AUSTRALIA - PHILIPPINES:
BASIC EDUCATION SECTOR TRANSFORMATION (BEST) PROGRAM

PROGRAM DESIGN DOCUMENT

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Executive Summary

PROGRAM DESCRIPTION

BEST Program Objectives: Contribute to

1. Improved quality of education outcomes.
2. More equitable access of all people at all levels of education.
3. Improved service delivery through better governance.

Program Outcomes expected at the end of year 6:

1. More children are able to demonstrate improved mastery of basic education curriculum competencies (especially in English, Mathematics and Science) and difference in learning outcomes for boys and girls are reduced in target areas.
2. More boys & girls participate in- and complete education in target areas.

Foundational Outcome:

3. DepED is better able to deliver basic education services that is more gender responsive and inclusive and with greater decentralisation of management and accountability to the field offices and schools.

The proposed program structure comprises **two components** with corresponding sub-components and a menu of activities that build on from previous DepED programs, most of which were implemented with Australian Government support.

Component 1: Improving teaching and learning will address barriers to learning achievement and student access. The focus will be on improving the quality of- and access to- education, support will be provided for the development and/or improvement of

- curriculum and assessment methods
- teaching and learning materials
- pre-service teacher training curriculum
- training, mentoring, coaching and licensing for teachers, academic staff and school heads
- construction of education facilities
- design and implementation of context specific learning models for education (eg 'lighthouse schools' program designed to model effective approaches for integration of children with disabilities in mainstream schools).

Component 2: Strengthening Systems will address system and quality issues facing DepED in delivering education in a decentralised environment. Support will focus on improving the organisation's structures, business processes, information systems and capacity for evidence-based policy and planning and resource utilisation at all levels (school, district, division, region and central). Key activities include

- the design and implementation of a Unified Information System (UIS),
- capacity building for improved planning and policy (including approaches to gender mainstreaming and inclusive education),
- improving the implementation of School Based Management (SBM) including through performance grants and incentives, and an emphasis on working more closely with Local Government Units (LGUs).

Change management, action research and communications for development strategies have been built into the above two components to maximise the effectiveness of proposed interventions. Change management and communications for development strategies will assist in advocating support for change efforts. Action research will be important in supporting the decision makers to institutionalise transformational change.

GOVERNANCE AND MANAGEMENT

Department of Foreign Affairs and Trade (DFAT) and the Department of Education (DepED) will jointly manage and oversee BEST Program implementation through the Program Steering Committee (PSC) and Program Management Committee (PMC).

The *Program Steering Committee (PSC)* is the Leadership Group of BEST the Program and has the overall responsibility for setting the policy guidance, strategic direction and approach taken in BEST and strategic oversight of the outcomes. The PSC will at meet at least twice a year. A mechanism will be established to allow decision-making for urgent requirements out of session if necessary. The PSC is co-Chaired by the Secretary of the Philippines Department of Education and the Minister Counsellor for Development Cooperation, DFAT or their designated representative.

The *Program Management Committee (PMC)* or the Management Team of the Program is responsible for operational oversight, guided by the directions set by the PSC. The PMC will meet at 3-4 times a year. The PMC will oversee the implementation teams in ensuring effective and efficient delivery of the program. . A mechanism will be established to allow decision-making for urgent requirements out of session if necessary. The PMC is co-chaired by the Counsellor for Development Cooperation, DFAT and Designated DepED Senior Official or their representative.

The *Implementation Team* is composed of the representatives from the Facilitating Contractor and their sub-contractors, other organisations contracted by DFAT to deliver the Program, Portfolio and Activity Managers from the Development Cooperation Branch DFAT, representatives from other Australian Government initiatives supporting and DepED representatives working in the Program. The Team is chaired by the Portfolio Manager for Education, DFAT and a designated DepED Representative. The Implementation Team have oversight responsibilities for delivering specific activities. They meet every month to ensure coordination, synergies and joint problem solving to achieve target outcomes. They also draft and finalise design specifications for sub-contracting.

A *Program Support and Coordinating Office (PSCO)* will be established in DepED Central Office and in Regional Offices of the target regions to support operations,

monitoring and evaluation of the program. The PSCO is composed of the Facilitating Contractor and DepED counterparts. The BEST Facilitating Contractor will have operational and resourcing responsibility for the PSCO .

The business processes, roles and responsibilities will be defined in the Quality Management Manual, to be developed by the Facilitating Contractor in close consultation with DFAT and DepED.

Donor Coordination – The Philippines Development Forum (PDF) sub-working group on Education is the primary mechanism for donor coordination. The group is co-chaired by DepED and DFAT and provides a venue for donors to discuss coordination and complementation of their activities and to build consensus for policy engagement with the Philippines Government. DFAT will provide information to the PDF on BEST initiatives and identify opportunities for information sharing and collaboration that strengthens alignment with Philippine government priorities. DFAT will also provide feedback to the Senior Specialists and Facilitating Contractor on outcomes of meetings with a view to informing annual planning and mid-year adjustments as appropriate.

IMPLEMENTATION ARRANGEMENTS

BEST is designed as a national program with implementation differentiated across the regions. Six regions have been identified as target areas and are proposed to receive **intensive support**. These are: Region V – Bicol, Region VI – Western Visayas, Region VII – Central Visayas, Region VIII – Eastern Visayas, Region X – Northern Mindanao and the National Capital Region – NCR.

In addition to these Regions, BEST will provide **targeted support** to improve access by marginalised groups (eg indigenous learners) who may be concentrated in areas outside of the target regions. Similarly, classroom construction and some elements of the 'foundational work' to strengthen governance which may require mass training for certain positions in DepED, eg capacitating field offices on the effective use of the Basic Education Information System and capacity building for Schools Division Superintendents.

BEST has been designed to be flexible and responsive to support the achievement of outputs and outcomes as specified in the Indicative Implementation Plan at Annex A. Specific activities will be identified through the development of the Annual Plan for the entire Program and revisited at midyear to allow incorporation of emerging priorities in line with the overall strategic directions of the program.

BEST is implemented through the following arrangements.

- A team of (8) eight Senior Specialists with combined expertise in curriculum and assessment, teacher development, learning strategy, education management, systems development and management, organisational development and education planning will be jointly selected by DFAT and DepED and contracted by the Facilitating Contractor (within the first three months from mobilisation).

The Senior Specialist Team, led by the BEST Lead Education Specialist is responsible for technical oversight of the program. This includes providing high level technical assistance to DepED undertaking quality assurance of all inputs and products provided by the Facilitating Contractor service providers.

- A Facilitating Contractor will be procured by Australian Government and embedded in DepED and will be responsible for the day to day operations of the Program Support and Coordinating Office (PSCO). DepED will provide counterpart staff to work in the PSCO and in support of the program more broadly.

    - The PSCO will be responsible for
        - resourcing the Program through provision of technical experts, sub-contracting/entering into partnerships, implementing activities eg training courses and oversight of accountable grants
        - the development and implementation of quality assurance systems, unified monitoring and evaluation, communications, security, workplace safety, procurement, financial management, audit, coordination of activities and administrative support.
        - the development of business processes, roles and responsibilities defined in the Quality Management Manual (in close consultation with Australian Government and DepED.)
        - coordination of activities and administrative support.

- DFAT will be responsible for providing grants to- and managing these activities:

    - The Philippine Business for Education for scholarship places in their "1,000 Teachers Program." This activity is part of Sub-component 1.1 Pre Service Teacher Education.
    - The Philippine Business for Social Progress to support their classroom construction program. This activity is part of Sub-component 1.6 Education Facilities.
    - Education Research Centres established and supervised by DFAT have been consolidated into the Program. The Research Centre on Teacher Quality (RCTQ) is co-managed by Philippine Normal University (PNU) and University of New England (UNE) and is located at PNU Manila Campus. The Research Centre on Assessment, Curriculum and Technology (ACTRC) is co-managed by the University of the Philippines College of Education and the University of Melbourne and is located at the College of Education, UP Diliman Campus. These activities primarily fall under Sub-Component 2.1 – Evidenced Based- Policy and Planning and to also contributes to the target outcomes under Sub-Component 1.1 Pre Service Teacher Education, Sub-Component 1.2 In Service Teacher Education and Sub-Component 1.4 Curriculum and Assessment.

PROJECTED RESULTS

These interventions will benefit (to varying degrees) approximately 18,659 schools where more than 8 million boys and girls are currently enrolled.

This level of investment is expected to yield a large number of intermediate results including student enrolments, completion, and learning achievement. Their interplay will produce greatly **improved school outcomes**. The school improvement targets for the first phase have been estimated on the same basis as for the education delivery strategy targets.

An objective methodology for measuring impact of intervention at school level has been developed. This assessment will be included in the evaluation in year 3 and end of year 5 to measure success of the program.

Five school performance bands were identified - labelled as poor, fair, good, great, and excellent. This typology sets the targets for school improvement. Elementary and secondary schools were classified according to their performance over the last five years.

The phase 1 target for these regions is that 2,319 elementary schools will improve their learning achievement mean scores by, on average, at least one standard deviation. The outcome will be that:

- 288 poor schools will become fair;
- 654 fair schools will become good;
- 836 good schools will become great;
- 515 great schools will become excellent;
- 27 excellent schools will improve their mean NAT scores by at least 0.25 SDs

The phase 1 target for these regions is that 439 secondary schools will improve their mean scores by, on average, at least one standard deviation. The outcome will be that:

- 30 poor schools will become fair;
- 159 fair schools will become good;
- 177 good schools will become great;
- 59 great schools will become excellent;
- 15 excellent schools will improve their mean NAT scores by at least 0.25 SDs

Participation and completion rates are also targeted to improve in the target regions.

These outcomes will be realised through a large number of inter-related outputs, chief among which are the following:

- 1,000 classrooms, 40 science and computer laboratories, 20 community learning centres, 2 Indigenous Peoples' Centre and 6 "lighthouse" schools for mainstreaming children with disabilities will be constructed;

- 1,012 pre-service and 223,474 in-service teachers trained on modern pedagogy and content;

- 88 division superintendents, 1,038 district supervisors, 18,659 school heads and 288 system managers trained on effective educational leadership and management.

- 17 high capacity regional database servers and 4 central office database servers and related communications infrastructure installed;

- Application software developed for the UIS covering mainly students, teachers, schools, human resources, finance, budget formation and monitoring, and building maintenance;

- UIS managers and users trained at all levels from central office to schools to employ the UIS for policy, planning and operational management.

- Organisational development associated with requirements to deliver the K to 12 basic education program, including mass trainings.

1. INTRODUCTION

This Program Design Document (PDD) outlines the proposed support to the Government of the Philippines planned under the Australia-Philippines: Basic Education Sector Transformation (BEST) Program. BEST is one of three initiatives identified in the Education Delivery Strategy 2013-2023, supporting the shared commitment between the two countries to reduce poverty through improved service delivery.

The Department of Education (DepED), a partner of long standing and has sought Australia's continued assistance to improve education outcomes. Our support is directed at improving quality of teachers, curriculum and assessment, learning materials and education facilities. In addition we invest in building the capacity of DepED to improve the quality, effectiveness and efficiency of service delivery. The government recognises that if the system is not improved DepED will continue to struggle to efficiently and effectively spend its budget, allocate resources equitably, and manage the utilisation of grant and loan financing.

The BEST design framework is for a 12 year period in 2 phases of 6 years each. This will allow for alignment of Australian support with the expansion of the current 10 year basic education system to a Kindergarten to year 12 (K to 12) system. At least 4 reviews will be undertaken within the period to allow for continuous learning, realignment and planning.

The details in this design cover BEST Phase 1. The review at the end of Phase 1 will provide advice on the impact of the program and allow for both modifications to on-going phase 1 components and inclusion of new elements in Phase 2.

2. ANALYSIS

2.1 The Philippines Country Context

The Philippines is a large country of some 7,107 islands located in an area characterised by frequent, and occasionally severe natural disasters. The 2009 UN Global Report on Disaster Risk Reduction (DRR) ranked the Philippines as the third most vulnerable state to natural disasters.

Despite recent modest improvements in growth, some 12 million people (13.2% of population) still live on less than US$1 a day. The Philippines has been unable to generate and sustain the level of economic growth needed to raise real incomes and reduce poverty. There is considerable income inequality. Regional disparity in

income distribution and health and education indicators cast doubt on the country's capacity to meet MDG and EFA goals and targets. [1]

Although the Philippines has the potential for rapid economic growth it is constrained by many factors including population growth, governance issues, poor infrastructure, low levels of capital inflow, and limited private savings capacity to fund development. It has experienced a long running, low level insurgency in South Western Mindanao that has blocked development in a region with particularly rich natural resources. Additionally, widespread, severe and chronic poverty limits community and household capacity to fund the schooling of their children.

2.2 The Philippines Basic Education Sector Context

a) Legal and Regulatory Framework

The Philippines Constitution of 1987 guarantees the right of all citizens to quality education through a system of free public education, where elementary education is compulsory. The Constitution also encourages non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs; and provision to adult citizens, children with disabilities, and out-of-school youth of civics training, vocational efficiency, and other skills. While recognising the complementary roles of public and private institutions in the educational system, DepED exercises reasonable supervision and regulation of all educational institutions as basic education is not devolved to Local Governments. To date, DepED is the largest government agency in the Philippines and receives the largest budget allocation as provided by the constitution.

The Governance of Basic Education Act of 2001 (RA9155) provides the overall framework for de-centralisation[2] of education management, focusing on: (i) school head empowerment by strengthening their leadership roles; and (ii) school-based management within the context of transparency and local accountability. It specifies the goal of basic education which is to provide the school age population and young adults with skills, knowledge, and values to become caring, self-reliant, productive and patriotic citizens. To carry out its mandates and objectives, the Department is organized into two major structural components: The Central Office which is responsible for overall administration of basic education at the national level; and

[1] Philippine Human Development Report 2008/2009

[2] "Decentralisation" in the Philippines context is one of administrative decentralization which redistributes decision-making authority and financial and management responsibility among **levels of the central government** and where there is no real transfer of authority between levels of government. It involves only a shift of responsibilities from DepED Central officials to those stationed in Regions, Divisions and Schools. This is differentiated from internationally accepted definition of "decentralisation" which involves transfer of powers from central government to lower levels in a political-administrative and territorial hierarchy (Crook and Manor 1998, Agrawal and Ribot 1999), for example, Local Government Units in the Philippines.

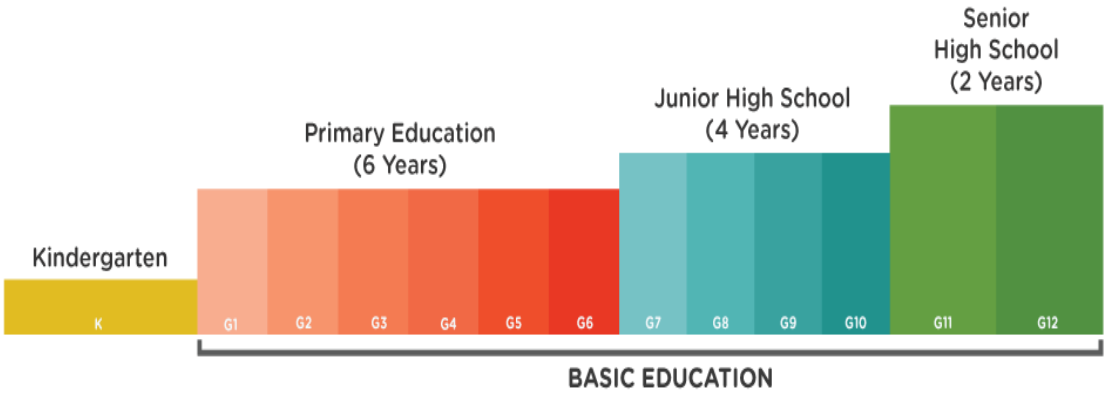
the field offices (regions, divisions, schools) that are responsible for regional and local coordination and administration of the Department's mandate.

The Basic Education in the Philippines has recently been expanded to 13 years (from a 10 year program). This is governed by (a) Republic Act 10157 which made Kindergarten mandatory in order to promote physical, social, intellectual, emotional and skills stimulation and values formation to sufficiently prepare them for formal elementary schooling; and (b) Republic Act 10533 or the Enhanced Basic Education Act of 2013, established the universal kindergarten program, introduced Grades 11 and 12 to high school education in public and private schools and provides a policy for achieving better quality education.

b) Structure

Philippines education system now includes Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. The entry age for grade 1 is six years old and for secondary, 12 years old. The school year is at least 200 days or 40 weeks long and is over the period June to March.

Figure 1: *K to 12 Basic Education Structure*



A National Achievement Test is administered by the National Educational Testing and Research Centre (NETRC) yearly in public and private schools for grades 4, 6 and year 2 to determine achievement and mastery in English, Science, Math, Filipino and HEKASI (Social Studies). NETRC is an office within DepED that leads research and evaluation and assessment of the effectiveness of education service delivery.

After successful completion of elementary and secondary education, students receive a diploma and may opt to pursue either tertiary or vocational education.

Tertiary education leading to a bachelor's degree is normally over 4 to 5 years depending on the course, while vocational courses are over 1-2 years.

The language of instruction has been much debated, given numerous languages spoken in the Philippines and its history of being subject to colonial rule by the Spaniards, Americans and Japanese. The languages for instruction have switched from Spanish to Tagalog to English to bilingual (English and Filipino). In July 2009, DepED issued an order for mother tongue-based multilingual education (MTB/MLE), which includes the use of mother tongue as a medium of instruction for early grades (grades 1-3).

c) Development Plans

The Philippine Development Plan (PDP) 2011-2016 *is* a detailed plan for achieving the Philippines' goal of reducing poverty. The MTPDP 2011-2016 states the need to continuously improve the quality of- and access to- basic education and includes strategies to address education issues. This includes the use of a range of learning modes and a holistic approach to inclusivity in relation to meeting the needs of all learners. It includes the adoption of a broader framework of learning strategies and resources; de-concentration of evidence-based decision making about the nature and type of education programs and resources to the school and community level; broader recognition of the ethnic and cultural diversity of the Philippines, through the use of mother tongue and multilingual education within the early years of schooling. Finally, it recognises the significant role that appropriate use of ICT can play in enhancing pedagogy, particularly for science, mathematics and technology and livelihood education, as well as to support access to education and a wider variety of education opportunities and resources.

In 2005, the Government of the Philippines inaugurated a comprehensive policy reform program under its ***Basic Education Sector Reform Agenda (BESRA)*** to arrest the significant decline in key education sector indicators, which had begun in the 1990s. The program included five key reform thrusts (KRT's), directly supporting the objectives of the PDP.

- 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.

The ***K to 12 Program (also now called the Enhanced Basic Education Program)*** is the anchor for BESRA and for bringing the education system at par with international standards. The Program translates to changes in curriculum and assessment, teacher standards and learning resources. More importantly, this change requires increased funding for infrastructure as well as on additional teachers and learning materials.

The effects of the expansion have been statistically modelled in the recently approved DepEd Spending Plan for 2011-2016 (Manasan, 2011) assuming high levels of enrolment growth with pure public provision. Under this assumption, total enrolment in senior high school is projected to grow from 1.2 million in 2016 to 2.3 million 2017 and 2.7 million in 2020 (Table 1). Table 1 also presents the projected resource requirements of implementing the additional two years of high school. It shows that close to 45,000 teachers and 27,000 classrooms will be needed in 2016 while another 41,000 teachers and 25,000 classrooms will be needed in 2017. On the other hand, the budgetary requirements of adding two years to the basic education cycle rises from PhP 38 billion in 2016, PhP 50 billion in 2017 and PhP 35 billion - PhP 42 billion yearly in 2018-2020 based on an assumption that 80% of the cohort completing secondary will enrol in senior secondary.

Table 1. *Enrolment in Senior High School and additional inputs needed with pure public provisions*

	No. of SHS students			No. of addl inputs per year				
	5th year	6th year	Total	Teachers	Classrooms	Seats	Textbooks	Toilets
2016-2017	1,200,514		1,200,514	44,463	26,678	1,200,514	6,002,571	24,010
2017-2018	1,292,890	1,013,327	2,306,217	40,952	24,571	1,105,703	5,528,515	22,114
2018-2019	1,380,578	1,090,225	2,470,803	6,096	3,657	164,586	822,930	3,292
2019-2020	1,436,367	1,165,421	2,601,788	4,851	2,911	130,984	654,922	2,620
2020-2021	1,522,812	1,210,775	2,733,588	4,881	2,929	131,800	659,000	2,636

a/ enrollment based on 2009 intake rate and survival rates; assumes that 48% of those who started Grade 1 in 1998 will proceed to 5th year in 2016 and 42% will proceed to 6th year in 2017

The effect of this scenario in terms of the number of teachers, classrooms and textbooks that would be required was also projected. In short, by school year 2017-18, relative to school year 2010-11, DepEd would need: (i) an additional 100,000 classrooms and teachers; and (ii) provide 125 million more textbooks. Moreover, the expansion of the system may be accompanied by a growth in administrative staff, adding further to recurrent account costs. It will also require the re-training of current teachers to deliver the new curriculum, as well as improved management systems (people, structures and processes) to be better able to sustain the higher levels of service delivery involved.

d) Size and complexity

The following statistics describe the scale of the system:

- 45,051 elementary schools (37,967 public and 7084 private),and

- 9969 secondary schools (5262 public and 4707 private), with
- 500,444 teachers (358,458 elementary and 141,986 secondary), teaching
- 20,438,000 students, managed by
- 28,350 administrative and support staff across
- 17 regional offices, 198 schools divisions, and 2,437 schools districts

e) State of Basic Education

Net enrolment rates: The elementary net enrolment rate (NER) posted continuous improvement from 95.96 percent in SY 2010-11 to 97.37 percent in SY 2011-12. The secondary NER increased from 64.47 percent to 64.81 percent during the same period but was below the Philippine Development Plan targets.

Cohort survival and completion rates: Decreases were noted in the cohort survival rate (CSR) and completion rate (CompR) for both levels. In elementary, CSR decreased from 74.23 percent in 2010 to 73.76 percent in 2011 while CompR declined from 72.11 percent to 70.96 percent. In the same period, the secondary CSR declined from 79.43 percent to 78.83 percent and CompR went down slightly from 75.06 percent to 74.23 percent.

Elementary Retention Rate on a Grade to Grade analysis from 2010 to 2011 revealed that only 83 percent of Grade 1 pupils moved to Grade 2 and 95 percent of Grade 2 pupils moved to Grade 3. Further, 97 percent of those pupils enrolled in Grades 3and 4 moved to Grades 4 and 5, respectively. Of the pupils enrolled in Grade 5, only 96 percent were able to reach Grade 6. In secondary level, 91 percent of Year 1 students entered Year 2, while 92 percent and 91 percent of Year 2 and 3 students moved to Years 3 and 4 levels, respectively.

Achievement: On quality side, one of the measures is the result of National Achievement Test, a test given to Grade 6 pupils and Year 4 students. The 2011 result for grade 6 posted a 1 point decline from 68 percent Mean Percentage Score (MPS) in 2010 to 67 percent MPS in 2011. Secondary level performance increased by 1 point from 48 percent in 2010 to 49 percent in 2011. In the following tables, a comparative view of the key performance indicators of the department[3], both elementary and secondary, is provided (please see Annex 1 for the complete DepEd Fact Sheet as of September 2012):

TABLE 2: *Key Performance Indicators for the Elementary Level*

Key Performance Indicators (in %)[4]	**SY 2007-08**	**SY 2008-09**	**SY 2009-10**	**SY 2010-11**	**SY 2011-12**
Participation Rate (Net	91.88	93.35	94.30	95.96	97.37[5]

[3] Please refer to **Annex1** for the complete **DepEd Fact Sheet** as of September 2012

[4] Source: **DepEd Fact Sheet as of September 2012**, prepared by the Research and Statistics Division, Office of Planning Service (Annex 1)

Enrolment Rate)					
Cohort Survival Rate	75.26	75.39	74.38	74.23	73.46
Completion Rate	73.06	73.28	72.18	72.11	70.96
School Leavers Rate	5.99	6.02	6.28	6.29	6.38
National Achievement Test (NAT) - MPS[6]	64.81	65.55	68.01	68.15	66.79

TABLE 3: *Key Performance Indicators for the Secondary Level*

Key Performance Indicators (in %)	**SY 2007-08**	**SY 2008-09**	**SY 2009-10**	**SY 2010-11**	**SY 2011-12**
Participation Rate (Net Enrolment Rate)	62.50	63.28	62.85	64.47	64.81
Cohort Survival Rate	79.91	79.73	78.44	79.43	78.83
Completion Rate	75.37	75.24	73.55	75.06	74.23
School Leavers Rate	7.45	7.45	7.95	7.79	7.82
National Achievement Test (NAT) - MPS[7]	49.26	46.71	45.56	47.93	48.90

2.3 Problem Analysis

Education outcomes may be attributed to different contributing factors that hinder the Philippines in obtaining its goals.

Investment in education. A 2012 DFAT and World Bank analysis showed that total government spending in the Philippines is lower than that of countries with similar income levels.[8] Further, Philippines government spending on education, as a share of GDP, is less than half the "predicted" value of 5.7% for its level of per capita income.[9] In the Philippines education funding growth in real terms was zero whilst GDP growth averaged 5%. In contrast, in Thailand education spending grew at an average rate of around 7% and GDP growth around 5%.

Despite the 15% increase for 2012, from PHP207.3 B to PHP238.8 B, for the roll out of the K to 12 Program, there are still resource gaps. While the back log of textbooks and school furniture has been addressed, there remains a shortage of 11,544 classrooms and 47,584 teachers. The following table outlines the budget allocated for basic education:

[5] Revised NER based on 2010 CENSUS for both Elementary and Secondary

[6] Source: **National Education Testing and Research Center (NETRC)**. For elementary, the NAT was administered to Grade VI in all school years

[7] NAT for secondary was administered in the 2nd year from SY 2007-2011, and 4th year on SY 2011-2012

[8] Thirty-two countries were chosen for this comparison based on their per capita income being 'similar' in purchasing power parity (PPP) terms to that of the Philippines. Unfortunately, comparative figures for basic education were not available; hence, total education expenditures (including tertiary level) were used.

[9] UNESCO recommends that lower middle income countries should spend around 5.5% of GDP on education.

Table 3. Comparative Yearly Budget (2007-2013) In Million Pesos

Comparative Yearly Budget (2007-2010) In Million Pesos[10]							
	2007	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
Expenditures							
Personnel Services	110,714	114,769	137,864	140,877	166,268	191,177	232,768
MOOE	18,619	21,932	22,767	22,038	24,880	26,647	29,993
Capital Outlay	7,996	12,746	13,839	12,051	16,123	20,941	30,465
TOTAL	**137,329**	**149,247**	**174,468**	**174,966**	**207,271**	**238,766**	**293,227**
Overall National Budget	1,126,339	1,227,000	1,415,000	1,541,000	1,650,000	1,816,000	2,006,000
% of of DepED Buget to National	12.19%	12.16%	12.33%	11.35%	12.60%	11.40%	14.60%

For 2013, the proposed national education budget is PHP293.2 B, a 23% increase from the previous year. The increase is in part due to the phased implementation of the K to 12 Program and eliminating backlogs of education supplies. Despite the new investments the department still expects that the resource requirements will balloon during the full implementation of K to 12.

Spending efficiency and resource allocation: DepED's annual budget execution ratio has varied from 92% to 97% of its allocation over the last decade. A large increase in resources alone is, unlikely to address resource shortages. Significant system reforms are needed if DepED is to improve budget execution ratios. This includes access to timely and comprehensive, system-wide information, decision-making processes, evidence-based resource allocations, and mechanisms for efficient budget utilisation. Further, where, and the extent to which resources address critical factors is affecting the quality of education outcomes

Quality of Teacher Education : With 1,500 Teacher Education Institutions (TEIs) in the country, the assessment of the pre-service teacher education program and the accreditation system faces severe challenges. Data from the April 2011 Licensure Examination for Teachers (LET) results show that, of the 49,000 graduates who took the LET, only 21% passed. Less than 20 TEIs gained LET pass rates of 70% and above11. A significant improvement in the quality of teaching and learning requires a concerted effort to strengthen the knowledge, skills and attitudes of teachers. Enhancing the quality of teachers requires a comprehensive teacher professional development strategy which envisages a continuous process of learning to teach, starting with the provision of higher quality and relevant pre-service programs, and

[10] SOURCE: Planning and Programming Division, Office of Planning Service, DepED

[11] 62,000 candidates applied to take the Licensure Examination for Philippine Teachers (LET) in April, 2011; comprising 33,023 elementary candidates and 29,267 secondary candidates. Of these, only 12,946 teachers (21%) passed the LET (15.8% Elementary, and 26.3% Secondary candidates)

followed by opportunities for continuous professional development to address identified needs within an environment where pedagogical support is provided by competent instructional leaders and mentors.

Educational Facilities and Learning Resources - There is a current shortfall of 11,544 classrooms. Overcrowding in schools h affects learning outcomes. In the Philippines some classrooms designed for 45 students are seating 80 students. In addition schools are resorting to two or more shifts . This limits the access of school aged children to educational opportunity and, for those that attend, adversely impacts on the teaching and learning environment.

There are significant concerns in the procurement and development of learning materials. Various reviews have identified weaknesses and inefficiencies in the centralised system of procurement and development of resources resulting in procurement delays and lapsed budget appropriations. For example, despite the increased 2011 appropriation for textbooks (1.78 billion Php including 100 million earmarked for students with disabilities), the Invitation to Bid for English Grade I-V textbooks and teachers manuals (Php268,364,429.00) was only released at the commencement of the 2011 school year12, making delivery unlikely until the 2012-13 school year. The BEPER noted that "procurement process for the supply and delivery of textbooks can take up to 242 days." (BEPER, 2010 p. 68)

With the advent of the full implementation of the K to 12 Program, there is a major focus on the establishment of education facilities and the development of learning materials.

Inclusive Education and Gender Equality - DepED strives to implement programs and institute policies for unreached and the underserved learners through a range of programs. Currently, the most segregated and underserved population of learners in the Philippines is that of children with disabilities. Only two percent (2%) of the estimated 2.2 million Filipino children with disability in the country have had access to special education (SPED)13. Although DepED Order No. 72, s. 2009 "guarantees the rights of these children to receive appropriate education within the regular or inclusive classroom setting" with the philosophy of "accepting all children regardless of race, size, shape, color, ability, or disability," many special children are still segregated in SPED schools.

DepED has also recognised the needs of Muslim and Indigenous students. It has developed, implemented, and recently refined the Elementary Madrasah Curriculum to better serve the Muslim learners with the strengthening of the Office of Madrasah Education (OME). With Australian assistance it has created the Indigenous Peoples Education Office (IPsEO)"14 The Philippine Response to Indigenous Peoples and Muslim Education (PRIME) continues to provide support through funding grants and

[12] DepED, IMCS 2011, Invitation to Bid
[13] Ibid
[14] DepED Order No. 103, s 2011

strengthening DepED's position in improving access to quality basic education for IP and Muslim learners.

While the department was one of the pioneers in gender mainstreaming in the 1990s, these efforts were not institutionalized. A current and contentious issue facing the Department is the school-based sexuality and reproductive health education. As one solution to female adolescents leaving school due to untimely pregnancy, this module, being piloted in some regions and divisions, can have long term benefits such as a decrease in Filipino women's fertility rates and vulnerability to sexually transmitted diseases.

While efforts to strengthen IE and gender mainstreaming are being pursued by there is still a long way yet to implementing a truly authentic IE practice[15] and gender-aware programs and policies. This entails the participation/inclusion of all unreached and underserved learners in education, as opposed to their segregation.

Education Management, Organisational Structures and Systems -.

DepED management is driving a bold and large scale reform to overhaul the whole organisation (structure, systems and processes). The articulation of the vision, strategic plans and implementation processes and resource allocations directed to building organisational capacity are ongoing, together with a revised restructuring plan (Rationalization Plan), which might help address some of the structural and coordination issues in DepED. The current administration also actively engages education stakeholders (local government units, civil society organizations, community). Key staff of the regions and divisions must be capacitated in education management, planning and pedagogical leaders to help them in engaging education stakeholders confidently.

Data collection and analysis is a major challenge for DepED. There is a need to continue to improve the capacity for data collection and analysis to enable evidence-based planning for resource allotments and providing crucial information within DepED and to other agencies. Through the initiative and support of donor partners, various information systems were piloted and are now functionaleg the Enhanced Basic Education Information System (EBEIS) has replaced an excel based BEIS starting SY 2012-2013, making access to school and performance indicator data easier. The sustainability of these systems as viable tools in accumulating and analysing education data is crucial in the improvement of education management.

2.4 Summary and Causal Model

15 UNESCO defines inclusion as "a process of addressing and responding to the diversity in the needs of all children, youth, and adults through increasing participation in learning, cultures, and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures, and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children"

The problem analysis above points to key problems facing education sector reform in the Philippines and a simple Causal Model (Diagram 1) may assist by showing the relationships between these problems and how they can influence the extent to which higher level objectives are achieved. The model is self-explanatory however reference to examples may make explicit its value in establishing relationship between all the factors described above.

- The loop that links "Insufficient Budget", "Poor Management Capacity and Systems", and "Low Budget Execution" is supported by the following: DepED receives less than 50% (as a proportion of GDP) of what comparable countries allocate to basic education; the evidence points to large inefficiencies in DepED's management systems; these inefficiencies lead to low budget execution by DepED. As noted above, it is not unusual for DepED to spend only 92% of its budget allocation. It is improbable that DepED would be successful in arguing for its funding to be lifted significantly until it can demonstrate to Government that it can spend what it is already allocated. If this could be lifted to 98%, on the basis of DepED's 2011 budget, this would provide additional annual spending of AUS 300 million, equivalent to the cost of constructing and equipping 15,000 classrooms.
- As previously discussed, large population growth has had the effect that per capita spending on basic education has actually decreased in real terms over the last decade. That trend will persist until the rate of growth of government funding for basic education exceeds the rate of growth of the school aged cohort.
- Rapid population growth also has the effect of keeping as many as 25% of the population in poverty[16]which, in turn, assures that very many children will be stunted and chronically under nourished. It has been clearly established by many UNICEF studies that this leads to poor cognitive development and impaired learning performance. Moreover, the high direct, and opportunity costs, of schooling deter many poor families from ever enrolling their children in school. This effect is also evident in the increased enrolment and attendance now in evidence in the municipalities in which the CCT program is now operating.
- Curriculum and assessment policies and procedures may negatively affect participation rates but more profoundly they can reduce learning quality. A curriculum that is seen to be irrelevant or culturally inappropriate is unlikely to attract and retain students.
- Many international studies have pointed to the major effect that teacher quality has on student performance and one plausible contributing factor to

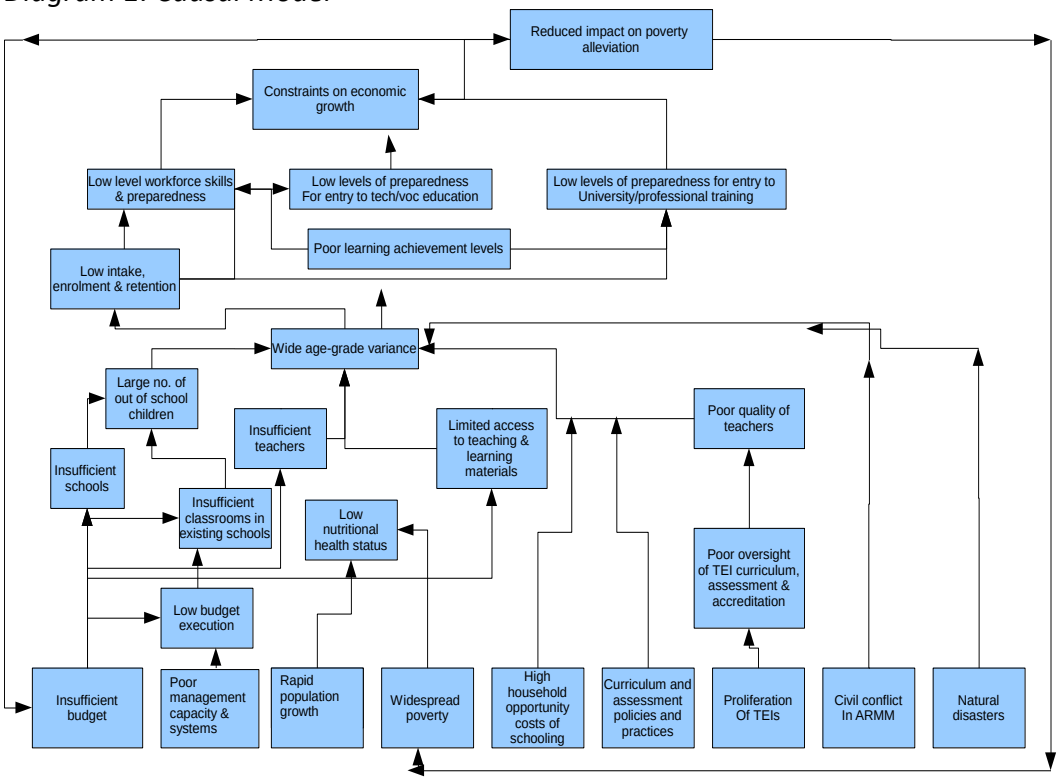
[16] The Family Income and Expenditure Survey (FIES) is a triennial national survey conducted by the National Statistics Office (NSO). For this report, latest available data from FIES 2003 and 2006 – the two latest rounds of the survey – were utilised. A total of 42,094 households were covered in FIES 2003, while FIES 2006 surveyed 38,483 households.

The 2004 Annual Poverty Indicators Survey (APIS) which covered 42,789
households and contains information on 203,222 individuals. The 2007 survey covered a similar sample.

low teacher quality in the Philippines is the plethora of Teacher Education Institutions (TEIs).

- The last underlying factor shown on the causal model is natural disasters. The Philippines is struck by some 20 typhoons and tropical storms every year that wreak havoc on every aspect of community life, destroy or damage schools, and disrupt schooling for weeks, or even months. The disruption results in many children not resuming their schooling, and for those who do re-enter school it impacts on their learning achievement.
- Moving up the causal model it is clear that insufficient funding, poor management capacity and systems, and low budget execution lead to insufficient schools, classrooms, teachers and teaching and learning material. These relationships were revealed in multiple regression modelling carried out as part of the BE-PER. Not surprisingly, the modelling revealed that not only were these factors statistically significant predictors of learning quality at school level but that the interaction between them was important in determining outcomes. Thus, *it is not simply a matter of providing more classrooms, it is just as important to provide more teachers and more (and good quality) teaching and learning materials.*
- It has also been demonstrated that it is important to improve age-appropriate intake rates and reduce repetition and dropout rates so that there is a narrower age range in each class. This kind of investment has a large potential benefit.
- This model also illustrates the strong links between educational, social and economic development. Therefore, all these factors need to be addressed in order to make a significant contribution to the super-ordinate goal of increasing labour productivity and economic growth, and the overarching goal of poverty alleviation.

Diagram 1: Causal Model



2.5 Lessons Learnt

Overseas development assistance (ODA) is limited in its capacity to redress the problems outlined above especially in a middle income country where the proposed level of investment, while large in dollar terms, is less than 1% of the partner government's annual budget. DFAT education programs, as well as those of other development partners, have demonstrated that carefully targeted assistance can yield substantial benefits, given that a substantial portion of the partner government's budget is allocated for recurring costs (eg salaries) leaving very little for capital costs. Australian Government-supported Support for Philippines Basic Education Reforms (SPHERE) Trust Fund, Basic Education Assistance for Mindanao (BEAM) and Strengthening Implementation of Visayas Education (STRIVE) programs are examples of such investments, as are the USAID GEM and EQUALLS projects in ARMM, the UNICEF Child Friendly Schools program, and the World Bank NPSBE loan funding.

a) Success and lessons from previous Australian Government programs

STRIVE, implemented from 2005-2011, was designed as a vanguard initiative which aimed to develop and test support systems for SBM, Human Resources Development (HRD) specifically In-Service Education and Training, and the equitable provision of Learning Resource Materials (LRM). STRIVE was envisioned to be one of the strategic avenues to support the successful implementation of BESRA. While activities were delivered mainly in the three Visayas regions (VI, VII and VIII), outputs

directly informed the policy formulation at DepED's Central Office and are now nationally replicated.

STRIVE was assessed by an Independent Completion Review (ICR)[17] team as an outstanding success in strengthening education management and learning support systems in the Philippines, as well as hastening and facilitating the process of reform.

STRIVE's effectiveness was a result of the following:

- change management and sustainability are embedded into all phases of the development work. Development work was conducted in 5 phases alongside the application of progressive strategies to manage change, sustainability issues and risks.
- the way in which the STRIVE team worked brought about a significant change in attitude towards the role of TA. These personnel have now experienced participation in systems development, rather than having TA do the work for them. Now they say "we need help with this" rather than "will you do it for us." This has therefore empowered DepEd staff in the STRIVE regions to manage change, engage in continuous systems improvement and sustain their efforts over time.
- DepEd regional staff advises that organisational restructuring has led to significant improvements in efficiency and effectiveness in support of SBM.
- STRIVE capacitated the pilot Regions and Divisions with management techniques to assist schools in analysing access issues; engaging and mobilizing the school community in support of retrieving out of school children, youth and adults and reducing the number of students at risk of dropping out. This approach has clearly been effective in improving access and has had significant 'flow-on' effects for the students, their families and the school communities.
- The use of school grants as incentives to mobilize local resources to better support schools has also proved effective. In schools where STRIVE provided support, for every peso of grant funds the school was able to generate 64 centavos from other sources. STRIVE regions demonstrated that incentives-driven support should be based on demonstrated capacity to mobilise external resources on a school cluster basis, and apply them to improvement of school programs. The lessons learnt from STRIVE should be applied to develop cluster-based incentive support which promotes inter-school cooperation. Finally, incentives should be accompanied by adequate training and support to school Principals to ensure transparent and accountable financial reporting.

STRIVE was implemented using a Managing Contractor embedded within DepEd. In this respect the modality resembled the approach adopted by the multilateral development banks in providing technical assistance (TA) 'piggybacked' on a loan to support implementation. The modality is, therefore, more correctly termed a

[17] STRIVE Independent Completion Review Report 2011 by Robson, Bysouth and Walsh

'facilitating contractor' because of the focus on change management and institutional strengthening. An Australian Government Efficiency Analysis conducted in 2010 found that STRIVE was the most efficient initiative reviewed both in terms of management and utilisation of Australian government resources and delivery of resources to intended beneficiaries. STRIVE has consequently resulted in outstanding value for money for Australian Government.

STRIVE has implemented a best practice approach to achieving sustainability. The structures, systems, tools, strategies, guidelines and information management systems have all been developed with key stakeholders and are owned and used by them. In addition, STRIVE has facilitated substantial change in the institutional culture at school, Division and Regional levels.

The Review team also observed that the introduction of the Quality Assurance and Monitoring & Evaluation systems across all components of STRIVE encouraged DepEd personnel to develop a deep commitment to and engagement in monitoring for the purposes of improved management, accountability and learning. Despite this positive development the quality of data collected and the analytical capacity of DepEd staff still require substantial improvement. For example, STRIVE has attempted to support the development of systems which aim to facilitate the move towards achieving gender equity outcomes. While sex-disaggregated data is collected at many (but not all) levels in the STRIVE Regions, there is little evidence that data have been analysed and used to design interventions that could improve gender equality and learning outcomes. DepEd is reported as having an 'inconsistent' record in mainstreaming gender.

The **Education Performance Incentives Partnership (EPIP)** flowed directly from a 2006 Australian Government White Paper and was designed to support DepEd's implementation of BESRA. It was the first time a large scale performance-based partnership program was initiated in the Philippines. EPIP was designed to use incentives to leverage critical areas of DepEd activities seen as fundamental to successful BESRA implementation, namely, public financial management and results-based resource management. A secondary objective was for Australian Government to develop better understandings of working through partner government expenditure systems. EPIP commenced on 15 May 2007 and concluded on 30 June 2010 (last disbursement in 2009).

The ICR[18] team assessed EPIP as not very successful in terms of effectiveness given the weak capacity in DepED for program management which translated to not meeting all performance targets set at macro level. The key lesson from EPIP was that future incentive programs should be directed to sub-national levels of DepEd (regions, divisions or schools) where there is greater effectiveness as demonstrated under STRIVE. Incentives should also be sufficiently attractive to leverage reform**,** and well balanced with the effort required to achieve performance milestones. Slow progress against milestones, and use of grant funds, could also indicate that the size

[18] EPIP Independent Completion Review 2011 by Robson, Bysouth and Walsh

of the EPIP incentive was outweighed by the systemic challenges in reaching the agreed milestones. Whilst it might reasonably be expected that DepEd would not agree to milestones if they did not believe they had capacity to achieve them, evidence suggests that this was not the case. Neither DepEd, nor Australian Government, sufficiently understood the effort and time required to achieve the milestones.

