Science > Sports > Technical and Vocational Schools > Open High School 1.2 Private a) private-financed b) public-financed > ESC Grantees > EVS Grantees 2. Percentage of Students in HS per Level of Mastery (NAT for Year 4), per subject 2.1 DepED a) Public b) Special Schools > Arts > Science > Sports > Technical and Vocational Schools > Open High School 2.2 Private a) private-financed b) public-financed > ESC Grantees > EVS Grantees 3. National sample scores in internationally comparable tests (e.g. TIMMS) 4. Results of the National College Assessment Examination (NCAE) <i>(indicators to be determined later)</i> 4.1 Public 4.2 Private	1. Number and % of completers of basic literacy program who passed Assessment the Functional Lteracy Test (FLT) 1.1 DepED > DepED-delivered > SDepED-procured 1.2 Non-DepED > LGUs > NGOs > Other Government Agencies 2. Number and % of FLT Passers who enrolled in Functional Literacy Programs 2.1 Elementary level 2.1.1 DepED > DepED-procured > DepED-procured 2.1.2 Non-DepED > LGUs > NGOs > Other Government Agencies 2.2 Secondary level 2.2.1 DepED > DepED-delivered > DepED-procured 2.2.2 Non-DepED > LGUs > NGOs > Other Government Agencies 3. Number and Percentage of A&E Passers at elementary level mainstreamed to secondary schools 4. Number and Percentage of A&E passers at secondary level enrolled in university/college/vocational schools 5. Number and percentage of A&E passers who got employed 6. Percentage of ALS Completers who are engaged in livelihood activities 7. Number and Percentage of A&E Passers who did not undergo BLP/A&E Programs (walk-in)
Equity	1. Percentage decrease in disparity across regions/ provinces/cities/districts/schools in all indicators <i>(Disaggregation by division, by school, urban/rural and by IP sector in all relevant indicators)</i> 2. Gender parity in all relevant indicators	1. Percentage decrease in disparity across regions/ provinces/cities/districts/schools in all indicators <i>(Disaggregation by division, by school, urban/rural and by IP sector in all relevant indicators)</i> 2. Gender parity in all relevant indicators	1. Percentage decrease in disparity across regions/ provinces/cities/districts/schools in all indicators <i>(Disaggregation by division, by school, urban/rural and by IP sector in all relevant indicators)</i> 2. Gender parity in all relevant indicators	1. Percentage decrease in disparity across regions/ provinces/cities/districts/schools in all indicators <i>(Disaggregation by division, by school, urban/rural and by IP sector in all relevant indicators)</i> 2. Gender parity in all relevant indicators

	Early Child Education	Elementary Education	Secondary Education	Alternative Learning System
IV. PROCESSES AND IMMEDIATE RESULTS				
Strengthened Learning Centers/ Schools	<div>1. Increased Satisfaction level of educators' with the quality of instruction DCCs/ preschools delivered</div> <div>2. Increased Satisfaction level of parents and pupils with the quality of instruction DCCs/ pre-schools delivered</div> <div>3. Increased Satisfaction level of communities with the quality of instruction DCCs/pre-schools delivered</div> <div>4. Percentage of accredited DCCs</div> <div>5. Percentage of accredited pre-school providers<div>5.1 Public</div><div>5.2 Private</div></div>	<div>1. Increased Satisfaction level of educators' with the quality of instruction elementary schools delivered</div> <div>2. Increased Satisfaction level of parents and pupils with the quality of instruction elementary schools delivered</div> <div>3. Increased Satisfaction level of communities with the quality of instruction elementary schools delivered</div> <div>4. Percentage of schools/schools clusters with full-fledged school heads</div> <div>5. Percentage of school heads with at least Very Satisfactory Rating based on the School Head Appraisal Checklist</div> <div>6. Percentage of schools in various stages of "CFSSness"****<div>6.1 Beginning Stage</div><div>6.2 Developing Stage</div><div>6.3 Established Stage</div><div>6.4 Model Schools</div></div> <div>7. Percentage of schools implementing school-based management in 3 scales of practice (seven dimensions of practice are school leadership; internal stakeholders participation; school improvement process; school-based resources; school performance; accountability; and organizational support system) *****<div>7.1 Standard</div><div>7.2 Advanced</div><div>7.3 Mature</div></div> <div>8. Percentage of schools with full fiscal autonomy (MOOE direct release system)</div> <div>9. Percentage of schools receiving assistance either in cash or kind from other sources through:<div>9.1. Brigada Eskwela</div><div>9.2 Adopt-A-School Program</div><div>9.3 LGU Funds<div>> local fund</div><div>> SEF</div></div></div> <div>10. Percentage of accredited schools<div>10.1 Public</div><div>10.2 Private</div></div> <div>11. Number and Percentage of registered IP schools</div>	<div>1. Increased Satisfaction level of educators' with the quality of instruction secondary schools delivered</div> <div>2. Increased Satisfaction level of parents and students with the quality of instruction secondary schools delivered</div> <div>3. Increased Satisfaction level of communities with the quality of instruction secondary schools delivered</div> <div>4. Percentage of schools/schools clusters with full-fledged school heads</div> <div>5. Percentage of school heads with at least Very Satisfactory Rating based on the School Head Appraisal Checklist</div> <div>6. Percentage of schools in various stages of "CFSSness"****<div>6.1 Beginning Stage</div><div>6.2 Developing Stage</div><div>6.3 Established Stage</div><div>6.4 Model Schools</div></div> <div>7. Percentage of schools implementing school-based management in 3 scales of practice (seven dimensions of practice are school leadership; internal stakeholders participation; school improvement process; school-based resources; school performance; accountability; and organizational support system) *****<div>7.1 Standard</div><div>7.2 Advanced</div><div>7.3 Mature</div></div> <div>8. Percentage of schools with full fiscal autonomy (MOOE direct release system)</div> <div>9. Percentage of schools receiving assistance either in cash or kind from other sources through:<div>9.1. Brigada Eskwela</div><div>9.2 Adopt-A-School Program</div><div>9.3 LGU Funds<div>> local fund</div><div>> SEF</div></div></div> <div>10. Percentage of accredited schools<div>10.1 Public</div><div>10.2 Private</div></div> <div>11. Number and Percentage of registered IP schools</div>	<div>1. Increased Satisfaction level of educators' with the quality of ALS programs</div> <div>2. Increased Satisfaction level of parents and learners with the quality of ALS programs</div> <div>3. Increased Satisfaction level of communities with the quality of ALS programs</div> <div>4. Percentage of accredited service providers<div>1.1 DepED</div><div>1.2 Non-DepED</div></div>
Improved Teaching Effectiveness	<div>1. % of accredited Day Care Workers</div> <div>2. % of pre-school teachers meeting minimum qualification standards<div>2.1 DCCs</div><div>2.2 Public</div><div>2.3 Private</div></div>	<div>1. Percentage of elementary teachers meeting the national competency-based teachers standards</div> <div>2. Percentage of teachers who are proficient in the following languages<div>2.1 Filipino</div><div>2.2 English</div></div> <div>3. Percentage of teachers who are competent in teaching<div>3.1 English</div><div>3.2 Science</div><div>3.3 Math</div><div>3.4 Filipino</div><div>3.5 Makabayan</div></div> <div>4. Percentage of SPED-trained teachers handling special classes assignments</div> <div>5. Percentage of Master Teachers with administrative assignment</div>	<div>1. Percentage of secondary teachers meeting the national competency-based teachers standards</div> <div>2. Percentage of teachers who are proficient in English and Filipino languages</div> <div>3. Percentage of teachers teaching the following subject areas with the required specialization:<div>3.1 English</div><div>3.2 Filipino</div><div>3.3 Science<div>> General Science</div><div>> Biology</div><div>> Chemistry</div><div>> Physics</div></div><div>3.4 Mathematics</div><div>3.5 MAKABAYAN</div><div>3.6 TLE</div><div>3.7 MAPE</div></div> <div>4. Percentage of SPED teachers handling special classes</div> <div>5. Percentage of IP teachers (with NCIP recognition) handling IP classes</div> <div>6. Percentage of Master Teachers with administrative assignments</div> <div>7. Percentage of teachers with ancillary assignments</div>	<div>1. Percentage of mobile teachers meeting minimum qualification standards</div> <div>2. Percentage of full-time District ALS Coordinators</div>