The Basic Education Assistance Mindanao (BEAM) project was implemented in 2006-2009 and focused on achieving better quality of basic education and increasing accessibility of disadvantaged groups to formal and non-formal education. According to an independent review[19] BEAM was a classic example of the value of a niche project in targeted geographic areas. Such projects provide an opportunity for the development and refinement of highly creative and innovative approaches to entrenched challenges.

- The decentralisation of BEAM management and implementation structures resulted in exceptional grassroots support for the initiatives the project introduced. Notwithstanding this decentralised approach, BEAM had significant influence on the development of BESRA and SBM; Principal and teacher competency-based national standards; and the HR/Payroll management system. BEAM was instrumental in actively supporting the efforts of DepEd Central to test and roll out the implementation of the Muslim Education Road Map.
- BEAM forged impressive partnerships with TEIs in successfully linking pre and in-service teacher education. A major outcome is the enhanced DepEd/CHED relationship and a revised/enhanced teacher education curriculum in TEIs in the BEAM regions.
- BEAM ACCESS programs in Muslim Education and Indigenous People (IP) are highly regarded and innovative. IP programs like those associated with Muslim Education may be adopted nationwide.

There were a number of important lessons learnt. These were

- BEAM was regionally based with minimal links to Central Office. It was designed that way because it was expected that decentralisation would proceed quickly within the project life. However, because of unmet expectations, there was a degree of tension between the views of the central and regional offices about the way in which projects should be managed; hence sustainability was compromised. Future interventions require strong management relationships with Regional Offices, DepEd CO and with other programs supporting systemic education reforms and development.

[19] BEAM Independent Planning and Review Report by Chantirll, Docking, Cacha, Sheridan, Masapol and Gray (2007).

- There is room for improved coordination and harmonisation of various donor activities in Mindanao. Poor coordination adversely impacts on the ability of donors and DepEd to fully capitalise on the respective investments.

- Change management and the identification and nurturing of 'champions of change' are important, if institutionalisation of project/program innovations is to occur. This aspect is sometimes undervalued during implementation.

- In order to reduce dependency and promote self-reliance and sustainability, projects must incorporate strategies to hand over proven techniques to local partners. This should occur side by side with adequate planning and resourcing for takeover by the DepEd partners in a phased manner well before completion of the project.

- Sustainability is enhanced when greater attention is paid to recurrent cost planning. Recurrent cost planning should be undertaken during the program and projected in the government budget to facilitate replication outside of the project/program target areas.

- Long term engagement to support development of an education system is vital. This is particularly so in Mindanao with its severe systemic underdevelopment, operational challenges, and special needs necessitating additional development (for example Muslim and IP education).

- The design of future activity needs to be sufficiently flexible to cater for changing local circumstances and contextual differences in the target areas. The use of rolling annual plans, unallocated resource provision and opportunities to try out creative, innovative approaches should be encouraged.

SPHERE was designed as a parallel grant program complementing the World Bank's Loan called National Program Support to Basic Education (NPSBE). Both SPHERE and NPSBE were designed to support implementation of BESRA to achieve the goal of improving quality and equity in learning outcomes for all Filipinos in basic education. As such, it represented a shift to program delivery modality from stand-alone projects to system wide reform initiatives, consistent with the Paris Declaration and the Accra Agenda for Action on Aid Effectiveness (AAA). SPHERE activities are funded out of a single-donor Trust Fund, managed by the World Bank. The Administration Agreement between Australian Government, as the donor, and the World Bank, as the Trust Fund Administrator, was signed on 31 July 2007 while the Grant Agreement between the Government of the Philippines and the World Bank as Trust Fund Administrator was signed on 27 March 2008. SPHERE activities started only 20 June 2008 because of it took considerable time for DepED to comply with the World Bank's preconditions. SPHERE is expected to finish on 30 November 2013. SPHERE is supporting a subset of activities and expenditures *distinct* from NPSBE through targeting the activities and expenditures not covered in on-going programs,

but which are essential to support the reform agenda. The three main components of SPHERE are: Translation of system-level policies into action (including technical assistance to DepEd to strengthen internal capacity to manage and deliver the BESRA reforms) Support for School-Based Management through provision of grants to support implementation of school improvement plans; and Classroom construction in high need locations in Southern Philippines.

According to the Education Program Resources Review, the important lessons learnt are:

- Efficiency of expenditure systems depends upon a number of factors, including overall DepEd leadership, organisational capacity for financial planning and implementation of systems and processes, and the existence of systems and processes which are capable of being efficiently applied. Implementation of SPHERE-funded activities has continued to suffer most (compared with other Australian Government programs that employ different modalities) from internal DepEd structural weaknesses and process inefficiencies, particularly related to financial systems. Improving financial system processes is essential for improved efficiency in funds utilisation of grant funds directly provided to the DepEd.

- At the design stage, the Trust Fund was seen to offer a number of benefits. The mechanism was expected to address issues related to efficient management of Australian Government funds. Subsequent experience under SPHERE suggests that the Trust Fund mechanism provided an efficient and cost effective means of transferring funds to DepEd. At an operational level, it enabled effective funds management through World Bank procurement processes and assured appropriate financial safeguards. The adoption of the TF mechanism with the WB was in line with the principles of the Paris Declaration on Aid Effectiveness and was seen as a useful opportunity to encourage DepEd to enhance its systems to deal with two external donor sources. The difficulties experienced with the TF have arisen mainly from weak capacity in DepEd.

b) Determining areas for investment:

The preceding analysis suggests that investments are likely to have most impact where they are focussed on the following areas, whilst being cognisant of constraints and lessons learned in working within these areas:

Strengthening capacity for evidence-based planning and policy development is essential to make organisational development effective and sustainable.

- Improving the data systems necessary to provide access to timely, accurate and reliable information, and the structures and processes necessary to support effective use of data for policy development and planning, as well as efficient resource utilisation. For example, implementation of the EBEIS in

the Visayas (through STRIVE) has demonstrated that improved access to data can lead to increased efficiency, transparency, accountability and security of data, as well as accountability for results at school level.

- Data available in information systems will be used, and used more effectively, if accompanied by improvements in institutional processes and the capacity development needed to effectively implement new processes and procedures.
- A civil service agency of the size and complexity of DepEd needs an agreed information systems strategy and implementation plan, including for dedicated ICT services support. Long-term dependency on commercial software providers has reduced DepED ownership and significantly increased the costs of maintenance and ICT service provision. It has also resulted in systems which are not extensible or which do not interface with one-another.

Strengthening capacity for implementing decentralised and multi-stakeholder approaches to education increases school-level accountability and workload, requiring provision of complementary and responsive support services from divisional level.

- Effective school-based management requires major changes in system level structures and processes to ensure more responsive decision-making and more efficient provision of materials and resources, including approval of 'plantilla items'
- Effective school level management and accountability requires investment in demand-side initiatives, including school level access to information on resource provision, as well as development of transparent mechanisms for community-level monitoring and feedback. Recently, Conditional Cash Transfer (CCT) programs have demonstrated that demand side investments carefully linked to supply side provision can lead to access and retention gains, and can support broader social protection interventions.

Strategic areas known to play a key role in improving learning outcomes[20] include recruitment of high achieving students into teaching, improving both pre and in-service teacher education, and strengthening leadership at school level.

Improving teacher education requires development of a longer-term strategic plan which is built upon a 'whole of career' perspective and includes integrated support for both pre-service and in-service provision.

- Securing positive change in pre-service teacher education is more likely where support is targeted to a limited number of TEIs who can influence and

[20] Barber, M (2010) The Prospects for Global Education Reform
http://www.collegeofteachers.ac.uk/content/sir-michael-barber-2010

work with others, is focussed on teaching improvement across a limited number of curriculum areas, and is supported by technical assistance to academic staff/programs and accompanied by specific career development opportunities/support for higher degree studies.

- Program strengthening is also advanced through development of partnerships with leading national, or international, teacher education institutions which allow for capacity development of academic staff and development of improved curricula and pedagogy.

- A partnership between relevant peak bodies (for example, DepED and CHED) is essential to ensure consistency between programs and ownership of reform efforts

- In-service education is most effective where it is based upon the specific experiences and needs of teachers, provides 'authentic' contexts for learning, and utilises best-practice learning approaches, including use of cluster-based, collaborative and reflective learning models

- Continuous support from effective instructional leaders is essential for improvement in classroom teaching practice, matched by improved access to essential teaching resources

Improving student learning achievement requires review and revision of curriculum and current approaches to assessment.

- Current practice encourages a dependency on summative assessment and discourages use of effective formative and diagnostic assessment strategies
- The introduction of the K - 12 curriculum provides an important opportunity to develop more comprehensive approaches to the assessment of student learning
- Curriculum and assessment policy and standards need to be better integrated into the DepED central office structure, for example, through an independent curriculum and assessment advisory body to set, monitor and evaluate curriculum and assessment standards
- The development of an assessment for learning policy framework aligned with the K - 12 curriculum framework would represent an important step towards revision of the current structure of separate curriculum Bureaux and NETRC in DepED
- The policy framework could be complemented by expansion of the LRMDS to include online assessment tools

Teaching and Learning Strategies and Resources need to be adapted to learning needs.

- The absence of high quality, relevant and accessible teaching materials has reinforced a strong culture of dependence on textbooks and supplementary materials, and on direct instructional approaches to teaching.

- Experience in poor performing education systems indicates that provision of high quality, comprehensive and scripted lessons coupled with relevant resource materials and skill-building of teachers leads to increased student performance
- The provision of textbooks is inadequate for classroom needs, and effective implementation of the current textbook policy requires decentralisation of learning resource procurement and management to divisional level.
- There is a lack of instructional design capacity within DepED.
- There is evidence from STRIVE implementation that capacity can be successfully developed at Division level for effective procurement and management of the LRMDS Development and Production System, provided that they are strongly supported by appropriate training programs, for which capacity exists in Strive Divisions.

c) Determining implementation approaches where program impact is likely to be enhanced

There is a recognition that educational outcome gains emerge only in the medium to longer term.

- The result of efforts to improve learning achievement test scores in grade 6 of elementary and year 2 of secondary reflects, among other things, the child's classroom experiences from kindergarten to grade 6 and year 2. Certainly, there are interventions that can speed up the process but it would be unwise to expect large scale, quick gains. Similarly, many of the social benefits of improving participation rates emerge only in the next generation.

- A mix of complementary inputs is sustained over long periods to ensure achievement of quality improvements which are more difficult to achieve through short-term funding.

The experience in SPHERE, EPIP and STRIVE indicates that, under the present circumstances, an investment in DepEd reforms is more likely to yield results where it is characterised by the following elements:

- a program approach, which could be facilitated by a managing contractor with the technical and financial flexibility required to 'enable' and support reform. Alternatively, a Project Management Unit, or similar structure which is embedded, within DepEd. This latter approach has been found to be useful in other large-scale efforts to support reform, especially where is an ability to recruit from outside government structures, a capacity to build in strong performance accountabilities, and a means of providing an effective interface with high level technical capacity, both external as well as internal to the country.

- an integrated program design which builds on understanding about how to secure effective change in a large and complex organisation, and which recognises that all elements of the education management and learning systems are interrelated

- support for both reform of systems and structures at national level, as well as sub-national (regions, divisions and schools) support. The latter should build on a recognition that change occurs gradually and will be differentiated across the system, depending upon various factors, including levels of readiness for change. It follows that use of 'readiness for change' criteria should provide an essential basis for decisions as to where, and in what specific directions, support should be targeted and supported. It also follows that longer, rather than shorter-term support, is more likely to build towards sustainable change.

Best results are achieved by adopting an integrated and holistic approach to change management. STRIVE's work has made a significant contribution to the fifth BESRA key reform area – 'institutional culture change'. The initiative has engaged a variety of change agents, at a range of levels, as well as establishing the need for, and the parameters of, change.

- The current DepED senior management is well aware of the value of this comprehensive approach to change management. Nevertheless, substantial TA support will be required in leadership and management at all levels of the department if this awareness is to be transformed into an on-going reform process.
- Where possible, activities is 'needs driven', based upon a shared vision for reform, and incorporating a 'learning-by-creating' approach, which builds both capacity and commitment

- Support for 'reform champions' who have a capacity to lead and 'drive reform' is essential. This includes building effective leadership skills (including in 'distributing' leadership responsibilities); supporting leaders to perform key functions and to effectively manage often competing demands. This may include Technical Assistance programs which model good change practice, for example by using international and national education experts to mentor the processes of design, implementation and monitoring of demand–driven and responsive programs.

Evidence from STRIVE and EPIP suggests that carefully targeted, performance-based, incentives can play an important role in supporting reform. The performance incentive should be sufficiently attractive to leverage reform, and well balanced with the effort required to achieve performance milestones.

- Incentives should be realistic, time bound and performance-based but linked to targeted support which assists in meeting milestones of targets.

- Incentives in the form of grants to schools, or school clusters, divisions, and communities in order to encourage cooperation and support between the among the various levels of DepED.
- Reward programs to schools have also been shown to be more effective in securing school improvement, than those to individual teachers.

Implementation reviews should consider the possible 'consequence of success' in achieving targets.

- For example, an increase in numbers of classrooms due to the success of a classroom construction program may fuel increased demand for enrolment well in excess of the additional 'capacity' within the school system to cope with the increased numbers of pupils.

Donors collaborate, co-ordinate and complement their support, rather than compete for 'development 'space.'

2.6 Rationale for BEST

First, given the Philippines' poor performance on economic growth, particularly when compared with that of its near neighbours and trade competitors, these findings provide compelling argument for Australian Government to continue its investments towards improving both higher learning and quality access to education.

Second, education sector is a focus of the Australian aid program receiving the largest investment because it is where Australia continues to have a strong comparative advantage. According to the Australian Government Office of Development of Effectiveness Mid Term Evaluation of the Philippines Development Assistance Strategy (2008), Australian Government's achievement in basic education has been considerable, highly visible and well regarded by stakeholders. Its success is attributed to Australian Government's deep and sustained engagement in the sector. Australian Government is currently the largest grant donor in the Philippines and is recognised as lead donor agency by other development partners. Australian Government is also well recognised by the Philippine Government as providing high quality assistance.

Third, the preceding analysis suggests that unless quality, access and retention are improved the performance of the basic education system will continue to constrain economic growth and impede efforts to ameliorate poverty. The analysis also suggests that investments to improve these areas have strategic importance for economic growth and development in the Philippines. There is ample empirical evidence that increases in educational attainment (number of years of schooling) are associated with: increases in household income (especially for females); long term

reduction in population growth (empowers females to make reproductive health choices that reduce fertility rates); and improvement in the health of children. Every additional year of educational attainment increases individual earnings by 10% in developed countries (Hanushek and Wobmann (2007), leads to families having fewer, healthier children, who are more likely to be enrolled in school and complete at least the primary cycle. This is especially the case for girls who complete at least the primary cycle (UNESCO's EFA Global Monitoring Reports).

Lastly, BEST provides the mechanism for consolidation of the education program into one cohesive investment. Details on how consolidation will be operationalised are in Section 5 Managing -Transitions.

2.7 Theory of Change[21]

The Theory of Change builds on the problem analysis, the causal model and lessons learnt. It draws on lessons from past experience of DepED, DFAT and other development partners, concerning what works in the Philippines and what doesn't, to design implementation and management systems which reduce risks and optimise the chance of success. It also reflects drivers of- and barriers to- change and a political economy analysis of the sector. The theory is also informed by other considerations, including the urgency of need, the optimisation of benefits, and initiatives which offer strong prospect of success.

While the causal model showed the causes of problems and how these interact, the Theory of Change diagrams show how change may occur in order to solve these problems, how interventions inter-relate and contribute to achievement of end of program outcomes, given certain assumptions. Diagram 2 is the simplified BEST Theory of Change model. Diagrams 3 and 4 show the key outputs. The details on how the outputs which will be delivered are elaborated in Section 3 – Program Description.

In diagram 2,

- The long term goals (blue) are the goals that this program will contribute towards along with other Australian Government supported initiatives, the work of the Department of Education and other development partners.
- The program outcomes (grey) represent what BEST Phase 1 aims to achieve by the end of year 6.
- The intermediate outcomes (green) are the preconditions for the program outcomes, i.e. these outcomes need to happen in order to realise the program outcomes.
- The implementation strategies (red) are what are needed to achieve these

[21] Theory of change is a thinking tool used by AusAID to help designers map out and describe an understanding of how change occurs in a given context. It also helps to explain how selected interventions will contribute to intended outcomes.

outcomes. (The implementation strategies are translated to sub-components in Section 3)

- Foundation outcomes (dark orange) and related foundation work to support the end of program outcomes.

In diagrams 3 and 4, the key outputs (pink and light orange) are identified under each implementation.

Diagram 3A – Simplified Theory of Change

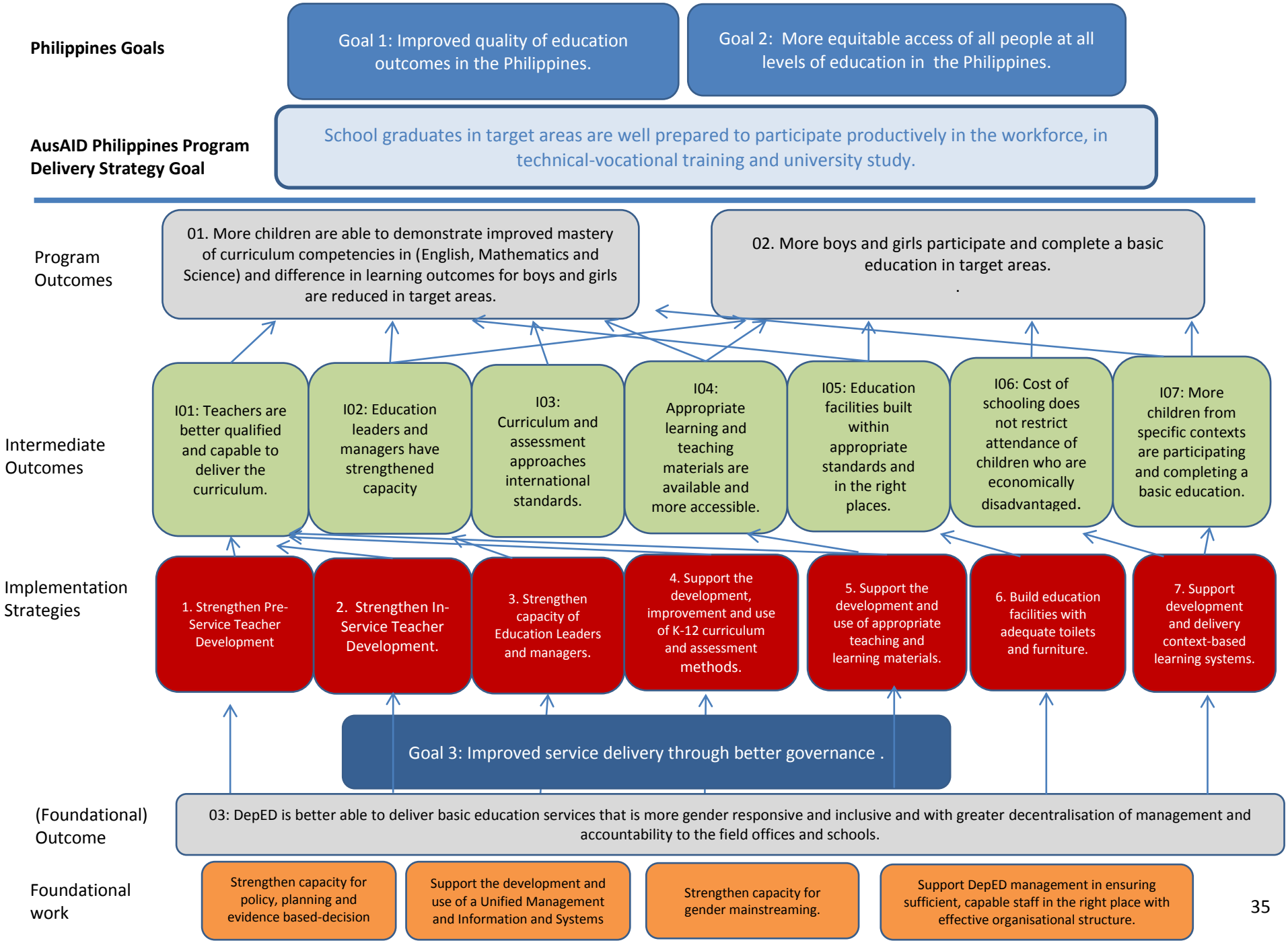


Diagram 3B – Expanded Theory of Change for component 1

Diagram 3C – Expanded Theory of Change for Component 2

Goal 3: Improved service delivery through better governance.

(Foundational) Outcome

03: DepED is better able to deliver basic education services that is more gender responsive and inclusive and with greater decentralisation of management and accountability to the field offices and schools.

Implementation Strategies

1. Strengthen capacity for planning and evidence based-decision making and policy formulation.

2. Support the development and use of a Unified Information Systems

3. Strengthen capacity for gender mainstreaming.

Key Outputs

- a.Capacity for budget development linked with planning and results strengthened.
- b. Capacity for data analysis, planning and policy development and strengthened.
- c. Capacity for monitoring and evaluation and continuous learning improved.
- d. Policy and guidelines for effective School Based Management and Community Based Education Systems developed, improved and used.
- e. Research used to fill knowledge gaps and inform policy.
- f. Knowledge management strategy developed.
- g. Capacity for emergency preparedness and response to natural disaster improved.
- a. Unified Information System developed and implemented.
- b. Sub-systems ready for roll out implemented nationally.
- c. Sub-systems developed or refined and implemented.
- d. Capacity for Program Management of business process owners built.
- e. Users have capacity to utilise UIS and sub-systems.
- a. Gender-responsive planning and budgeting, monitoring and evaluation, policy development improved.
- b. Capacity of GAD focal and field officers for gender mainstreaming strengthened.
- c. Gender equality considerations effectively mainstreamed in all other sub-components.

4. Support DepED management to ensure sufficient, capable staff in the right place with effective organisational structure

- a. Development and implementation of the DepED Rationalisation Plan supported.
- b. Human resource development supported.
- c. Capacity for managing and institutionalising change strengthened.
- d. Capacity for communcations for development strengthened.

The BEST Theory of Change is based on a thorough and careful analysis of how change can occur in the Philippines context, considering political structures and processes, institutional culture and organisational capability, and evidence drawn from Australian Government's experience in the sector of more than 20 years.

Assumptions and proof of concept

a) Based on the best available evidence (discussed in the previous analyses), the probability of getting effective program outcomes will be achieved from the interactive effect of the various interventions (teachers, curriculum, assessment, learning materials, education facilities and systems), rather than focusing narrowly on two or three aspects of the education system.

b) An emphasis on learning achievement will exert stronger effect on economic growth (leading to the long term goal of poverty reduction) than does improvement in access rates, but without neglecting equity.

c) Expanding the system to K-12 will improve quality of education and bring Philippines education closer to international standards. Supporting curriculum reform now provides a rare opportunity to address issues of quality. The recently completed University of Melbourne and SEAMEO/INNOTECH studies revealed many problems with the current curriculum and especially with assessment of student progress. These are being addressed (and later on with BEST support) to ensure international accreditation for the new K - 12 system.

d) A focus on core subjects (English, Science, Math) is justified by OECD PISA research (2010) which has demonstrated that high performance in these three areas is associated with well-developed problem solving skills, higher order thinking and communication skills, all of which are essential in capital, skills and technology intensive economies. Improvement in mean test scores in Science and Math of one standard deviation is associated with a two percent increase in per capita GDP according to Hanushek and Wobmann (2007), but these improvements take time to emerge.

e) Teacher quality exerts the greatest effect on improving quality of learning, but provision of good quality teaching and learning materials is also essential to improve performance. This is supported by evidence from the Basic Education Public Expenditure Review (BE PER) regression analysis which revealed the mix of factors that contribute to improvements in student learning performance.

f) Good School Based Management (SBM) practice leads to better learning outcomes and improved internal efficiency. While there is variability in evidence that supports this, a small study of Elementary Schools in ARMM showed a statistically significant, positive correlation between the level of SBM implementation and level of student learning achievement, as measured by a

standardised assessment test. In addition, STRIVE experience demonstrated improvements in school access indicators.

g) When communities are more engaged in education there is more transparency and accountability, and schools tend to be better governed and managed. International studies have shown that highly effective schools have strong and reciprocal relationships with their communities to meet school goals and improve outcomes for their students. School-community engagement is characterised by high levels of parent and community involvement. Parents are encouraged to have an active role in supporting their children's learning.

   The term 'participation of community' can be interpreted in various ways. Shaeffer (1994) clarifies different degrees or level of participation, including:

   - Involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility;
   - Involvement through contribution (or extraction) of money, materials and labour;
   - Involvement through 'attendance' (e. g. at parent meeting at schools), implying passive acceptance of decisions made by others;
   - Participation in the delivery of a service, often as a partner with other actors

   Shaeffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, inducing:

   - Collecting and analysing information,
   - Defining priorities and setting goals,
   - Assessing available resources,
   - Deciding on and planning programs
   - Designing strategies to implement these programmes and dividing responsibilities among participants,
   - Managing programs,
   - Monitoring progress of the programs; and
   - Evaluating results and impacts.

h) A 'Constructivist' learning approach is effective as demonstrated in the BEAM and STRIVE programs. Constructivist learning refers to the idea that every learner (individually and socially) constructs knowledge for themselves as he or she learns. Therefore, BEST interventions will focus on the learner 'in thinking about learning' (not only on the content of the subject/lesson to be taught). This means:

   - Multiple perspectives and representations of concepts and content are presented and encouraged.
   - Goals and objectives are derived by the student or in negotiation with the teacher or system.

- Teachers serve in the role of guides, monitors, coaches, tutors and facilitators.
- Activities, opportunities, tools and environments are provided to encourage metacognition, self-analysis -regulation, -reflection and -awareness.
- The student plays a central role in mediating and controlling learning.
- Learning situations, environments, skills, content and tasks are relevant, realistic, and authentic and represent the natural complexities of the 'real world'.
- Primary sources of data are used in order to ensure authenticity and real-world complexity.
- Knowledge construction and not reproduction is emphasized.
- This construction takes place in individual contexts and through social negotiation, collaboration and experience.
- The learner's previous knowledge constructions, beliefs and attitudes are considered in the knowledge construction process.
- Problem-solving, higher-order thinking skills and deep understanding are emphasized.
- Errors provide the opportunity for insight into students' previous knowledge constructions.
- Exploration is a favoured approach in order to encourage students to seek knowledge independently and to manage the pursuit of their goals.
- Learners are provided with the opportunity for apprenticeship learning in which there is an increasing complexity of tasks, skills and knowledge acquisition.
- Knowledge complexity is reflected in an emphasis on conceptual interrelatedness and interdisciplinary learning.
- Collaborative and cooperative learning are favoured in order to expose the learner to alternative viewpoints.
- Scaffolding is facilitated to help students perform just beyond the limits of their ability.
- Assessment is authentic and interwoven with teaching

An important concept for social constructivists is that of scaffolding which is a process of guiding the learner from what is presently known to what is to be known. According to Vygotsky (1978), students' problem solving skills fall into three categories:

- skills which the student cannot perform
- skills which the student may be able to perform
- skills that the student can perform with help

Scaffolding allows students to perform tasks that would normally be slightly beyond their ability without that assistance and guidance from the teacher. Appropriate teacher support can allow students to function at the cutting edge of their individual development. Scaffolding is therefore an important characteristic of constructivist learning and teaching.

The constructivist approach to teaching and learning has proved difficult to implement even in school systems that are well resourced with small class sizes. It would be reasonable to expect that it would be much more difficult to implement in the Philippines where large class sizes are common and there are considerable concerns about teacher quality. However, it should be understood that even in crowded classrooms there are elements of constructivism that can be implemented, and this is the strategy that will be adopted in BEST; that is, wherever practical a constructivist approach will be employed in the classroom and teachers will be trained in a range of strategies that reflect classroom realities.

i) Improving DepEd's policy, planning and management capacity and associated Unified Information System (UIS) will provide the largest pay off as they will enhance the potential sustainability of other outputs and intermediate outcomes. This is based on the fact that it constitutes the main strategy for improving resource planning and equitable allocation, budget execution efficiency, and monitoring and evaluation of system effectiveness, especially in terms of school and teacher performance and student learning. However, it is also the most difficult to achieve as it is dependent on changing organisational structures and the behaviour of many DepEd staff at all levels.

j) Extensive capacity development scaffolded with provision of incentives and rewards in Component 1 and strengthened systems in Component 2 will result in changes in staff behaviour and, ultimately, performance improvements. This assumption is supported by evidence from BEAM and STRIVE that have used similar approaches. In BEAM, significant improvement in test scores in target schools was linked to improvement in teacher's skills in the classroom. In STRIVE, the direct effect was on reducing drop outs in target schools. Additionally, according to independent reviews, there were significant attitudinal changes which resulted in more efficient and effective operation of DepED field offices and schools.

In BEST, capacity development is considered to be as much a process as it is an objective and is primarily concerned with establishing a culture of continuous improvement. It requires buy-in from all stakeholders at the outset and a readiness for change and reform. Whilst specific capacity building activities targeting individuals, groups and organizations will be necessary, such activities will be delivered as part of a broader systemic approach to organizational learning and change management.

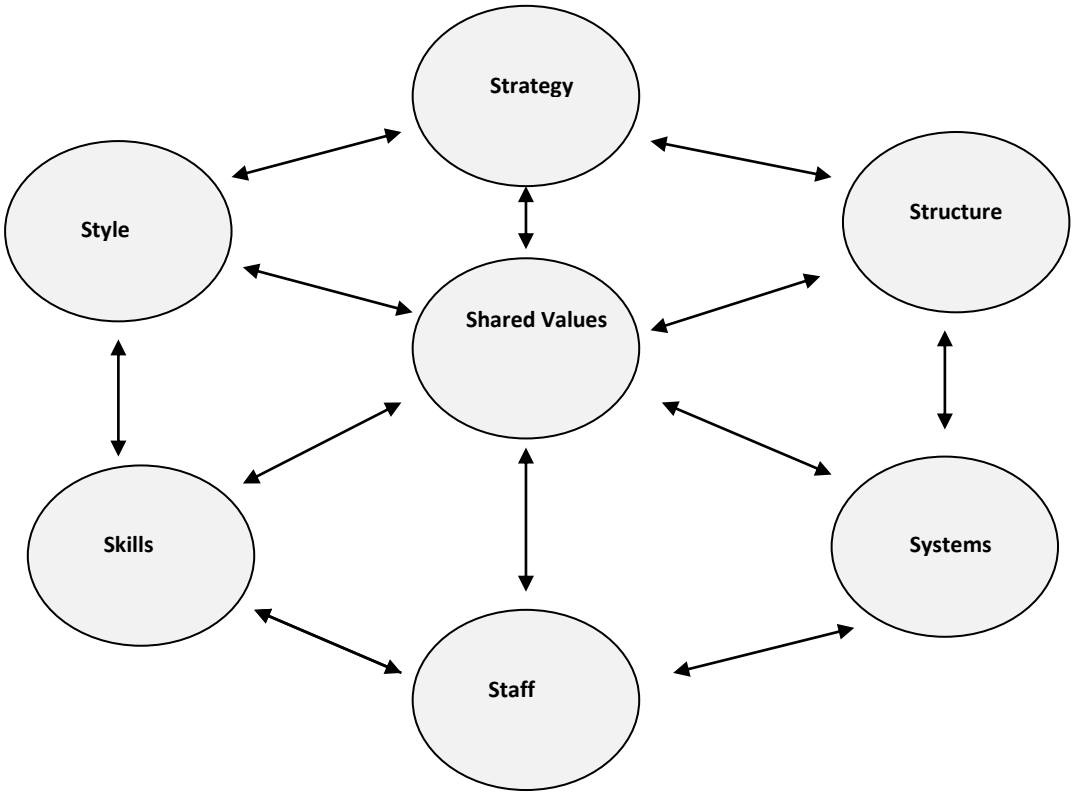
The focus in BEST on developing professional relationships between key individuals and institutions at a national and international level will promote people to people exchanges, dialogues and networking to establish formal and informal structures in support of continuous professional growth and development of capacity. This may be in the form of international symposia and seminars involving leaders in education reform, establishing partnerships

between institutions and personnel (e.g. departments of education and/or universities) and, where appropriate, short-term placements in partner institutions. This approach aims to establish relationships that can be sustained post BEST program implementation.

Capacity development will be embedded within and across relevant functional units. It will focus on strengthening systems through policy review, development and implementation and strategic planning. It will also build capacity in project management including planning and data analysis and management as it relates to the provision of education services and strengthen the capacity of functional units to continuously improve the level of quality and access to education in the Philippines.

Capacity building will be predominantly provided through relevant, timely ('just-in-time'), and job embedded and scaffolded capacity development programs which are integrated with the design, development and implementation of new systems. In essence a mentoring and coaching approach will be adopted. This approach is in stark contrast to delivery of direct training and technical assistance to individuals for the attainment of specific project based products and outputs, which is recognised as having limited long term impact.

k) Capacity development is more effective when closely linked to Organisational Development. There are number of organisational development models that are well known. Each has its strengths and weaknesses - some are simple and easy to use but others are more comprehensive and, therefore, more complex to deploy. For BEST, the model adopted is **McKinsey's 7 S Framework**.



Strategy	Plans for the allocation of the organisation's scarce resources, over time, to reach identified goals. Takes into account the environment, competition and clients/customers.
Structure	The way the organisation's units relate to each other: centralized, functional divisions (top-down); decentralized; matrix, network, holding, etc.
Systems	The procedures, processes and routines that characterize how work is to be done e.g. financial systems, hiring, promotion and performance appraisal systems, information systems etc.
Skills	Capabilities of personnel or of the organisation as a whole.
Staff	Numbers and types of personnel within the organisation.
Style	Cultural style of the organisation and how key managers behave in achieving the organisation's goals.
Shared Value	The interconnecting centre of McKinsey's model – it refers to what the organisation stands for and what it believes in - central beliefs and attitudes.

l) It is assumed that the prospect for achieving the end of program outcomes is high if:

- The Aquino Administration sustains its strong support to education. The current government has placed greater emphasis on education sector reform, as demonstrated by annual increases in education budget, and on encouraging wider private sector engagement in the reform effort than any administration in the Philippines for some decades.

- DepED will implement the K-12 curriculum as planned and that K-12 legislation is passed in a timely manner.

- The administration that follows the Aquino Government in 2016 does not reverse any progress on expanding the basic education system. Our assessment is that this would be difficult to do because the current government is building a broad coalition for support to K to 12 that include the business sector which has a strong stake in improving education quality so as to enhance productivity and economic competitiveness.

- DepED senior management will be deeply engaged in BEST implementation. The senior executive has the management experience, determination and enthusiasm to make reforms work. Evidence is emerging of a much greater commitment to 'drive' the reform, reorganize ineffective organizational

structures, and to build on successes and lessons learnt, particularly those emerging from Australian Government-supported regions in the Visayas. Importantly, recent and current Australian Government programs of support have resulted in significant changes in key areas of planning and delivery of education services at regional and sub-regional levels, for example, in STRIVE regions. Evidence suggests that those changes have resulted in increased interest in, and commitment to, reform at all levels, and has built increased demand for reform in other DepED regions.

- DepED will provide competent counterpart staff and counterpart funds as will be agreed in the subsidiary arrangement.

- The renewed commitment of Government for good governance persists. The current government has placed a great emphasis on fiscal reform, more efficient and effective budget execution, and a greater willingness to address corruption and public financial management concerns. These would likely contribute to improving allocation efficiencies and effective utilization of budgets and reducing fiduciary risks.

- Other government departments will be supportive of education reforms and will not block them.

- There is general willingness to embrace change in systems and in the curriculum.

- Communities will be interested to participate and will demand good quality education.

- Sufficient capable contractors will be available to take on contracts

3. PROGRAM DESCRIPTION

The following section provides details of the proposed program of support. BEST has two main components, supported by subcomponents (grouped according to implementation strategies in the Theory of Change Model). Underneath are activities that are grouped by key outputs that they contribute to. It should be noted that the activities under each subcomponent are indicative and will be revisited during program inception, annual planning and mid-year reviews. This will ensure the program remains highly relevant, recognising that there is lag time between when BEST was designed and actual mobilisation during which circumstances would have changed. This will allow for flexibility in order to meet the desired outputs and outcomes and manage risks most effectively.

There are main types of inputs to the activities:

- Technical Assistance: provision of expertise
- Capacity Development: training, scholarships, mentoring and coaching
- Infrastructure: Construction of facilities
- Procurement of assets: eg ICT equipment such as servers, hardware, software, ICT infrastructure, furniture and other necessities to support operations.
- Research Management : Conduct of Research or commission research
- Small Grants Management: Institutional Partnerships, A$1,000-5,000 (PhP 50,000-200,00) provided directly to schools, divisions, regions and communities as incentives to change and rewards for change . Grant operational guidelines will be consistent across components and will identify eligibility criteria and performance indicators.
- Program Management Support – includes M&E, quality assurance, sub-contracting, procurement and other support services for efficient and effective implementation.

3.1 Objectives and Expected Outcomes

The design addresses fundamental issues in the provision of basic education services in the Philippines, especially in respect of building capacity for development. The Program will help establish an enabling environment for reform by working with DepED to improve its capacity for organisational learning, change management, and capability for research and innovation to inform policy development and implementation.

Education Delivery Strategy Goal: Girls and boys have the competencies and skills to make an increased contribution to the economic growth and stability in the Philippines.

BEST Program Objectives: Contribute to

- Improved quality of education outcomes in the Philippines.
- More equitable access of all people at all levels of education in the Philippines
- The education system in the Philippines being well managed.

Program Outcomes expected at the end of year 6

- More children are able to demonstrate improved mastery of curriculum competencies (especially in English, Mathematics and Science) and differences in learning outcomes between boys and girls are reduced in target areas.

- More boys and girls participate in and complete education in target areas.
- DepED is better able to deliver basic education services that are more gender responsive and inclusive and with greater decentralisation of management and accountability to field offices and schools.

3.2 Component 1 - Improving teaching and learning

The BE-PER multiple regression models revealed that the inputs which matter most in terms of lifting levels of learning achievement are: the number and quality of teachers; having a qualified school principal; classrooms; and having access to quality teaching and learning materials. In addition, the multiple regression analysis DFAT conducted of the effects of various levels of SBM implementation in three regions of Mindanao found that: high levels of SBM implementation were associated with statistically significant increases in learning achievement; and that high levels of SBM implementation were associated with the school having a qualified principal who worked closely with the District Superintendent on SBM.

This component addresses education quality issues affecting student learning achievement and barriers to access and, therefore, is directed at meeting Program Outcomes 1 and 2.

Sub-Component 1.1 Pre-service teacher education

The support provided through this component is designed to improve the quality of the graduates of the Pre-Service Teacher Training system in the Philippines, and to ensure increased capacity to graduate more competent teachers for the new K - 12 curriculum reforms.

INDICATIVE ACTVITIES

Output 1.1a 1,000 pre-service teachers supported in their study

1. Provide grant funds to the Philippine Business for Education's '1,000 Teachers' program; and fund scholarships for 250 new, high school students each year, to support their enrolment in selected TEIs. Selection criteria have already been trialled by PBEd as part of its '1000 Teachers' program. This requires a commitment from participating TEIs to improve their curriculum, and provide administrative and pastoral support. It may be that the 250 students can be placed primarily in PNU-NCTE and the COTEs as part of Program 1, but at present the placement of scholarship holders is limited to TEIs that agree to accept them and agree to undertake all of the required administrative and pastoral roles required by PBEd. It is intended to align this incentive scheme with initiatives to strengthen the quality of the overall pre-service education training system22.

22 The *1000 Teachers* program seeks to encourage the best and brightest students to become teachers, with a goal of attracting 1000 top students each year into teacher training programs using scholarships as an incentive. PBEd has piloted the program with support from AusAID.

2. Provide TA to develop a collaborative mechanism between DepED, CHED and PBEd to develop an overall strategy for improving the quality of students entering into pre-service teacher education programs. Amongst other things, this initiative could ensure that as many PBEd scholars as possible are enrolled in the Centres of Teaching Excellence, adding an incentive to COTEs to improve teacher education programs and their reputation for excellence.
3. Provide TA to design and implement a mentoring program between recognised outstanding teachers and the pre-service scholars; a Network of Outstanding Teachers and Educators (NOTED) and the 1,000 teachers.

Output 1.1b TEI curriculum and delivery aligned with the requirements of K-12.

4. Undertake a comparative study of Philippine TEI curricula and a number of international teacher training curricula (a similar exercise that was recently completed in Mongolia using Australia, Hong Kong, Singapore, England, Scotland and USA could provide a baseline).
5. Undertake a mapping of existing teacher training curricula and syllabi in the Philippine Normal University's National Center for Teacher Education (PNU-NCTE), the University of the Philippines' College of Education and other COTEs, and identify common features, best practice, and gaps in current Philippine approaches. This could be a joint exercise by CHED and DepED. BEST will work closely with CHED (TPTE) and DepED (TEC) to provide technical support for this review.
6. Provide TA support to form a high-level national design team, selected from highest-performing TEIs in consultation with education sector specialists, and as approved by CHED and DepED. This team will
    - develop new approaches to pedagogy, psychology, professional teaching methodology and teaching practice, using results from the bench-marking exercises.
    - prepare model syllabi for elementary and secondary teaching. The syllabi would include a stronger focus on learners, gender, and inclusivity (especially children with disabilities) and identification of children at risk, or abused children.
    - Adjust syllabi based on implementation experience.
7. Provide TA for the development of a regulatory framework, methodology and evaluation method the model syllabi in select TEIs (NTCE and COTEs).
8. Undertake a study of the best practice outputs from previous, Australian Government-supported, teacher development projects (particularly BEAM) for pre-service teacher training, particularly the innovative expanded practicum implementation, and develop a model for national implementation.

Output 1.1c Higher Education Reform agenda for teacher education developed.

1. Provide TA support to develop a reform agenda and implementation plan for teacher education.

2. Provide TA to support the development of revised accreditation processes for NCTE and CTEs.

3. Provide TA and other support to establish new NCTE and CTEs.

Output 1.1d NCTE and COTE have improved capacity.

1. Undertake an audit of the qualifications of teacher educators in the focus TEIs (NCTE, UP and COTEs) along with a Training Needs Analysis (TNA) to establish areas needed for supplementary training for teacher educators.

2. Provide TA support to develop a capacity development plan for selected teacher education staff including cross institutional professional development programs, coaching, study groups, capacity-building programs in selected areas, and involvement in curriculum innovation networks with teachers.

3. Implement the capacity building plan. Where possible, re-training programs should link with relevant existing schemes such as the Australian Government scholarship programs, offered through both the PA-HROD Facility, or through partnership agreements between Australian Government and Australian and Philippine universities.

Output 1.1e: Process for licensure exams strengthened.

1. Support through research the development of mechanisms for licensing of new teachers.

2. Provide TA support to CHED and Philippine Regulatory Commission to develop improved licensing processes.

Sub-Component 1.2 In-service Teacher Education

Much of Australian Government's investment in teacher education will be directed at assisting teachers in improving pedagogical skills and building teacher content knowledge in English, Mathematics and Science. In elementary, there is an additional focus on mother tongue based multilingual education and transition to English in grade 4.

This sub-component is supported by sub-component 2.1 on Research Partnership for Teacher Education and 2.1 on the Teacher Development Information System and Human Resource Information System.

INDICATIVE ACTVITIES

Output 1.2a. Capacity building programs for teachers and supervisors developed and implemented.

1. Provide TA to the Bureau of Elementary Education (BEE), as the lead unit responsible for the overall management of the programs, and to divisions to support the development, implementation and reporting of capacity building programs.

2. Implement capacity building programs for elementary education in training cycles. Each program will be conducted over a school year (with the planning process being completed prior to the commencement of the school year) and will be carefully monitored and documented so results can be reported, widely shared and replicated if desired. Baseline data should be established at the beginning of the program so that progress can be measured. Experts in the teaching of reading and multi-lingual education will be available to assist with the programs. The capacity building programs will include content, pedagogy, development and use of learning materials. Capacity building programs will also build skills for teaching in multigrade schools in addition to identifying and working with children with disabilities.

3. Provide TA to support BEE to review and refine its current reading recovery and reading assessment programs to bring these into line with its MTB-MLE policy, where necessary. The BEE will also be supported to pilot new programs and approaches in the area of MTB-MLE. The technical assistance model being recommended aims to support the BEE and the divisions in adopting a systematic process in the piloting and management of programs that include monitoring and evaluation, and utilizing the results for developing policies for wider implementation.

4. Provide TA to the Bureau of Secondary Education or BSE (as lead unit responsible for overall management of the teaching programs) and to the divisions to build capacity for the development, implementation and reporting of projects to support improvement of student learning achievement. Experts in the areas of

Mathematics, Science and English teaching at the secondary level will be available through BEST to support the projects. The capacity building projects will include content, pedagogy, classroom assessment, and development and use of learning materials.

5. Provide TA to BSE to develop a complementary reading program for secondary students on a more limited scale. The BSE currently offers programs to support the development of students' reading skills across the curriculum. Using the same model as outlined above, funds will be made available to BSE and Divisions/secondary schools to develop students' reading skills across the curriculum.

6. Implement the capacity building programs for secondary in training cycles. Each program will be conducted over a school year (with the planning process being completed prior to the commencement of the school year) and will be carefully monitored and documented so results can be reported, widely shared and replicated if desired. Baseline data should be established at the beginning of the program so that progress can be measured. Experts in English, Science and Maths will be available to assist with the programs. The capacity building programs will include content, pedagogy, classroom assessment, development and use of learning materials. Capacity building programs will also built in skills for teaching in multigrade schools as well as identifying and working with children with disabilities.

7. Provide TA on Special Education to BEE for the planning and implementation of systematic, long-term capacity building of SPED personnel, in assessing student needs, in-servicing and coaching teachers of students with disabilities, and promoting the adoption of flexible, individualized self-paced learning programs supported by appropriate learning materials. This support would be in collaboration with NGO's with relevant expertise and experience, such as the Philippine Foundation for the Rehabilitation of the Disabled (PFRD)23. The program should encourage cross-division collaboration, and provision of school-based support for teachers/students. It should also seek to strengthen linkages, partnerships and collaboration between the DepED SPED Centres and teacher education institutions.

8. Implement the capacity building programs for SPED personnel in cycles.

Output 1.2b Reading Program for grade 4 delivered.

[23] Philippine Foundation for the Rehabilitation of the Disabled (PFRD) currently offers training programs to support SPED teachers and Supervisors to address the needs of students with disabilities. Programs to support the parents of students with disabilities are also provided in cooperation with DepED

1. Provide grant to (non-government organisation) or provide subcontract an organisation to implement a reading program in the target regions.

Output 1.2c Decentralisation of teacher development appropriately supported.

1. Provide TA to the DepED Central Office to develop clear policy and implementing guidelines on the use of Human Resource Training and Development (HRTD) funds, together with assistance in improving processes for the timely release of funds from the Department of Budget and Management (DBM). This will include a focus on building linkages between DepED and DBM to ensure in-service funds are effectively and efficiently utilized and ensure sufficient HRTD funds get to the division and school level to support in-service teacher education initiatives. This may also include improving the process for accessing available Gender and Development (GAD) funds in support of relevant in-service teacher education initiatives.

2. Provide TA to support development and implementation of teacher education at Division and school level, specifically focussing on improving the capacity of teachers to meet the diverse needs of learners. Such programs would be in line with the NCBTS Domain 3: Diversity of Learners. Priority will be given to programs that focus on strengthening teachers' ability to cater for Indigenous learners, Muslim students, learners with special needs, children from different language backgrounds, addressing the specific needs of males and females, out of school children/youth, and programs that promote the use of alternative delivery modes. All programs supported will be in-line with the standards and processes outlined in the T&D System, be supported by professional development materials, linked with teaching and learning resources, and instructional leadership, and include a monitoring and evaluation component.

Output 1.2d Grants facility to incentivise innovations in decentralised teacher development established and implemented.

1. Provide TA to DepED to support the development and management of a grant facility to develop, implement and share promising and innovative approaches to in-service teacher education. Criteria will consider the innovative, in-service, teacher education model being proposed, as well as the actual learning focus in the program. The criteria for selecting innovative in-service models will include a requirement that individual teachers become aware of specific weaknesses in their own practices, gain understanding of best practices through demonstrations of these in an authentic setting, and become motivated to make the necessary improvements. Support may also include mechanisms at school level to assist teachers in target schools to improve practice, including building capacity of instructional leaders.

2. Provide TA to DepED to support the development and management of a grant facility for schools specifically for in-service teacher education initiatives based on School Plans for Professional Development (SPPD) as part of the School Improvement Plan (SIP) process. Provide grant funds for the two facilities.

Output 1.2e. Build linkages for teacher development

1. Provide TA to the Teacher Education Council (TEC) to strengthen the links between CHED and DepED. The linkage between DepED and CHED is formalised through the TEC headed by Secretaries of Education, CHED and TESDA. This structure will need to be strengthened if it is to translate lessons learned from the field and from research into policy.

2. Provide TA to DepED Central Office for the piloting of new programs and approaches to in-service teacher development based on evidence of collaboration with TEIs and the use of innovative teaching and learning resources (including the use of ICT in teaching). This will wich become the basis for the provision of incentives to schools. Initially, support will be targeted to the CO and the STRIVE divisions already familiar with the T&D System; these divisions have active T&D teams in place to trial the scheme and provide useful lessons to inform its expansion. To this end, linkages with initiatives under Component 2.4 Teaching and Learning Strategies and Resources, such as the establishment of Curriculum Innovation Learning Networks, and Education Leadership and Management, will be integral elements of approved innovative in-service models.

Sub-Component 1.3 Education Leadership and Management

This component focuses on improving education leadership and management, including for division superintendents, education supervisors and school principals, to provide effective mentoring to teachers participating in INSET. It is also a focus for greater engagement of parents, communities, NGOs and local government units in SBM, and for building capacity for demand-side support to improvement of school programs. An important element of this sub-component is support for school clusters to work together to address improved enrolment and learning achievement. A particular emphasis in this sub-component is on strengthening capacity of school heads to ensure improved functional literacy of students, both in formal schools, as well as for out-of-school youth.

Output 1.3a Capacity Building Programs for Education Leaders and Managers developed and implemented.

1. Provide TA to NEAP to develop and implement a program to skill instructional leaders in mentoring, coaching and providing pedagogical support to teachers. A range of delivery models for the program should be considered, such as clustering instructional leaders by districts and providing opportunities for collaborative, on-the-job learning supported by quality professional development materials.
2.
3. Provide support for the initial implementation and evaluation of the program in divisions targeted for assistance under the initiatives described above (e.g. Innovative Teacher Education Practices, Reading in the Early Years and Teaching Mathematics, Science and English at the Secondary Level).
4.
5. Capacity building of school division superintendents for leadership and engagement with education stakeholders. This may include the continued delivery of program developed by HRODF.
6.
7. Capacity Building of school heads, teachers and local community leaders for data analysis to identify out of school children (OOSC), or children at risk of dropout (CRD), identify problems, develop local EFA plans and implement solutions as part of the SIP process. Data disaggregated on a school-by-school basis could inform decisions on interventions required to bring children to school at the right age and keep them in school, especially males, until they complete the mandatory requirement of elementary education.
8. Capacity building of school heads and school committees for more effective engagement with local government, civil society organisations and NGOs (for example, Bantay Eskwela), for support to school programs, including monitoring of resource allocations to schools, school construction and furniture procurement. This, when combined with increased communication of school entitlements, also builds capacity for demand-side advocacy to DepED for increased resources; for example, full downloading of MOOE and school grants. Support development by division offices and schools of innovative approaches to OOSC/CRD, which could include the adoption and/or adaption of a variety of effective alternative delivery modalities.

9. Conduct of social mobilization, advocacy and communication planning activities at the school level to inform and engage the school and community members in efforts to improve enrolment, retention, and learning achievement.

10. Provide TA to strengthen the human resource development policy of DepED and improve the coordination and management of INSET programs conducted at national and sub-national levels for the continuing professional education and training of school principals, including the following:

- strengthen capacity of NEAP including for program design and delivery for school heads related to annual INSET planning, and provision of long-term coaching and mentoring support.

- revisit the vision, mission, goals and objectives with a view to clearly defining the role of the NEAP.

- work with Finance and Management Services, Human Resource Development Service and NEAP, to review and revise the allocation of DepED's INSET and HRDT appropriations for the next five years (2012-2017) so that program funds for the continuing professional education and training of school heads are included as a specific allocation in the General Appropriations Act (GAA), instead of a lump sum allotment for all INSET provided in the DepED's budget law.

- work with key staff in BEE, BSE and ALS to develop and implement a strategic plan for monitoring and evaluation of INSET programs conducted for school principals.

11. Provide TA for a review of the DepED's human resource development policy, to key staff of the office of the Human Resource Development Service, Staff Development offices at national and sub-national levels, and the NEAP.

12. Support for a review and strengthening of INSET coordination and management implementation at national and sub-national levels for school principals.

Output 1.3b SBM Grants system improved and implemented.

1. Provide TA to low performing divisions to develop, implement and report on programs that support improved learning achievement and include capacity building activities for instructional leaders and promote linkages with TEIs.

2. Review effectiveness of current SBM grant mechanism and revise as needed.

3. Provide SBM grants to eligible schools in the target regions.

4. Undertake research on the use and effectiveness of the grants.

Sub-Component 1.4 Curriculum and Assessment

This sub-component is focused on the development and adjustments in the K-12 curriculum, classroom and national assessments and general learning strategies.

INDICATIVE ACTVITIES

Output 1.4a. K-12 curriculum developed, used and evaluated

1. Provide TA to support the development of curriculum and curriculum guides.

2. Support the evaluation of the curriculum and revise as required.

Output 1.4b Classroom assessment to support the K-12 developed

1. Provide TA to develop various formative assessment methods.

2. Provide TA to develop a capacity building plan to strengthen use of various assessment methods in the classroom, including those appropriate for children with disabilities. (This is linked to sub-component 1.2).

Output 1.4c Mechanisms for national assessment strengthened

1. Assess policy framework for national assessment.

2. Provide Support NETRC in analysis of test results.

Output 1.4d Support capacity for analysing and building learning strategies

1. Provide TA to IMCS, BEE and BSE to develop a National Learning Strategies policy framework (including pedagogical approaches, assessment for learning, use of ICT and modes of delivery). This will include a review of the draft National Learning Strategies, the draft ICT4 E and the K-12 curriculum and assessment policies so as to inform the development of a National Learning Strategies framework.

2. Provide TA to strengthen capacity for implementation of national learning strategies that will focus on developing capacity for data analysis, monitoring and evaluation, consistent with support provided under Component 1. This includes consideration of specific needs and disadvantaged learners (children with disabilities and indigenous and Muslim children).

3. Support the establishment of Curriculum Instructional Learning Networks (CILN) for developing and sharing innovative teaching and learning approaches and practice.

Sub-Component 1.5 Teaching and Learning Materials

This sub-component addresses the lack of access to pedagogically sound teaching resources. The proposed assistance specifically supports the implementation of RA9155 and strengthens the systemic capacity of the DepED to ensure equitable access to quality teaching and learning strategies and resources for all learners, irrespective of gender, ethnicity or socio-economic status. This subcomponent focuses on the development of materials to support in-service teacher development, aligned with the National Competency-Based Teacher Standards (NCBTS), with preference given to materials development in areas identified by teachers, principally through the NCBTS-TSNA. Materials that support learning will also be a focus. This sub-component is directly linked with Subcomponent 2.3, specifically on the LRMDS.

Output 1.5a Professional Development materials for teachers and education leaders developed and distributed.

1. Provide TA to assist NEAP undertake an inventory of existing INSET materials and support provided at central, regional, division or school level, and at COEs and CODs.

2. Provide TA to develop new and refine existing high quality in-service teacher education materials using a variety of forms (print based materials, on-line interactive programs, self-paced programs and so on) to ensure improved teacher access and cater for different learning styles. The support will utilise TDS and LRMDS standards and processes, developed under STRIVE and BEAM. Access to the materials should be promoted though their inclusion in the TDIS and the LRMDS portal.

3. Provide TA to support the development of other quality professional development materials in line with key DepED thrusts and programs supporting improved access to and equity of education such as MTB-MLE, early childhood education, K-12, multi-grade teaching, and inclusive education. The materials developed should be linked to the basic education curriculum, and promote effective pedagogical and assessment practices.

4. Fund development of materials to support in-service programs for ESs, PSDSs, school heads and master teachers to strengthen the quality of instructional leadership and improve pedagogical support to teachers. The development will be linked to initiatives described above under Quality Instructional Leadership.

Output 1.5b Learning resources for K-12 (formal and context specific learning systems developed and distributed).

1. Provide TA to develop learning materials in mother tongue, English, Science and Math. This can be in various formats (print based materials, on-line interactive programs, self-paced programs etc.) to ensure improved teacher access and cater for different learning styles. The support will utilise LRMDS standards and processes. Access to the materials should be promoted though their inclusion in the LRMDS portal.

2. Undertake action research on the viability of using ICT enabled learning materials in various school typologies. Depending on the outcomes of the study, assist DepED to develop an implementation plan. Provide TA to assist DepED develop policy for use of ICT-enabled learning materials. Support wider implementation through TA and provision of software and hardware.

3. Provide assistance to NCDA and DepED's SPED unit to develop materials for teaching and learning utilising accessibility standards and the Universal Design for Learning (UDL) approach for students with special learning needs. Support will include provision for DepED to integrate the LRMDS portal with EBEIS and TD-IS, as required, and to extend functionality to provide online learning spaces for teachers and students to support the implementation of cluster based networks and online access to ADM materials and programs. It will also extend the functionality of the LRMDS portal to more effectively manage and communicate intellectual property rights and conditions of use of online resources; e.g. e-books, e-modules for MTB-MLE, free downloads of DepED content via web-enabled mobiles, satellite technology, and tablet computing.

4. Establish a Teaching and Learning Strategies Research program to support this process including the following: assess and evaluate various technologies designed to improve access to education, especially in remote and underserved communities; evaluate and review the ADM/ALS programs with respect to pedagogical quality, strategies and implementation resourcing requirements (human, financial, physical) as well as document the respective affordances for specific educational access and equity needs ; review and evaluate the "e-shell" approach to MTB-MLE resource development, and; review and evaluate existing online assessment-for-learning tools (including BEAM and PROBE resources) and repositories to inform the design and development of an online assessment-for-learning portal integrated with the LRMDS.

Sub-Component 1.6 Education Facilities

This focuses of this subcomponent is to improve access to education for all Filipino learners by assisting DepED to construct education facilities where there is the

greatest need. This will address the issue of classroom congestion and lack of facilities for learning. All facilities will have clean water and latrines and will conform to government and Australian Government standards, including Australian Government's Universal Design Guidelines that will be finalised 2012.

Note: The capacity developed during the Classroom Construction Initiative (CCI) Phase 1, will also be used to assist the DepED to build on DO No. 90, s. 2010 which aims to harmonize and rationalize related facilities into "Education Centres" (Library hubs, functioning RELCs, LRMDC and CLCs) such that one facility can be refurbished to serve as multi-functional facility and be the "home" of the LRMDS at the region and division/district levels as well as support Cluster based Curriculum Innovation Learning Networks. It will also draw on the experience of the CCI program to ensure improved construction of educational facilities that will ensure accessibility to persons with disabilities and consider disaster risk reduction schemes.

Output 1.6a 1,000 new classrooms built

It should be noted that a $20 million Australian Government Classroom Construction Initiative (CCI) is being implemented during the period 2012-2014, as an initiative to assist the DepED to address classroom congestion and shortage as well as to strengthen the DepED Office of Planning Service, Project Development and Evaluation Division (OPS-PDED). At the conclusion of Phase 1 of CCI) this initiative will be integrated into BEST under the Transition Arrangements described under Section 5.

1. Support DepED in identifying the areas where the classrooms will be built. Where possible, the prioritisation under the color coding scheme will be used. Where possible, the classrooms will be built where there are large numbers of beneficiaries of the Conditional Cash Transfer Program or where there is a need to build classrooms after disasters. The financing modality of construction will be informed by a study to be undertaken by the Classroom Construction Initiative.

2. Provide TA and capacity building activities to strengthen capacity in various areas in DepED involved in classroom construction. This should be guided by from recommendations from the Classroom Construction Initiative completion review.

3. Undertake research to examine links between new classrooms, decongestion, access and learning quality.

Output 1.6b 6 Lighthouse schools built and/or refurbished.

It should be noted that PRIME is piloting different models for the lighthouse school concept to support mainstreaming of children with disabilities. Continuing study will be undertaken in Sub-component 1.6.

1. Build one lighthouse school per target region.

Output 1.6c Indigenous Peoples Centre built.

1. Build an IP Centre in 2 sites (Nasuli and Bagabag) – to enable conduct of research, teacher training, curriculum development, immersion programs and exchange programs (e.g. Aboriginal Education).

Output 1.6d 40 Computer and Science Laboratories built.

1. Build 20 Computer Laboratories with equipment to support clusters of secondary schools.
2. Build 20 Science Laboratories with equipment to support clusters of secondary schools.

Sub-Component 1.7 Context Specific Learning Systems

An essential quality of a good education system is one that recognizes individual differences and teaches in ways which recognise different learning needs, as well as diverse cultural, religious, linguistic and economic backgrounds of learners. This sub-component addresses priority needs of children from Muslim and IP backgrounds, children with disabilities, and those in remote communities.

It should be noted that most of these outputs are directly linked (mainstreamed) in the other sub-components.

INDICATIVE ACTVITIES

Output 1.7a Development of Community Based Education models supported

It should be noted that DepED is currently in the process of expanding its approach to decentralised education to include not just schools but as well community-based education. This approach came out of a realisation that focusing on schools alone is not enough to achieve EFA goals. The concept is called A Child and Community Cantered Education System (ACCESs). Activities under this output are linked to support for conceptualisation and operationalization of ACCESs in sub-component 2.1

1. Provide TA to support the development of models for community based education.
2. Implement these models in target sites (to be determined during implementation and informed by experience under PRIME.)

Output 1.7b Children with disability's access to education improved.

The interventions have been informed by an DFAT commissioned scoping study.

1. Undertake a survey and analysis of children with disabilities who are out of school. (This is linked with Sub-component 2.1)

2. Collect data on children with disability through the EBEIS. (This is linked to sub-component 2.2)

3. Provide TA to support development and implementation of an advocacy campaign to promote the rights of all children to an education and to break down existing barriers associated with disabilities. (This is linked with sub-component 2.4)

4. Provide TA to review SPED programs and their possible expansion, including INSET programs, in order to increase access to SPED services and to build teacher/school capacity to mainstream children with disabilities. This will include TA support to improve data analysis, and review and refine policies and programs related to the education of students with disabilities. (This is linked to sub-components 1.2, 1.4. 1.5 and 2.1)

5. Provide TA to BEE for the planning and implementation of systematic, long-term capacity building of SPED personnel, in collaboration with NGO's with relevant expertise and experience, such as the Philippine Foundation for the Rehabilitation of the Disabled (PFRD) . This would include capacity building for managers and teachers in SPED Centres, in assessing student needs, in-servicing and coaching teachers of students with disabilities, and promoting the adoption of flexible, individualized, self-paced, learning programs supported by appropriate learning materials. (This is linked to component 1.2 and 1.3).

6. Design and implement a grants program to support school based initiatives such as improving access for students with disabilities, provision of specialized learning aids and equipment, and teacher aides.

7. Provide TA to refine the concept, develop policy and operational guidelines for the 6 lighthouse schools in target sites. There are a small number of SPED centres in the Philippines that are staffed by committed teachers and administrators. However, those centres are not deeply embedded in a system of support encompassing paediatricians, developmental psychologists, speech therapists, physiotherapists, and social workers, as are such centres in other jurisdictions. Support for the design, development and implementation of a 'lighthouse' system to exemplify best practice for mainstreaming CWDs. This will contribute to improved access for CWDs and may assist in securing both public and private funding for the establishment of more such centres in other areas. This will be informed by the initial work being undertaken by PRIME. (This activity is directly linked with sub-component 1.5, specifically the building or refurbishment of structures to support the lighthouse schools.)

8. Supporting improvements in TEI curriculum will include supporting teacher's capacity for identifying, teaching and even referring children with disabilities to appropriate centres. (This is linked to sub-component 1.1)

Output 1.7c IP Learners Education access to education improved.

1. Provide TA to conduct a review of the IP Education Policy Framework and the IP Education Office. PRIME is providing support for the implementation of both initiatives.

2. Continuing TA and CB support will be considered for the IP Education Office and the Madrasah Education Office; both have research, policy and advocacy functions.

3. There is some thought to combining the offices, along with other initiatives, under a 'Centre for Inclusive Education' in a re-structured DepED – providing an opportunity to focus TA and CB initiatives.

4. Support to encourage the development and implementation of different educational planning models that are appropriate in different contexts – e.g. Indigenous Knowledge Systems and Practices (IKSPs), Free Prior and Informed Consent (FPIC), Community-based Educational Planning, and Educational Planning in Conflict Areas. The approach supports a 'demand-driven' planning perspective and is linked to sub-component 2.1b.

5. Provide TA support for the continued development of EBEIS modules for information collection and analysis on specific educational issues for IP and Muslim learners – with cross-referencing to other government databases – e.g. 4Ps, 609 Priority Municipalities. Support development of modules in the EBEIS which provide for collection and monitoring of educational plans, budgets and resources (" total school resources" - linked to the FMIS). This could include the development of education and learning indicators appropriate for IPs and Muslim learners. (This is linked to sub-component 2.2b)

6. Explore the possibility of inclusion of the following in pre-service education:
    - Provide extended exposure programs for selected student teachers as early as the 1st or 2nd year of college to prepare them to work more effectively with IP and Muslim communities.
    - Inclusion of IP and Muslim Education subjects/topics in college on culture-sensitivity/multi-culturalism /inclusiveness/diversity – which would include IP and Filipino Muslim literature and contributors.
    - Explore modified/alternative pre-service teacher education programs that would include an assessment of prior learning (e.g. knowledge of mother-tongue) for awarding of advanced credits in teacher education programs. Test models for para-professional teacher development and recognition

in specific linguistic and cultural situations that require specialized knowledge, skills, and abilities. (This is linked to sub-component 1.1b)

7. Provide TA to develop specific programs for developing culturally appropriate teaching/learning materials. Develop training programs (including field immersion) to raise awareness and understanding of IP and Muslim Education – including modules on IP Education Policy Framework, IKSP, FPIC, Indigenous Peoples' Rights Act (IPRA), Muslim Education 'roadmap'. (This is linked to sub-component 1.2a)

8. Requirement for a comprehensive and integrated IP curriculum and assessment framework will be initially addressed through PRIME – however, additional work will be required to extend this early work and assist DepED to meet the obligations and commitments of international agreements, IPRA and the endorsed IP Education Policy Framework.

9. Continue the inventory and development/enhancement of IP and Muslim education teaching and learning materials using an e-platform such as the LRMDS for ease of sharing, development and quality assurance. Extensive support is required to implement the MTB-MLE policy so that the languages of minority groups within the country are not 'lost' and that the needs of learners whose mother-tongue is different from the major language groups are not further disadvantaged. (This is linked to Sub-component 1.5b)

10. Development of appropriate 'standards' for learning facilities that are culturally and community sensitive. Examples may include the increased use of indigenous/local construction materials, use of mobile structures for nomadic communities, exploration of 'non-physical' facilities to support learning and teaching (e.g. distance education, radio, television). (This is linked to Sub-component 1.6)

11. Explore linkages between the IP Centres and IP groups in Australia for exchange programs. (This is linked to Sub-component 1.6)

Output 1.7d Muslim Learners access to education improved.

1. Provide TA to further develop the Muslim Education Roadmap. PRIME is currently supporting a comprehensive review of Muslim Education Initiatives – expected to be completed by the end of 2012 – the results of which will inform areas for future support (This is linked to Sub-component 2.1).

2. Support continued development of the EBEIS specific modules for information collection and analysis on specific educational issues for Muslim learners – with

cross-referencing and analysis to other government databases – e.g. 4Ps, 609 Priority Municipalities. (This linked to Sub-component 2.2)

3. Other interventions for Muslim learners in the target regions will be informed by outcomes from PRIME and determined during implementation. This may include the following:
    - Support for Madaris to gain DepEd accreditation
    - Provision of management training for madrasah administrators
    - Support for SBM implementation
    - Support for the development and implementation of reading program
    - Provision of support for the improvement of teaching-learning environment in DepEd accredited madaris
    - Inclusion of madrasah education data in EBEIS and establishing student tracking system for madrasah students
    - Support for the continuing Professional Development Program of madrasah RBEC teachers and ALIVE teachers in public elementary schools (e.g. Accelerated Teacher Education Program/ATEP & Scholarship Assistance for Post Graduate Studies)
    - Explore collaboration/partnership with CHED and TEIS on the design and development of BSE and BEE programs specialising in Islamic studies and Arabic language (ISAL) to sustain demand for qualified and competent ALIVE teachers in public elementary and secondary schools
    - In-Service training programs for ALIVE teachers in target regions (e.g. Classroom Based Mentoring, student assessment & Language Enhancement and Pedagogy Training)
    - Support for the development, refinement and implementation of the Secondary Standard Madrasah Curriculum and Secondary ALIVE Curriculum in public schools (Explore alignment of standards with the K to 12 Program)
    - Development and provision of teaching and learning materials (Explore integration of this in the LRMDS)
    - TA for regional madrasah and ALIVE Program coordinators
    - Support for the development and institutionalization of madrasah and ALIVE program operations manual
    - Strengthening advocacy and collaboration with broader stakeholders in Muslim education

Output 1.7e Children from remote communities or from highly congested urban centres access to education improved.

1. Subject to results from the BEAM-ARMM program, implement the Bangladesh Rural Advancement Committee (BRAC) education model in remote communities in the target regions. BRAC is the largest international NGO in the world and has taken a holistic approach to poverty alleviation and empowerment of the poor. It

has demonstrated leadership in providing non-formal education to under privileged children, particularly girls, and to children of ethnic minorities including those with disabilities. BRAC schools provide a second chance education to out-of-school children, mostly in communities without government schools. Since its inception in the 1980s, the accomplishments are impressive with: (i) 98.47%, of pre-primary pupils moving on to government elementary schools; (ii) 93.45% completion rate in elementary level; and (iii) 99% passing rate in the government exam at the end of the elementary level.

2. The BRAC education model teaches the 6 year elementary curriculum in 5 years and uses community members as teachers. It can be housed in community learning centres. As a model, it has positive teaching-learning interaction, simple classroom management features, strong supervision and monitoring, active participation of the community in school management and as teachers/learning facilitators.

3. Support implementation of BRAC in a few divisions in highly congested urban areas in the National Capital Region.

4. Support implementation of DepED's ALS, ADM, multi-grade, multi-age, and distance learning programs in target regions. This is linked to sub-components 1.2, 1.4, 1.5 and 2.1).

5. Design and implement a grants program to support school based initiatives to improve access.

3.3 Component 2. Strengthening systems

This component addresses significant system efficiency and quality issues facing DepED in delivering education in a decentralised environment and therefore will directly contribute to achieving program outcome 3, a foundational outcome. It is intended to support all subcomponents under Component 1 in terms of policy, strategy, business processes and information systems. It builds on attempts under previous DFAT-funded education programs to support development of an Enterprise Architecture for DepED's computer-based information systems, and will include provision of direct technical support for systems planning, design, implementation and maintenance based upon integration of existing systems as well as new systems.

Engineering efficient and reliable communication links between school, divisional, regional and national levels is essential in UIS design. The UIS will be pivotal in providing information to the M&E system that will range across the whole program. The UIS and M&E will include feedback loops linking all levels of the administrative hierarchy. This is a major change from present practice which is characterised by one way communication channels.

Sub Component 2.1 Evidenced-based policy, planning and management

This sub-component will focus on DepED's capacity for evidence-based policy development, program planning and management of service delivery. This sub-component will support DepED's policy of decentralized education management.

INDICATIVE ACTVITIES

Output 2.1a Capacity for budget development linked with good planning and results strengthened.

1. Provide TA to support the development of policy and related business processes on annual budgeting.

2. Provide TA to assist in developing annual budgets based in large measure on data drawn from the UIS.

3. Undertake research to inform budget decision making; e.g. a normative study on education financing.

4. Provide TA to support the design and initial implementation of differential, equity budgeting.

6. Provide TA to the Financial and Management Services Office to promulgate and implement, in cooperation with DBM, guidelines for field offices on the utilization and distribution of resources provided by the national government, taking into account unique aspects of the teaching service.

Output 2.1b Capacity for data analysis and evidence-based policy and planning for education managers at national and sub-national levels strengthened.

1. Provide TA to DepED to improve data analysis, and review and refine policies and programs related to the education of students with disabilities.

2. Develop systems to assist in management of programs for teacher professional development. For example, this may include data gathering and analysis concerning coaching and mentoring skills specified for National Competency Based Teacher Standards (NCBTS) coordinators and Training and Development (T&D) planners.

3. Develop and implement capacity building programs for planning officers and selected managers from central office on the use of education indicators from E-BEIS, SIS, FMIS and HRIS in planning and management; carryout trend analyses, multivariate regression analyses; demographic analysis; stock and flow modelling of cohort progression and related resource estimation.

4. Develop and implement capacity building programs for key staff of BEE, BSE and BALS for data analysis and planning, focussing on identification and dissemination of effective educational practices.

5. Provide TA to improve the existing policy and planning framework and support the development of more efficient business processes related to annual and medium term planning.

Output 2.1c Capacity for Monitoring and Evaluation and continuous learning strengthened.

1. Provide TA to support the development of a Performance Assessment Framework (PAF) for DepED. This would include definition of indicators required for reporting to national institutions and to international agencies such as UNESCO's Institute of Statistics for EFA and MDG monitoring. This would also include supporting the alignment of all indicators they are required to report on.

2. Provide TA to improve the sector M&E framework and capacity building plan for DepED staff responsible for M&E functions.

3. Deliver capacity building programs on monitoring and evaluation, including on different models for impact evaluation.

Output 2.1d School Based Management and Community Based Education supported

Note: As discussed previously. DepED is currently in the process of expanding its approach to decentralised education to include not just schools but also groups providing community-based education.

1. Provide TA to DepED to assist in developing the conceptual framework, policy and operational guidelines for ACCESs.

2. Provide support for the distribution to all DepED field offices of an operations manual that will guide the efficient and effective implementation of RA 9155.

3. Provide TA to assist in reviewing and updating SBM policies, business process guidelines and tools. This includes harmonisation of the different models of SBM currently being used; improved understanding of data strengths and limitations, and of the discrepancies between formal and informal organisational practices, which will, in turn, provide a better basis for data analysis and planning. This links directly to Sub-Component 1.3.

4. Support the strengthening of implementation of school based management systems, including: assistance in setting the strategic direction and management of education within the context and system of local culture and structures; leveraging provincial and local government support for national education priorities; redefining the role and accountabilities of the local PTA and school management council; and engaging with civil society and non-government partners for education.

5. Strengthen systems and capacity for engaging and linking with education stakeholders like the community, civil society organisations, private sector and academe.

6. Provide TA to the Financial and Management Services and the Internal Audit Service offices to coordinate efforts for the issuance by COA of audit rules and regulations governing the utilization of all resources as well as the liquidation, recording and reporting thereof. This will take into account the characteristics and features of field offices as well as the nature of the operations of schools and learning centres.

Output 2.1e Research used to fill knowledge gaps.

1. Support the Research Partnership between Australian and Philippine Universities for Teacher Education Curriculum, Assessment and Accreditation.
    - The Philippines Program participated in the Asia Public Sector Linkages Program (PSLP) mechanism 2011-12 Round One (September-October 2011) by responding to proposals concerning applied research on teacher quality designed to assist DepED implement K to 12 . A partnership between The University of New England and the Philippine Normal University was approved. This will be for an initial three years under the PSLP (FMA funding under BEST) then directly supported by BEST for another two years.
    - UNE has had 70 years of experience in Teacher Education and is well recognized as a leader in the field. It has a strong track record in education research, through SiMERR (National Center of Science Information and Communication Technology and Mathematics Education for Rural and Regional Australia). SiMERR conducted the validation of the New South Wales Professional Teaching Standards in 2005 which led to the adoption of the standards across Australia. The validation of the National Professional Teaching Standards for Australia was completed in December 2010. SiMERR currently oversights 17 Australian national education organisations that are implementing the National Standards across Australia.
    - PNU was designated as the National Centre in Teacher Education by the Philippines Government and is forming a network of Universities in Teacher Education, thus playing a leadership role in the sector. PNU

aspires to build a vibrant research culture built around a clear vision of a research future for the university to complement its teaching function.

The key themes initially identified are:

- Pre-service teacher growth and development - projects within this theme would consider, in the light of the new Philippines K - 12 school curriculum, how TEIs might work more effectively with students by (a) exploring practical background issues such as Selection Criteria, unit and course offerings, test/assignment load, (b) links to Standards (maybe, the development of new initial teacher training standards that cater for the extension of schooling to K – 12, and which address the needs of the curriculum for the 21st century) and ways to assess and evaluate against these standards, (c) consideration of the practicum in terms of effectiveness, alignment of practical and theoretical aspects of the training, and value for money, and (d) how information technology might be used to improve initial teacher learning. This would be conducted within a research setting aimed at acquiring evidence that would lay the foundation for actions, policies and overarching frameworks suitable for the Philippines.
- In-service teacher growth and professional learning - these projects would work to produce a validated set of professional teaching standards that capture the ideas and aspirations of teachers in the Philippines at different career stages (especially those associated with teachers who have been teaching for the first two-to-three years) by drawing upon the voices of teachers and other key stakeholders for the purpose of improving learning for their students. Associated with this theme are ways that teachers could/might show that they have met these standards.
- Teacher subject and academic renewal - this theme would involve projects that consider the improvement of teacher professional and academic knowledge in the light of the new K - 12 agenda. It is essential that those involved in motivating and encouraging students to learn are themselves deeply involved in the process of learning more about their subject, ways to improve their methods of instruction, or ways to understand how students' acquire understanding.
- A priority activity in the first year will be research on teacher competency. It will include qualitative analysis of teaching practices to derive better understanding of what currently works in classrooms, with a particular focus on children at risk of dropout. This study has been requested by DepED senior management to support policy development related to K-12.

2. Support the Research Partnership between Australian and Philippine Universities for Curriculum and Assessment.

Similar to the research partnership for teacher quality, proposals were received to conduct applied research on student curriculum and assessment. A partnership

between The University of Melbourne and the University of the Philippines College of Education was approved. This will be for an initial three years under the PSLP (FMA funding under BEST) then directly supported under BEST for another two years.

The Centre will advise and influence the Philippine system of education through applied research. The key themes initially identified are:

- Assessment of learning in the Philippines across all levels of education from preschool to higher education.

- Curriculum analysis and the study of the links between intended, implemented and achieved curriculum, and the transition stages within the system from elementary to secondary, junior secondary to upper secondary, and upper secondary to higher education and vocational education.

- Futures and technology will be examined in terms of preparedness, influence of technology, and the futures of society and education.

3. Support DepED in developing an annual research agenda for Central Office and field offices. Where possible, the research will be conducted through existing research partnerships. However, where the topics fall outside the coverage of existing partnerships, BEST may commission, fund the research or assist DepED in developing a proposal for support of other development partners (eg World Bank).

The following is a list of topics identified by DepED and other stakeholders. They are directly linked to sub-components under BEST. Most can be conducted under the research partnerships but would need to be prioritised in the planning process.

- Accreditation process for TEIs
- Licensure Exam for Teachers
- The NCBTS and the relationship between the standards, quality teaching and learning, and improved student outcomes
- The role of instructional leadership in improving the quality of teaching and learning
- Models of effective SBM practice
- Innovative approaches to the provision of in-service education through establishment of Curriculum Innovation Learning Networks
- Improving access to and utilisation of ICT so as to discover 'what works' in teaching Maths, Science and language using ICT, especially for education of students with special needs
- Needs assessment and research on access to, and use of, teaching and learning resources, including from an inclusive education and gender perspective

- Assess and evaluate the attributes and affordances of various technologies to improve access to education, especially in remote and underserved communities,
- Review and evaluate ADM and ALS programs with respect to pedagogical quality, strategies and implementation, resourcing requirements (human, financial, physical), as well as documentation of the respective affordances for specific educational access and equity needs ,
- Review and evaluate the e-book approach to MTB-MLE resource development
- Review and evaluate existing online assessment for learning tools (including BEAM and PROBE resources) and repositories to inform the design and development of an online assessment for learning portal integrated with LRMDS.
- Investigation into promising practices for the provision of education in specific contexts.
- Innovative approaches to the provision of in-service teacher education
- The NCBTS and the relationship between the standards, quality teaching and learning, and improved student outcomes
- The role of instructional leadership in improving the quality of teaching and learning
- Effective teaching pedagogies to meet the diverse needs of learners

4. Provide TA to support capacity for translating research findings into policy or integrated into ongoing work (e.g. curriculum guides).

Output 2.1f Capacity for Knowledge Management strengthened.

1. Support DepED to implement its Knowledge Management Strategy that will be developed with PA HRODF support. Further details will be specified during implementation.

Output 2.1g Capacity for emergency preparedness and response strengthened.

1. Provide TA or provide grants to an NGO to assist DepED to set up an office to oversee emergency and disaster response in education. This would include developing a framework and operational guidelines for DepED to engage with non-government organisations involved in this function, and to coordinate donor assistance in disaster response.
2. Provide TA or provide a grant to an NGO to assist DepED build its capacity for emergency preparedness and rapid response. This would include developing and distributing materials on disaster preparedness and conducting capacity building programs in target regions.

Sub Component 2.2 Unified Information Systems

Diagram 4 provides a conceptual view of how the key components of the UIS at the start of BEST (the SIS, EBEIS and HRIS), and secondly, illustrates how these systems will provide the basic information on which almost all of the other systems depend. Diagram 5 is an indicative look at the services that the UIS will provide, at all levels of the system, from school, through districts, divisions and regions to central office.

Diagram 4: Integration of DepED systems in the UIS

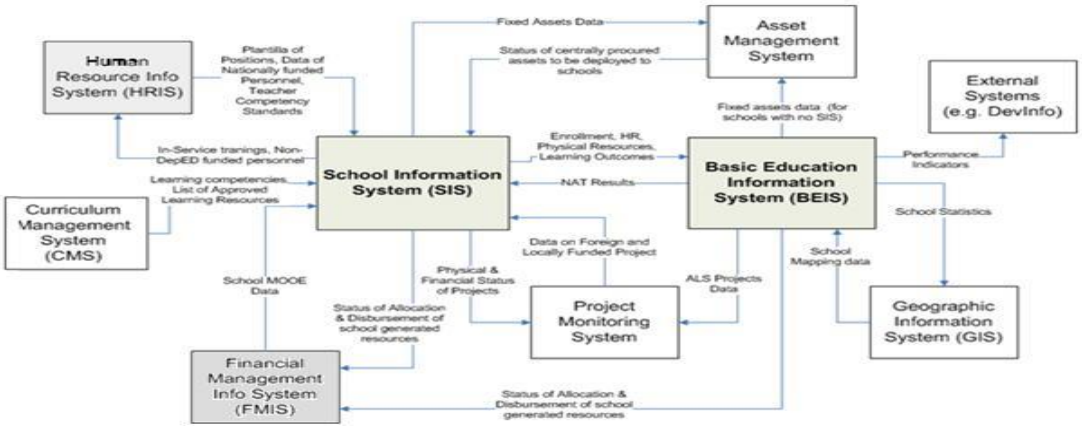
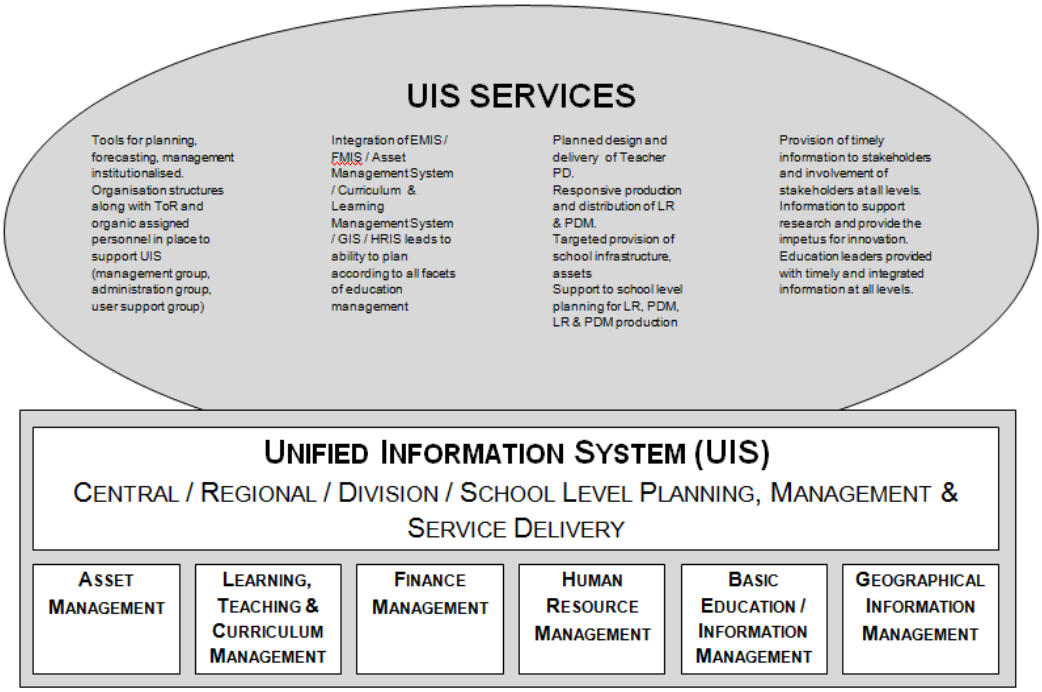


Diagram 5: Services provided by the UIS



Output 2.2a UIS designed and implemented

Note: By 2013, when BEST is expected to start, nationwide implementation of four major sub-systems will have commenced: the Enhanced Basic Education Information System (EBEIS), developed by STRIVE, the Learner Information System (SIS), the BEAM-developed Human Resource Information System (HRIS) and the Learning Resources portal. The integration of systems is a key factor in ensuring increased system effectiveness and in the creation of a UIS. This sub-component provides continuing support for those sub-systems as these are nationally implemented.

1. Provide additional software, equipment and hardware infrastructure, building on the ICT foundations put in place by STRIVE and BEAM by supporting the increased use of ICT tools in the publishing of learning resources for basic education and professional development (LRMDS Portal, ACUMEN) and the provision of professional development training courses (TDIS).
2. Provide TA to support the national use of the Learning Resources Management and Development System (LRMDS) Portal. This may include
    - support to the Learning Resources Team, and on getting the 34 LRMD Centres fully functional, the LRMDS systems implemented, and the 56 priority divisions using the LRMDS Assessment and Evaluation system and portal.
    - support to the bureaus and the regions in uploading and cataloguing of resources, review the LRMDS portal to determine if additional functionality and / or amendments to existing functionality are required; provide software development assistance;
3. Undertake necessary training for the LRMDS teams in the divisions, regions and in central office. Support capacity building of LRMDS personnel as they are appointed in each division and region to improve monitoring and evaluation of the LRMDS workflow, as it applies to the portal, and assist in streamlining the processes. In addition, all 204 Divisions will be capacitated to use the LRMDS portal to select teaching, learning and professional development resources to meet the identified teaching and learning needs of schools. Implementation support to the schools for LRMDS will be aligned with BEST SBM and In-service Teacher Education program implementation including establishment of the CILNs.
    - Capacity development on learning resource design and development, QA workflow and application of LRMDS standards and specifications to the instructional design and development of teaching and learning resources in literacy and numeracy, MTB-MLE, IP, Science, Mathematics, English, Assessment and SPED.
4. Provide TA to improve functionality, including through

- design and develop additional portal tools for LRMDS personnel, as the interface is currently rudimentary, enabling managers to simply approve pending users. Provide additional tools to assist in streamlining the QA process to reduce the time LRs reside in the portal awaiting review prior to actual publication.
- support to redevelop ADM programs for online access and or delivery via LRMDS and establish structures / capacity at cluster school level to provide ADM options for the increased uptake of varied delivery modes.
- support licensing and/ or development of resources, authoring tools and templates in LRMDS (e-shells) for local development of resources (MTB-MLE, literacy, reading, secondary science, mathematics) and to be published via the LRMDS portal

5. Provide TA to IMCS to support more effective and efficient, needs-based, coordination and procurement for teaching and learning resources, especially using EBEIS data to support improved allocation of resources and more equitable distribution of resources. This could include:
    - Support IMCS to develop processes to exploit the quality assurance and storage facility of the LRMDS portal to manage decentralized evaluation and review of commercial and non-commercial learning and teaching resources development and procurement.
    - Support IMCS/CO to develop and implement a system at all levels to monitor, evaluate and report on the local selection, evaluation and procurement of supplementary materials, aligned with SBM processes, the LRMD Assessment and Evaluation system, and Quality Assurance Framework.
    - Establish new business models and policy for procurement of textbooks and other non-commercial and commercial teaching and learning resources through development and implementation of equitable rights licensing models and conditions of use agreements for distribution to the field.