Enhanced Learning Environment	<div>1. Day Care Worker-Child Ratio per session</div> <div>2. Pre-school teacher-child ratio<div>2.1 Public</div><div>2.2 Private</div></div>	<div>1. Percentage of schools with < 1:50 or 1:45 Teacher-Pupil Ratio</div> <div>2. Teacher-Pupil Inter-Quartile Ratio</div> <div>3. Percentage of schools with < 1:50 or 1:45 Classroom -Pupil Ratio</div> <div>4. Classroom-Pupil Inter-Quartile Ratio</div> <div>5. Percentage of schools with 1:1 Pupil-Seat Ratio</div> <div>6. Percentage of schools with Textbook-Pupil Ratio of 1:1, per subject, per grade level</div> <div>7. Percentage of schools with 1:11 school to computer ratio</div> <div>8. Percentage of schools with access to internet</div> <div>9. Percentage of schools serviced by division library hubs</div> <div>10. Percentage of schools with electricity</div> <div>11. Percentage of Schools with potable water supply</div> <div>12. Percentage of schools with functional library/resource learning centers</div> <div>13. Percentage of Schools with Functional clinics</div> <div>14. Percentage of schools with functional toilet facilities</div>	<div>1. Percentage of schools with <1:40 Teacher-Student Ratio</div> <div>2. Teacher-Student Inter-Quartile Ratio</div> <div>3. Percentage of schools with <1:40 Classroom-Student Ratio</div> <div>4. Classroom-Student Inter-Quartile Ratio</div> <div>5. Percentage of schools with 1:1 Student Seat Ratio</div> <div>6. Percentage of schools with Textbook-Student Ratio of 1:1 per subject, per grade level</div> <div>7. Percentage of schools with ideal computer-pupil ratio</div> <div>8. Percentage of schools with access to internet</div> <div>9. Percentage of schools serviced by division library hubs</div> <div>10. Percentage of schools with electricity</div> <div>11. Percentage of Schools with potable water supply</div> <div>12. Percentage of schools with functional library/resource learning centers</div> <div>13. Percentage of Schools with Functional clinics</div> <div>14. Percentage of schools with functional toilet facilities</div>	<div>1. Learner-BLP/A&E Module Ratio</div> <div>2. Percentage of barangays with functional community learning center</div> <div>3. Number and Percentage of ALS mobile libraries of barangays</div>
Effective and efficient Support System	<div>1. Increase Satisfaction Level of teaching and non-teaching personnel with the quality of management and services provided by the Department at various levels</div> <div>2. Percentage of Divisions capacitated to support school-level implementation of CBTS</div> <div>3. Percentage of Divisions adopting NCBTS in hiring, promotion and continuous personal and professional development of teachers</div> <div>4. Percentage of divisions with functional database for muslim and IP children and those with special needs</div> <div>5. Percentage of regions with functional database for muslim and IP children and those with special needs</div> <div>6. Percentage of divisions with Division Basic Education Development Plans supportive of SIPs and anchored on the EFA 2105 Plan, SFI and BESRA foal and objectives</div> <div>7. Percentage of regions with Regional Basic Education Development Plans supportive of DEDPs and anchored on the EFA 2105 Plan, SFI and BESRA goals and objectives</div> <div>8. Percentage of divisions with functional M&E system</div> <div>9. Percentage of regions with functional M&E system</div>			<div>1. Percentage of Divisions with functional ALS database</div>

1/ The draft Sector M&E framework has been validated with all regions & divisions nationwide. This will be further validated with other non-DepED stakeholders before the final draft will be presented to DepED Executive Committee for approval.