6. Provide TA to strengthen DepED processes for standards setting, monitoring and evaluation in support of improved quality and relevance of teaching and learning strategies and resources. This could include
    - Support to develop a more coordinated approach to standards setting, building on the LRMDS standards and quality assurance processes. This will include the application and use of standards for the design, development and evaluation of teaching, and learning and professional development resources. This will also include the use of standards-based guidelines for instructional design and educational, accessibility, and technical standards for content development.

    - Support to review and revise the LRMDS intellectual property rights management to cater for more flexible rights licensing. The metadata

schema for resource management and delivery and distribution could also be reviewed to determine its application across all DepED information systems.

- Support development and implementation of a job-embedded, capacity development program for DepED Bureau personnel in instructional design, project management and quality assurance to assist them to apply standards and develop design specifications for the preparation and production of quality learning and teaching resources (print, digital & multimedia), aligned with curriculum priority areas and coordinated with Component 2.2 In-service Teacher education. It will build on and expand the current LRMDS programs and enhance project management and quality assurance of in-house or outsourced materials development projects. 24

7. Provide TA to continue support for the integration of the LRMDS Portal with the ACUMEN Learning Guide Authoring system, and the portals of BEE, BSE and ALS to ensure that there is only one repository for LRs to serve all levels of the education system.

8. Support design and development work for the integration of the LRMDS portal with the UIS. For example, the LRMDS Portal will no longer need its own database of curriculum competencies, as these could be obtained directly from the curriculum management component of the UIS. Any subsequent changes to the competencies would be immediately reflected in the LRMDS Portal, and the need to maintain potentially conflicting databases of competencies would not arise

9. Provide TA to continue to support the national implementation of the EBEIS. This would include refining the system and reporting portals.

10. Provide cycles of training for those with EBEIS roles.

11. Support the national use of the Learning Information System. Details of which will be developed during implementation of BEST.

12. Provide TA support for the continued development and enhancement of the Grants Management Information System (GMIS) as well as the development of the Program Management Information System requested by OPS – PDED developed by PRIME. It should be noted, that all incentive grants schemes included in all sub-components use this sub-system, its policies and operational guidelines.

[24] CO Bureaux, targeted regions, divisions and cluster lead schools in conjunction with the establishment of Cluster Learning Networks.

Output 2.2c DepED supported to refine or develop other sub-systems needed for the UIS and implement these in target regions.

1. Provide TA to support the integration of the EBEIS and HRIS. This would include ensuring that an agreed coding system is derived to provide a unique code for each member of DepED staff, including teachers and school heads to be used consistently throughout the relevant subsystems of the UIS. There is disagreement, particularly in the regions and divisions, as to which identifying code is to be used for teachers. In some cases, an employee identifier is used that is not unique, even within a region. Moreover, there needs to be a defined relationship between the DepEd employee identifier and the DBM plantilla number assigned to each position A coding scheme to allocate a unique code to each student, has recently been agreed in the DepED. These are issues of detail but they are absolutely critical for UIS integration. Moreover, in regions like ARMM where there is considerable evidence of fraudulent behaviour in payment of "ghost" teachers implementing unique identifiers is essential.

2. Provide TA necessary for operationalisation of the Training and Development System. capacity development and quality assurance functions of responsible units within the DepED responsible for national implementation of the decentralised T & D system in line with the RA9155 and DepED memos. A master plan for the national roll-out of the T&D System was developed by STRIVE in collaboration with NEAP-Central Office. The rollout plan is supported by a set of capacity building professional development packages targeting T&D managers and implementers. Specific technical support will include:
   - Provide TA to DepED's Staff Development Divisions (SDDs) from BEE, BSE, BALS and HRD to support program management, capacity development and quality assurance elements of the rollout of the T&D System.
   - Provide TA to the NEAP and the SDDs to review and enhance existing programs that develop facilitation, program management and monitoring and evaluation skills and ensure an increase in the number of recognized training facilitators, program managers and monitoring and evaluation experts who can support in-service teacher education programs. These programs will then be offered to T&D personnel in the targeted divisions.

3. Provide TA to support the enhancement and further development of the Training and Development Information System (TDIS) by

   - Providing TA to review the TDIS to guage the extent to which it is appropriately aligned with T&D processes, identify amendments and improvements needed to enhance TDIS support for the T&D system at all levels, carry out necessary system revisions, and build capacity of central office, regional and divisional T&D teams.

   - Support a complete revision of the ICT tools used to support training needs assessment for NCBTS-TSNA, TDNASH, organisational competencies

and other emerging TNA schemes. Each of the three systems will be supported by a new module in the TDIS, which will enable web based entry of individual data, the consolidation of that data, and generation of reports appropriate to each system level. The TNA module will provide a set of tools to gather the individual respondents' data, produce an individual report, consolidate data at any selected level (school, district, division, region) and produce reports based on the consolidated data to assist in professional development planning.

•Incorporation of the TDIS as a component of the generalised HRIS to minimise duplication of basic personnel records with the UIS. The HRIS database would provide basic information about trainees and TDIS will explicitly record only the details of the training received by each trainee. All other information about that trainee will be obtained through cross-referencing TDIS trainee records with trainee details in the HRIS database. Similarly, in TDIS, when trainees are associated with a training program, the lists of potential trainees will also be generated from the HRIS database.

4. Provide TA to assist in the integration of the TDIS into the UIS. Current thinking is to integrate the TDIS into its Human Resources Information System (HRIS).

5. The Australian supported Public Financial Management Program (PFMP) is currently engaged in resolving strategic issues related to design of the FMIS component. In this regard support will be provided to support management in such areas as building and maintaining a Medium Term Expenditure Framework (MTEF), annual budget formation, financial planning, forecasting, resource mobilization, monitoring, donor resource management and financial needs assessment. It should be understood that the FMIS is not just a transaction processing system; rather it is also a management and planning system. BEST will support development of the FMIS. It should be noted that DBM plans to implement a Philippines Government-wide FMIS. Therefore, there is a risk that the FMIS developed under BEST might eventually be scrapped. However, given the fact that design for GFMIS has not yet started, moving ahead to support development of a DepED FMIS is still value for money. It will allow them to monitor and report more accurately on their finances and the capacity that would be built in the process will make it easier to use the GFMIS in the future.

Output 2.2d DepED business process managers supported with appropriate program management skills.

1. Provide TA to develop a capacity building program to improve program management skills of business process managers of the UIS and its subsystems.

2. Deliver capacity building programs.

Output 2.2e DepED users capacitated to use the system.

1. Provide TA to develop a capacity building programs for all users of the UIS and its subsystems.

2. Deliver capacity building programs.

Sub Component 2.3 Gender Equality Mainstreaming

INDICATIVE ACTVITIES

Output 2.3a Gender responsive planning, monitoring, budgeting and policy development improved.

1. Provide TA to support the development of a five-year gender mainstreaming plan consistent with the Magna Carta of Women: This will involve consultations and the actual formulation of a five-year plan that will guide DepED in a revitalized mainstreaming of gender in its policies, plans, programs and operations; and periodic updating and monitoring of plan implementation and results.

2. Provide TA to support the development of annual GAD plans and budgets. This will involve an updated gender analysis of issues in the gender mainstreaming plan, conduct of annual gender planning and budgeting and preparation of annual GAD plans, budgets, and GAD accomplishment reports.

3. Gender-responsive policies and gender-aware tools: This will require review and enhancement of key policies and tools (such as the FICS) to ensure incorporation of gender-related considerations. Based on RA 9710, the policies should include outlawing the expulsion and non-readmission of women faculty due to pregnancy outside of marriage, and refusal by schools to continue the enrolment of a female student solely on account of her being pregnant outside of marriage during her term in school; and institutional mechanisms for complaints in cases of rape, sexual harassment, and other forms of violence and discrimination against women, and provide assistance to students, faculty, or personnel who have been victims of gender-based violence.

Output 2.3b Capacity of GAD focal and field officers for gender mainstreaming strengthened.

1. Undertake an assessment of the GAD function and identify bottlenecks preventing the office from fully functioning.

2. Provide TA to re-establish a GAD Focal Point. This will involve naming a GAD focal chairperson, a review of the composition and structure of the GAD Focal

Point to ensure that all the key groups in the basic education reform are represented;

3. Develop and implement in training cycles a GAD capacity development program that will assist in monitoring, evaluation and analysis on gender.

Output 2.3c Gender mainstreaming across various sub-components effective.

1. Support to TEI curriculum improvement should include training in identification of abused children and how to deal with such cases; training in gender-sensitive pedagogies; and integration of gender equality and equity principles in course offerings. (This is linked to sub-component 1.1)

2. Develop and implement INSET programs that consider the principles of gender equality in pedagogy . (This is linked to sub-component 1.2)

3. Develop and implement capacity building programs for education leaders in gender analysis and gender-responsive school planning and management, and in linking with referral systems to help learners and teachers who are victims of gender-based violence. (This is linked to sub-component 1.3)

4. In developing the K-12 curriculum and assessment approaches, promote gender-sensitive curriculum and learning materials; and integration of the principles of gender equality in curricula and pedagogical systems and strategies. (This is linked to sub-component 1.4 and 1.5)

5. When building education facilities, ensure supply of clean water and latrines, particularly those for female learners and teachers. (This is linked to sub-component 1.6)

6. Develop and implement a capacity building program on gender and peace and human rights education for DepED officials, non-teaching staff and other personnel; retraining of school counsellors in non-sexist counselling and the promotion of non-traditional, non-gender stereotypes in school counselling and career education. (This is linked to sub-component 2.1)

7. Ensure disaggregation of personal data by sex and the collection and analysis of data on key gender issues. Include evidence-based gender analysis and research on the drivers of the gender disparities in access, participation and outcomes. (This is linked to sub-component 2.1 and 2.2).

Subcomponent 2.4 Organisational Development

Build organisational capacity to identify, plan, prioritise, implement, monitor, and learn from specific courses of action, mobilise, deploy and, where necessary, motivate resources (assets, people, money and information) consistently and

continuously on agreed public priorities; and discipline a heavily constrained system to pursue agreed objectives collectively.

Output 2.4a DepED rationalisation plan development supported.

1. DepED is currently in the process of rationalising their organisational structure, with technical support from Australian Government. Under BEST, TA will support the continued development and finalisation of the various stages of the Rationalisation Plan.

2. Finalise the Rationalisation Plan for submission to DBM.

3. Provide TA to assess the existing human resource capacity and skills gap,

4. Provide TA to assisting in institutionalising new structures and processes which flow from development of new systems, and, eventually, a UIS. (This is linked to sub-component 2.2)

Output 2.4b DepED Human Development supported.

1. Provide TA to develop and implement a capacity bulding program to re-skill those affected by the rationalisation.

2. Support the implementation of the HR Plan (building on the work of HRODF) to capacitate DepEd for K-12 implementation.

3. Provide TA to support the various OD priorities of the Undersecretary for Regional Operations.

4. Provide TA to support the development and implementation of the PAF, building on the earlier work of HRODF.

5. Support staff of the Human Resource Development Service office to promulgate and implement, subject to CSC laws, appropriate personnel policy rules and regulations that will best meet the requirements of the teaching profession.

Output 2.4c Capacity for managing and institutionalising change strengthened.

1. Provide TA to the change management steering committee to develop change management plans for key reform areas.

2. Provide management consultants in critical areas of DepED to mentor selected DepED managers in policy, project planning and management, and related operations. Early indications from recent application of such support, for

example under STRIVE and NPSBE, suggest that carefully targeted support can positively influence reform.

Output 2.4d Capacity for use of communications and advocacy to influence change strengthened.

1. Continue support to DepED to communicate the K-12 reform agenda.

    - It should be noted that DepED with Australian Government support is currently supporting through the Philippine Business for Education (PBED) the external communications plan for K-12. The objectives are: Enable stakeholders to share the vision and goals of the program and be more open to the process with which the DepEd and its partners are implementing the reforms and minimize opposition and criticism at the onset. The strategies are: Develop an effective brand and message of the reform initiative, including, but not limited to: a rebrand of K to 12, developing a message mix of reforms (apart from the curriculum) being undertaken; and mount an integrated advocacy and an educational PR campaign to amplify existing support for the program, strengthening online presence and building a pool of champions to serve as voices behind the campaign. This project is preparatory for Australian Government support to education under BEST. It is understood that K-12 is a difficult reform area where technical solutions alone won't be enough. DepED, Australian Government and PBED share a common interest to ensure that immediate stakeholders in the education sector are well aware and supportive of the reform initiative. DepEd is working closely with business, civil society, academic and private sectors. With representatives from the above-mentioned sitting in the Steering Committee and in the various TWGs tasked with ironing out matters on the curriculum, legislation, transition and communication.

    - While awareness of the program has been growing, based on the results of three (3) quarterly SWS Surveys, the public's attitude towards it has also been changing, specifically in two ways. On the one hand, there is a growing belief that graduates from the K to 12 basic education program will be better-prepared for work and for college. On the other, there is also a growing belief that fewer students will finish high school due to the heavier financial burden it will place on families. Furthermore, and as articulated mostly in media (social and traditional) and during consultative meetings, public opinion, mostly by parents of children in private schools, has been characterized by worry at the least, and cynicism at the most. And despite the surveys commissioned through the SWS, there has been no actual reading of the public's overall approval or disapproval. While critics may have been reduced in number, a few with access to the media and/or champions opposed to the program, may

derail implementation unless addressed properly by way of an effective massive communication and education system.

- GO Education is headed by PBED. The Secretary of DepEd wants to demonstrate to the public that K-12 has broad support from the private sector and international agencies as they implement their ambitious basic education curriculum reform program, pursue efforts to improve the quality of teachers in public schools, and address the shortage in classrooms and other learning resources in public schools.

2. Provide TA to support the establishment of dedicated capacity within DepED for communications for major reform initiatives (eg K-12 and rationalisation efforts).

3. Provide TA to develop communications plans for key reform areas.

4. Build awareness of the DepED vision and need for change, and for sharing good teaching practice (includes DO level communication capacity linked to support for school cluster development).

5. Build awareness to support development and implementation of an advocacy campaign to promote the rights of all children to an education and to break down existing barriers associated with disabilities. Other possible campaigns to consider are

- attract learners into the education system
- promote the benefits of an education for future livelihood and well-being
- advocate the use of alternative delivery modes as a legitimate form of education
- promote the teaching profession and the benefits of investing in improving teacher quality through continuous professional development
- advocate the importance of a quality pre-service teacher education
- communicate the importance of strong leadership and accountability
- share and celebrate promising practices

3.4 Cross Cutting Themes and Models

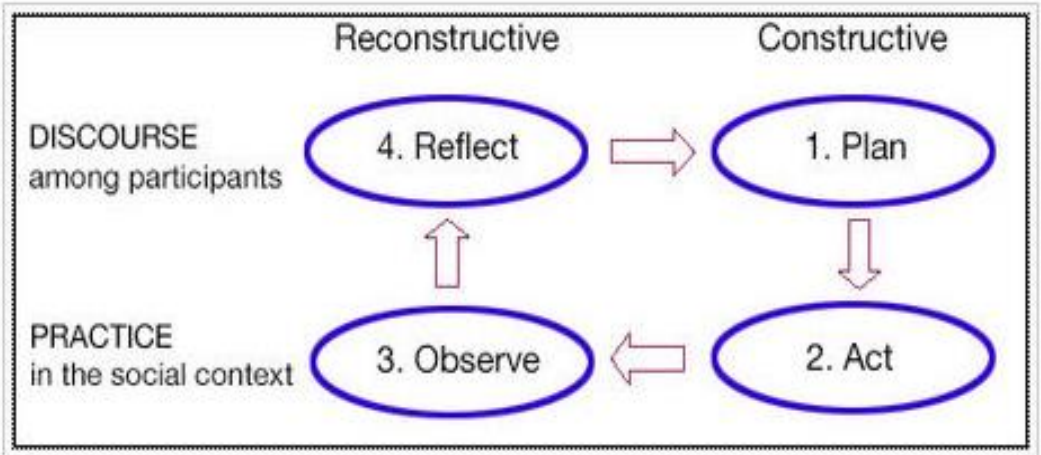
a) **Research** – Building a research culture in education offers the potential for transformative change in the way in which DepED operates. For this reason, action research is mainstreamed in relevant sub-components of BEST and in addition, is a specific focus under sub-component 2.1

   Action research is a practical research methodology - it is orientated around practice, with a view to developing theory through practice. Action research is about changing an environment, system, or practice, and learning about this context through changing it.

According to Carr and Kemmis (1986) action researchers "see the development of theory or understanding as a by-product of the improvement of real situations, rather than application as a by-product of advances in 'pure' theory." (p. 28) Hence, it is a means to generate ideas (theory) that are relevant locally - to the people who are involved in the research, and to the environment in which it takes place.

Action research is usually a collaborative activity - involving input from people who are likely to be affected by the research - but this is not strictly necessary. In education, action research has been employed in school based curriculum development, professional development, school improvement programs, systems planning, and policy development.

The Reflective Spiral model from Carr and Kemmis (1986) represents action research as a cycle of action and reflection, broken into phases of planning, acting, observing, and reflecting. Each one of these phases, is validated by the previous phase, and looks forward to the next (so, for example, the action phase is validated by the planning phase, and looks forward to the observation). The cycle can begin at any stage, and does not stop after one circuit has been completed, but rather begins another one, hence it is a "spiral", rather than "cycle".



"Reflective spiral", from Carr and Kemmis, p. 186

This model used by Wilfred Carr and Stephen Kemmis underpins action research in BEST.

b) **Change Management** is a crucial enabler for reforms and as such, is mainstreamed in all components and, in addition, given specific focus in sub-component 2.4 There are many Change Frameworks and Process Models. For the purpose of BEST, the model that will be used is the one developed by John Kotter, which is the same model currently used by DepED Senior Management and HRODF. This model is anchored to organisational development.

Step 1: Create Urgency - For change to happen, it helps if the whole organisation really wants it. Develop a sense of urgency around the need for change. What can be done:

- Identify potential threats, and develop scenarios showing what could happen in the future.
- Examine opportunities that should be, or could be, exploited.
- Start honest discussions, and give dynamic and convincing reasons to get people talking and thinking.
- Request support from stakeholders to strengthen your argument.

Step 2: Form a Powerful Coalition - Convince people that change is necessary. This often takes strong leadership and visible support from key people within the organization. Managing change isn't enough – someone has to lead it. To lead change, a coalition, or team of influential people whose power comes from a variety of sources, including job title, status, expertise, and political importance, needs to come together. There must be effective change leaders throughout the organization and they don't necessarily reflect the traditional hierarchy. Once formed, the "change coalition" needs to work as a team, continuing to build urgency and momentum around the need for change.

Step 3: Create a Vision for Change - When organisations start thinking about change, there will probably be many great ideas and solutions floating around. Kotter suggests linking these concepts to an overall vision that people can grasp easily and remember. A clear vision can help everyone understand why they are being asked to change. When people see for themselves what the organisation is trying to achieve, the directives they're given tend to make more sense.

Step 4: Communicate the Vision - What is done with the vision after it has been created will determine success. Change messages will probably have strong competition from other day-to-day communications within an organisation. Kotter suggests the need to communicate it frequently and powerfully, and embed it within everything that is done in the organisation. Kotter also emphasises the need to "walk the talk."

Step 5: Remove Obstacles - Put in place the structure for change, and continually check for barriers to it. Removing obstacles (resistance to change) can empower the people you need to execute your vision, and it can help the change move forward.

Step 6: Create Short-term Wins - Nothing motivates more than success. Kotter says it is important to give the organisation a taste of victory early in the change process. Create short-term targets – not just one long-term goal. Within a short time frame (this could be a month or a year, depending on the type of change), it is necessary to have results that staff can see. Without this, critics and negative thinkers will impede progress.

Step 7: Build on the Change - Kotter argues that many change projects fail because victory is declared too early. Real change runs deep. Quick wins are only the beginning of what needs to be done to achieve long-term change. To reach success, it is necessary to keep looking for improvements. Each success provides an opportunity to build on what went right and identify what can be improved.

Step 8: Anchor the Changes in Organisational Culture - Finally, to make any change last, it should become part of the core of the organization. The organisation's culture often determines what gets done, so the values behind the vision must show in day-to-day work. Kotter says that there should be continuous effort to ensure that change is seen in every aspect of an organization. This will help give that change a solid place in the organization's culture. It's also important that leaders continue to support change. This includes existing staff and new leaders who are brought in. If support of these people is lost, this will set back reform.

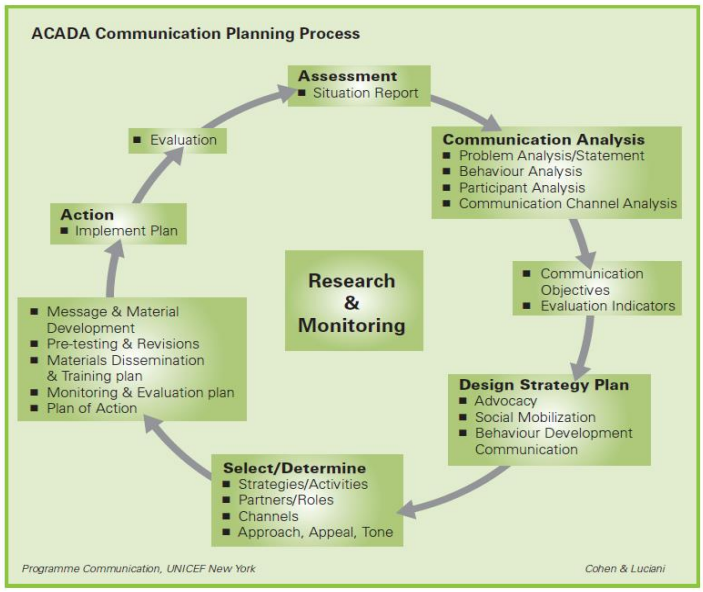
C) Communication is a powerful element to influence change. For this reason, communication for development is mainstreamed across the various sub-components and, in addition, given a focus under sub-component 2.4. A number of definitions are used in the communication for development field to describe the three basic components of communication: advocacy, social mobilization and behaviour change (or behaviour development) communication. Although listed separately, "effective communication relies on the synergistic use of three strategic components" (UNICEF, 1999.) Brief working definitions as they apply to BEST are:

- **Advocacy** informs and motivates leadership to create a supportive environment to achieve programme objectives and development goals.

- **Social mobilization** engages and supports participation of institutions, community networks, social/civic and religious groups to raise demand for or sustain progress toward a development objective.

- **Behaviour change communication** involves face-to-face dialogue with individuals or groups to inform, motivate, problem-solve or plan, with the objective to promote and sustain behaviour change.

There are a number of models but for BEST the **ACADA model** developed and widely used by UNICEF will be employed. The Assessment, Communication Analysis, Design, Action (ACADA) Communication Planning and Implementation model shows the process of using systematically-gathered data to link a communication strategy to the development problem.



3.5 Approaches to Implementing Australian Government Policies in BEST

a. Gender

Supporting gender equality is an integral part of all Australian Government aid policies, programs and initiatives. Gender equality, along with women's empowerment, is also a key Philippine Government policy. In connection with basic education, the Magna Carta of Women (Republic Act [RA] No. 9710 and its Implementing Rules and Regulations) provides that within three (3) years from the adoption of the Implementing Rules and Regulations, the DepED [along with CHED and the Technical Education and Skills Development Authority (TESDA)] shall, among others: (1) develop and promote gender-sensitive curriculum, including ensuring that school counselling and career education programs actively promote non-traditional and non-gender stereotyped tracks; (2) develop gender-fair instructional materials; (3) ensure that educational institutions implement a capacity building program on gender, peace and human rights education for their officials, faculty and non-teaching staff and personnel; and (4) guarantee that educational institutions provide scholarship programs for marginalized women and girls, and that conditions such as age, pregnancy, motherhood, disabilities or lack of consent of husband shall not be grounds for disqualification in the grant of scholarships.

Moreover, the current Philippine Development Plan promotes, as a crosscutting strategy, gender mainstreaming, or the incorporation of gender concerns in the mainstream of planning; policy formulation; program and project development and implementation; and monitoring and evaluation. This means the promotion of the twin goals of gender equality and women empowerment, and addressing the differentiated needs of women and men so that they can equally participate in and benefit from the development process.

Operationally, gender mainstreaming includes the development of and budgeting for GAD plans and programs based on a gender analysis of evidence, and the preparation of an annual GAD accomplishment report that specifies, among others, the utilization of the GAD budget.[25]

Addressing gender issues in education is a major focus under BEST under sub-component 2.3 and likewise mainstreamed in other components. The focus of support is to enable DepED to implement the relevant provisions of the Magna Carta of Women particularly in the following areas:

- Gender-responsive planning and budgeting, policy review and enhancement, capacity development, and monitoring and evaluation.
- Disaggregation of people-level data by sex to allow for evidence-based gender analysis.
- Incorporation of gender sensitive pedagogies for teachers
- Building capacity of education leaders in gender analysis and gender-responsive school planning and management.
- Development and promotion of gender-sensitive curriculum and learning materials, including setting minimum standards subjects/courses and learning materials; integration of the principles of gender equality in curricula and pedagogical systems and strategies.

b. Disability - Inclusive Education

Relative to the magnitude of the challenge of providing better learning opportunities for children with disabilities (CWDs) and better support for their families, the planned investments under BEST are modest and fall far short of meeting the needs of the estimated two million CWDs not in school. However, these have been chosen to focus the attention of government, the private sector, and civil society to meet their legal and moral obligations to a most disadvantaged group.

Previous census forms have included questions on disability but there is widespread belief among demographers and disability advocates in the Philippines that census data seriously under estimates disability prevalence and incidence. Nevertheless, disability advocates estimate that there are some 2.2 million school-aged children in the Philippines with disability, and that of these only 200,000 are enrolled in school.

Very little is known about the estimated two million children with disabilities who are not in school, in respect of their age, gender, location, and nature and severity of disability. Such data are essential for DepEd (and other government agencies like the Department of Health and the Department of Social Welfare and Development) to develop policy, produce plans, and secure funding to provide better opportunities for these children. Addressing the severe paucity of data in the Philippines could lead to

[25] RA 9710 Implementing Rules and Regulations, pp. 105-106.

increased enrolment and improved learning achievement of children with disabilities. In addition, incorporation of valid and reliable inclusive education data into a UIS should lead to evidence based argument that could influence policy formation and increase budget allocations.

A number of TEIs have pre-service programs for special education teachers (SPED), but it is some years since the programs were reviewed against international best practice. Additionally, it is uncertain whether pre-service programs equip regular teachers with the knowledge and skills they need to detect various categories of CWDs in their classes and refer them for professional assessment. This would certainly be true for children with subtle learning difficulties like dyscalculia, or more obvious psychological conditions such as dyslexia, autism and Asperger's Syndrome.

It is well understood that school enrolment and learning achievement are influenced by curriculum content and classroom pedagogy; by what is taught, and the extent to which the teacher recognises and addresses different needs related to gender, ethnicity, and special learning needs. As noted above, studies in the Philippines indicates that the curriculum lacks relevance, particularly for boys, that teachers are not well prepared to address the diverse learning needs of students nor well prepared to identify and address the needs of children with disabilities. Providing support to ensure more inclusive classroom pedagogy therefore complements support for improvement in curriculum teacher education and adds an important dimension to efforts to ensure curriculum relevance and learning achievement.

In BEST, the education system will be supported to improve access of children with disabilities. Education facilities will have the appropriate standards and capacity development for teachers and officials will include a focus on CWD mainstreaming. The LRMDS includes capability for distributing materials for CWDs.

c. Environment, Disaster Risk Reduction and Climate Change

The achievement of educational goals can be influenced by environmental factors, such as the inappropriate location and poor construction standard of school buildings, natural disasters and the effects of climate change. School infrastructure built and maintained following good environmental management practices builds resilience to disasters and promotes sustainable development.

In BEST, construction of, or improvements to, physical infrastructure will incorporate sustainable environmental planning practices and hazard assessments in line with Australian Government policy and requirements of the EPBC Act on Environmental Protection. BEST will also be supporting the establishment of a function in DepED to manage education during emergencies and disasters.

The Australian Government emerging Climate Change and Disaster Risk Management Delivery Strategy will inform the BEST program. All components will be screened for their potential environmental risks and opportunities in line with the Australian Government Environmental Management System.

d. Child Protection

Australia's Child Protection Policy (March 2008) articulates a zero tolerance approach to child abuse and child pornography. It provides a framework for managing and reducing risks of child abuse by any person engaged in delivering Australia's aid program activities. The Program will follow this policy framework and will adhere to a zero tolerance approach on child abuse and child pornography in the delivery of all activities.

BEST will ensure that international declarations, conventions and agreements to which the Philippines is a signatory are upheld and promoted throughout the implementation of the program. The responsibilities for child protection will be shared between contractors, donors and NGOs engaged in the program. This will be achieved by increasing awareness issues within DepED, strengthening of recruitment and screening of program staff, conducting training on the use of appropriate communication systems for reporting cases of child abuse and providing information on mandatory child protection compliance standards for contractors and NGOs.

e. Anti-Corruption

Australia's approach to anti-corruption focuses on three mutually reinforcing elements: a) building constituencies for anti-corruption reform; b) reducing opportunities for corruption; and c) changing incentives for corrupt behaviour.

BEST will be managed using mechanisms that promote accountability and transparency of fund flows. Learning from the financing modalities of other initiatives, the program will either transfer funds directly to accounts at the school, division and region levels or via the Treasury to specific accounts. Fund transfers will be made against work plans agreed during the normal review processes. GoP audit and control procedures will be used. The program will retain the right to carry out independent audits of the whole fund or of any of its elements. Selection of units within DepED, regions, schools, CSOs and multi-party organizations for direct funding under the program will include an analysis of their accounting and reporting mechanisms and their degree of institutional transparency and accountability. Funding mechanisms of the program will be inclusive and auditing mechanisms and accountability requirements will be embedded and strongly enforced in all grant agreements. The annual work plans will be reviewed against the plan of action.

BEST will work with civil society organizations and other non-government entities to improve demand for better governance and to monitor accountability and transparency mechanisms of DepED.

Australian Government is currently supporting DepED through performance incentive grants to implement BESRA. The aim is to improve service delivery through enhancing DepED's internal financial management, ensuring transparency, fair and equitable resource allocation and minimizing/eliminating fund leakage. The use of Sectoral Performance Audit Reports and Agency Performance Reports of the

Philippines Commission on Audit will be key strategies in the implementation of the anti-corruption action plan.

3.6 Program duration

BEST represents a long-term partnership between the Governments of Australia and the Philippines that reflects the nature of systemic change. The design framework covers 12 years, to be implemented in two phases, with 4 points of review for each phase. A phased approach provides an opportunity for both governments to review the program's impact, to assess priorities and redirect support if needed, whilst at the same time allowing for long term planning. While the menu of activities described in this design document and target regions focuses on the initial six years of the program, an independent review will take place during the fifth year to decide whether the program will continue for a second phase, identify the next set of target regions and revisit the menu of activities.

4. IMPLEMENTATION ARRANGEMENTS

4.1 Implementation Plan

BEST adopts a program approach that will allow for flexible and responsive assistance to support the achievement of the established goal and strategic objectives developed in collaboration with DepED. Specific activities will be identified through the development of an annual plan in collaboration with DepED and key stakeholders. This will allow for incorporation of emerging priorities in line with the overall strategic directions of the program. The Annual Plan will be revisited at mid-year and amended as necessary. An indicative implementation plan and schedule for 6 years is shown in Annex 3. This will be revisited at inception and annually within the prescribed program cycle in 4.5.

It is clear from international experience that a long-term program of support in a reform context requires consistent leadership and direction, especially when operating through different agencies (e.g. DepED and CHED) and where flexibility in implementation is required. Consistency in donor leadership and direction will maintain the program focus over the long-term, even though activities may change or be terminated and new ones added. It will also enable quality advice and support to the government that is grounded in the local context and facilitate reform alignment across all government agencies. Flexibility of implementation will also allow different forms of assistance to be delivered to DepED and CHED as the needs of the reform agenda emerge and alter over time. These features of the engagement strategy will help the program to remain relevant and effective over the long-term.

4.2 Implementation Strategy

Based on extensive consultation and analysis of GoP progress towards EFA/MDG targets, and given the current emphasis on curriculum reform and the extension of schooling from 10 to 12 years together with the provision of universal pre-school education, BEST has identified priority areas. Recognizing that the program cannot provide assistance to the DepED across all areas, it has targeted efforts to a number of strategic, interrelated areas where it is believed the most impact can be made. Broadly, the activities to be supported by BEST will be those that aim to bring about systemic change. In identifying priorities consideration will be given to those initiatives that clearly demonstrate how they will improve education system performance in terms of improved access and participation rates and quality of teaching, learning and education leadership. Initiatives that support DepED units to accomplish their mandated functions effectively and efficiently and to be accountable for outcomes will be a priority. Interventions will be targeted and evidence-based and will ensure the structures, resources and processes are in place to bring about change.

While BEST is a national program, implementation will be differentiated across the regions. Evidence indicates that effective change occurs gradually, and is differentiated across the country, depending upon various factors, including levels of readiness for change. BEST will work with CHED and DepED central offices and five regions that have been identified as target areas to receive intensive support. These are: Region V – Bicol, Region VI – Western Visayas, Region VII – Central Visayas, Region VIII – Eastern Visayas, Region X – Northern Mindanao and NCR – National Capital Region.

These regions are considered well prepared to participate fully in BEST based on equity considerations as well as the following readiness indicators:

- Leadership support
- Absorptive capacity
- Commitment and ability to sustain reforms.
- Demonstrated commitment to addressing issues of equity and the educational needs of the most 'disadvantaged' of the population including the poor and marginalized, males and females, and students with special needs, (High dropout and low participation)
- Promising practices (emergent/mature innovations) that need assistance to be sustained

The selected regions are not the poorest in the country, nor those with the worst education indicators. That distinction rests with ARMM where Australian Government has a separate program implementing similar activities to those in BEST.

The regional distribution of enrolment indicators for 2010 is shown in Table 5. It will be seen that the GERs and NERs of the selected regions have values that are mid-range across the country. These education indicators, however, do not reflect their poverty status which is illustrated in the map below. Poverty incidences in the

selected regions include many areas in the two lowest bands (band 4 – 30% to 40%; band 5 – 40% to 50%). A total of 18 out of the 44 poorest provinces in the Philippines are in these target regions.

It is remarkable that, notwithstanding these levels of poverty, households are sending their children to school.

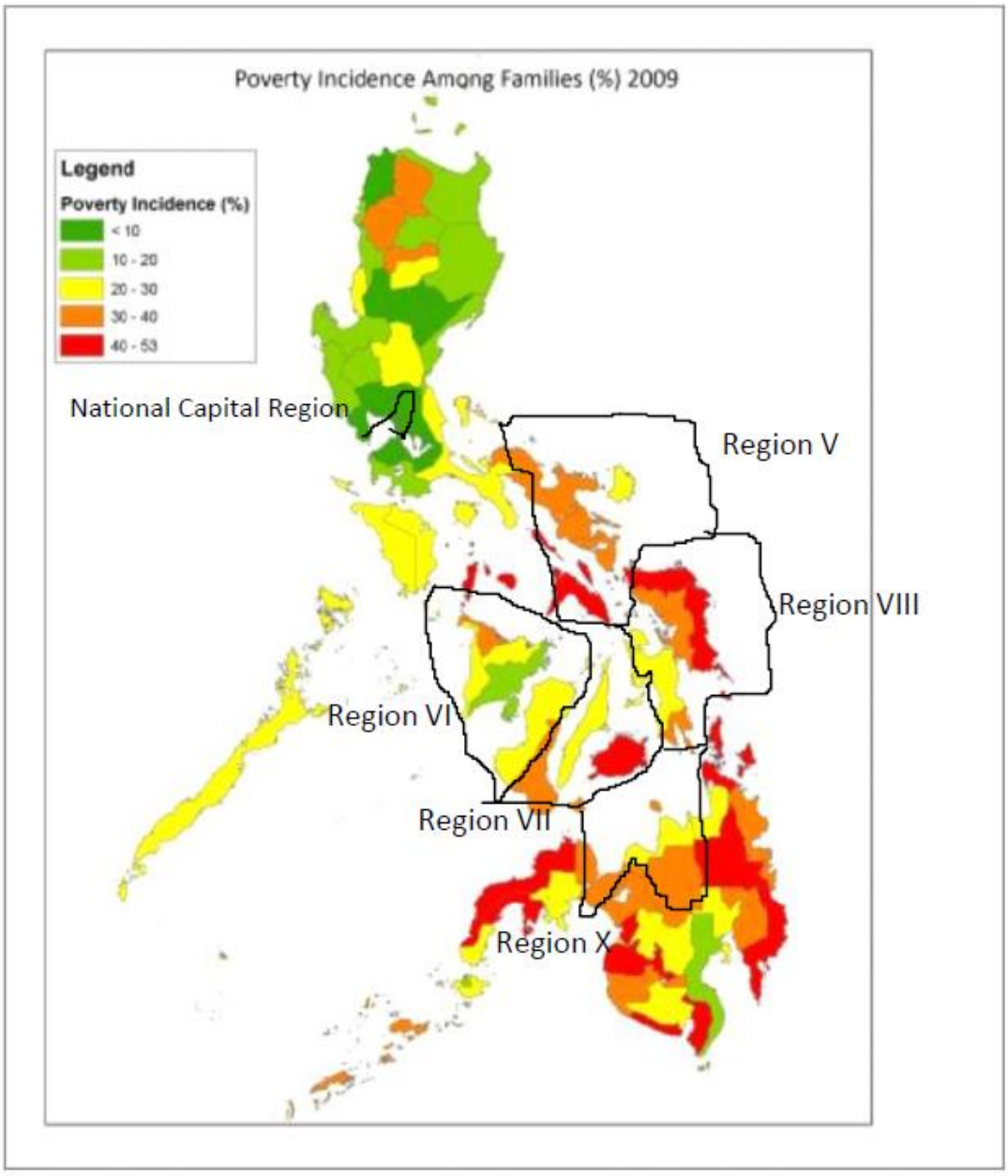


Table 5 – Enrolment Indicators

Region	Sex	Gross Enrolment Ratio	Net Enrolment Ratio
Region I - Ilocos Region	Total (MF)	106.46%	93.81%
	Male (M)	107.29%	93.20%
	Female (F)	105.57%	94.48%
Region II - Cagayan Valley	Total (MF)	111.04%	95.12%
	Male (M)	111.44%	94.11%
	Female (F)	110.61%	96.21%
Region III - Central Luzon	Total (MF)	104.01%	90.55%
	Male (M)	104.42%	89.75%
	Female (F)	103.57%	91.40%
Region IV-A (CALABARZON)	Total (MF)	101.96%	87.21%
	Male (M)	102.29%	86.30%
	Female (F)	101.61%	88.19%
Region IV-B (MIMAROPA)	Total (MF)	108.39%	88.63%
	Male (M)	110.08%	88.06%
	Female (F)	106.59%	89.23%
Region V - Bicol Region	Total (MF)	114.83%	93.69%
	Male (M)	116.55%	93.11%
	Female (F)	112.99%	94.31%
Region VI - Western Visayas	Total (MF)	107.02%	86.73%
	Male (M)	108.63%	85.64%
	Female (F)	105.31%	87.89%
Region VII - Central Visayas	Total (MF)	113.13%	92.47%
	Male (M)	114.87%	91.39%
	Female (F)	111.28%	93.63%
Region VIII - Eastern Visayas	Total (MF)	114.32%	91.52%
	Male (M)	115.47%	90.28%
	Female (F)	113.09%	92.83%
Region IX - Zamboanga Peninsula	Total (MF)	118.60%	93.51%
	Male (M)	119.99%	92.51%
	Female (F)	117.14%	94.55%
Region X - Northern Mindanao	Total (MF)	115.63%	93.76%
	Male (M)	117.13%	92.88%
	Female (F)	114.05%	94.68%
Region XI - Davao Region	Total (MF)	121.98%	100.00%
	Male (M)	123.68%	100.00%
	Female (F)	120.20%	100.00%
Region XII - SOCCSKSARGEN	Total (MF)	105.35%	84.59%
	Male (M)	105.04%	82.78%
	Female (F)	105.69%	86.50%
CARAGA Region	Total (MF)	116.53%	96.87%
	Male (M)	118.28%	96.49%
	Female (F)	114.66%	97.28%
ARMM - Autonomous Region in M	Total (MF)	83.51%	71.89%
	Male (M)	78.73%	67.86%
	Female (F)	88.33%	75.94%
CAR - Cordillera Administrative R	Total (MF)	119.41%	99.81%
	Male (M)	121.41%	99.27%
	Female (F)	117.29%	100.00%
NCR - National Capital Region	Total (MF)	104.49%	90.15%
	Male (M)	104.75%	89.17%
	Female (F)	104.21%	91.18%

BEST is targeting approximately 5% of elementary schools and 5% of secondary schools for improvement. Because there are five times more elementary schools than secondary, roughly 80% of the investment will affect elementary and 20%

secondary. There is though a sense in which all schools will benefit from policy and system improvements. Equity requires that BEST works across the performance range.

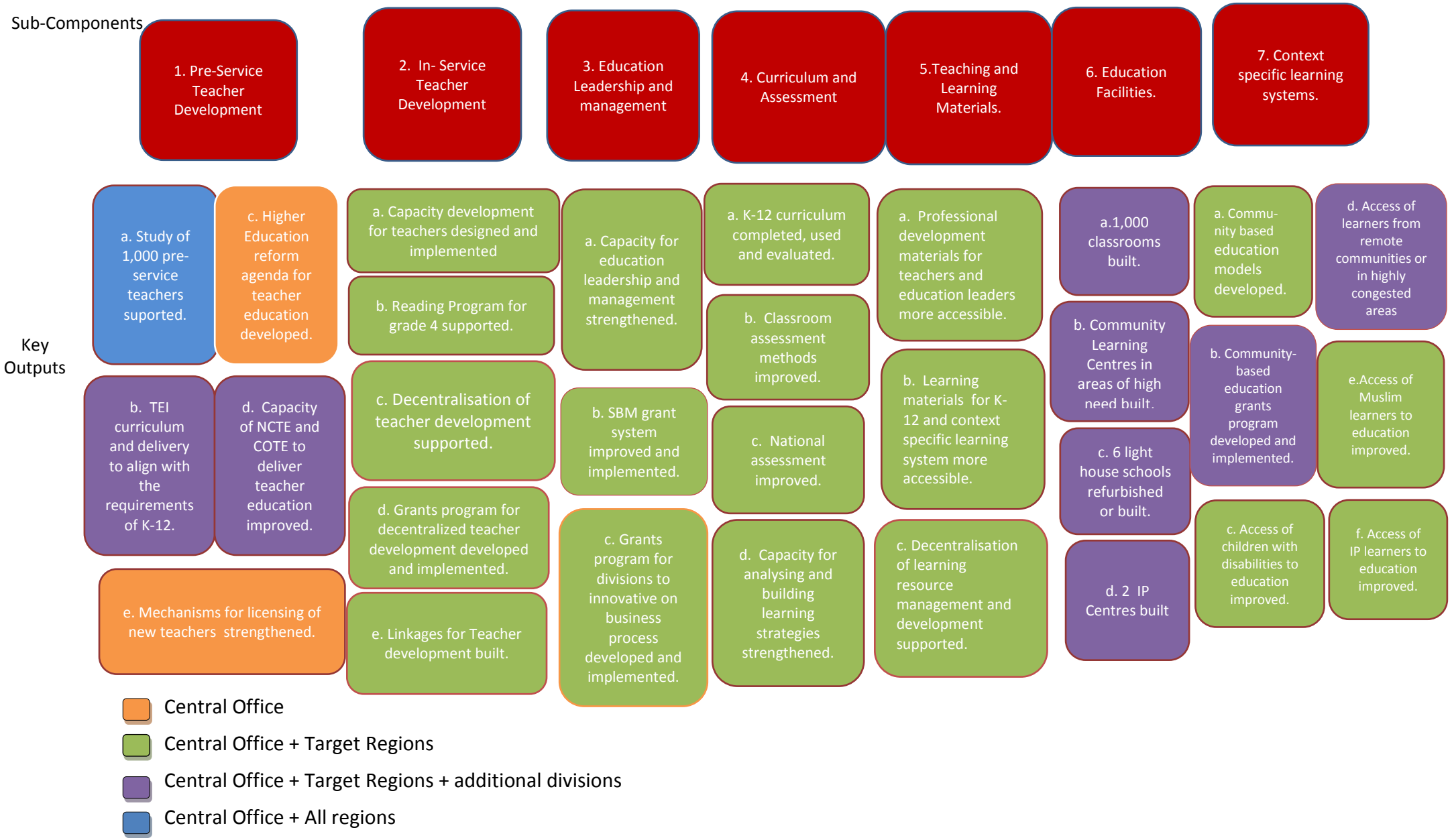
The number of schools targeted for improvement in each category reflects the distribution of schools across categories. BEST is targeting improvements in 25% of schools in the poor category; 20% in fair; 15% in good; 10% in great; and less than 1% in excellent. The distribution of schools across these performance bands approximates the normal distribution; hence, there are many more schools in the good category than in either the poor or excellent categories. Thus, although a greater percentage of schools in the poor and fair categories are targeted for improvement than in the good category, the absolute number of schools in each of these categories is fewer than the absolute number in the good category. This also reflects the common experience that it is usually more difficult to bring about improvements at the ends of school performance distributions than in those schools located around the middle of the distribution. Consequently, when setting realistic targets it is necessary to balance equity issues (which may give priority to the worst performing schools) and practical concerns to bring improvement across the performance range. This is further discussed under Performance Measurement discussed in Section 4.7.

In addition to these Regions, BEST will also work with selected divisions and schools to improve access. These are primarily with regard to Sub-component 1.7 (Support to Context Specific Learning Systems) whose clients are also concentrated in areas outside the target regions. For example, not all IP learners are concentrated in the five regions and in order to continue the work PRIME has started, BEST would need to work in additional locations to deliver some of the interventions.

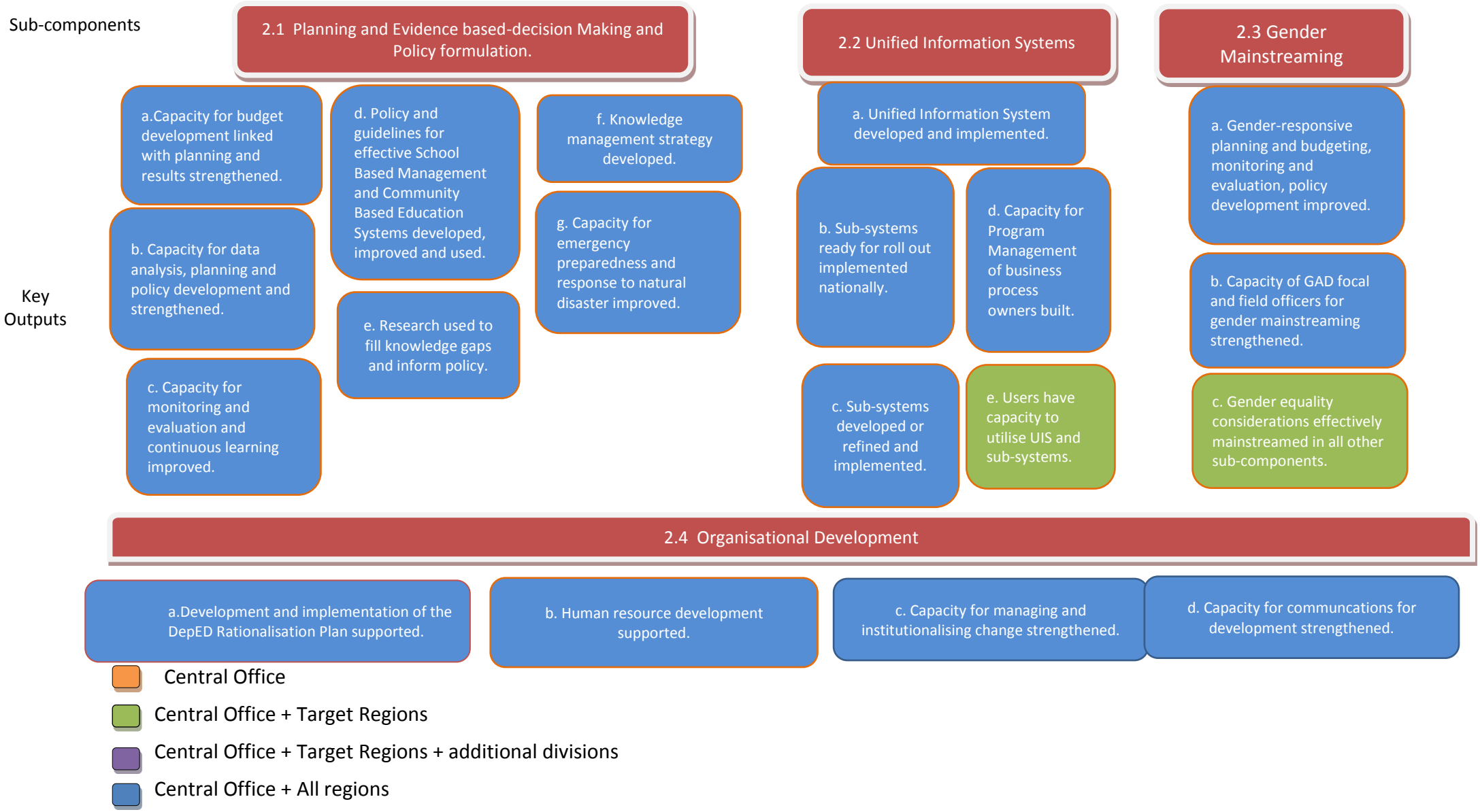
Similarly, some elements of the 'foundational work' under Sub-components 2.2 and 2.4 will be implemented to all regions but would only capacitate selected areas. For example, the sub-systems under the UIS that are ready for national implementation (EBEIS, LRMDS, LIS, etc) will be supported. Another example is the work on organisational planning which would have greater impact if implemented nationally.

The following diagrams, attempt to explain this implementation strategy diagrammatically.

IMPLEMENTATION BY LOCATION: COMPONENT 1: Improving Teaching and Learning



IMPLEMENTATION BY LOCATION: COMPONENT 2 – Strengthening Systems



4.3 Program Delivery

A team of (8) eight Senior Specialists with combined expertise in curriculum and assessment, teacher development, learning strategy, education management, systems development and management, organisational development and education planning will be jointly selected by DFAT and DepED and contracted by the Facilitating Contractor (within the first three months from mobilisation). The Senior Specialist Team, led by the BEST Lead Education Specialist, is responsible for technical oversight of the program. This includes providing high quality technical assistance to DepED, undertaking quality assurance of all inputs and products provided by the Facilitating Contractor service providers.

A Facilitating Contractor will be procured by Australian Government and embedded in DepED and will be responsible for day to day operations of the Program Support and Coordinating Office (PSCO). This includes, supporting DepED units in developing Terms of Reference/Design Specifications for activities identified in the annual planning process, procuring services, administering grants and undertaking monitoring and evaluation.

DFAT will continue to oversee the following elements of the BEST Program:

- Australian Government will provide a grant to The Philippine Business for Social Progress to contribute to their classroom construction program ("Bayanihang Pampaaralan"). This activity is part of Sub-component 1.6 Education Facilities.

- Australian Government will provide a grant to The Philippine Business for Education for up to 1,000 additional scholarship places in their "1,000 Teachers Program." This activity is part of Sub-component 1.1 Pre Service Teacher Education.

- Research Centres previously established and directly overseen by Australian Government as separate activities have been consolidated into the Program. The Research Centre on Teacher Quality (RCTQ) is co-managed by Philippine Normal University (PNU) and University of New England (UNE) and is located at PNU Manila Campus. The Research Centre on Assessment, Curriculum and Technology (ACTRC) is co-managed by the University of the Philippines College of Education and the University of Melbourne and is located at the College of Education, UP Diliman Campus. These activities primarily fall under Sub-Component 2.1 – Evidenced Based- Policy and Planning and to also contributes to the target outcomes under Sub-Component 1.1 Pre Service Teacher Education, Sub-Component 1.2 In Service Teacher Education and Sub-Component 1.4 Curriculum and Assessment.

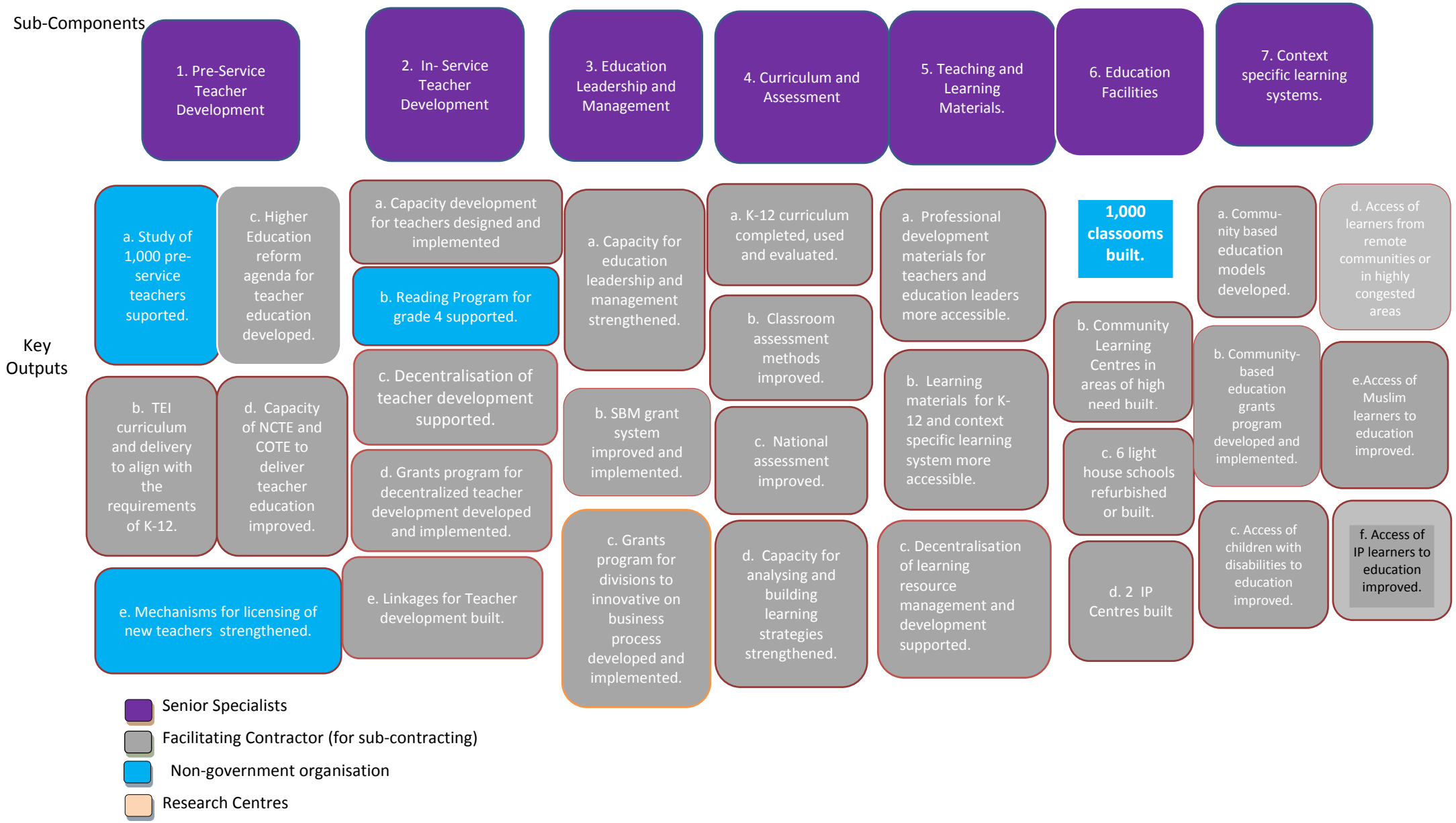
- Consistent with Australia's commitment with Paris and Accra, BEST may provide direct funding to DepED for classroom construction (quantum will depend on the review and recommendations from the CCI Phase 1).

DFAT and DepED through the governance arrangements under BEST bring all the various elements into a coherent program.

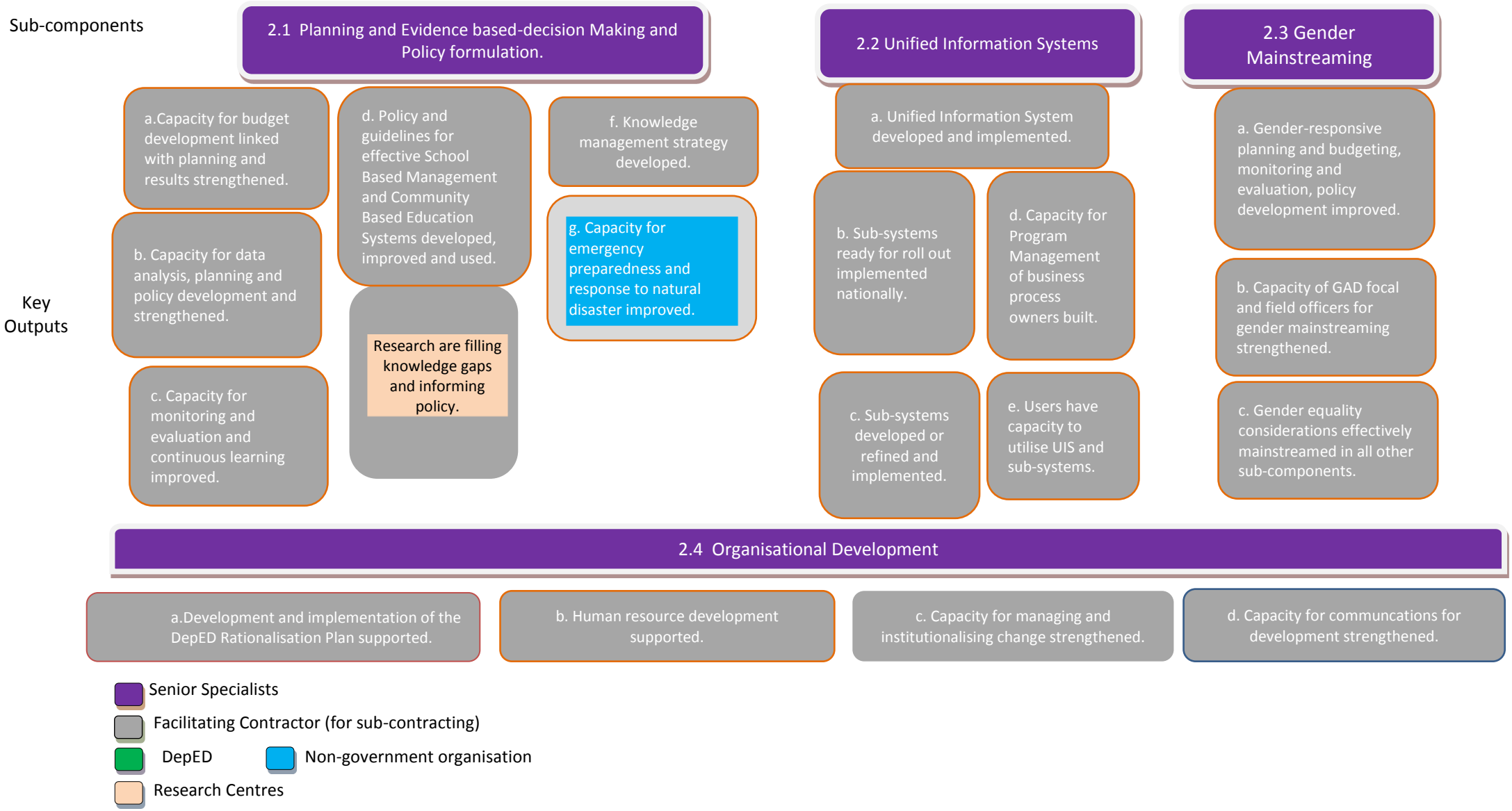
It should be noted that there were a number of choices for delivering the program. To assist the program in making informed decisions, an Independent Resources Review (referred to in preceding analyses) was commissioned to inform the development of new education Delivery Strategy (2012-17) and design of new initiatives. Focusing on the 3 on-going Australian Government Education Initiatives: SPHERE, EPIP and STRIVE: Phase 1 of the Review assessed and compared the efficiency of delivering aid through different implementation and financing arrangements. Phase 2 assessed and compared effectiveness and value for money across the three initiatives. This was the first time that a review of this nature was undertaken in Australian Government's Philippines program. It responded to the need to understand more about various new aid modalities: third party grant transfers with the World Bank (SPHERE), direct grant transfer to the partner government systems (EPIP) and a facilitating contractor model (STRIVE). In addition, the program also conducted fiduciary and procurement risk assessments of the partner government system, political-economic analysis and organisational assessment. The findings and lessons were discussed in Section 2.7.

The following is an indicative program delivery diagram.

PROGRAM DELIVERY: COMPONENT 1- Improving Teaching and Learning



PROGRAM DELIVERY: COMPONENT 2 – Strengthening Systems



4.4 Governance and Management Arrangements

Program Steering Committee

The Program Steering Committee (PSC) is the Leadership Group of the Program and has the overall responsibility for setting the policy guidance, strategic direction and approach taken inthe Program and maintaining strategic oversight of the outcomes of the Program. The PSC will meet at least twice a year. A mechanism will be established to allow decision-making for urgent requirements out of session, if necessary.

Roles and Responsibilities

(a) Set the strategic priorities for the upcoming Annual Plan.

(b) Review and approve the Inception Plan endorsed by the PMC.

(c) Review and approve the Annual Plan endorsed by the PMC. The Annual Plan includes planned activities, outputs and outcomes targeted in a given year.

(d) Approve changes in the Annual Plan endorsed by the PMC.

(e) Oversee the achievements of the Program in relation to the desired intermediate and long term outcomes as outlined in the design. This oversight will be at a strategic rather than operational level and will feed back into the next year's planning process.

(f) Review the findings of research activities undertaken and provide guidance on any implications for setting strategic directions for the following Work Plan Period

Composition

Indicatively, the core Members will be composed of the following or their alternate Senior Official:

Department of Education Secretary	Chairperson
Minister Counsellor Development Cooperation, Australian Embassy	Co-Chairperson
Department of Education Executive Committee representatives*	Member
Counsellor for Peace and Education Development Cooperation, Australian Embassy	Member
Commission on Higher Education representative*	Member

National Economic Development Authority representative*	Member

*To be appointed by the respective heads of agencies.

(a) Portfolio Manager and Activity Managers from the Development Cooperation branch of the Australian Embassy, Program Senior Education Specialists, Operations Manager and M&E Adviser and designated DepED personnel will attend the meeting to provide technical and operational information as may be required by the PSC.

(b) The composition of the PSC may be updated from time to time subject to agreement of GPH and GOA at the PSC meeting and will not necessitate an amendment to this Subsidiary Arrangement.

Program Management Committee (PMC)

The Program Management Committee (PMC) or the Management Team of the Program is responsible for operational oversight, guided by the directions set by the PSC. The PMC will oversee the implementation teams in ensuring effective and efficient delivery of the program. The PMC will meet at least 4 times a year. A mechanism will be established to allow decision-making for urgent requirements out of session, if necessary.

Roles and Responsibilities

(a) Provide general guidance on the annual planning process including in relation to budget, activities, modes of delivery, timeline, sustainability and complementarity with other development partners.

(b) Review the Inception Plan. Endorse the Inception Plan for approval of the PSC.

(c) Review the draft Annual Plan including ensuring cross cutting themes (such as gender, disability and poverty inclusive agenda) adequately across the program. Endorse the Annual Plan for approval of the PSC.

(d) Review proposed changes in the Annual Plan and endorse for approval of the PSC.

(e) Review and approve six-monthly progress reports.

(f) Review and approve the Quality Management Manual.

(g) Review and approve the Unified Monitoring and Evaluation System.

(h) Provide management guidance to address risks and issues.

(i) Review and approve the Milestones that will be approved in the Annual Plan process.

Composition of the PMC

The indicative Core Members will be composed of the following or their alternate Senior Official:

Designated DepED Senior Official	Chairperson

Counsellor Development Cooperation, Australian Embassy	Co-Chairperson
Department of Education Management Committee representatives*	Member
Commission on Higher Education representative*	Member
Portfolio Manager for Education, Development Cooperation, Australian Embassy	Member
Heads of Program Implementing Teams: • Lead Education Specialist • Research Centre on Teacher Quality • Assessment, Curriculum and Technology Research Centre • Classroom Construction Program through the Philippine Business for Social Progress • 1,000 Teachers Program through the Philippine Business for Education	Members

Activity Managers of the Development Cooperation Branch of the Australian Embassy, Program Senior Education Specialists, Operations Manager and M&E Adviser and representatives from other Australian Government initiatives supporting education and designated DepED personnel will attend the meeting to provide technical and operational information as may be required by the PMC.

The composition of the PMC may be updated from time to time, subject to agreement of GPH and GOA at a PMC meeting and will not necessitate an amendment to this Subsidiary Arrangement.

Implementation Team (IT)

The Implementation Team is composed of the representatives from the Facilitating Contractor and their sub-contractors, other organisations contracted by the GOA to deliver the Program, Portfolio and Activity Managers from the Development Cooperation Branch of

the Australian Embassy, representatives from other Australian Government initiatives supporting and DepED representatives working in the Program. The Team is chaired by the Portfolio Manager for Education and a designated DepED Representative.

The Implementation Team have oversight responsibilities for delivering specific activities. They meet every month to ensure coordination, synergies and joint problem solving to achieve target outcomes. They also draft and finalise design specifications for sub-contracting.

Program Support and Coordinating Office (PSCO)

A Program Support and Coordinating Office (PSCO) will be established in DepED Central Office and in Regional Offices of the target regions to support operations, monitoring and evaluation of the program. The PSCO is composed of the Facilitating Contractor and DepED counterparts.

Roles and Responsibilities:

(a) Develop and implement effective program management systems including: quality assurance, unified monitoring and evaluation, communications, security, workplace safety, procurement, financial management, audit, coordination of activities and administrative support. The business processes, roles and responsibilities supporting these systems will be formalised in the Quality Management Manual.

(b) Resource the requirements of the Program, including through provision of technical experts, sub-contracting/entering into partnerships, managing accountable grants schemes, and coordinating DepED staff participation to work in the Implementation Teams.

(c) Provide secretariat and administrative services to the PSC and PMC including by

- Drafting the meeting agenda in consultation with Portfolio Manager for Education, Australian Embassy and DepED secretariat heads.
- Scheduling the meetings with Chairpersons' offices.
- Drafting communications on behalf of the PSC and PMC Chair regarding meetings and other related matters, to be cleared by Portfolio Manager for Education, Australian Embassy.
- Sending out invitations and confirm the attendance of members to the meetings.
- Organise venues and related requirements.
- Preparing materials for the meetings and distributing to members 14 days prior to the meeting (including the Minutes of the previous meeting, any relevant progress reports, etc.);
- Recording Minutes of the meeting to the Chairpersons and Members and distributing these, as a draft, within seven (7) working days (seeking comment/alterations);
- Revising the Minutes and re-distributing within 14 days of the meeting.
- Keeping updated files on meeting proceedings.

Donor Coordination

DepED and Australian Government Co-chair the the Philippines Development Forum (PDF) sub-working group on Education. This is the formal group where the education donors discuss education issues, coordination and complementation, and build consensus for policy engagement with the Philippines Government. Australian Government will provide information to the PDF regarding BEST activities and scope out opportunities to learn or collaborate. Australian Government will also provide feedback to the Senior Technical Specialists and Facilitating Contractor on outcomes of meetings with a view to informing annual planning and mid-year adjustments as appropriate.

4.5 Program Management Cycle

BEST will use existing structures and functions in DepED to plan and implement the BEST program. This 'Program Management Cycle' is embedded in the GoP and the DepED planning and budget cycle and relies on DepED management and monitoring systems which BEST will strengthen. The program will, nevertheless, have some specific requirements with respect to the formulation of work plans, the monitoring of results achieved, and the acquittal of funds.

The exact nature of these requirements (taking into account how to best align with DFAT reporting requirements) will be discussed with DepED during the inception phase, agreed, and then documented in an Quality Management Manual. Program specific requirements will be kept to a necessary minimum, and focus on ensuring accountability for use of Australian resources, as well as supporting good/improved results-based management practices within the DepED.

Diagram 8 (below) summarises the processes through which the priorities for BEST Program support will be identified, designed, appraised and approved, and then subsequently implemented and monitored. This arrangement has been adapted from PRIME and is seen as being effective.

Diagram 8 Indicative Program Cycle

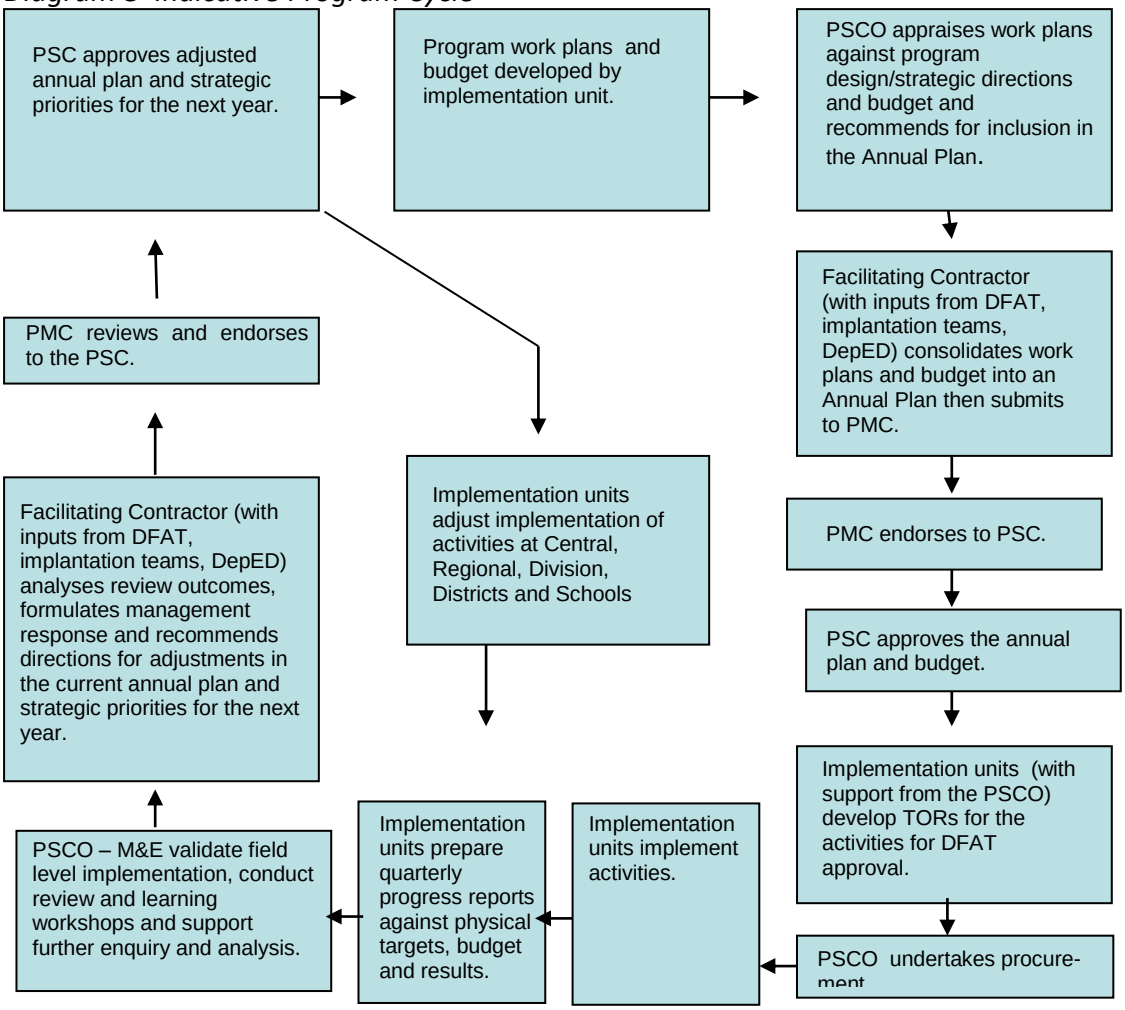
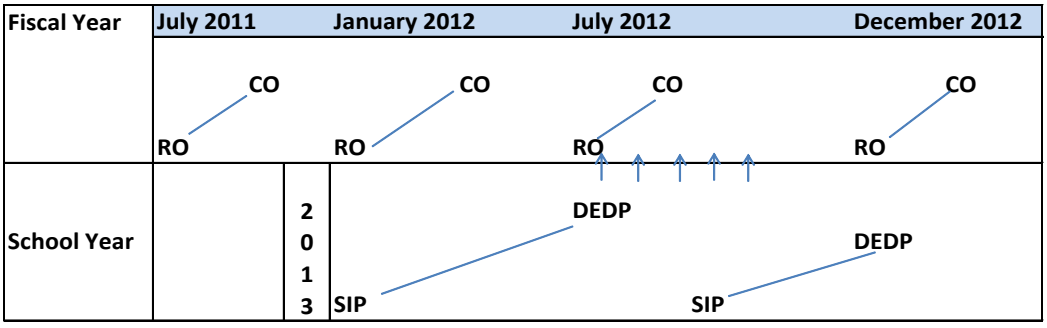


Diagram 9: GoP Budget Cycle



Inception and Annual Planning

The Facilitating Contractor shall organise and facilitate inception planning among implementers and stakeholders in the first 3-6 months of the Program. This will result to the first Annual Plan for the BEST. Required content and format will be provided by DFAT in writing.

Inception planning would typically include:

- Confirmation the Program's overall objectives and target outputs and outcomes.
- Confirmation of governance arrangements
- Outline of changes from original design.
- Developing the work plan for the first year of the program
- Developing a Gender Engagement Strategy
- Developing an Inclusive Development Strategy
- Developing a Communications and Advocacy Strategy
- Developing an Environment, DRR and CC mainstreaming plan.

Annual planning and review workshops will be organised by the PSCO. The Annual Plan will outline all BEST activities and clearly articulate the responsibility centre for the activity. The Annual plan shall incorporate sufficient information to allow Australian Government to make a decision as to the efficacy of the proposed Annual Plan to achieve the overall program goals as detailed in the Indicative implementation plan. Where applicable, all costs and plans will address both capital and recurrent costs and replication strategies. Before Submission of the Annual Plan to Australian Government for approval, the Annual Plan must be endorsed by the PSC.

Annual Plans typically include the following

a) Background
b) Schedule of Activities for the coming year
c) Detailed Activity Proposals for each identified activity
d) Detailed budget for the period
e) Progress Report (consolidated from 6 monthly progress reports)
f) Monitoring and Evaluation report
g) Application of Lessons Learnt
h) Gender and Disability Equity and Inclusion strategy – any updates and implementation against the strategy
i) Inclusive Development Strategy – any updates and implementation against the strategy
j) Communications and Advocacy Strategy – any updates and implementation against the strategy
k) Risk Management Plan– any updates and implementation against the strategy
l) Anti-Fraud and Corruption Strategy – any updates and implementation against the strategy
m) Child Protection Plan – any updates and implementation against the strategy
n) Environment, DRR and CC mainstreaming Plan – any updates and implementation against the strategy
o) Summary of Expenditure to date.

Annual Plans are reviewed and amended, if necessary during the mid-year review. Any changes to the Annual Plan will be approved through the PSC.

Once the Annual Plan is approved, the Facilitating Contractor will assist DepED to write the Terms of Reference or Concept Note for the activities.

4.6 Monitoring and Evaluation Framework: Initial Concept

Monitoring and Evaluation (M&E) processes will adopt a problem-solving approach where program initiatives are planned in conjunction with a strategy for monitoring and evaluating their impact and outcomes. Monitoring and evaluation will be used to inform learning, identifying what was effective, what problems were encountered, and which need to be addressed, rather than merely having an auditing and controlling function. This learning should lead to changes in the efficiency of policy and the effectiveness of organizational arrangements. For this to be effective, it will be useful to trace the results of the initiatives at two levels: "the immediate result or outcome, defined as enduring changes in behaviours or cognition of agents of change; and the subsequent impact reflected in the change in capacity factors".[26]

M&E of BEST initiatives will inform policy development and standard setting, resource allocation, and research at the Central Office level. At the level of implementation, the focus will be on validation of the application of the initiative in achieving the desired outcomes and support further enquiry/analysis into what worked well and what didn't.

The BEST Facilitating Contractor will support DepED, through the PSCO, to develop a sense of ownership and shared accountability in relation to the program implementation. This will strengthen DepED capacity for timely evidence-based decision-making and resource management at all levels.

For the purpose of this design, the following are key definitions:

- Monitoring is the continuing function and systematic process of collecting, analysing, interpreting and reporting information relevant to the program in support of decision making of management and key stakeholders.

- Evaluation is the process of determining results or outcomes in terms of relevance, efficiency, aid and development effectiveness and sustainability and gender responsiveness.

M&E Principles

- M&E is a shared responsibility between Australian Government, education partners and implementers.
- M&E is for continuous learning.

[26] World Bank 2009, The Capacity Development Results Framework, p 16. World Bank Institute

- Where feasible. the program will use partner government M&E structures, processes, indicators and information.
- Technical support will be provided to partners to strengthen M&E capacity, systems and reporting mechanisms. This is detailed in Subcomponent 2.1.

M&E Levels

1. Input Level: Focused on tracking input indicators in all M&E areas (e.g. provision of resources, accounting for use of resources, issues related to risk management and preparation of sustainability measures).

2. Output Level: This will track attainment of the component outputs, measure the efficiency of implementation and analyse risks; the application of sustainability measures; and the readiness of DepED to roll-out outputs and/or preparations for any transition. Qualitative information such as lessons learned and promising practices will also be gathered to establish efficiency and effectiveness of implementation.

3. Intermediate Outcomes Level: This will track attainment of various levels of outcomes, measure aid and development effectiveness, analyse risks and sustainability. This level will also focus on generating information regarding lessons learned and good practices of aid delivery, and identify which approaches and contributions, when adopted, will most likely generate significant results.

4. End of Program Outcomes Level: Focused on measuring and evaluating achievement against the objectives of BEST, its contribution to the Philippines Program Education Delivery Strategy and the Philippines Government goals.

Monitoring Teams

- **M&E Specialists:** A program M&E Specialist supported by 5 field M&E Specialists (where possible, gender and disability expertise/background would be desirable) to support capacity development, quality assurance, monitoring and evaluation and research.

- **Field monitoring and validation teams*:*** DepED's Regional and Divisional 'Monitoring Teams' will help CO to validate field level implementation performance, and support further enquiry/analysis into what is working well and what is not. Their primary role will be to support quality assurance for continuous improvement – not 'auditing' and 'control' functions. The program will provide some resources, as appropriate, to support capacity development of Monitoring Teams to undertake their work effectively. This will include helping to organise review workshops/learning events with concerned institutional as well as community stakeholders.

- **Monitoring teams**: Consistent with the overall strategy of building the capacity of organic DepED personnel to sustain the benefits of systems strengthening, the

M&E teams to be established at the Central, Regional and Division levels will be staffed by regular DepED personnel or supervisors who are engaged with monitoring and evaluating regular programs and special projects of the institution.

- The organic M&E staff will be supported by M&E specialists from BEST through coaching and mentoring. Australian Government initiative managers will also be part of the monitoring teams.

The structure, communication and reporting arrangements will be developed during the inception phase. These arrangements must ensure that all relevant units are able to receive and provide feedback.

Performance Assessment Framework

The collection and analysis of information from M&E activities should help stakeholders answer the following types of questions. These questions should therefore provide the focus for analysis and discussion during review and learning events, and the answers to these questions should help inform future planning.

Key inputs:

- Technical Assistance: provision of Specialists and Specialists to assist in developing outputs or to coach and mentor to sustain learned behaviour.
- Capacity Development: Training, Scholarships, mentoring and coaching
- Research: Institutional Partnerships, Conduct of Research or purchase of research
- Grants: A$1,000-5,000 (PhP 50,000-200,000) provided directly to schools, divisions, regions and communities as incentives for change. Grants operational guidelines should be unified but will identify focus and eligibility criteria for each of the sub-components where grants is meant to be a support mechanism.
- Provision of Equipment: Procurement of relevant ICT equipment such as servers, hardware, software, ICT infrastructure
- Construction: Facilities and furniture
- Program Management Support – includes M&E, quality assurance, sub-contracting, procurement and other support services for the efficient and effective implementation

Results hierarchy	Indicators **Specify the quantitative or qualitative performance indicators for monitoring progress and for Results Reporting** **(GENDER DISAGGREGATED, AND WHERE POSSIBLE, INCLUDES DATA ON CHILDREN WITH DISABILITIES).**	Evaluation Questions **Where reporting against an indicator will be insufficient to assess performance, identify the evaluation question under which this be assessed**.	Who, where and how will the data be collected?	
PROGRAM OUTCOMES			**Monitoring**	**Evaluation**
1. More children are able to demonstrate improved mastery of curriculum competencies in English, Science and Maths in target areas.	NAT scores in target regions.	**Primary questions:** How effective has BEST been in delivering the target outcomes (aid effectiveness) and in contributing to broader development outcomes (development effectiveness)? How efficient has program delivery been? Has the consolidation agenda on track/completed and effective? Has the difference in learning outcomes for boys and girls been reduced as a result of BEST? **Secondary questions:** Is BEST still relevant to Australian Government and Philippines government? Why? How was analysis and learning applied in BEST? Was monitoring and evaluation effective?	Monitoring teams to collect information (from the field and from EBEIS) . The first collection is for baseline. This should be part of the Annual Plan process	Australian Government to undertake assessment using prescribed methodology (Year 3 and towards the end of Year 5). Australian Government to contract an external evaluation team to undertake Independent Progress Reviews (IPR) on (Year 3 and towards the end of Year 5).
2. More boys and girls are participating and completing a basic education in target areas.	NAT scores. Number of additional children and youth enrolled in basic education Primary gross enrolment rate Primary net enrolment rate Primary completion rate Transition rate Secondary net enrolment rate Completion Rate Drop Out Rates Evaluation: Around 18,659 schools where more than 8 million boys and girls are currently enrolled will benefit from BEST. This level of investment is expected to yield a large number of intermediate outcomes concerning student enrolments, completions, and learning achievement. Their interplay will produce greatly improved school outcomes. Australian Government has devised a methodology for measuring impact of intervention at school level. This assessment will be included in the evaluation in year 3 and end of year 5 to measure success of the program against end of program outcomes 1 and 2. Five performance bands were identified - labelled as poor, fair, good, great, and excellent. This typology sets the targets for school improvement. Elementary and secondary schools were classified according to their performance over the last five years. Indicative Targets for Phase 1: 2319 elementary schools will improve their mean scores by, on average, at least one standard deviation. The outcome will be that: • 288 poor schools will become fair; • 654 fair schools will become good; • 836 good schools will become great; • 515 great schools will become excellent; • 27 excellent schools will improve their mean NAT scores by at least 0.25 SDs 439 secondary schools will improve their mean			

	scores by, on average, at least one standard deviation. The outcome will be that: • 30 poor schools will become fair; • 159 fair schools will become good; • 177 good schools will become great; • 59 great schools will become excellent; • 15 excellent schools will improve their mean NAT scores by at least 0.25 SDs			
3. (Foundational) DepED is better able to deliver basic education services with greater decentralisation of management and accountability of the field offices and schools.		Is the Department of Education is more effective and efficient in delivering basic education services as a result of BEST interventions?	FC to develop assessment tool as part of inception to track annual progress. Monitoring teams to undertake annual assessment as part of the Annual Plan.	Evaluation tool and conduct of evaluation to be undertaken by the IPR team in years 3 and 5.
Intermediate Outcomes (Component 1)				
1. Teachers are better qualified and capable to deliver the curriculum.	Annual improvement in passing rates and actual LET scores.	For PRESET, Is the curriculum adequate to prepare teachers to teach the K-12 curriculum? For INSET, are policy and guidelines supportive of decentralising teacher development? Are teachers demonstrating use of new or modern pedagogy and adequate knowledge in the classroom? Are there attitudinal changes observed in teachers? How are all these this impacting student learning? What constraints do teachers face in facilitating constructive learning environments?	FC to undertake baseline study on teachers. The research on Teacher Competency can inform this. Also the STRIVE baseline studies and reports. Monitoring teams to monitor progress against this outcome should be done annually as part of Annual Plan. Monitoring teams to collect indicator data for year 4-6 (PRC, CHED) database	Research or activities in BEST should address the monitoring and evaluation questions. IPR team to validate assessments and evaluate how this outcome is contributing to the end of program outcomes.
2. Education leaders and managers are better able to manage education learning systems.	Annual incremental improvements.	Do education leaders and managers have better capacity to manage education? What constraints do education leaders face in implementing SBM or Community based learning systems? Are there observable changes in behaviour?	FC to undertake baseline study. Monitoring teams to monitor progress against this outcome should be done annually as part of Annual Plan.	Research or activities in BEST should address the monitoring and evaluation questions. IPR team to validate assessments and evaluate how this outcome is contributing to the end of program outcomes
3. Curriculum and assessment approach international standards.	Annual incremental improvements.	Is the curriculum comparable with other countries? Are assessment methods comparable with other countries?	The UoM Study on curriculum should provide the baseline. Monitoring teams to monitor progress against this outcome should be done annually as part of Annual Plan.	Research or activities in BEST should address the monitoring and evaluation questions. IPR team to validate assessments and evaluate how this outcome is contributing to the end of program outcomes.

4. Appropriate teaching and learning materials are more accessible.	Number of teaching and learning materials are in the LRMDS (disaggregated by types and subject matter) Number of registered users of the LRMDS. Number of hits on the LR Portal. Number and quality Learning materials being used in schools.	What types of materials are available? What is the quality of materials?	FC to undertake baseline study. The STRIVE baseline and end of project report should inform this. Monitoring teams to monitor progress against this outcome should be done annually as part of Annual Plan.	Research or activities in BEST should address the monitoring and evaluation questions. IPR team to validate assessments and evaluate how this outcome is contributing to the end of program outcomes.
5. More education facilities built within appropriate standards and are in the right places.	2,000 classrooms built with furniture, toilet for boys and girls 6 lighthouse schools 2 IP centres 20 Community Learning Centres 20 Science Laboratories 20 Computer Laboratories All education facilities are within the prescribed Australian Government and DepED standards on: access for children with disability, environment and safeguards and others All education facilities have furniture and toilet for boys and girls. Number of children and youth benefitting from facilities improving access. Are there appropriate systems to determine where the classrooms should be built? Procurement systems? Are the classrooms built in the right places?	How is improving the learning environment affecting learning outcomes? Has building classrooms decongested classes? What are the unintended consequences?	FC to undertake baseline study. Monitoring teams to collect information from program database. Monitoring teams to collect stories for the Most Significant Change Stories database.	IPR team to validate assessments and evaluate how this outcome is contributing to the end of program outcomes. Any research or activity in BEST should be used to inform the IPR assessment. For example a study on whether improving education facilities leads to better learning outcome.
6. The cost of schooling does not restrict attendance of children who are economically disadvantaged.	Annual incremental improvements in number of Students at Risk of dropping out. Drop-out rates in target schools decrease.	What constrain families from sending their children to school? Are activities having a direct impact in reducing or preventing drop outs?	Monitoring teams to collect information from program database	Research or activity in BEST to address the evaluation question. IPR team to validate assessments and evaluate how this outcome is contributing to the end of program outcomes.
7. More children from various disadvantaged contexts are participating and completing a basic education.	Incremental improvements from baseline of: Number of children with disabilities participating in education. Number of children from Indigenous background participating in education. Number of Muslim children participating in education.	What constrain families from sending their children to school?	Monitoring teams to collect information from program database.	Research or activity in BEST to address the evaluation question. IPR team to evaluate how this outcome is contributing to the end of program outcomes.
Key Outputs (Component 1)				
1. Pre Service Teachers				
1a. Study of 1,000 pre-service teachers supported.	1,000 scholarship seats filled (or an average of 250 per year) Strategy completed	Are those graduating from the program teaching in public schools?	Monitoring teams to collect information from PBED project database. Collect stories from program participants and include in a Most Significant Change Stories	Research or activity in BEST to address the evaluation question.

			database.	
1b. TEI curriculum and delivery align with the K-12 requirements.	Studies and research completed in a timely manner. Number of training programs conducted: Annual targets set at the beginning of each year. New approaches trialled and implemented. Regulatory framework, methodology and evaluation methods developed and used.	Is the TEI curriculum of good quality or comparable to other countries. (Use as baseline, findings from an activity focusing on mapping curriculum to those in other countries.)		Research or activity in BEST to address the evaluation question.
1c. Higher Education reform agenda for teacher education developed.	Reform agenda document completed and implemented. Accreditation process revised and implemented by year 2.		Monitoring teams to collect information from program database.	
1d. Capacity of NCTE and COTE strengthened.	Studies completed in a timely manner and results are used. Training programs conducted: targets to be determined annually. Capacity development delivered: targets to be determined annually.	Is there evidence to demonstrate the link of TEIs capacity to improvement in LET scores of pre-service teachers?	Monitoring teams to collect information from program database.	Research or activity in BEST to address the evaluation question.
1e Mechanisms for licensure exams improved.	Research completed and recommendations used.	Is there improvement in the LET exams?		Research or activity in BEST to address the evaluation question.
2. In Service Teachers				
2a. Teachers capacity strengthened.	Training programs conducted: Targets determined annually. People trained: 18,659 elementary and secondary school heads 155,743 elementary school teachers 67,731 secondary school teachers trained Impact to education leaders and managers program. Improvements in school based management level of practice.		Monitoring teams to collect information from program database. Collect stories from program participants and include in a Most Significant Change Stories database.	
2b. Reading Program for grade 4 delivered effectively.	Training programs delivered: Targets to be developed annually. People trained: Targets to be developed annually. Impact to teachers and students of the program.	What results are we getting from strengthening reading capacity in grade 4?	Monitoring teams to collect information from program database of Sa Aklat Sisikat. Collect stories from program participants (teachers and students) and include in a Most Significant Change Stories database.	Research or activity in BEST to address the evaluation question.

2c. Decentralisation of Teacher Development supported.	System to support the decentralisation of teacher development in place. Evidence that there is increased and better used of the HRTD funds. Training programs conducted: Targets to be developed annually. People trained: Targets to be developed annually.		Monitoring teams to collect information from program database.	
2d. Grants program for decentralised teacher development implemented.	Annual targets met on number of grants availed.	How were the grants used? Is there evidence that it is contributing to improving the school? Are there observable changes in behaviour or practice?	Monitoring teams to collect information from program database	Research or activity in BEST to address the evaluation question.
Output 1.2e Linkages for teacher development Provide TA to revitalize the work of the Teacher Education Council particularly in linking CHED and DepED. Provide TA to DepED Central Office for the piloting of new programs and approaches to in-service teacher development based on evidence of collaboration with Teacher Education Institutions (TEIs) (to strengthen linkages), and the use of innovative teaching and learning resources (including the use of ICT in teaching), which become the basis for the provision of incentives to schools.	Annual targets met on: new programs developed and delivered.			
Education Leaders and Managers				
3a. Capacity development programs for education leaders and managers implemented.	Annual targets met on the number of training programs conducted. People trained: 88 schools division superintendents (SDS) along with their assistants (ASDS). 18,659 elementary and secondary school heads. Impact to education leaders and managers program. Improvements in school based management level of practice. Innovative approaches to mitigate risk of drop outs implemented. Policy and systems for INSET implemented.	Are there changes in behaviour or practice in schools (eg engagement of school head with community and LGUs)?	Collect stories from program participants and include in a Most Significant Change Stories database.	
3b. SBM grants program improved.	Annual targets met on: Number of grants availed Studies and reviews completed.	How were the grants used? Is there evidence that it is contributing to school improvement? How?		Research or activity in BEST to address the evaluation question.
3c. Grants program for innovative practices in the divisions implemented.	Annual targets met on: Number of grants availed	How were the grants used?		Research or activity in BEST to address the evaluation question.

		Is there evidence that it is contributing to improving the business practices? How? Are there changes in behaviour or practice in divisions?		
4. Curriculum and Assessment				
4a. K-12 curriculum completed, used and evaluated.	K-12 curriculum and guides developed and used in schools.			
4b. Classroom assessment methods improved.	Impact to teachers of having access to other methods.	Are there improvements in how assessments are undertaken? Are they more inclusive? Is there a link with in service teacher development and improvements?	Collect stories from program participants and include in a Most Significant Change Stories database.	Research or activity in BEST to address the evaluation question.
4c. System for national assessment improved.		Are there system improvements in national assessments? Is there more openness to share results publicly?		Research or activity in BEST to address the evaluation question.
4d. Capacity for analysing and building national learning strategies improved.		Is there better capacity for building national learning strategies? Are learning strategies more gender responsive? Are learning strategies more inclusive?		Research or activity in BEST to address the evaluation question.
5. Teaching and Learning Materials				
5a. Professional materials for teacher and education leaders development available and accessible.	Annual targets met on: No of materials developed. No of materials in the LRMDS. No of hits on the LR portal.		Monitoring teams to collect information from program database	
5b. Learning materials for K-12 (formal and context specific learning systems) available and accessible.	Annual targets met on: No of materials developed. No of materials in the LRMDS. No of hits on the LR portal.		Monitoring teams to collect information from program database	
5c. Decentralisation on the development and use of Teaching and Learning resources improved.	System being developed or in place.		Monitoring teams to collect information from program database	
6. Education Facilities				
6a. 3,000 classrooms built	2,000 classrooms built with furniture, toilet for boys and girls		Monitoring teams to collect information from program database	
6b. Community learning centres built in areas of high need.	20 Community Learning Centres		Monitoring teams to collect information from program database	
6c. 6 'Lighthouse Schools' refurbished or built	6 lighthouse schools		Monitoring teams to collect information from program database	
6d. 2 IP Centres built.	2 IP Centres built		Monitoring teams to collect information from program database	

6e. 40 Computer and Science Laboratories built.	40 Science and Computer Laboratories built.			
7. Context-specific Learning Systems				
7a. Community-based education models developed.	Types of models developed in a timely manner.			
7b. Community education grants program implemented.	Annnual targets met: Number of grants availed.	How are grants being used? Is there evidence that the grant is contributing to improvements? Are there observable changes in behaviour or practice?		Research or activity in BEST to address the evaluation question
7c. Access of children with disabilities improved.	Annual incremental improvements in: Number of additional children with disabilities participating in education (formal and non-formal). Number of additional children with disabilities completing a basic education (formal and non-formal). Impact of initiative to beneficiaries.		Monitoring teams to collect information from program database and EBEIS. Monitoring Teams to collect stories for the Most Significant Change Stories database.	
7d. Access of IP learners improved.	Annual incremental improvements in: Number of additional IP learners participating in education (formal and non-formal). Number of additional IP learners completing a basic education (formal and non-formal).		Monitoring teams to collect information from program database and EBEIS. Monitoring Teams to collect stories for the Most Significant Change Stories database.	
7d. Access of Muslim learners improved.	Annual incremental improvements in: Number of additional Muslim learners participating in education (formal and non-formal). Number of additional Muslim learners completing a basic education (formal and non-formal).		Monitoring teams to collect information from program database and EBEIS. Monitoring Teams to collect stories for the Most Significant Change Stories database.	
7e Children from remote communities or from highly congested urban centres access to education improved.	Annual incremental improvements in: Number of additional learners participating in education (formal and non-formal). Number of additional learners completing a basic education (formal and non-formal).			
Foundational Work (Component 2)				
1. Capacity for evidenced-based decision-making, planning and policy formulation strengthened.		Is there evidence that policy is informed by evidence?	FC to develop assessment tools. FC to collect baseline information.	
2. Unified Information Systems developed and used.	Timely development and use of UIS		FC to develop assessment tools. FC to collect baseline information.	
3. Capacity for gender mainstreaming strengthened.		Is the GAD budget earmarked and used? How is it used? Is there evidence of more gender responsive planning and policy formulation?	FC to complete Harmonised GAD guidelines annually. This should be part of the annual plan.	Research or activity in BEST to address the evaluation question.

4. DepED management better able to ensure sufficient, capable staff in the right place with effective organisational structure.	Annual targets met for: Number of people trained.		FC to develop assessment tools. FC to collect baseline information.	
Key Outputs (Component 2)		Is there better capacity for gender analysis? Are analyses used to formulate improvement plans, whether in school, community or systems?		
1. Evidenced-based decision making, planning and policy development.				
1a. Capacity for budget development linked to results strengthened.		Are there better links between budget, planning and results?		Research or activity in BEST to address the evaluation question
1b. Capacity for data analysis and planning strengthened.		Are DepED staff better able to analyse and use information to inform policy and decision making?		Research or activity in BEST to address the evaluation question
1c. Capacity for M&E and continuous learning strengthened.		Is the M&E framework sound? Do all indicators required of DepED align? Is there more systematic and rigorous monitoring happening?		Research or activity in BEST to address the evaluation question
1d. Policy and guidelines for effective School Based Management and Community Based Education System improved.		What factors inhibit the application of SBM? Is there evidence that good quality SBM and CBES improve learning outcomes?		
2. Unified Information Systems				
2a. Unified Information systems designed and phased implementation started.	UIS designed and used.		Monitoring teams to collect information from program database	
2b. Sub-systems ready for national roll-out implemented nationally.	Sub-systems implemented.		Monitoring teams to collect information from program database	
2c. Other sub-systems designed or improved and phased implementation started.	Sub-systems implemented.		Monitoring teams to collect information from program database	
2d. Capacity for program management of business process owners built.	Annual targets met for: Number of training programs Number of trained		Monitoring teams to collect information from program database	
2e. Users have capacity to utilise the UIS and sub-systems.	Annual targets met for: Number of training programs Number of trained		Monitoring teams to collect information from program database	
3. **Gender Mainstreaming**				
3a. Gender-response planning, budgeting, M&E and policy development improved.	Annual targets met for: Number of training programs Number of trained		Monitoring teams to collect information from program database	
3b. Capacity of GAD focal and field officers for gender mainstreaming strengthened.	Annual targets met for: Number of training programs Number of trained		Monitoring teams to collect information from program database	
3c. Gender considerations effectively mainstreamed in all other sub-components.		(See box on foundational work)		
4. Organisational Development			Monitoring teams to collect information from program database	
4a. Rationalisation Plan developed and if approved, implementation supported.	Rationalisation plan completed and submitted. If Plan is approved, # capacity development programs and number of participants.		Monitoring teams to collect information from program database	
4b. Human Resource planning and development supported.	HR Plan completed. Annual targets met for: Number of training programs Number of participants Number of scholarships Number of other learning and development activities		Monitoring teams to collect information from program database	
4c. Capacity for managing and institutionalising change strengthened.	Change management plans completed. Annual targets met for: Number of training programs Number of participants Number of scholarships		Monitoring teams to collect information from program database	

	Number of other learning and development activities			
4d. Capacity for 'communications for development' strengthened.	Change management plans completed. Annual targets met for: Number of training programs Number of participants Number of scholarships Number of other learning and development activities		Monitoring teams to collect information from program database	

Monitoring plan				
Indicators	**Event**	**Report**	**Responsibilities for collection**	**Timeframe**
M&E Framework	Validation during Inception Phase	M&E framework included in Inception Report	Facilitating Contractor	First three months from mobilisation.
Baseline indicators	Conduct Baseline events	Baseline Reports	Facilitating Contractor	Year 1
All output indicators	Annual Review and Planning (for next 1.5 years)[27]	Annual Plan	Monitoring Team	First quarter of each year.
Inputs, issues and lessons, re-assessment of risks,	Annual Review and Planning (for next 1.5 years)	Annual Plan	Monitoring Team	First quarter of each year.
All output indicators and evaluation questions	Phase 1 Completion	Phase 1 Completion Report	Facilitating Contractor	Year 6
Evaluation plan				
Questions	**Event**	**Report**	**Responsibilities for collection**	**Timeframe**
All evaluation questions at the output level	Research or study as activity of BEST	Reasearch report	Facilitating Contractor	Year 2 to 6
All evaluation questions at intermediate outcomes level	Independent Progress Review	Independent Progress Review Report	Australian Government to contract team	Year 3
All evaluation questions at intermediate and end of program outcomes	Independent Completion Review for Phase 1.	Independent Progress Review Report	Australian Government to contract team	Year 6.

[27] 1.5 years planning to be able to collect information for AusAID and partner government budgets. This system of review and planning was effective in STRIVE.

Performance Measurement

As foreshadowed in preceding Sections, significant support will be provided to Regions 5, 6, 7, 8, 10 and NCR. This would benefit 18,659 schools where more than 8 million boys and girls are currently enrolled. This level of investment will yield a large number of intermediate outcomes concerning student enrolments, completions, and learning achievement. Their interplay will produce greatly improved school outcomes.

As foreshadowed in the Performance Assessment Framework, Australian Government has devised a methodology for measuring impact of intervention at school level. This assessment will be included in the evaluation in year 3 and end of year 5 to measure success of the program against end of program outcomes 1 and 2.

Five school performance bands were identified - labelled as poor, fair, good, great, and excellent. This typology is the framework for school improvement. Elementary and secondary schools were classified according to their performance over the last five years

On that basis schools in the 6 target regions have been classified in the five categories shown below.

Distribution of Elementary Schools by Region and Performance Category

Region	Poor	Fair	Good	Great	Excellent	Total
Bicol	374	950	1231	571	15	3141
Western Visayas	266	913	1286	896	36	3397
Central Visayas	216	629	1233	828	21	2928
Eastern Visayas	82	219	924	2044	365	3635
Northern Mindanao	176	418	740	680	66	2081
NCR	37	139	159	127	33	495
All	1151	3268	5574	5146	537	15677

Given the same performance improvement targets set out above for the overall program period, the phase 1 target for these regions is that 2319 elementary schools will improve their mean scores by, on average, at least one standard deviation. The outcome will be that:

- 288 poor schools will become fair;
- 654 fair schools will become good;
- 836 good schools will become great;
- 515 great schools will become excellent;
- 27 excellent schools will improve their mean NAT scores by at least 0.25 SDs

The distribution of secondary school by performance category for these five regions is set out below

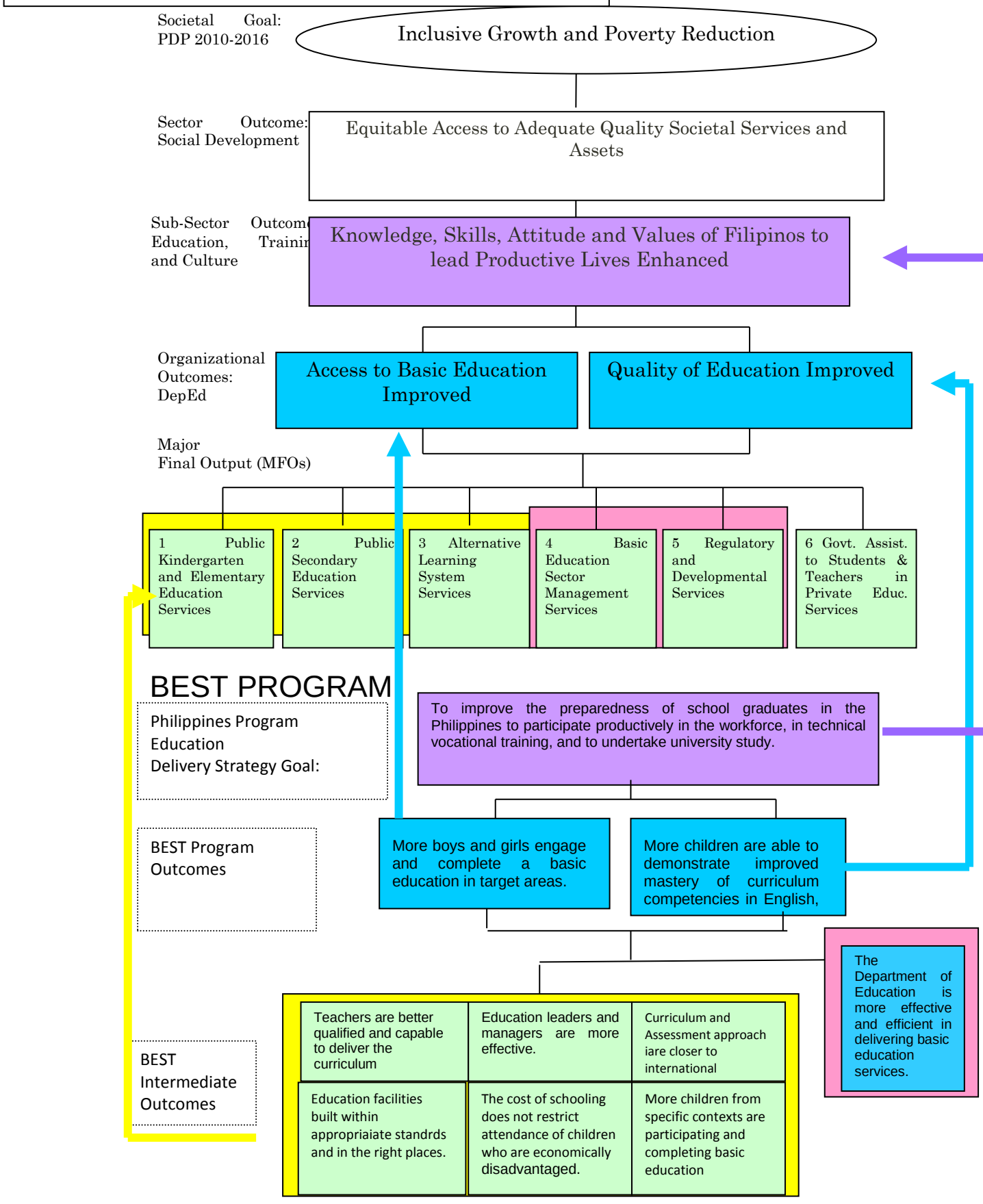
Region	Poor	Fair	Good	Great	Excellent	Total
Bicol	20	341	226	27	13	626
Western Visayas	13	185	250	151	29	629
Central Visayas	42	96	364	179	41	722
Eastern Visayas	11	16	59	161	203	449
Northern Mindanao	13	68	176	51	13	321
NCR	19	88	103	16	8	235
All	118	794	1178	585	306	2982

Distribution of Secondary Schools by Region and Performance Category

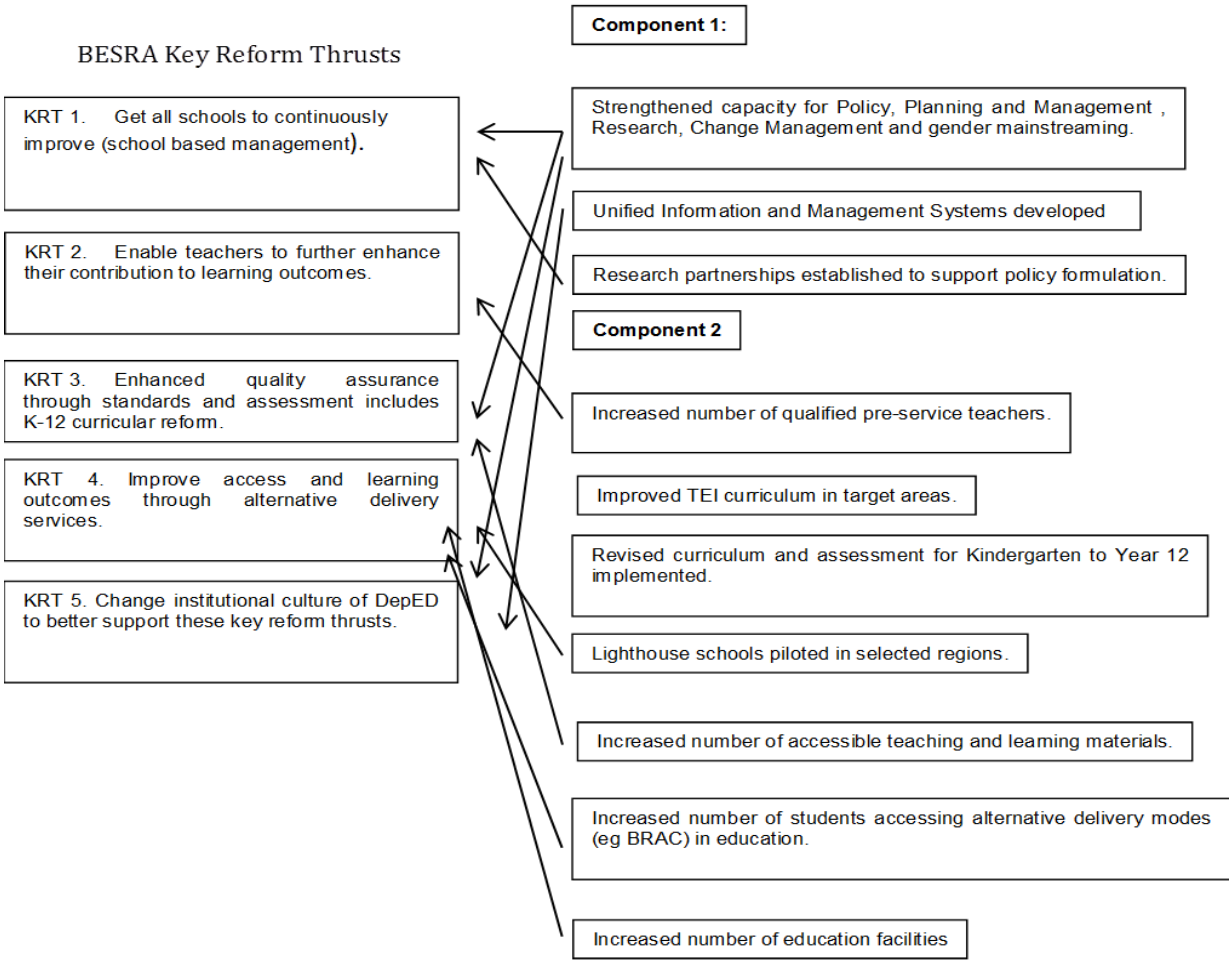
The phase 1 target for these regions is that 439 secondary schools will improve their mean scores by, on average, at least one standard deviation. The outcome will be that:

- 30 poor schools will become fair;
- 159 fair schools will become good;
- 177 good schools will become great;
- 59 great schools will become excellent;
- 15 excellent schools will improve their mean NAT scores by at least 0.25 SDs

Links between BEST and the Philippines Basic Education sector outcomes are set out below:



BEST Program Key Outputs to the BESRA Key Reform Thrusts (KRTs)



BEST is designed to support the development priorities of the GoP against which government agencies (eg DepED) are required to report (Annex 1 shows the annual targets in the Philippines Development Plan). The preceding diagram illustrates those links while the following diagram illustrates the links to the education sector key reform thrusts. Evaluations will report on contributions of BEST to these broader Philippines Government targets.

Given Australian Government's strong focus on demonstrating results and commitment to transparency and accountability, results from BEST will contribute to various Australian Government reporting requirements.

Baseline and Performance targets will be determined and confirmed by DepED and other partners at inception phase. Targets will then be included in annual workplans, based on context specific information as well as any established national and/or

regional level education targets. This will form part of the Australian Government's Philippines Program Education Strategy Performance Assessment Framework .

4.7 Management of Risks

Risk Analysis

Australian Government defines risk[28] as something that could happen that would have an impact on BEST, on the outcomes it achieves, or on the objectives of its undertakings.

In the same source, risk management is defined as the systematic process of assessing, and then dealing with, risk, in a way that effectively manages potential opportunities and adverse effects. The process entails consideration of the context, followed by identification, analysis, evaluation, and treatment of risks. It is an iterative process that also involves monitoring and review, and can usefully encompass a dialogue with stakeholders along the way.

This indicates that risk management is not an independent process within BEST; but must be reflected in the monitoring and evaluation and stakeholder communication plans for the program.

Following other Australian Government initiatives, such as STRIVE, the risks associated with the BEST program have been considered under the headings *Institutional*, *Technical*, *Political, Environmental / Infrastructural,* and *Social, Financial/ Economic*. For each risk, the source, the risk itself, its likelihood, consequence and level of seriousness were considered, as well as a proposed set of mitigating measures the program should take along with the list of agents responsible for those measures. This analysis is represented as the risk matrix in Annex 4.

This section briefly considers the system level risks for each risk category identified above.

Institutional Risks

Institutional risks are those that arise from the nature of the organization (DepED) and the result of demands placed on it by the BEST program. Issues that typically arise concern efficiency of management and of processes, the nature of its decision cycles, information processing and communication within the organization, and between the organization and the stakeholders in the program.

a) DepED continues to have a highly centralized style of decision making. Many factors and agents within DepED may act against decentralized education management and sustain institutional inertia, and, therefore, constrain the reforms that BEST is supporting. To mitigate the risk, BEST will provide sustained support over time to address the ingrained culture of compliance and to promote increased transparency in, and accountability for, operational improvements

[28] AusGuide - *A Guide to Program Management 2005* (http://www.ausaid.gov.au/ausguide/), Section 6.3: *Managing Risk* (http://www.ausaid.gov.au/ausguide/pdf/ausguideline6.3.pdf).

such as the faster release of funds to support project activities. The support includes

- accelerating the institutionalisation of new systems already developed, and their integration within a unified strategy (UIS) which gradually develops during the program period.
- provide capacity-development in the use of data for policy, planning and management specifically directed to problem areas such as improved financial management that enables swift allocation of resources to the regions and divisions
- promote at all levels the understanding of and adherence to the roles and responsibilities assigned by RA 9155. It is also important to translate these roles and responsibilities stipulated in the Education Act into more specific and clearer statements of accountabilities for the national, regional and division levels.

b) Successful initiatives in basic education in the Philippines tend not to be effectively exploited, leading to the risk that past successes are not sustained. Program implementers in the department usually tend to repeat past efforts with previous programs rather taking lessons learned from them to improve program innovations. Risk will be managed by:

- Ensuring BEST builds on the results of previous projects and DepED initiatives and that all products and gains from these previous transition projects are utilized and improved over time as the new program innovation progresses. There are volumes of education and teaching-learning resources developed and produced by STRIVE and BEAM. To develop and institutionalize LRMDS management and maintenance, quality assurance, and M&E systems are essential to maintaining the quality, and further improve the quality, of these teaching-learning resources. These resources can be easily accessed and become useful to school heads, teachers and students when such systems are put in place in the department from the central office down to division offices.
- Address the further development and national implementation of STRIVE and BEAM initiatives. These are an explicit focus of the transition team meaning that conditions will be right at the start of BEST for the program to continue this work. All program interventions are to be fully costed for both capital and recurrent costs and replication strategies developed. BEST will continue to actively engage senior policy makers and managers (at regional and national level) in these activities.

c. Effective programs require that the appropriate personnel are assigned by DepED. A recurring theme in previous Australian Government projects, particularly noted in the quarterly reports of the STRIVE regions and divisions, was the tension between the demands of the project work and the so-called “organic” responsibilities of the individuals involved. In DepED, there is a difficulty of identifying key personnel who will take full responsibility and accountability for supporting implementation of the program. Specifically, the risk is that project duties are seen as ‘additional’ work, whereas if a project is to

be successful the project work must also be given the same status as other duties. To mitigate this risk,

- BEST will ensure that initiatives are in line with the DepED reform agenda and the directions outlined in the Philippines Development Plan 2011-2016.
- Advocacy on the program approach will be needed at all levels to gain the support of all DepED personnel identified to work with BEST in order to ensure commitment to, ownership of, and engagement with, the program.
- Choosing the right people with the right skills within the department to spearhead the mobilization of the program down to school level is also helpful to mitigating this institutional risk.
- An assessment of the readiness of target bureaus or units within the department can also provide relevant information on how BEST can best treat and address the risk.

d. Pre-service teacher education is one of the significant factors affecting the quality of student learning that calls for strategic action and collaboration between DepEd and CHED. However, DepEd and CHED are at the moment unable to agree on a common platform to establish strong collaboration and partnership for the improvement of pre-service teacher development. This is a substantial risk To mitigate,

- BEST will facilitate the establishment of a close working relationship between DepED and CHED directed at the common goal of improving pre-service teacher education.

e. Within the department, BEE, BSE, ALS and ICMS are not fully engaged in decision making, especially on the allocation and management of program resources. Thus, officials and staff in these offices show less commitment to fully support program implementation. To mitigate the risk

- BEST will define clearly the roles of the program implementation unit or support office (like the EDPITAF), in the first instance to strengthen productive working relationships.
- BEST will pursue a policy dialogue with senior officials of DepED to support implementation of “decentralized” education governance to rekindle the motivation and commitment of implementing units in the department.

f. DepED’s top management is besieged with competing demands which potentially can lower their levels of commitment and this may result in the loss of program momentum. This would negatively impact on the improvement of education quality in the country. Competing demands on DepEd staff from other donors stakeholders in education at the regional and division levels are also seen as a potential risk. The program can control and treat this risk by

- ensuring that clear governance and management structures and systematic processes are well entrenched in DepED.
- communicating and coordinating with regional and division levels and orientating field staff to build the understand that the program is a DepEd priority and that they must sustain its implementation in all schools across the regions and divisions

- establishing donors' convergence and collaboration in the implementation of activities to avoid duplication of assistance and confusion among key implementers. Facilitating this synergy among other education stakeholders will strengthen the mechanism of program implementation at the field level.

g. The National Educators Academy of the Philippines (NEAP) does not have a full mandate to lead and manage capacity building or training of school heads across the country. Support is needed to further strengthen the mandate of NEAP and to reinforce its authority to train school heads A significant institutional risk is that the implementation of the DepED Rationalization Plan may result in uncertainty of structures, roles and direction for DepED and a subsequent lack of willingness to commit to BEST initiatives.

- BEST will link personnel to the program based on their specific function within the organization, rather than on particular organizational structures associated with the Rationalization Plan.
- Capacity building will focus on teams, rather than individuals, to lessen the impact of small-scale personnel changes.
- The program will also support DepED in change management planning and implementation, as well as the necessary re-skilling of personnel who are involved in BEST and are affected by the Rationalization Plan.

Technical Risks

The most significant risks in this category relate to the capacity of teams, units, and individuals in the system to adapt, acquire the necessary skills, perform and deliver outputs to meet the demands of the program.

a. While DepED has recently embarked upon several new initiatives, such as the nationwide collection of NCBTS-TSNA data from the regions that was commenced in 2010, and the national implementation of the EBEIS that was started in 2011, management often displays a lack of capacity in being able to plan and provide the support needed for such initiatives at regional, division and school levels, unless technical assistance is given (such as the support from the transition team for the EBEIS national implementation). The risk is that without appropriate TA from BEST, the implementation of program initiatives in regions, divisions and schools will be delayed or lack effectiveness.

- BEST will ensure that in addition to the TA necessary to ensure the success of individual initiatives, management capacity building and learning activities will be supported in central office, regions and divisions as early as possible in the program.

b. Risks arise from the inadequate M&E systems in place in DepED, along with the tendency of DepED to appoint personnel who do not have the requisite skills for M&E. The quality of monitoring and evaluation information from DepED systems may be inadequate to inform focused or timely decision-making. However, as experience in STRIVE indicates, provision of resources for M&E significantly improves data collection and monitoring. BEST will provide such resources for M&E activities at all levels and baseline data collection will be improved in

targeted areas, supported by rapid qualitative surveys of stakeholder opinions. The interview and selection processes for M&E personnel will be improved, and a system of regular personnel performance appraisals, based on explicit terms of reference for each role, will be implemented.

- Interventions like coaching and continuing mentoring support to key program implementers especially in the areas of using the M&E data and research outputs are essential to stabilizing the mobilization of initiatives at the field level.

c. Many issues emerge from the technical capacity of individuals, teams and units within DepED to take on and effectively discharge the responsibilities of ownership of project-related systems. Within several DepED units there is not as yet the technical and managerial capability to take on ownership of systems that will be developed and/or implemented by BEST. This is particularly acute for, though by no means unique to, the proposed UIS. In some cases, such as for large scale ICT systems, an appropriate unit to provide the necessary organisational and technical support simply does not exist. A major risk is that a fully functioning organic ICT unit of sufficient strength to provide systems analysis, development, management and administration, and user support will not be established and cooperating fully with the office of the secretary by the time BEST begins. Associated risks are that ownership of UIS components cannot be properly established within Central DepED, which in turn impedes the likelihood of the national adoption of the components. Again, it must be stressed these risks are associated not only with ICT systems, but it is for ICT systems that the risk is potentially the most damaging, in terms of possible waste of significant investment made by both GOP and GOA.

- BEST will continue to work with DepED to establish an appropriate ICT service, by putting into place training programs for staff selected for the unit and by assisting in the formulation of ToRs for unit personnel, based on those created by STRIVE for the EBEIS organizational support structure.
- Proper maintenance mechanism for the UIS ICT infrastructures need to be established to ensure efficient utilization of the facility and serving the technical support requirement of the department.

d. There are possibilities that inappropriately skilled staff will be appointed to senior level positions in program management and M&E. In such cases the program will confront delays and poor decision making. To mitigate this risk,

- the program team will maintain close collaboration with DepEd officials for the careful selection of personnel who will be involved in the management and delivery of the program at all levels.
- the TOR for key program staff will be clearly defined.

Political Risks

a. The current DepED leadership has taken a far more proactive stance on basic education development than its predecessor. It is, of course, highly likely that a

new regime will be established during the lifetime of BEST. It is also possible that their successors will not provide the same level of support for BEST initiatives, resulting in project initiatives being neglected or even abandoned.

- The close alignment of BEST with BESRA and the Philippines Development Plan 2011-2016 partly protects the initiatives against political changes.
- The program will also be proactive in informing and consulting with new leaders on the program, especially concerning any negotiated MOU obligations for counterpart funding, physical infrastructure and human resource allocation.

b. Political intervention in program activities by local officials and the highly politicised nature of Philippines bureaucracies, create the risk that program implementation may be degraded. In some cases, persons appointed to take part in the program may have been appointed on political grounds, rather than on the basis of their capacity to fulfil the relevant role. The overall impact of political interference in program initiatives can be to dilute program outcomes due to less effective targeting of resources and inputs.

- BEST will counteract potential political interference by maintaining active and continuing working relationships with key leaders at national and regional levels, and by rigorously applying M&E, auditing and performance appraisal systems.
- BEST can also best address risk of political intervention by clearly defining program implementation arrangements grounded with clear policies that are supported by government agencies both at the national and local levels.
- Engaging well networked CSOs and NGOs in the field in delivering assistance, especially in remote areas where this kind of risk is potentially high.

Environmental & Infrastructure Risks

a. In the Philippines there is always the threat of extreme natural phenomena, such as typhoons and earthquakes, often resulting in flooding and damage to communications and infrastructure. Such conditions pose a severe risk to program effectiveness. However, the likelihood of occurrence of such risks depends largely on which areas of the country the assistance is focussed.

- At the very least, the risk management plan must provide protocols and procedures to be followed in the case of natural disasters and the program must recommend adjustments to activities affected by natural disasters as rapidly as possible.
- Activities may even be diverted to areas that have been affected by natural disasters, if this is possible.
- Facilities will be built based on Philippines and Australian Government environmental standards.

Social Risks

The BEST design is supporting disability-inclusive education. However, there is a risk in any program that this is not properly reflected in the implementation.

- Substantial capacity building is needed to ensure that initiatives cater for inclusive education and consistently address gender and poverty concerns.
- BEST will ensure that inclusive education is properly instituted by continuing the developments of STRIVE and PROBE in this area.
- The LRMDS A&E training incorporates standards, tools and guidelines for inclusive content design, development and evaluation and the LRMDS Gender Equity and Social Justice (needs analysis) training program will be delivered to all Regions and Divisions. Existing teaching and learning materials (developed through BEAM, PROBE and PRIME) that support inclusive education will be used.
- The Gender Focal Unit/team will be given more support in working closely with the program implementation and management unit and the program manager to help ensure gender issues are adequately addressed in program-supported activities.

Financial / Economic Risks

There is a medium level risk that inconsistent or incorrect application of financial and procurement procedures will mean that cash grants to DepED or service providers are not appropriately accounted for. Lessons in this regard can be learned from the administration of CLASS and SOBE funds by STRIVE. The most important actions to be taken to mitigate the risk

- are to establish clear procedures for the use and acquittal of funds and provide training for all the relevant personnel in the management of such funds.
- For program grants, whether for school, division, or region a special account must be set up, to avoid funding provided for one purpose being used for another purpose.
- Regular auditing will also be carried out.

4.8 Sustainability

Sustainability is defined as "the probability of continued long term benefits and the resilience to risk of net benefit flows over time." The factors that are likely to affect sustainability and the sustainability strategies are outlined below.

a. **Partner Government policies.** BEST activities will be implemented within policy environment and reform priorities of the Philippines Government. In addition, monitoring and evaluation processes will examine how program initiatives are contributing to long-term sustainability and the achievement of sector reforms and, where it is not, activities will be adjusted in a timely manner.

b. Alignment with partner systems. BEST is designed to use partner government systems where possible. These include: using existing structures for governance and management, embedding TA and program teams in DepED rather than creating parallel structures, using DepED's M&E, planning and budget systems. While the use of partner expenditure and procurement will be limited at this time, BEST will build these systems and assess at the end of Phase 1 the appropriateness of using them more in Phase 2.

c. Ownership and participation. BEST is also designed to actively involve DepED personnel in the planning, implementing, managing and monitoring and evaluation of the program to develop ownership and shared accountability. Program implementation arrangements aim to ensure that DepED are true partners with a sense of ownership and commitment to the program and can see the benefits of continuing initiatives. BEST will work with personnel who have the functional responsibility for the implementation of initiatives that will be supported by the program's resources. These functions will be in line with RA9155 and the DepED desire to decentralize the management of basic education. The aim is to have BEST seen as providing program support to help DepED continue its reform, rather than as a time bound, separate project with a different focus. Communication strategy will be developed to build strong ownership of reforms and BEST interventions.

d. Realistic timeframes and appropriate solutions. The education reforms that BEST is supporting are long term and complex. BEST will be implemented for 12 years in two phases of 6 years each to build enough time for sustainable outcomes. BEST is also designed to strengthen existing systems to support decentralisation efforts and to sustain improvements in teaching and learning.

e. Economic and financial viability. A key element of ensuring the sustainability of program outcomes will be to ensure GoP takes increasing responsibility for the initiatives. All program interventions will be fully costed for both capital and recurrent costs and replication strategies developed. It is hoped that this will lead to DepED taking increased responsibility for the provision of the resources required to sustain program initiatives**.** Recurrent cost planning will be undertaken during the program and projected in the government budget to facilitate replication outside of the project/program target areas. There would be a gradual shift of costs to partner government financing over time. This will be done within the budget planning cycle of the partner government.

f. Institutional strength. BEST focuses on providing capacity building initiatives which support DepED personnel to effectively and efficiently carry out their functional responsibilities. Whilst the initial emphasis will be on provision of technical assistance to support the management and implementation of program initiatives and to build capacity, there will be progressive disengagement as progress is made and capacity developed. BEST will routinely monitor whether capacity is changing to a point where resilient institutions are being maintained or created.

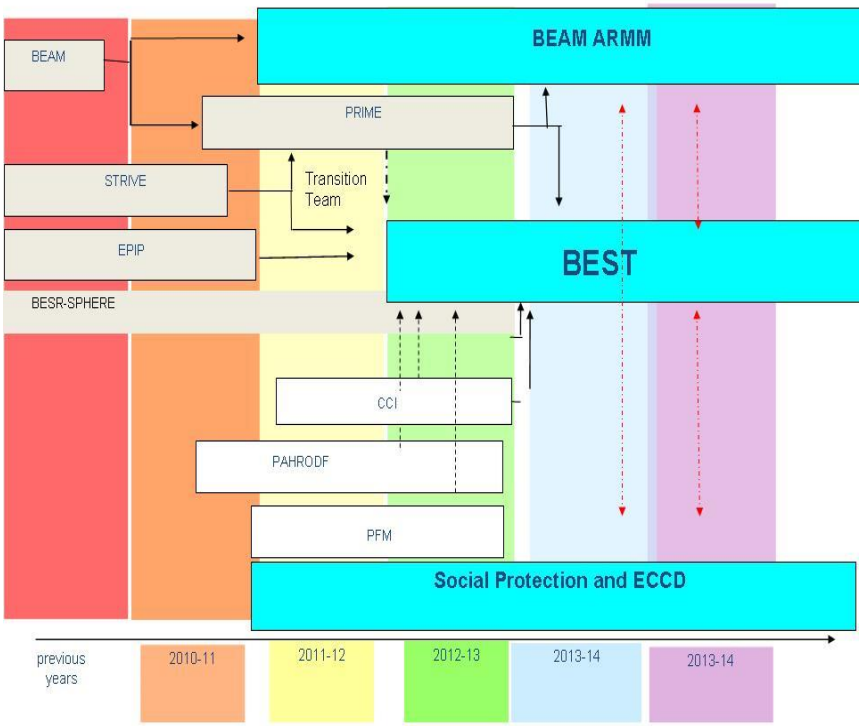
g**. Replication** - In order to reduce dependency and promote self-reliance/sustainability projects must incorporate strategies to hand over proven techniques to partners. This should occur side by side with adequate planning and resourcing for takeover by DepED's partners in a phased manner well before completion of the project. Transition and national implementation plans will be completed for each major output.

h. Donor behaviour and expectations. Alignment with other donors will actively be pursued through the PDF working group on education (as discussed in the governance and management arrangements). Procurement of Specialists, personnel and contractors will be done in partnership with DepED. Australian Government will only fund NGOs who have an existing good working relationship with DepED

5. MANAGING TRANSITIONS AND LINKAGES

Consistent with the aid effectiveness agenda of reducing aid fragmentation, BEST is designed to provide a consolidation and coordination mechanism for existing and new activities supporting improved education outcomes. A number of initiatives would be ongoing by the time BEST starts. As such, transition and complementary arrangements are represented in the diagram below and described in the next sections.

Diagram 12: Indicative Timeline for Consolidation of Initiatives



Transition of existing Australian Government initiatives and activities into BEST

5.1 Transition - Classroom Construction Initiative

In year 1 of BEST, CCI will be in the middle of implementation, will be managed and monitored as described in Diagram. CCI will be delivered through: a Grant to the Department of Education to build initially up to 1,000 classrooms through their School Building for Education Program (SBP4E) and Australian Government-World Bank Trust Fund which has earmarked funds for the repair/construction of day care facilities and classrooms under the Department of Social Welfare and Development's Comprehensive and Integrated Delivery of Social Services program. Subject to Australian Government approvals, CCI Phase 1 may also include classroom construction through the Philippine Business for Social Progress classroom program. PBSP is a civil society organisation made up of a consortium of private sector organisations with proven track record on large scale programs.

Part of the Australian Government requirements for partner-led design and working in partner systems (in the case of the SBP4E) is an assessment of the DepEd financial management and procurement practices. The review revealed that DepEd practices needed improvement if the SBP4E is to be implemented efficiently and effectively and the fiduciary risk to the utilization of GOA funds is managed to a level acceptable to Australian Government.

In response to these findings, Australian Government has designed the implementation of CCI to include pre-conditions for the use of funds and the provision of a Technical Support Unit who will

- monitor and quality assure DepED's implementation of the Australian funded elements of the SBP4E and compliance to grant provisions
- provide technical assistance to strengthen DepED's financial management and procurement practices relating to classroom construction
- provide secretariat services to CCI Steering Committee meetings
- undertake a study of the various modalities with a view to developing a comprehensive and sustainable approach to classroom construction.

Once CCI is completed and the TSU completes its work, BEST will consider approaches suggested by these studies. BEST will also be responsible for providing the continuing, and related, capacity building programs for procurement, financial management and human resources.

5.2 Transition - Philippines Response to Indigenous and Muslim Education (PRIME)

By year 1 of BEST, the PRIME Program will be on its third year of implementation and will be managed and monitored as described in Diagram 6. It is the intention that when PRIME finishes (notionally year 2 of BEST) BEST will implement activities for Muslim and IP learners. As such, this design document includes activities and approaches that logically follow on from PRIME activities. This includes implementing disability-inclusive education interventions currently being piloted in PRIME. These are included in sub-component 1.7 – Context Specific Learning Systems.

5.3 Transition – Human Resource and Organisational Development Facility (HRODF)

HRODF is a support initiative designed to enhance the effectiveness of selected programs and reform agenda under the Philippines-Australia Statement of Commitment. The Facility assists key partners in delivering sectoral programs by providing human resource management and organisational development assistance, including the targeted use of Australia Awards (scholarships). HRODF assistance to partners targets systems, processes, capacities and competencies that are relevant in delivering mutual development priorities of Australia and the Philippines. It is working in both oversight agencies and line agencies like DepED. This ensures that the changes Australian Government is influencing in DepED are supported by broader organisational reforms outside of DepED's control.

By year 1 of BEST, HRODF would be midway in implementing a three-year program supporting DepEd's capacity for planning, performance management, and knowledge management systems. These interventions have been designed as preparatory for BEST:

- Planning and budget linkages across the whole DepED system (Central, Regional, Division, Schools)
- Performance Management, with particular focus on improving accountability systems
- Systems for training and development for personnel in the teaching-related and non-teaching field
- Knowledge Management
- Total Quality Management
- Systems for Career Path for school managers

Throughout the implantation of periods of both HRODF and BEST, Australian Government will ensure complementarity of the program. For example, sharp targeting of scholarship programs and linking these to the key organisational capacity development areas identified in BEST (skills gap identified from the ongoing restructuring) and technical skills for K - 12 implementation. Once these interventions are completed by year 2, HRODF will focus on scholarships and policy

engagement with oversight agencies while BEST takes on the organisational development interventions.

5.4 Transition – Public Finance Management Program (PFMP) activities

Like HRODF, the PFMP is also a support initiative that works with both the oversight agencies and line agencies on broad public financial management reforms. It has the following objectives:

- Increase the efficiency and effectiveness of the allocation, utilisation and reporting of budgeted funds by oversight agencies
- Improve PFM capability in select departments to enable more efficient utilisation and accountability of public funds for service delivery
- Generate more timely, reliable and accessible public expenditure management information
- Strengthen external oversight of public expenditure management linked to physical performance information.

As preparatory for BEST, PFMP is undertaking the strategic design for a Financial Management and Information System which BEST will implement and link to the Unified Information Sustem. Throughout the life of BEST and PFMP, Australian Government will ensure that the support to PFM reforms are mutually reinforcing and that engagement with oversight agencies to benefit the education program is maximised.

Maintaining Explicit Links with other Australian Government Initiatives

The experiences gained from current, as well as past programs of education sector support, clearly point to the importance of adopting a program rather than project approach, and of ensuring that complementary initiatives are linked as much as possible in order to exploit synergies which result from such linkages in terms of commitment to common objectives, more economic use of resources and stronger results. The following summarises the complementarities between BEST and other current Australian Government initiatives in the Philippines

5.5 Links with BEAM - ARMM

The BEAM-ARMM program has been designed to assist the special context and needs of the Autonomous Region of Muslim Mindanao. The program will contribute to improved participation and completion rates, reduced disparity in the performance of boys and girls, learning opportunities for children in remote communities without access to government schools, livelihood skills for out-of-school youth and improve management of the basic education system. At the end of the six year program, the anticipated outputs are as follows:

- Trained 2,500 school heads in public and private madaris on improved management systems and educators on policy development, research and quality monitoring
- Trained 11,500 teachers in public and private madaris on improved pedagogy focused on early grades reading competencies and contents of core subjects
- Built/repaired 2,500 classrooms, 500 school libraries and ICT rooms
- Supported 400 communities in conflict affect areas on establishment of Islamic pre-schools,
- Trained 9,000 teachers, parents and community leaders on school health advocacies
- Trained and supported 20,000 Out-of School Youth on livelihood skills training
- Established Alternative Delivery Models in remote communities without schools, following the BRAC Bangladesh model.

Australian Government will ensure there is continuing synergy between activities in BEAM-ARMM and BEST for the duration of these two programs. Practical links include:

- Ensuring that while BEST is developing and implementing the UIS, BEAM ARMM is supporting its use in ARMM.
- Ensuring that there is coherence in policy dialogue on the K - 12 agenda.
- Any policy engagement on Muslim education content and pedagogy are consistent in both programs
- BEST is able to expand the BRAC model in areas outside of the ARMM once Australian Government is able to demonstrate results and there is demand for it from DepED and communities.

5.6 Early Childhood Care and Development and Social Protection Initiative

Australian Government intends to partner with UNICEF for the "Early Childhood Care and Development – Creating a Foundation for Lifelong Learning " project by 2012-13. The project aims to contribute to the improvement of quality early childhood care and development programs for 3-5 year old children, with a focus on 40 disadvantaged areas. Investing in early learning programs for children from disadvantaged communities helps to reduce disparities in learning achievement that are due to the socio-economic, geographic, and ethnic context of learners.

The specific objectives of the project are:

- To improve the school readiness of young children in 40 vulnerable areas;
- To improve the quality of ECCD programs in 40 vulnerable areas; and
- To strengthen national policies, coordination, management and supervision of ECCD programs.

The project will focus on strengthening local government capacity, systems, structures and processes, curriculum, instruction and assessment, human resource development program, quality standards, accreditation and research.

This project will magnify the target outcomes under BEST. The theory of change is that improving the day care service (3-4 yr old) and kindergarten program (5 yr old) will ensure the seamless transition and preparation of young children entering primary school. It will contribute to improving learning achievement and reducing rates of repetition and drop-out in elementary school, particularly in Grades 1-3 (which is the focus of BEST).

5.7 Coalitions for Change

The Coalitions for Change (CfC) program is a support initiative that will help build coalitions comprising civil society, the Philippines Government and the private sector. CfC will provide financial and technical support to enable the coalitions to build the evidence base for key reforms and to successfully pursue change including in Basic Education. While BEST focuses on strengthening capacity of DepED to engage with communities, civil society and non-government organisations including Disabled People's Organisations (DPO), CfC will support the formation of coalitions to engage with partner government on strategic reform issues. The selection of focus will be based on what would magnify the efforts under BEST. Emerging themes for CfC support are participation in budget development and monitoring, procurement monitoring, education facilities monitoring, school based management and engagement of Disabled People's Organisations (DPO) in informing the disability-inclusive education interventions.

END

BASIC EDUCATION SECTOR TRANSFORMATION (BEST) PROGRAM

ANNEX 1- PHILIPPINE BASIC EDUCATION STATISTICS

ELEMENTARY	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Schools	**43,584**	**44,140**	**44,691**	**44,846**	**45,964**
Public	37,352	37,476	37,607	37,762	38,351
Private	6,232	6,664	7,084	7,084*	7,613
Kindergarten Enrolment	**961,397**	**1,002,223**	**1,175,101**	**1,474,644**	**1,650,232**
Public (with SUC)	561,207	591,445	746,448	1,054,200	1,224,173
Private	400,190	410,778	428,653	420,444	426,059
Elementary Enrolment	**13,145,210**	**13,411,286**	**13,686,643**	**13,934,172**	**14,166,066**
Public (with SUC)	12,096,656	12,318,505	12,574,506	12,799,950	13,019,145
Private	1,048,554	1,092,781	1,112,137	1,134,222	1,146,921
Teachers *(not including lab. schs. of SUCs)*	**390,107**	**397,468**	**405,588**	**410,386**	**413,872**
Public	343,646	348,028	353,280	358,078	361,564
Private	46,461	49,440	52,308	52,308	52,308
Performance Indicators :					
Gross Enrolment Rate[1]	**105.49%**	**106.20%**	**106.84%**	**107.23%**	**107.47%**
Participation Rate (or Net Enrolment Rate)[2]	**87.90%**	**88.31%**	**89.18%**	**89.43%**	**89.89%**
Cohort Survival Rate	**73.43%**	**75.26%**	**75.39%**	**74.38%**	**74.23%**
Completion Rate	**71.72%**	**73.06%**	**73.28%**	**72.18%**	**72.11%**
Dropout Rate (or School Leavers Rate)	**6.37%**	**5.99%**	**6.02%**	**6.28%**	**6.29%**
Transition Rate[2]	**96.19%**	**96.97%**	**97.05%**	**96.99%**	**96.87%**
	Grade VI	*Grade VI*	*Grade VI*	*Grade VI*	*Grade VI*
Achievement Rate (MPS)[3]	**59.94%**	**64.81%**	**65.55%**	**68.01%**	**68.15%**
Mathematics	60.29%	63.89%	67.37%	63.26%	68.43%
Science	51.58%	57.90%	58.86%	63.14%	60.37%
English	60.78%	61.62%	61.81%	67.81%	65.12%
Hekasi	61.05%	67.44%	67.84%	70.88%	70.40%
Filipino	66.02%	73.18%	71.90%	74.98%	76.45%
Functional Literacy Rate *(10-64 yrs old) (2008 FLEMMS)*			**86.40%**		
Barangays without Public ES	**267****	**4 ***			

SECONDARY	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Schools	**9,255**	**9,599**	**10,066**	**10,384**	**12,950**
Public	5,078	5,207	5,359	5,677	7,268
Private	4,177	4,392	4,707	4,707*	5,682
Enrolment	**6,363,002**	**6,506,176**	**6,763,858**	**6,806,079**	**6,954,946**
Public	5,072,210	5,173,330	5,421,562	5,465,623	5,580,236
Private	1,290,792	1,332,846	1,342,296	1,340,456	1,374,710
Teachers *(not including lab. schs. of SUCs)*	**179,744**	**184,883**	**193,224**	**197,684**	**201,435**
Public	128,191	131,865	138,058	142,518	146,269
Private	51,553	53,018	55,166	55,166*	55166
Performance Indicators :					
Gross Enrolment Rate[1]	**80.86%**	**80.89%**	**82.54%**	**81.53%**	**81.78%**
Participation Rate (or Net Enrolment Rate)[2]	**59.60%**	**59.88%**	**60.46%**	**59.86%**	**60.88%**
Cohort Survival Rate	**77.33%**	**79.91%**	**79.73%**	**78.44%**	**79.43%**
Completion Rate	**72.14%**	**75.37%**	**75.24%**	**73.55%**	**75.06%**
Dropout Rate (or School Leavers Rate)	**8.55%**	**7.45%**	**7.45%**	**7.95%**	**7.79%**
Transition Rate[2]	**97.53%**	**99.32%**	**98.45%**	**99.79%**	**100.41%**
	2nd Year	*2nd Year*	*2nd Year*	*2nd Year*	*2nd Year*
Achievement Rate (MPS)[3]	**46.64%**	**49.26%**	**46.71%**	**45.56%**	**47.93%**
Mathematics	39.05%	42.85%	38.03%	39.64%	42.00%
Science	41.99%	46.71%	42.11%	43.80%	39.35%
English	51.78%	53.46%	52.90%	46.95%	46.45%
Filipino	48.89%	47.64%	51.05%	58.08%	58.93%
Araling Panlipunan	51.48%	55.63%	49.44%	39.32%	52.03%
Public					
Municipalities without any public or private HS	**4**	**4**	**2**	**2**	**1**

ANNEX 2 - Philippines Development Plan Basic Education Targets 2011-2016

Indicators	Baseline	2011	2012	2013	2014	2015	2016
Literacy							
Single Literacy Rate (10 years old and above)	95.6 (2008)			98.1			
Functional Literacy rate (10-64 yrs old)	86.4 (2008)			90.1			
Early Childhood Education							
Gross Enrolment rate Kindergarten	68.41	74.73	81.05	87.36	93.68	100	100
Net Enrolment rate Kindergarten (5 yr old)	48.23	58.58	68.94	79.29	89.65	100	100
Percentage of grade 1 entrants with ECE experience	67.47	73.92	80.44	86.96	93.48	100	100
Elementary							
Net intake rate Grade 1	58.61	65.89	73.17	80.44	87.72	95.0	100
Gross enrolment rate	105.37	108.30	111.22	114.15	117.07	120.0	122.93
Net enrolment rate	88.09	90.09	92.09	94.10	96.10	98.10	100
Cohort survival rate	74.38	76.45	78.51	80.57	82.64	84.67	86.76
Completion rate	72.18	75.13	76.61	78.09	79.56	81.04	82.52
Achievement rate (Grade 6 NAT MPS)	68.0	70.90	71.70	72.50	73.30	74.20	75.00
Secondary							
Gross enrolment rate	81.03	86.83	92.62	98.41	104.21	110.00	115.79
Net enrolment rate	59.52	65.16	70.79	76.43	82.06	87.70	93.34
Cohort survival rate	78.44	79.35	80.27	81.18	82.09	83.00	83.91
Completion rate	73.74	74.25	74.51	74.76	75.02	75.27	75.53
Achievement rate (Year 2 NAT MPS)	45.6	54.6	58.7	62.7	66.8	70.90	75.00

Source: Philippines Development Plan 2011-16, Table 8.9, p256

BASIC EDUCATION SECTOR TRANSFORMATION (BEST) PROGRAM

Annex 3 - Implementation Plan

This plan is for all implementation teams. Responsibility of the contractor is specified in the last column but indicative only and subject to annual planning and program needs.

Component 1 – Improving teaching and learning

Sub-component 1.1 - Strengthen Pre-service teacher education

Indicative Activities	Implementation Period	Indicative Targets	Responsibility of Contractor
Output 1.1a Study of 1,000 pre-service teachers supported			
Provide grant funds to the Philippine Business for Education's '1,000 Teachers' program. Funding of scholarships for 260 new, high school students each year, to support their enrolment in selected TEIs.	Year 2 to 6	250 new scholars/year	Unified M&E
Provide TA to develop a collaborative mechanism between DepED/CHED and PBEd to develop an overall strategy for improving the quality of students entering into the pre-service teacher education programs.	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to design and implement a mentoring program between recognised Outstanding Teachers and the pre-service scholars.	Year 1 to 6	1,000 PBEd scholars	Subcontract and manage TA M&E
Output 1.1b – TEI curriculum and delivery aligned with the requirements of K-12			
Undertake a comparative study of the mapped curriculum and a number of international teacher training curricula.	Year 2		Unified M&E
Undertake a mapping of existing teacher training curriculum and syllabuses in Philippine Normal University-National Center for Teacher Education (PNU-NCTE), University of the Philippines and other Center of Excellence in Teacher Education (COTE) to identify common features, best practice and gaps in the current teaching training curriculum and syllabi.	Year 1		Unified M&E
Provide TA support to form a high-level national design team, selected from highest-performing TEIs in consultation with education sector specialists, and as approved by CHED and DepED to • Develop new approaches to pedagogy, psychology, professional teaching methodology and teaching	Year 1 to 3		Subcontract and manage TA M&E

practice • Prepare model syllabi for elementary and secondary teaching • Adjust syllabi based on implementation experience			
Provide TA for the development of a regulatory framework, methodology and evaluation method to the model syllabi in select TEIs.	Year 3		Subcontract and manage TA M&E
Undertake a study of the best practice outputs from previous, DFAT-supported, teacher development projects (particularly BEAM) for pre-service teacher training, particularly the innovative expanded practicum implementation, and develop a model for national implementation.	Year 1 to 2	28 ATEIM members	Subcontract and manage Research M&E
Provide TA support for the development of a regulatory framework, methodology and evaluation method for a new school-based teaching practice model using the experiences from BEAM.	Year 3 to 6		Subcontract and manage TA M&E
Output 1.1c – Higher Education Reform Agenda for teacher education developed.			
Provide TA support to develop a reform agenda and implementation plan for higher education, particularly on teacher education.	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to support the development of revised accreditation processes for National Centers for Teacher Education (NCTE) and Centers for Teaching Excellence Education (CTE).	Year 1 to 2		Subcontract and manage TA M&E
Provide TA support to establish new NCTE and CTEs.	Year 2 to 6		Subcontract and manage TA M&E
Output 1.1d – NCTE and COTE capacity improved			
Undertake an audit of the qualifications of teacher educators in the focus TEIs (NCTE, UP and COTEs) along with a Training Needs Analysis (TNA) to establish areas needed for supplementary training for teacher educators.	Year 1		Unified M&E
Provide TA support to develop capacity development plan for selected teacher education staff including cross institutional professional development programs, coaching, study groups, capacity-building programs in selected areas, and involvement in curriculum innovation networks with teachers.	Year 2		Subcontract and manage TA M&E
Implement the capacity development plan. Where possible, re-training	Year 3 to 6		Subcontract and manage TA

programs should link with relevant existing schemes such as the DFAT scholarship programs, offered through both the PA-HROD Facility, or through a partnership agreements between DFAT and Australian and Philippine universities.			M&E
Output 1.1e – Mechanisms for licensure exams improved.			
Support through research the development of mechanisms for licensing of new teachers.	Year 1 to 2		Unified M&E
Provide TA support to CHED and Philippine Regulatory Commission (PRC) to develop improved licensing processes.	Year 3 to 6		Subcontract and manage TA M&E

Sub-component 1.2 – In-Service Teacher Education

Activities	Implementation Period	Targets	Responsibility of Contractor
Output 1.2a– Capacity development programs for teachers and supervisors developed and implemented			
Provide TA to the Bureau of Elementary Education (BEE) and Bureau of Secondary Education (BSE) as the lead units responsible for the overall management of the programs, and to the divisions to support the development, implementation and reporting of capacity building programs.	Year 1 to 6	96 BEE staff and 73 BSE staff in the DepED Central Office The number of BEE and BSE staff in the target regions to be determined during program implementation.	Subcontract and manage TA M&E
Implement the capacity building programs for elementary and secondary education in training cycles. Experts in the teaching of reading and multi-lingual education will be tapped to assist for the elementary education program. For the secondary education, Math, English and Science specialists will be tapped to help with the program.	Year 2 to 6	15,675 elem SHs 2,982 sec SHs 155,743 elementary school teachers 67,731 secondary school teachers in the 6 target regions	Subcontract and manage TA M&E
Provide TA to support BEE to review and refine its current reading recovery and reading assessment programs to bring these in line with its MTB-MLE policy, where necessary.	Year 1 to 6	96 BEE staff in the DepED Central Office Number of	Subcontract and manage TA M&E

		participants in the target regions to be determined during BEST program implementation.	
Provide TA to the BSE and to the Divisions, to build capacity for the development, implementation and reporting of the programs to support improvement of learning achievement.	Year 1 to 6	73 BSE staff in the DepED Central Office Number of participants in the target regions to be determined during BEST program implementation.	Subcontract and manage TA M&E
Provide TA to BSE to develop a complementary reading program for secondary students on a more limited scale.	Year 1 to 6		Subcontract and manage TA M&E
Provide TA on Special Education to BEE for the planning and implementation of systematic, long-term capacity building of SPED personnel, in assessing student needs, in-servicing and coaching teachers of students with disabilities, and promoting the adoption of flexible, individualized self-paced learning programs supported by appropriate learning materials.	Year 1 to 6		Subcontract and manage TA M&E
Implement the capacity building programs for SPED personnel in cycles.	Year 2 to 6	SPED personnel and teachers in the target regions	Subcontract and manage TA M&E
Output 1.2b – Reading Recovery Program for grade 4 delivered			
Provide grant to the Teach for the Philippines to implement its reading program.	Year 1 to 6	Grade 4 students in the 6 target regions	Unified M&E
Output 1.2c - Decentralisation of teacher development appropriately supported			
Provide TA to the DepED Central Office to develop clear policy and implementing guidelines on the use of Human Resource Training and Development (HRTD) funds,	Year 1 to 6		Subcontract and manage TA M&E

together with assistance in improving processes for the timely release of funds from the Department of Budget and Management (DBM).			
Provide TA to support development and implementation of teacher education at Division and school level, specifically focusing on improving the capacity of teachers to meet the diverse needs of learners.	Year 1 to 6	88 divisions and 18,659 elementary and secondary schools in the 6 target regions	Subcontract and manage TA M&E
Output 1.2d - Grants program for decentralised teacher development implemented.			
Provide TA to DepED to support the development and management of a grant facility to develop, implement, share and fund promising practices on innovative approaches to in-service teacher education at the school level especially those based on School Plans for Professional Development (SPPD) as part of the School Improvement Plan (SIP) process.	Year 2 to 6		Subcontract and manage TA Grants Management M&E
Output 1.2e Linkages for teacher development			
Provide TA to revitalize the work of the Teacher Education Council particularly in linking CHED and DepED.	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to DepED Central Office for the piloting of new programs and approaches to in-service teacher development based on evidence of collaboration with Teacher Education Institutions (TEIs) (to strengthen linkages), and the use of innovative teaching and learning resources (including the use of ICT in teaching), which become the basis for the provision of incentives to schools.	Year 1 to 6		Subcontract and manage TA M&E

Sub-component 1.3 – Improving Education Leadership and Management

Activities	Implementation Period	Targets	Responsibility of Contractor
Output 1.3a – Capacity Development Programs for Education Leaders and Managers developed and implemented			
Provide TA to NEAP to develop and implement a program to skill instructional leaders in mentoring, coaching and providing pedagogical support to teachers.	Year 1 to 6	14 NEAP staff	Subcontract and manage TA M&E
Provide support for the initial implementation and evaluation of the program in divisions targeted for assistance under the initiatives described above (e.g. Innovative Teacher Education	Year 2 to 6	88 target divisions in the 6 regions	Subcontract and manage TA M&E

Practices, Reading in the Early Years and Teaching Mathematics, Science and English at the Secondary Level).			
Capacity building of School Division Superintendents for leadership and engagement with education stakeholders.	Year 2	88 schools division superintendents	Subcontract and manage TA M&E
Capacity building of school heads, teachers and local community leaders for data analysis to identify out of school children (OOSC), or children at risk of dropping out (CRD), identify problems, develop local EFA goals and develop and implement solutions as part of SIP process.	Year 2 to 6	18,659 elementary and secondary school heads and 223,474 elementary and secondary school teachers in the target regions The number of community leaders involved will be determined during BEST program implementation.	Subcontract and manage TA M&E
Capacity building of school heads and school committees for more effective engagement with local government, civil society organisations and NGOs (for example, Bantay Eskwela) for support of school programs, including monitoring of resource allocations to schools, school construction and furniture procurement.	Year 2 to 6	18,659 school heads in the target regions	Subcontract and manage TA M&E
Support development by DO/school of innovative approaches to OOSC/CRD, which could include the adoption and/or adaption of a variety of effective alternative delivery modalities	Year 2 to 6		Subcontract and manage TA M&E
Conduct of social mobilization, advocacy and communication planning activities at the school level to inform and engage the school and community members in efforts to improve enrolment, retention, and learning achievement.	Year 2 to 6	18,659 elementary and secondary schools in the target regions	Subcontract and manage TA M&E
Provide TA to strengthen the human resource development policy of DepED and improve the coordination and management of INSET programs conducted at the national and sub-national levels.	Year 2 to 3		Subcontract and manage TA M&E
Provide TA for a review of the DepED's human resource development policy, of the key staff of the office of the Human	Year 1 to 3		Subcontract and manage TA M&E

Resource Development Service, Staff Development offices at national and sub-national levels, and the NEAP.			
Support for a review and strengthening of INSET coordination and management implementation at national and sub-national levels for school principals.	Year 2 to 6	18,659 school heads in the target regions	Subcontract and manage TA M&E
Support capacity for SBM.	Year 1 to 6.		Subcontract and manage TA M&E
Output 1.3b – SBM grants distributed and used effectively			
Provide TA to low performing Divisions to develop, implement and report on programs that support improved learning achievement and will include capability building activities for instructional leaders and promote linkages with TEIs.	Year 2 to 6	56 priority divisions	Subcontract TA M&E
Review effectiveness of current SBM grant mechanism and revise as needed.	Year 1 to Year 2		Subcontract and manage TA Grants Mechanism M&E
Provide SBM grants to eligible schools in the target regions.	Year 2 to Year 6	Selected schools in the target regions	Grants Mechanism M&E
Undertake research on the use and effectiveness of the grants.	Year 6		Subcontract and manage research M&E

Sub-component 1.4 – Curriculum and Assessment

Activities	Implementation Period	Targets	Responsibility of Contractor
Output 1.4a – K to 12 curriculum developed and used.			
Provide TA to support the development of curriculum and curriculum guides.	Year 1 to 6		Subcontract and manage TA M&E
Output 1.4b – Classroom assessment mechanisms to support the K to 12 developed			
Provide TA to develop a capacity building plan to strengthen use of various assessment methods in the classroom, including those appropriate for children with disabilities.	Year 1 and 6		Subcontract and manage TA M&E
Output 1.4c – Mechanisms for national assessment strengthened			
Assess policy framework for national assessment.	Year 1 to 2		Unified M&E
Provide support to NETRC in the analysis of test results.	Year 1 to 3		Unified M&E
Output 1.4d – Support capacity for analyzing and building learning strategies			
Provide TA to IMCS and the Bureaus to develop a National Learning Strategies policy framework (including pedagogical	Year 1 to 6		Subcontract and manage TA M&E

approaches, assessment for learning and use of ICT, and modes of delivery).			
Provide TA to strengthen capacity for implementation of national learning strategies specifically focusing on developing capacity for data analysis, monitoring and evaluation, consistent with support provided under Component 2.	Year 1 to 6		Subcontract and manage TA M&E

Sub-component 1.6 – Teaching and learning materials

Activities	Implementation Period	Targets	Responsibility of Contractor
Output 1.6a – Professional Development Materials for Teachers and Education Leaders and Managers developed and distributed			
Provide TA to assist NEAP undertake an inventory of existing INSET materials and support provided at central, regional, division or school level, and to Centres of Excellence (COE) and Centres of Development (COD) in TEIs.	Year 1		Subcontract and manage TA M&E
Provide TA to develop and refine quality In-service Teacher Education materials using a variety of forms (print based materials, on-line interactive programs, self-paced programs etc) to ensure improved teacher access catering to different learning styles.	Year 2 to 6		Subcontract and manage TA M&E
Provide TA to support the development of other quality professional development materials in line with key DepED thrusts and programs that will support improved access and equity to education, for example, MTB-MLE, early childhood education, K-12, multi-grade teaching, and inclusive education.	Year 2 to 6		Subcontract and manage TA M&E
Fund development of materials to support in-service programs for ESs, PSDSs, School Heads and master teachers to strengthen the quality of instructional leadership and pedagogical support to teachers and linked to initiatives described above under Quality Instructional Leadership	Year 2 to 6		Print and distribute materials
Output 1.6b – Learning resources for K to 12 (formal and context based learning) developed and distributed			
Provide TA to develop learning materials in mother tongue, English, Science and Math	Year 1 to 6		Subcontract and manage TA M&E
Undertake action research on the viability of using ICT enabled learning materials in various school typologies	Year 2		Unified M&E
Provide assistance to National Council for Disability Affairs (NCDA) and DepED SPED	Year 2 to 6		Subcontract and manage

unit to develop materials for teaching and learning utilising accessibility standards and the Universal Design for Learning (UDL) approach for students with special learning needs.			TA M&E
Establish a Teaching and Learning Strategies Research program to support the development and distribution of K to 12 learning resources as well as those of ADM/ALS program	Year 2 and 6		Subcontract and manage Research M&E

Sub-component 1.6 – Educational facilities

Activities	Implementation Period	Targets	Responsibility of Contractor
Output 1.6a – 2,000 new classrooms built			
Support DepED in identifying the areas where the classrooms will be built. Where possible, the prioritisation under the color coding scheme will be used.	Year 2		Subcontract TA
Provide TA and capacity building activities to strengthen capacity in various areas in DepED involved in classroom construction. This would be informed by the Classroom Construction Initiative completion.	Year 2 to 6		Subcontract and manage TA M&E
Undertake research to examine links between new classrooms, decongestion, access and learning quality. This would be informed by the Classroom Construction Initiative completion.	Year 6 to 6		Subcontract and manage Research M&E
Build classrooms of which the modality for procurement and design will be	Year 2, 4	1,000	Unified M&E
Build 1,000 classrooms through PBSP	Year 2 and 3	1,000	Unified M&E
Output 1.6b – Build community learning centres (CLCs)			
The number, location and operation will be determined during implementation. This would be informed by PRIME.	Year 3		Subcontract and manage TA
Output 1.6c – Lighthouse schools built and/or refurbished			
Build one lighthouse school per target region. The function and operation would be informed by PRIME.	Year 3	6 lighthouse schools built	Unified M&E

Sub-component 1.7 – Support to context specific learning systems

Activities	Implementation Period	Targets	Responsibility of Contractor
Output 1.7a –Community Based Education developed.			

Provide TA to support the development of models to test community based education models	Year 1		Subcontract and manage TA
Implement these models in target sites (to be determined during implementation and informed by experience under PRIME)	Year 2 to 6	Targets to be identified during implementation	Subcontract and manage TA
Output 1.7b – Children with disability's access to education improved.			
Undertake a survey and analysis of children with disabilities out of schools. (This is linked with Sub-component 2.1	Year 2		Subcontract and manage TA M&E
Collect data on children with disability through the EBEIS. (This is linked to sub-component 2.2)	Year 1		Subcontract and manage TA M&E
Provide TA to support for development and implementation of an advocacy campaign to promote the rights of all children to education and to break down existing barriers associated with disabilities. (This is linked with sub-component 2.4d)	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to review the Special Education (SPED) programs, and possible expansion, including INSET programs, in order to increase access to SPED services or to build teacher/school capacity to mainstream children with disabilities in regular schools. This would include TA support to improve data analysis, and review and refine policies and programs related to the education of students with disabilities. (This is linked to sub-components 1.2, 1.4. 1.6 and 2.1)	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to BEE for the planning and implementation of systematic, long-term capacity building of SPED personnel, in collaboration with NGO's with relevant expertise and experience, such as the Philippine Foundation for the Rehabilitation of the Disabled (PFRD). This would include capacity building for the managers and teachers in the SPED Centres, in assessing student needs, in-servicing and coaching teachers of students with disabilities, and promoting the adoption of flexible, individualized self-paced learning programs supported by appropriate learning materials. (This is linked to component 1.2 and 1.3)	Year 1 to 3		Subcontract and manage TA M&E
Design and implement a grants program to support school based initiatives such as improving access offering programs for students with disabilities, provision of specialized learning aids and equipment, and teacher aides.	Year 3 to 6		Subcontract and manage TA Grants Administration M&E
Provide TA to refine the concept, develop policy and operational guidelines for 6	Year 4 to 6		Subcontract and manage TA

lighthouse schools in target sites.			M&E
Support improvements in TEI curriculum which include supporting teacher's capacity for identifying, teaching and even refererring children with disabilities to appropriate centres. (This is linked to sub-component 1.1).	Year 3 to 6		Subcontract and manage TA M&E
Output 1.7c IP Learners Education access to education improved.			
Conduct policy reviews of the IP Education Policy Framework .	Year 1 to 6		Subcontract and manage TA M&E
Continue TA and capacity building support to IP Education in research, policy and advocacy functions.	Year 1 to 6		Subcontract and manage TA M&E
Support the development and implementation of different planning models that are appropriate to different contexts – e.g. Indigenous Knowledge Systems and Practices (IKSPs), Free Prior and Informed Consent (FPIC) Community-based Educational Planning, Educational Planning in Conflict Areas. The approach supports a 'demand-driven' planning perspective.	Year 1 to 6		Subcontract and manage TA M&E
Support the strengthening of planning, management and monitoring and evaluation capacity at all levels of the department – ensuring data-driven and evidence-based processes that address key educational access, equity and quality issues.	Year 1 to 6		Subcontract and manage TA M&E
Support the continued development of the eBEIS with specific modules for information collection and analysis on specific educational issues – e.g. IPs learners – with cross-referencing/analysis to other government databases – e.g. 4Ps, 609 Priority Municipalities.	Year 1 to 6		Subcontract and manage TA M&E
Support the development of appropriate educational/learning indicators appropriate for IP learners.	Year 1 to 6		Subcontract and manage TA M&E
Support the development of modules in the eBEIS which support the capture and monitoring of educational plans, budgets and resources (" total school resources" - linked to the FMIS).	Year 1 to 6		Subcontract and manage TA Procure software/hardware M&E
Support the continued development and enhancement of the Grants Management Information System (GMIS) as well as the development of the Program Management Information System requested by OPS – PDED.	Year 1 to 6		Subcontract and manage TA Procure software, hardware, equipment M&E
Establish databases on Knowledge, Skills and Abilities of Teachers and Education	Year 1 to 6		Subcontract and manage TA

Managers. Not only will this assist in identifying training needs and prioritizing those individuals requiring training, but will also assist in the appropriate deployment of individuals with the requisite knowledge and skills to support effective/appropriate education for IP learners (among others).			Procure software, hardware and equipment M&E
Contextualise gender and inclusiveness in different contexts (e.g. IP communities)	Year 1 to 6		Subcontract and manage TA M&E
Review current learning materials as well as development of new learning resources to address gender and inclusiveness	Year 1 to 6		Subcontract and manage TA M&E
Review and evaluate the Inclusive Education Initiative started under PRIME for potential scaling up and application in other high priority areas.	Year 3		Subcontract and manage TA M&E
Explore the possibility of inclusion of the following in pre-service education: • Extended exposure programs for student teachers as early as the 1st or 2nd year of college to prepare future teachers (if they decide to pursue the profession) to be able to work more effectively with IP communities and diversity of learners. • Inclusion of IP Education subjects/topics in college on culture-sensitivity / multi-culturalism /inclusiveness/diversity – which would include IP literature and contributions. • Explore modified/alternative pre-service teacher education programs that would include an assessment of prior learning (e.g. knowledge of mother-tongue) to provide awarding of advanced credits for teacher education programs. • Test models for para-teacher development/recognition for specific situations that require specialized knowledge, skills, abilities – re: language, culture, etc.	Year 1 to 2		Subcontract and manage TA M&E
Develop specific programs for developing culturally and community appropriate teaching/learning materials.	Year 3 to 6		Subcontract and manage TA M&E
Develop training programs (including field immersion) to raise awareness and understanding of IP Education – including modules on IP Education Policy Framework, IKSP, FPIC and Indigenous Peoples' Rights Act (IPRA)	Year 3 to 6		Subcontract and manage TA M&E

Developing leadership and management skills of school heads that include: • Creation of school/learning environments that support inclusion and diversity of learners and supportive of differing community 'world views' – e.g. IP communities. • Practice of effective and meaningful engagement of communities and key stakeholders in education. • Resource mobilization and management (proposal preparation/presentation, advocacy, networking, reporting to stakeholders, etc.). • Promoting the practices of "School Head as Educational Leader to Serve the Community". • Specific initiatives to support: "School Head as Leader of School Clusters", "Cultural Sensitivity", "Peer Support and Development" – including revisions of the School Head Competency Profiles and Assessment System. • Review and revision of the proposed school accreditation system to ensure issues of diversity and inclusiveness are recognized appropriately.	Year 3 to 6	18,659 elementary and secondary school heads in the target regions	Subcontract and manage TA M&E
Provide support to DepED in the continued development of a comprehensive and integrated IP curriculum and assessment framework and in meeting its obligations and commitments to IPRA and the endorsed IP Education Policy Framework.	Year 1 to 6		Subcontract and manage TA M&E
Support the effective implementation, monitoring, assessment and revision of the Mother-Tongue Based: Multi-lingual Education (MTB-MLE) policy – this has direct implication and effect on IP communities nation-wide.	Year 1 to 6		Subcontract and manage TA M&E
Support the expansion of Alternative Delivery Modes (ADMs) based on validated requirements as well as alternative learning assessment models to serve diversity of learners.	Year 1 to 6		Subcontract and manage TA Grants Management M&E
Continue the inventory and development/enhancement of IP education teaching and learning materials – ideally using an e-platform such as the LRMDS for ease of sharing, development and quality	Year 3 to 6		

assurance			
As noted above in the Curriculum and Assessment section – extensive support is required to implement the MTB-MLE policy so that the languages of minority groups within the country are not 'lost' and that the learning needs of those learners whose mother-tongue is different from the major language groups are not further disadvantaged.	Year 3 to 6		
Incorporate learning facilities with other community facilities, such as cultural centers or venues where the community gathers.	Year 3 to 6		Subcontract and manage TA Construction M&E
Include culturally appropriate designs/symbols/history/'wellness' in learning facility construction.	Year 3 to 6		Subcontract and manage TA Construction M&E
Develop appropriate 'standards' for learning facilities that are culturally and community sensitive. Examples may include the increased use of indigenous/local construction materials, use of mobile structures for nomadic communities, exploration of 'non-physical' facilities to support learning and teaching (e.g. distance education, radio, television)	Year 3 to 6		Subcontract and manage TA M&E
Modify community engagement processes to ensure appropriateness of consultation on the design and location of learning facilities.	Year 3 to 6		Subcontract and manage TA M&E
Output 1.7d Muslim learners access to education improved.			
Provide TA to design interventions focused on Muslim learners. This will depend on outcomes from PRIME.	Year 3 to 6		Subcontract and manage TA M&E
Implement interventions as designed during implementation. This may include the following: • Support for Madaris (sing. Madrasah) in target regions to gain DepEd accreditation • Provision of management trainings for madrasah administrators • Support for the continuing Professional Development Program of madrasah RBEC teachers and ALIVE teachers in public elementary schools (e.g. Accelerated Teacher Education Program/ATEP & Scholarship for Post Graduate	Year 3 to 6		Subcontract and manage TA M&E

Studies) • In-Service Training programs for Arabic Language and Islamic Values Education (ALIVE) teachers in target regions (e.g. Classroom Based Mentoring, student assessment & Language Enhancement and Pedagogy Training) • Support for the development, refinement and implementation of the Secondary Standard Madrasah Curriculum and Secondary ALIVE Curriculum in public high schools • Development and provision of teaching and learning materials.			
Output 1.7e Access of children from remote communities to education improved.			
Subject to results from the BEAM-ARMM program, implement BRAC in remote communities in the target regions.	Year 3 to 6 (to continue in phase 2)	Target communities to be identified during BEST implementation.	Grant to NGO M&E
As action research, support implementation of BRAC to a few divisions in the highly congested urban centres National Capital Regions.	Year 3 to 6 (to continue in phase 2)	Target divisions to be identified during the BEST program implementation.	Grant to NGO M&E
Support implementation of DepED established Alternative Learning System (ALS) and Alternative Delivery Modes (ADM) as well as multi-grade and multi-age teaching, and distance learning programs in target regions. This is linked to sub-components 1.2, 1.4, 1.6 and 2.1).	Year 2 to 6	Targets to be identified during implementation.	Subcontract and manage TA Grants Management M&E
Design and implement a grants program to support school based initiatives to improve access.	Year 1 to 6	Targets to be identified during implementation.	Grants Management M&E

Component 2 – Strengthening systems

Sub-component 2.1 - Evidence-based policy, planning and management

Activities	Implementation Period	Targets	Responsibilities of Contractor
Output 2.1a – Capacity for budget development linked with planning and results strengthened			
Provide TA to support the development of business processes and policy on annual budgeting.	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to assist in developing annual budgets.	Year 1 to 6		Subcontract and manage TA M&E

Undertake research to inform budgeting. For example, Normative Study on education financing.	Year 1 to 2		Subcontract and manage Research M&E
Provide TA to support the design and initial implementation of differential budgeting (equity based).	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to Financial and Management Service office to promulgate, in cooperation with DBM, and to implement, the guidelines on the utilization, distribution and utilization of resources provided by the national government for the field offices, that take into consideration the uniqueness of the working conditions of the teaching service.	Year 1 to 6		Subcontract and manage TA M&E
Output 2.1b Capacity for data analysis, planning and evidence-based policy development strengthened.			
Provide TA to DepED to improve data analysis, and review and refine policies and programs related to the education of students with disabilities.	Year 1 to 6		Subcontract and manage TA M&E
Develop capacity building programs and support implementation in cycles.	Year 1 to 6		Subcontract and manage TA M&E
Develop and implement capacity building programs for planning officers and selected managers from central office on the application of education indicators from E-BEIS, SIS, FMIS and HRIS in planning and management; carryout, trend analyses, multivariate regression analyses; demographic analysis; stock and flow modeling of cohort progression and related resource estimation; acting on the basis of exception reports from the UIS.	Year 1 to 3	Number of participants to be determined during the BEST program implementation.	Subcontract and manage TA M&E
Develop and implement capacity building programs for key staff of the Bureau of Elementary Education (BEE), Bureau of Secondary Education (BSE) and Bureau of Alternative Learning System (BALS) for data analysis and planning focusing on identification and dissemination of effective educational practices.	Year 1 to 6	96 BEE, 73 BSE and 66 BALS personnel from DepED Central Office	Subcontract and manage TA M&E
Provide equipment, software and hardware needed for capacity development programs.	Year 1 to 6		Procure software, hardware and equipment.
Provide TA to improve the existing planning framework and support the development	Year 1 to 6	To be determined during the BEST	Subcontract and manage TA

of business processes and policy on annual planning.		program implementation	M&E
Output 2.1c Capacity for Monitoring and Evaluation and continuous learning strengthened.			
Provide TA to support the development of a Performance Assessment Framework for DepED.	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to improve the sector M&E framework and capacity building plan to capacitate those who have M&E functions.	Year 1 to 6		Subcontract and manage TA M&E
Deliver capacity building programs on monitoring and evaluation, including on different models for impact evaluation.	Year 1 to 6		Subcontract and manage TA M&E
Output 2.1d Policy and Guidelines for School Based Management and Community Based Education developed/improved and used.			
Provide TA to DepED to assist in developing the conceptual framework, policy and operational guidelines for ACCESs.	Year 1 to 3		Subcontract and manage TA M&E
Provide support for the distribution to all DepED field offices a manual of operations that will guide the efficient and effective implementation of RA 9166.	Year 1 to 3		Subcontract and manage TA M&E
Provide TA to assist in reviewing and updating SBM policies, business process guidelines and tools.	Year 1 to 6		Subcontract TA M&E
Support the strengthening of implementation of school based management systems. This includes: assistance in setting the strategic direction and management of education within the context and system of local culture and structures; leveraging provincial and local government support for national education priorities; redefining the role and accountabilities of the local PTA and school management council and engaging with civil society and non-government partners for education.	Year 1 to 6		Subcontract and manage TA M&E
Strengthen systems and capacity for engaging and linking with education stakeholders like the community, civil society organisations, private sector and academe.	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to the Financial and Management Service office and the Internal Audit Service office to coordinate efforts for the issuance by COA of audit rules and regulations that will govern the utilization	Year 1 to 6		Subcontract and manage TA M&E

of all resources as well as the liquidation, recording and reporting thereof that shall take into account the characteristics and features of the field offices as well as the nature of the operations of schools and learning centres.			
Output 2.1e Research used to fill knowledge gaps.			
Establish Research Partnership between Australian and Philippine Universities for Teacher Education Curriculum, Assessment and Accreditation.	Year 1 to 6		Unified M&E
Establish Research Partnership between Australian and Philippine Universities for Curriculum and Assessment.	Year 1 to 6		Unified M&E
Support DepED in developing an annual research agenda for Central Office and field offices.	Year 1 to 6		Subcontract and manage TA M&E
Output 2.1f Capacity for Knowledge Management strengthened.			
Support DepED to implement its Knowledge Management Strategy that will be developed with PA HRODF support.	Year 1 to 6	Details to be determined during implementation	Subcontract and manage TA M&E
Output 2.1g Capacity for emergency preparedness strengthened			
Provide TA or provide grants to an NGO to support DepED's Disaster Risk Reduction Management Office (DRRMO) in mainstreaming DRR/Climate Change concepts in schools and in building its capacity for disaster preparedness and response.	Year 1 to 6	DepED	Subcontract and manage TA M&E

Sub-component 2.2 - Unified Information Systems developed and implemented

Activities	Implementation Period	Targets	
Output 2.2a Capacity for budget development linked with planning and results strengthened			
Provide TA to support the formulation of institution-wide information systems strategies and associated policies, standards and guidelines.	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to develop an information systems plan.	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to design, develop and implement an integrated information system (the Unified Information System) for the DepED, aligned with the information systems plan.	Year 1 to 6		Subcontract and manage TA M&E
Subject to the approval of the Rationalisation Plan, support the establishment of a dedicated ICT division in DepED.	Year 2 to 6		Subcontract and manage TA M&E
Provide TA, capacity building, equipment,	Year 1 to 6	Region V, VI, VII,	Subcontract and

hardware and software for the initial implementation of UIS in Central Office and Five Regions.		VIII, X and NCR	manage TA M&E Procure software, hardware and equipment
Output 2.2b - UIS sub-systems ready for national implementation supported for broader implementation.			
Provide additional software, equipment and hardware infrastructure, building on the ICT foundations put in place by STRIVE and BEAM by supporting the increased use of ICT tools in the publishing of learning resources for basic education and professional development (LRMDS Portal, ACUMEN) and the provision of professional development training courses (TDIS).	Year 1 to 6		Subcontract and manage TA M&E Procure software, hardware and equipment
Provide TA to support the national use of the Learning Resources Management and Development System (LRMDS) Portal.	Year 1 to 6	34 LRMD Centres and 66 priority divisions	Subcontract and manage TA M&E Procure software, hardware and equipment
Undertake necessary training for the LRMDS teams in the divisions, regions and in central office.	Year 1 to 6	LRMDS personnel in the 6 target regions and 204 divisions	Subcontract and manage TA M&E Procure software, hardware and equipment
Provide TA to improve functionality, including through • design and develop additional portal tools for LRMDS personnel, as the interface is currently rudimentary, enabling managers to simply approve pending users. Provide additional tools to assist in streamlining the QA process to reduce the time LR reside in the portal awaiting review prior to actual publication. • support to redevelop ADM programs for online access and or delivery via LRMDS and establish structures / capacity at cluster school level to provide ADM options for the increased uptake of varied delivery modes. • support licensing and, or development of resources, authoring tools and templates in LRMDS (e-shells) for local	Year 1 to 6		Subcontract and manage TA M&E Procure software, hardware and equipment

development of resources (MTB-MLE, literacy, reading, secondary science, mathematics) and to be published via the LRMDS portal			
Provide TA to IMCS to support more effective and efficient, needs-based, coordination and procurement for teaching and learning resources, especially using EBEIS data to support improved allocation of resources and more equitable distribution of resources.	Year 1 to 6		Subcontract and manage TA M&E Procure software, hardware and equipment
Provide TA to strengthen DepED processes for standards setting, monitoring and evaluation in support of improved quality and relevance of teaching and learning strategies and resources.	Year 1 to 6		Subcontract TA M&E Procure software, hardware and equipment
Provide TA to continue support for the integration of the LRMDS Portal with the ACUMEN Learning Guide Authoring system, and the portals of the Bureau of Elementary Education and (when it is developed) the Bureau of Secondary and Bureau of Alternative Learning Systems, to ensure that there is only one repository for LR to serve all levels of the education system.	Year 1 to 6		Subcontract and manage TA M&E Procure software, hardware and equipment
Support design and development work for the integration of the LRMDS portal with the UIS.	Year 1 to 6		Subcontract and manage TA M&E Procure software, hardware and equipment
Provide TA to continue to support the national implementation of the EBEIS.	Year 1 to 6		Subcontract and manage TA M&E Procure software, hardware and equipment
Provide cycles of training to those with EBEIS roles.	Year 1 to 6	All Regions	Subcontract and manage TA M&E Procure software, hardware and equipment
Support design and development work for the integration of EBEIS into the UIS.	Year 1 to 6		Subcontract TA M&E Procure software, hardware and equipment

Support the national use of the Learning Information System.	Year 1 to 6	All Regions	Subcontract and manage TA M&E Procure software, hardware and equipment
Support the use of the grants system currently being developed under PRIME. Details will be determined during implementation.	Year 3 to 6	Region V, VI, VII VIII, X and NCR	Subcontract and manage TA M&E Procure software, hardware and equipment
Output 2.2c DepED supported to refine or develop other sub-systems needed for the UIS and implement these in target regions.			
Provide TA to support the integration of the EBEIS and HRIS. This would include ensuring that an agreed coding system is derived to provide a unique code for each member of DepED staff, including teachers and school heads to be used consistently throughout the relevant subsystems of the UIS.	Year 1 to 6		Subcontract and manage TA M&E Procure software, hardware and equipment
Provide TA necessary for operationalisation of the Training and Development System.	Year 1 to 6	BEE, BSE and BALS personnel 14 NEAP personnel	Subcontract and manage TA M&E Procure software, hardware and equipment
Provide TA to support the enhancement and further development of the Training and Development Information System (TDIS) by • Providing TA to review the TDIS system review of the extent to which it is appropriately aligned with T&D processes, identify amendments and improvements needed to enhance TDIS support for the T&D system at all levels, carry out the necessary system revisions, and conduct the capacity building for central office, regions and division T&D teams. • Supporting a complete revision of the ICT tools used to support training needs assessment for NCBTS-TSNA, TDNASH, Organisational competencies and other emerging TNA schemes. • Incorporation of the TDIS as a component of the generalised HRIS, as represented in Diagram, to minimise duplication of basic	Year 1 to 6		Subcontract and manage TA M&E Procure software, hardware and equipment

personnel records with the EBEIS.			
Provide TA to design the integration of the TDIS into the UIS. Current thinking is to integrate the TDIS into its Human Resources Information System (HRIS).	Year 1 to 6		Subcontract and manage TA M&E Procure software, hardware and equipment
Support the development of the FMIS component to assist the DepED management in such areas as building and maintaining a Medium Term Expenditure Framework (MTEF), annual budget formation, financial planning, forecasting, resource mobilization, monitoring, donor resource management and financial needs assessment.	Year 1 to 6		Subcontract and manage TA M&E Procure software, hardware and equipment
Output 2.2d DepED business process managers supported with appropriate program management skills.			
Provide TA to develop a capacity building program to improve program management skills of business process managers of the UIS and its subsystems.	Year 1 to 2		Subcontract and manage TA M&E
Deliver capacity building programs.	Year 2 to 6		Subcontract and manage TA M&E
Output 2.2e DepED users capacitated to use the system.			
Provide TA to develop a capacity building programs for all users of the UIS and its subsystems.	Year 2 to 6		Subcontract and manage TA M&E
Deliver capacity building programs.	Year 2 to 6		Subcontract and manage TA M&E

Sub-component 2.3 - Capacity for gender mainstreaming strengthened

Activities	Implementation Period	Targets	Responsibilities of the Contractor
Output 2.3a Gender responsive planning and budgeting supported			
Provide TA to support the development of a five-year gender mainstreaming plan consistent with the Magna Carta of Women.	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to support the development of annual GAD plans and budgets.	Year 1 to 6		Subcontract and manage TA M&E
Output 2.3b Gender responsive policy review and enhancement supported			

Provide support in the review and enhancement of gender-responsive policies and gender-aware tools.	Year 1 to 6		Subcontract and manage TA M&E
Output 2.3c Capacity of GAD focal and field officers for gender mainstreaming supported			
Undertake an assessment of the GAD function and identify bottlenecks that prevent the office from fully functioning.	Year 1 to 2		Subcontract and manage TA M&E
Provide TA to re-establish GAD Focal Point.	Year 1 to 2		Subcontract and manage TA M&E
Develop and implement in training cycles a GAD capacity development program that will assist in monitoring, evaluation and analysis on gender.	Year 1 to 6	223,474 elementary and secondary school teachers and 18,659 school heads in the 6 target regions	Subcontract and manage TA M&E
Output 2.3d Gender mainstreaming across various sub-components			
Provide support to TEI curriculum improvement to include training in identification of abused children, boys and girls, and how to deal with these cases; training in gender-sensitive pedagogies; and integration of gender equality and equity principles in course offerings. (This is linked to sub-component 1.1)	Year 3 to 6		Subcontract and manage TA M&E
Develop and implement INSET programs that consider the principles of gender equality in pedagogy. (This is linked to sub-component 1.2)	Year 1 to 6	223,474 elementary and secondary school teachers and 18,659 school heads in the 6 target regions	Subcontract and manage TA M&E
Develop and implement capacity building programs for education leaders in gender analysis and gender-responsive school planning and management, and in linking with referral systems to help learners and teachers who are victims of gender-based violence. (This is linked to sub-component 1.3)	Year 1 to 6	18,659 school heads in the 6 target regions	Subcontract and manage TA M&E
Promote gender-sensitive curriculum and learning materials, including setting minimum standards subjects/courses and learning materials; integration of the principles of gender equality in curricula and pedagogical systems and strategies in the development of the K-12 curriculum and assessment approaches. (This is linked to sub-component 1.4 and 1.6)	Year 1 to 6		Subcontract and manage TA M&E
Ensure supply of clean water and latrines,	Year 3 to 6		Subcontract and

particularly those for female learners and teachers when building education facilities. (This is linked to sub-component 1.6)			manage TA M&E
Develop and implement a capacity building program on gender, peace and human rights education for DepED officials, non-teaching staff and personnel; retraining of school counsellors in non-sexist counselling and the promotion of non-traditional, non-gender stereotypes in school counselling and career education. (This is linked to sub-component 2.1)	Year 2 to 6	223,474 elementary and secondary school teachers and 18,659 school heads in the 6 target regions Select personnel from the DepED Central Office	Subcontract and manage TA M&E
Ensure disaggregation of people-level data by sex and the collection and analysis of data on key gender issues. Include evidence-based gender analysis and research on the drivers of the gender disparities in access, participation and outcomes. (This is linked to sub-component 2.1 and 2.2).			Subcontract and manage TA M&E

Sub-component 2.4 - DepED management supported to ensure sufficient, capable staff are in the right place and with effective organisational structure.

Activities	Implementation Period	Targets	Responsibilities of the Contractor
Output 2.4a DepED rationalisation plan completed.			
Finalise the Rationalisation Plan for submission to DBM	Year 1 to 2		Subcontract and manage TA M&E
Provide TA to assess the existing human resource capacity and skills gap	Year 1 to 6		
Provide TA to assist in institutionalising new structures and processes which flow from development of new systems, and, eventually, a UIS. (This is linked to sub-component 2.2)	Year 1 to 6		Subcontract and manage TA M&E
Output 2.4b Human Resource development supported.			
Provide TA to develop and implement a capacity building program to re-tool those affected by the rationalisation.	Year 1 to 6		Subcontract and manage TA M&E
Support the implementation of the HR Plan (building on the work of HRODF) to capacitate organisation for K-12.	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to support the various OD priorities of the Undersecretary for Regional Operations.	Year 1 to 6		Subcontract and manage TA M&E

Provide TA to support the development and implementation of Performance Management Framework, building on the earlier work of HRODF.	Year 1 to 6		Subcontract and manage TA M&E
Support staff of the Human Resource Development Service office to promulgate and implement, subject to CSC laws, appropriate personnel policy rules and regulations that will best meet the requirements of the teaching profession.	Year 1 to 6		Subcontract and manage TA M&E
Output 2.4c Capacity for managing and institutionalising change strengthened			
Provide TA to change management steering committee to develop change management plans for key reform areas.	Year 1 to 6		Subcontract and manage TA M&E
Provide management consultants in critical areas of DepED to mentor selected DepED managers in policy, project planning and management, and related operations	Year 1 to 6		Subcontract and manage TA M&E
Output 2.4d Capacity for communications for development strengthened			
Provide TA to support the establishment of dedicated capacity within DepED for advocacy and communications for major reform initiatives (eg K-12 and rationalisation efforts	Year 1 to 6		Subcontract and manage TA M&E
Provide TA to develop communications and advocacy plans for key reform areas.	Year 1 to 6		Subcontract and manage TA M&E
Build awareness of the DepED vision and need for change, and for sharing good teaching practice (includes DO level communication capacity linked to support for school cluster development).	Year 1 to 6		Subcontract and manage TA M&E
Build awareness to support development and implementation of an advocacy campaign to promote the rights of all children to an education and to break down existing barriers associated with disabilities.	Year 1 to 6		Subcontract and manage TA M&E

ANNEX 4: RISK MATRIX

The Risk Management Matrix 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 occurring (1 – Negligible; 2 = Minor; 3 = Moderate; 4 = Major; 5 = Severe)

R = Risk Level which is a combination of the above two assessments (E = Extreme; H = High; M = Medium; L = Low)

SOURCE OF RISK	RISK EVENT	RANKING			RISK TREATMENT	RESP.
		L	C	R		
INSTITUTIONAL RISK						
Factors and actors within the DepED organization tend to act against decentralized education management. Personnel at all levels are often unclear on the implications of RA9155 for decentralization.	The principle of decentralized education management promulgated by law may not be put into practice.	5	5	E	• The program will promote understanding and application at all levels of the roles and responsibilities assigned by RA 9155.	DBM, FC[29], DepED
CHED and DepED required to work closely together to improve teacher education	CHED and DepED unable to agree on a common platform to work together to improve teacher education.	3	3	L	• That representatives of BEST will be working with both CHED and DepED will assist in creating a closer relationship between the two institutions and help reach.	FC, DepED CHED.
DepED's ability to identify key personnel who will be given responsibility and held accountable for supporting the implementation of the program.	Personnel identified to engage with donor partner projects see the responsibility as 'additional' work rather than part of their functional responsibilities.	4	4	H	• Ensure that the initiatives described under BEST are in line with DepED's reform agenda and the directions outlined in the Philippines Development Plan 2011-2016.	FC, DepED

[29] Facilitating Contractor

SOURCE OF RISK	RISK EVENT	RANKING			RISK TREATMENT	RESP.
		L	C	R		
					• 'Program', rather than 'project', approach to ensure BEST initiatives are DepED's priorities and will result in systemic changes. • Continued advocacy on the program approach will be needed at all levels to gain the support of the DepED personnel identified to work with BEST in order to ensure commitment, ownership and engagement with the program • Readiness assessment of all target agencies within DepED prior to program assistance being given	
DepED's tendency to seek rapid results to complex problems.	DepED do not adopt a strategic and considered approach leading to longer-term solutions and quality outcomes particularly in terms of the time and effort required for effective capacity building.	4	4	H	• BEST must show evidence of incremental progress especially in the initial stages of program implementation • Comprehensive monitoring framework regularly reporting to DepED personnel and key stakeholders at all relevant levels.	FC, DepED
DepED Rationalization (RAT) Plan	The new RAT plan is not in place, resulting in uncertainly and a lack of willingness to commit to BEST initiatives.	4	4	H	• BEST should focus on linking its initiatives with personnel based on their specific function within the organization rather than relying on particular organizational structures that may or may not exist after the implementation of the RAT plan. • Capacity building efforts should focus on developing teams of people rather than individuals to lessen the impact of	FC, DepED

SOURCE OF RISK	RISK EVENT	RANKING			RISK TREATMENT	RESP.
		L	C	R		
					small scale personnel changes resulting from the RAT plan. • There also must be willingness on behalf of the program to support DepED in re-skilling personnel affected by the RAT plan and, if necessary, repeat previous capacity building programs for new personnel.	
IMCS, Bureaus of Elementary, Secondary and Alternative Learning Systems are inadequately engaged in decision making on allocation and management of Program resources.	IMCS, Bureaus of Elementary, Secondary and Alternative Learning Systems not fully committed to supporting implementation.	3	3	M	• Clearly define respective roles, making it clear that the implementing units (IMCS & Bureaus) are responsible for priority setting/targeting decisions on the ground, work program development and subsequent implementation • Clearly specify role of program implementation unit / support office within DepED (e.g EDPITAF)	DepED Program implemen - tation unit / support office
Competing demands on top level DepED management.	Lowering levels of commitment to BEST by top management resulting in loss of momentum of the program.	5	4	E	• Ensure that there are clear governance and management structures and processes in place, so the program has its own momentum.	FC, DepED mangt.
Competing demands on staff in the field (RO, DO and schools)	Regional, division and school staff are already dealing with demanding organic responsibilities. The activities under BEST while in line with DepED's reform agenda will require additional effort, different way of doing things and change in mindset.	5	4	E	• Ensure that responsibilities are fairly distributed among staff and resources and capability building activities are provided so it will be easier for the staff to take on additional or new responsibilities. Taking on these responsibilities for compliance only will hinder the program from gaining momentum, instituting effective change and sustain results.	DepED mangt and FC

SOURCE OF RISK	RISK EVENT	RANKING			RISK TREATMENT	RESP.
		L	C	R		
Competing demands from other donors	The same regional, division, district and school staff are sent to trainings and other activities of other donors eventually causing fatigue. Donor-funded projects often require participants to apply what they have learned in the activities and to report back to them.	5	3	H	• Develop greater coordination among donors to avoid duplication of activities, put undue pressure to DepED staff and create confusion in the classroom. Faced with demanding tasks, the staff is likely to choose strategies/learnings that are easiest to apply and these may not be the best. • Ensure that trainings on teaching and learning are always aligned with DepED's priorities.	FC, donors and DepED
Highly centralized decision-making style of DepED.	Top-down decision making, slow release of funds to regions/divisions and delayed implementation	4	4	H	• Promote understanding of and adherence to Republic Act 9155, Sections 5, 6 and 7 of Chapter 2, and Chapter 4, of Republic Act No. 9155. • Clearly specify roles and responsibilities of national and regional/divisional levels • Establish agreed resource allocation parameters between national and regional levels based on plans • Establish financial management arrangements that allow swift allocation of resources to regional/divisional level implementers	DepED EDPITAF / Program manage - ment support office
Successful initiatives tend not to be effectively exploited.	Many efforts are repeated rather than taking advantage of results from other initiatives.	4	3	H	• The BESTclearly builds on the results of previous projects and DepED initiatives. • The DFAT transition project ensures that products of STRIVE and BEAM are not neglected. • BEST will monitor the further	DepED, FC, EDPITAF / Program manage- ment & monitoring office

SOURCE OF RISK	RISK EVENT	RANKING			RISK TREATMENT	RESP.
		L	C	R		
					development and / or operationalization of results of previous projects. • All Program interventions to be fully costed for both capital and recurrent costs and replication strategies developed. This will help DepED to program needed resources. • Develop and implement LRMDS Management & Maintenance QA/M&E system in all LRMDCs • Actively promote reflection and learning activities and information dissemination (specifically on lessons learned, identified successes and sustainability / replication strategies) • Actively engage senior policy makers and managers (at regional and national level) in these learning activities	
The National Educators Academy of the Philippines (NEAP) has yet to receive full support for its mandate.	NEAP cannot take its assigned responsibility for the HRD of school heads.	4	4	H	• Support DepED-initiated legislation recommending the establishment of the NEAP as a national entity similar to the Development Academy of the Philippines to vest the NEAP with corporate powers under the supervision of a governing board.	FC, DepED
TECHNICAL RISK						
Program developmental initiatives to be specifically focused on the K – 12 issues and on English, Math and	Different expectations from the stakeholder groups Vested interests draw attention away from the focus activities	3	3	M	Focus all activities on K-12 for all in-school students in science, maths and English	FC, CHED, DepED

SOURCE OF RISK	RISK EVENT	RANKING			RISK TREATMENT	RESP.
		L	C	R		
Science						
Service providers (both government and non-government) do not perform to expectations	Shortcuts in development activities lead to sacrifice in sustainability	3	4	H	Selection of service providers must be based on track record and recommendation as well as technical capability Contracts with service providers monitored closely.	FC, CHED, DepED
Limited DepED management capacity to 'drive' new initiatives at regional/divisional levels	Slow implementation of program initiatives in regions, divisions and schools	3	3	M	Management capacity building and learning activities will be supported in regions/divisions early on in Program implementation	EDPITAF / Program management & monitoring office Implementing agencies / service providers
Inadequate M&E data gathering systems in place in DepED.	Quality of monitoring and evaluation information from DepED systems is inadequate to inform focused or timely decision making.				• Provide capacity building resources for M&E activities at all levels to: o Improve baseline data collection in targeted areas o Conduct rapid qualitative surveys of stakeholder opinions (e.g. using local universities) o Review and learning events at divisional, regional and national levels	DepED, FC, EDPITAF / Program manage-ment & monitoring office
Tendency of DepED to appoint inappropriately skilled persons to program management and monitoring team.	PM & M team do not have the capacity to perform the necessary management and monitoring.	3	3	M	• Drafting of clear Terms of Reference for all new staff. • Rigorous interview and selection processes that include DepED input.	FC, DepED

SOURCE OF RISK	RISK EVENT	RANKING			RISK TREATMENT	RESP.
		L	C	R		
					• Regular personnel performance appraisals resulting in timely reallocation of personnel who are not meeting performance targets.	
The ICT unit within the Technical Services of DepED does not have the capacity or number of personnel required to support large scale nationwide Information Systems or the ICT services of DepED central office itself.	A fully functioning organic ICT unit of sufficient strength to provide systems analysis, development, management and administration, and user support is not established and cooperating fully with the office of the secretary by the time BEST begins.	4	4	H	• Keep in place the organizational support for EBEIS established during the transition, and push for this support to be institutionalized in DepED. • Extend the remit of this support to cover the entire UIS, adding additional personnel from within DepED and by contracting additional personnel as necessary. • Continue to attempt to influence DepED to establish an appropriate ICT unit, by putting into place training programs for staff selected for the unit and by assisting in the formulation of ToR for unit personnel, based on those created in STRIVE for the EBEIS organizational structure	FC, DepED
Within several DepED units there is not the capacity or willingness to take on ownership of the relevant component of the UIS.	• Ownership of UIS components cannot be properly established within Central DepED, which in turn impedes the likelihood of the national adoption of the component. • ICT systems piloted in the regions by previous programs are not supported for national rollout but continue to be used in those regions.	4	4	H	• Regularly inform and seek the full continued support of DepED top management so that they influence the relevant units to commit to the responsibilities of system ownership. • Continue to support the regional systems and continue their development in the relevant regions, encouraging roll out throughout the regions concerned. At the same time, seek to establish firm ownership of the	FC, DepED

SOURCE OF RISK	RISK EVENT	RANKING			RISK TREATMENT	RESP.
		L	C	R		
	• No further development or support occurs during the transition to ensure that the systems are completed and that a wide range of data are entered into the system (particularly TDIS).				systems in DepED, partly by advocating the system much more to senior management.	
POLITICAL RISK						
Changes in Government and/or DepED leadership.	Change in priorities results in dwindling interest in, or effort devoted to, program initiaves	2	3	L	• Close alignment of BEST with BESRA and the Philippines Development Plan partly protects the initiatives against political changes • proactively inform and consult with new leaders on program, especially concerning any negotiated MOU obligations for counterpart funding, physical infrastructure and human resource allocation	FC
Political intervention in program activities by local political officials and the highly politicised nature of Philippines governmental agencies, including DepED.	• Dilution of program impact due to less effective targeting of resources and inputs due to political influences • Political interference in the implementation of programs on basic education (including Program supported activities) leads to poor implementation performance. • Appointment of program personnel on political grounds	2	3	L	• maintain active working relationships with key leaders at national and regional levels • rigorous application of personnel performance appraisal followed by removal of unsuitable personnel, M&E, and auditing of use of funds, etc • Program implementation arrangements will be clearly established in the design framework and operational guidelines and firmly asserted with proper dissemination to stakeholders	FC, CHED, MC
Peace and Order problems	• Program-related persons and organisations in conflict or insecure	3	4	M	• Identify areas of most concern and develop a Security Plan around planned	FC, MC, CHED,

SOURCE OF RISK	RISK EVENT	RANKING			RISK TREATMENT	RESP.
		L	C	R		
	areas pressured to provide cash and facilities for insurgent activities • Outside assistance (e.g. program activities and visits by foreign TA) cannot be provided due to security issues				activities in those areas. • Utilise local trusted service providers and NGOs for delivering advocacy regarding benefits of program activity	DepED
Excessive influence on DepED of National Book Development Board.	DepED are unable to effectively manage T&L resources procurement and to implement flexible licensing models	3	3	M	Program is focused on providing a range of resources via the LRMDS portal in accordance with requirements of the DepED CO and implementation of K-12.	Bureaus, IMCS, FC
ENVIRONMENTAL / INFRASTRUCTURE RISK						
Access to remote sites limited by safety and security issues	Limited opportunity to travel for monitoring, evaluation and specialist training	2	3	L	Use alternative methods of transferring data including bringing participants to a central site for briefing	FC
Natural disasters (eg typhoon s/ flooding)	Location and timing of program activities may be affected	3	4	M	• Risk management plan to address protocols procedures in case of natural disaster • Recommend adjustments to activities affected by natural disasters or switch focus (e.g. classroom construction) to affected areas	FC, CHED, DFAT
SOCIAL RISK						
Inadequate focus on inclusive education.	• DepED materials do not adequately promote inclusive education. • Integration of gender and poverty inclusive concerns in program-supported initiatives is not consistently implemented.	3	3	M	• LRMDS A&E training incorporates standards, tools and guidelines for inclusive content design, development and evaluation. • Deliver LRMDS Gender Equity and Social Justice (needs analysis) training program to all Regions and Divisions. • Identify and use existing materials	EDPITAF / Program manage-ment & monitoring office Implemen-ting

SOURCE OF RISK	RISK EVENT	RANKING			RISK TREATMENT	RESP.
		L	C	R		
					(developed through BEAM/ PROBE) that embody good practice in gender sensitivity of course materials. • Revitalise the Gender Focal Unit/team to work closely with EDPITAF, TWG, and the Program manager to help ensure gender issues are adequately addressed in program-supported activities. • Organize a Program workshop to launch the Program and create awareness among partner organization on how to implement gender and poverty inclusive approaches in the field. • Deliver the STRIVE-developed Gender Equity and Social Justice training program to all Regions and divisions.	agencies / service providers
FINANCIAL & ECONOMIC RISK						
Inconsistent application of financial and procurement procedures.	Accountable cash grants to DepED / service providers are not adequately or appropriately accounted for	3	3	M	• Establish clear procedures for the use and acquittal of funds • Establish special accounts at divisional / regional levels for management / use of Program resources by DepED • Provide training for fund recipients • Undertake regular audits of accounts • Take legal action to re-coup monies if required	EDPITAF / Program management & monitoring office

ANNEX 5 - LIST OF ACRONYMS

4Ps	Pantawid Pamilyang Pilipino Program
ACSCU	Association of Christian Schools, Colleges and Universities
ACT	Association of Concerned Teachers
ADB	Asian Development Bank
ADD	Association of DepED Directors
ADM	Alternative Delivery Modes
AIM	Asian Institute of Management
ALS	Alternative Learning System
ARMM	Autonomous Region in Muslim Mindanao
ASEAN	Association of Southeast Asian Nations
ASec	Assistant Secretary
ATEIM	Association of Teacher Education Institutions in Mindanao
DFAT	Australian Aid for International Development
BALS	Bureau of Alternative Learning Systems
BEAM	Basic Education Assistance for Mindanao
BEE	Bureau of Elementary Education
BEEd	Bachelor of Elementary Education
BEIS	Basic Education Information System
BEPER	Basic Education Public Expenditure Review
BESRA	Basic Education Sector Reform Agenda
BEST	Philippines-Australia Basic Education Sector Reform Program
BRAC	Bangladesh Rural Advancement Committee
BSE	Bureau of Secondary Education
BSEd	Bachelor Secondary Education
CB-PAST	Competency-Based Performance Appraisal System for Teachers
CCI	Classroom Construction Initiative
CCT	Conditional Cash Transfer
CEAP	Catholic Educational Association of the Philippines
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CEM	Center for Educational Measurement
CESB	Career Executives Service Board
CHED	Commission on Higher Education
CILN	Curriculum Innovation Learning Network
CLC	Community Learning Center
CMO	CHED Memorandum Order
CO	Central Office
COA	Commission on Audit
COCOPEA	Coordinating Council of Private Educational Associations
COD	Center of Development
COE	Center of Excellence
COTE	Center of Teaching Excellence
CPD	Continuous Professional Development
CSC	Civil Service Commission
CSO	Civil Society Organization
CSR	Cohort Survival Rate
CWD	Children With Disabilities
CY	Calendar Year

DAP	Development Academy of the Philippines
DAS	Development Assistance Strategy
DAT	Division Achievement Test
DBM	Department of Budget and Management
DECS	Department of Education, Culture and Sports
DEDP	Division Education Development Plan
DepED	Department of Education
DepED ARMM	Department of Education Autonomous Region in Muslim Mindanao
DepED CO	Department of Education Central Office
DepED DO	Department of Education Division Office
DepED RO	Department of Education Regional Office
DILG	Department of the Interior and Local Government
DO	DepED Order
DOF	Department of Finance
DOLE	Department of Labor and Employment
DOST	Department of Science and Technology
DRM	Digital Rights Management
DSWD	Department of Social Welfare and Development
EBEIS	Enhanced Basic Education Information System
E-IMPACT	Enhanced-Instructional Management by Parents, Community and Teachers
EASE	Effective Alternative Secondary Education
ECCDC	Early Childhood Care and Development Council
ECED	Early Childhood Education
EDCOM	Congressional Commission on Education
EDPITAF	Educational Projects Implementation Task Force
EFA	Education For All
eNGAS	Enhanced National Government Accounting System
EPIP	Education Performance Incentive Partnership program
ES	Education Supervisor
ESC	Educational Service Contracting
EVS	Education Voucher System
ExeCom	Executive Committee
FAP	Foreign Assisted Project
FAPE	Fund for Assistance to Private Education
FC	Facilitating Contractor
FDP	Faculty Development Program
FGD	Focus Group Discussion
FINCOM	Finance Committee
FLEMMS	Functional Literacy, Education and Mass Media Survey
FMIS	Financial Management Information System
FMS	Financial and Management Service
FRAR	Fiduciary Risk Assessment Report
GAA	General Appropriations Act
GAD	Gender and Development
GASTPE	Government Assistance to Students and Teachers in Private Education
GDP	Gross Domestic Product
GPPB	Government Procurement Policy Board
GER	Gross Enrollment Rate
GILAS	Gearing up Internet Literacy and Access for Students

GIS	Geographic Information System
GoA	Government of Australia
GOP	Government of the Philippines
GRP	Government of the Republic of the Philippines
GTZ	German Technical Cooperation
HEDP	Higher Education Development Program
HR	Human Rights
HRIS	Human Resource Information System
HRMDS	Human Resource Management and Development System
HRMIS	Human Resource Management Information System
HRTD	Human Resource Training Development
IAS	Internal Audit Service
ICT	Information, Communication and Technology
IIEP	International Institute for Educational Planning -UNESCO
IM	Instructional Materials
IMCS	Instructional Materials Council Secretariat
INSET	In-Service Training
IP	Indigenous People
IPPD	Individual Professional Development Plan
IPR	Intellectual Property Rights
IRA	Internal Revenue Allotment
ISS	Information Services System
IT	Information Technology
JICA	Japan International Cooperation Agency
K-12	Kindergarten plus 12 years basic education
KALAHI-CIDSS	Kabit-Bisig Laban sa Kahirapan – Comprehensive and Integrated Delivery of Social Services
KRT	Key Results Thrust
LAC	Learning Action Cells
LCC	Literacy Coordinating Council
LEAP	Learning Enhancement Activity Programs
LET	Licensure Examination for Teachers
LGU	Local Government Unit
LR	Learning Resource
LRC	Learning Resource Center
LRMDC	Learning Resource Management and Development Center
LRMDS	Learning Resource Management and Development System
LSB	Local School Board
LSP	Linguistics Society of the Philippines
M&E	Monitoring and Evaluation
MANCOM	Management Committee
MDG	Millennium Development Goals
MFO	Major Final Outputs
MIPEP	Muslim and Indigenous Peoples Education Program
MISOSA	Modified In-School Off-School Approach
MOA	Memorandum of Agreement
MOOE	Maintenance and Other Operating Expenses
MOU	Memorandum of Understanding
MPS	Mean Percentage Score
MTB-MLE	Mother Tongue-Based Multi-Lingual Education
MTEF	Medium Term Expenditure Framework

MTPDP	Mid-term Philippines Development Plan
NASSHPHIL	National Association of Secondary School Heads of the Philippines
NAT	National Achievement Test
NBDB	National Book Development Board
NCBTS	National Competency-Based Teacher Standards
NCBTS-TSNA	National Competency-Based Teacher Standards – Teachers Strengths and Needs Assessment
NCDA	National Council on Disability Affairs
NCR	National Capital Region
NCRFW	National Commission on the Role of Filipino Women
NCTE	National Center for Teacher Education
NEAP	National Educators Academy of the Philippines
NEDA	National Economic and Development Authority
NER	Net Enrolment Rates
NETRC	National Educational Testing and Research Center
NGO	Non Government Organization
NISMED	National Institute for Science and Math Education
NLS	National Learning Strategies
NOPTE	National Organization of Professional Teachers
NPSBE	National Program Support for Basic Education
NSCB	National Statistics Coordination Board
NSO	National Statistics Office
NZAID	New Zealand Agency for International Development
ODA	Official Development Assistance
ODE	Office of Development Effectiveness
OHS	Open High School
OPIF	Organizational Performance Indicator Framework
OPS	Office of Planning Services
OSA	Out of School Adult
OSCY	Out of School Children and Youth
OSY	Out of School Youth
PACU	Philippine Association of Colleges and Universities
PAFTE	Philippine Association for Teacher Education
PA-HRODF	Philippine Australian Human Resource and Organization Development Facility
PASMEP	Philippine Australian Project for Science & Math Education
PASS	Philippine Association of School Superintendents
PATVEP	Philippine Australian Project for Technical & Vocational Education
PAVEA	Philippine Association of Vocational Education Administrators
PBEd	Philippine Business for Education
PBSP	Philippine Business for Social Progress
PDD	Program Design Document
PDM	Professional Development Materials
PDP	Philippine Development Plan
PEMEA	Philippine Educational Measurement and Evaluation Association
PESPA	Philippine Association of Elementary School Principals
PFMP	Philippine Financial Management Program
PFRD	Philippine Foundation for the Rehabilitation for the Disabled
PGS	Partner Government System
PHDR	Philippine Human Development Report
PHI-IRI	Philippine Informal Reading Inventory

PIP	Philippine Investment Plan
PIU	Program Implementing Unit
PMMO	Project Management and Monitoring Office
PNU	Philippine Normal University
PO	People's Organization
PRC	Professional Regulation Commission
PRIME	Philippines - Australia Muslim and Indigenous Peoples Education Program
PROBE	Philippine Australian Project for Basic Education
PROGCOM	Programs Committee
PSDS	Public School District Supervisor
PTA	Parents-Teachers Association
QA	Quality Assurance
QAA	Quality Assurance and Accountability
RA	Republic Act
RA9155	Governance of Basic Education Act
RAT	Regional Achievement Test
RD/ARD	Regional Director/Assistant Regional Director
REDP	Regional Education Development Plan
RELC	Regional Education Learning Center
RTD	Roundtable Discussion
SARDO	Students At Risk of Dropping Out
SDD	Staff Development Divisions
SGC	School Governing Council
SBM	School-Based Management
SBP	School Building Program
SBP4BE-CC	School Building Program for Basic Education – Classroom Construction
SDLC	Systems Development Life Cycle
SDS/ASDS	Schools Division Superintendent/Assistant Schools Division Superintendent
SEAMEO	Southeast Asian Ministers of Education Organization
SEAMEO-Innotech	Southeast Asian Ministers of Education Organization Regional Centre for Educational Innovation and Technology
SEDIP	Secondary Education Development Improvement Project
SEF	Special Education Fund
SGC	School Governing Council
SIL	Summer Institute of Linguistics
SIP	School Improvement Plan
SIS	School Information System
SPED	Special Education
SPHERE	Support to Philippine Education Reforms
SPPD	School Plan for Professional Development
STRIVE	Strengthening the Implementation of Basic Education in selected provinces of the Visayas
SUC	State Universities and Colleges
SY	School Year
T&D	Training and Development
TA	Technical Adviser or Technical Assistance
TDIS	Teacher Development Information System
TDNA	Training Development Needs Assessment

TDNASH	Training Development Needs Assessment for School Heads
TEC	Teacher Education Council
TED	Teacher Education and Development
TEEP	Third Elementary Education Program
TEI	Teacher Education Institution
TESDA	Technical Education and Skills Development Authority
TIP	Teacher Induction Program
TOR	Terms of Reference
TPTE	Technical Panel for Teacher Education
TR	Teaching Resource
TVET	Technical Vocational Education and Training
TWG	Technical Working Group
UDL	Universal Design for Learning
UIS	Unified Information System
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation's Children's Fund
UP	University of the Philippines
USAID	United States Agency for International Development
USec	Under Secretary
USEP	University of South-Eastern Philippines
WB	World Bank
WHO	World Health Organisation

ANNEX 6 - List of Stakeholders Consulted

Department of Education (DepED), Secretary Bro. Armin A. Luistro, Undersecretaries Yolanda Quijano, Lino Rivera, Francis Varela and Albert Muyot, Assistant Secretaries Rey Laguda and Jesus Mateo

Commission on Higher Education (CHED), Chairman Patricia Licuanan, Commissioner Nenelyn Defensor, Director Napoleon Imperial

Early Childhood Care and Development Council (ECCD), Acting Chairman and Executive Director Teresita G. Inciong, Deputy Executive Directors Delia Ganaden and Marilyn Manuel

Philippine Business for Education (PBED), President Chito Salazar, Director Wadel Cabrera, Members Mike Luz, Mario Taguiwalo, Fe Hidalgo, a representative of Synergeia Director Melwida Guevara and Makati Business Club Executive Director Peter Angelo V. Perfecto

CHED-organized National Conference and Workshop on Refocusing the Normal Schools to Meet Quality Teacher Education, CHED Commissioner Nenelyn P. Defensor, CHED Director for Policy, Planning, Research and Information Jean C. Tayag, CHED Director for Programs and Standards Sinforoso Birung and the presidents and academic officials of the following state universities: Philipine Normal University, Bicol University, Bukidnon State University, Cebu Normal University, Leyte Normal University, Mariano Marcos State University, Palawan State University, Pangasinan State University, West Visayas State University and Western Mindanao State University

Southeast Asian Ministers of Education Organization Regional Centre for Educational Innovation and Technology (SEAMEO INNOTECH), Director Ramon Bacani, Head of Business Development Program Bennet Benoza, Head of Programs Philip Purnell

Philippine Association of Schools Superintendents (NCR Chapter), PASS NCR President and Acting NCR Regional Director Elena Ruiz (+ all 17 Schools Division Superintendents of NCR)

Philippine Elementary School Principal Association (PESPA), PESPA President Dr. Franklin Marcelo, PESPA Executive Director Marino Caliwara **(+** 6 Principals from the National Capital Region)

Philippine Normal University (PNU) – The National Center for Teacher Education, PNU President Ester Ogena, Vice President for Academic Affairs Adelaida C. Gines, Head, Department of Elementary Education Marilyn Umina-Balagtas

Association of DepED Directors (ADD): RD's from Regions 1 (Ligaya Manuel) , 3(Teofila Villanueva represented by Beatriz Torno), 4A (Lorna Digno), 4B (Sinforosa Guinares), 6 (Mildred Garay), 7 (Recaredo Borgonia), 9(Walter Albos) , 10 (Luz Almeda representative), 11 (Susan Estigoy), 12 (Isabelita Borres), CAR (Josefina Tamondong), BSE (representative)

NEAP: Acting Director Eric Habijan, Program Manager Jun Ordovez

BASIC EDUCATION SECTOR TRANSFORMATION (BEST) PROGRAM

Former STRIVE Advisers*:* Laine Velasco, Maya Banez, Rechie Cruz, Estefania de Guzman, Edna Escarilla, Caring Nasol, Twila Punzalan, Zorayda Gonzales, James Lagria, Solitario Discar, Chi Alcedo

Region XI: Regional Director Susan Estigoy, Schools Division Superintendents, Regional Supervisor Cora Escalera, Regional NEAP personnel, 8 school heads and 8 teachers

University of Southeastern Philippines (USEP): USEP President Perfecto Alibin, Bonifacio Gabales (Dean of Education)

Association of Teacher Education Institutes of Mindanao (ATEIM): ATEIM Executive Officer Leo Pongos

PRIME*:* Nelson Ireland – Program Director

Teacher Education Council (TEC)*:* Beth Torno, Rita Dalisay

Philippines Education Measurement and Evaluation Association (PEMEA): PEMEA President Richard Gonzales and PEMEA officials Carlo Magno, Marilyn Balagtas

Access/SOBE Advisers STRIVE*:* James Lagria, Solitario Discar , Nelson Ireland

DepED Staff Development Divisions from BEE/BSE/BALS/ HRD): Rose Dorningo (SDD-BSE) Fe Villalino (SDD-BEE), Cecille Anyayahan SDD-HRD), Edna Guiosino (SDD-BALS), Cleofe Velasquez-Ocampo (SDD-HRD)

Quality Assurance and Accountability (QAA) Adviser STRIVE Dr. Estefania de Guzman

Training and Development Adviser for STRIVE: Dr. Twila Punsalan,

Educational Planning and Policy & Educational Governance Adviser for STRIVE: Caring Nasol

DepED GAD Secretariat*:* Nannette Lozaria, (HRD-SDD), Everlyn Gorospe (GAD Consultant)

Office of Planning Services - Miriam Coprado, Ester Dijamco and other team members)

SBM Consultant, Educationalist University of Philippines: Cynthia Rose Bautisa

Bureau of Secondary Education: Bureau Director Lolita Andrada

Bureau of Alternative Learning System: Bureau Director Carol Guerrero (+ team members)

Bureau of Elementary Education: Acting Bureau Director Lita Esdicul (+ members –Merle Nollido, SPED, MTB, IP)

Instructional Materials Council, Secretariat: Director Lulu Pilor, Daisy Santos

PRIME Advisers (Nelson Ireland, Zorayda Gonzales)

Region V: Regional Director Orfelina Tuy, Assistant Regional Director Diosdado San Antonio, Schools Division Superintendents, District Supervisors, Planning, Budgeting and Finance senior staff, NEAP –Bicol staff, school heads, teachers, students and parents (San Francisco Central Elementary School and Albay Central School),

President of Bicol University: Fay Lea Patria Lauraya (+ senior staff, including Jo-Ann M Cordovilla – Bicol University Regional Science Teacher Center)

ANNEX 7 - DEVELOPMENT PARTNER PROGRAMS AND PROJECTS AS AT DECEMBER 2011

Dev't Partner	Project	Focus	Duration
ON-GOING			
Australia	Support for Philippine Education Reforms (SPHERE), Grant through WB	Support DepED's sector reforms covering construction of classrooms, school grants to **elementary** schools in the Southern Philippines, distribution of teaching and learning materials, establishment of learning resource centres and support to teacher training and development.	2007-2013 (AUD41 Million) Nationwide
	Muslim and Indigenous People's Education Program (PRIME), Grant	Address the needs of disadvantaged Muslim and indigenous communities with large **Muslim and IP population**.	2011-2014 (AUD19 million) 19 target regions
	Rehabilitation of Classrooms and School Facilities in Typhoon-Affected Areas in Metro Manila, Grant	Rehabilitation of **classrooms** and school facilities in 160 schools in Metro Manila affected by typhoon Ondoy. This includes replacement of damaged ICT equipment and textbooks.	2010-2011 (AUD 3.0 million) Metro Manila
	Philippines-Australia Human Resources and Organisational Development Facility (PAHRODF), Grant	**Strengthen capacities** of DepED in planning and policy, leadership and management, human resource management and development, procurement processes and change management.	2010 – 2015 Nationwide (AUD 1.5 million)
	Local Undergraduate Scholarships in Teaching, Grant through PBEd	Supporting for 12 scholars enrolled in a four year education program at the Philippine Normal University and University of the Philippines.	2010-2014 (AUD48,000) Metro Manila
	Research	Ongoing **research studies** on (i) Basic Education Public Expenditure Review (Phase 2) focusing on School Based Management, with World Bank; (ii) Curriculum study for the expansion of basic education to a 12 year cycle with Melbourne University; (iii) Teacher Competency and	2011-2012

		performance assessment; and (iv) E-Reader/Tablet Study	
World Bank	National Program of Support for Basic Education (NPSBE), Budget Support Loan	Support for the sector reforms covering school MOOE, school grants, textbooks, classroom construction, training, and hardship allowance; covers both **elementary and secondary schools**	2006-2011 (US$200 Million) Nationwide
	Analytical and Advisory Activities, Technical Assistance	Estimation of Cost Requirements of the Kindergarten to 12 Program; Cost Benefit Analyses of the Kindergarten to 12 Program (First Part is on Private Returns to Additional Two Years)	January to August 2011
GIZ	School Health Program, Grant	Technical Assistance for the development of the Essential Health Care Program (EHCP) in **elementary** schools; hand washing , tooth brushing and de-worming as school activities in 35 DepED divisions; WASH in schools; longitudinal health and education outcome studies	2004-2014 35 Schools Divisions
	School Health Innovation DFAT and GIZ Grant	Expansion of DepED National's EHCP to 300 **elementary schools** in ARMM including the provision of WASH facilities	2011 - 2014 A$ 3.4 million
UNICEF	Country Program for Children 6, with DFAT grant	Support to **ECCD,** integration of Child Friendly Schools approaches in **elementary**, education in emergencies, and child protection advocacies.	2005-2011 19 Provinces
	Education support for children affected by armed conflict , with DFAT Grant	Support the expansion of the Tahderiyyah curriculum (Islamic **pre-school**) in 800 MILF Communities and 500 public elementary schools nationwide. It also supports the registration of child soldiers and establishment of Child Protection Units in the MILF camps.	2010-2012 (AUD2.5 million) ARMM and selected public schools nationwide
USAID	Education Quality and Access for Learning and Livelihood Skills Project-II (EQuALLS II) Project, Grant	Increase access to quality education for **elementary** school children, and to relevant learning and livelihood skills training for **out-of-school** children and youth in 14 municipalities in Mindanao .	2006-2011 (US$60 million) Region 9,12 & ARMM
	Literacy for Peace and Development (LIPAD), Grant	Improve the literacy rates of 62,500 **out-of-school** youth and adult illiterates through peace advocacies.	2011-2014 (US$1.3 million) ARMM
	TUDLO Mindanao (US Peace	Enhance English proficiency of **elementary** teachers by creating English	2011-2013

	Corps volunteers and Filipino graduates of English Language Camps), Grant	comic strips and storybooks	(US$650,000) Mindanao
	Growth with Equity in Mindanao (GEM3), Grant	Support to economic growth and promoting peace through infrastructure development, governance, business growth, livelihood enhancement and peace, and workforce preparation including the Computer Literacy and Internet Connectivity to selected schools; grants to parent-teachers associations; scholarships to Vocational, **Elementary, Secondary, and Tertiary** Studies , English proficiency for OSY.	2008-2012 Mindanao
	Support and Education Assistance to Typhoon Affected Schools (SEATS), Grant	Rehabilitate schools affected by Typhoons Ondoy and Pepeng through the provision of school furniture.	2010-2013 US$1-million 6 Regions in Luzon
	Job Opportunities for Business Scale-Up (JOBS) Partnership	Increase institutional capacity of the Southern Christian College (SCC) in rural workforce development through extension programs in agricultural entrepreneurship. Improve livelihood and income for rural **out-of-school youth** through training in workforce development and deployment of entrepreneurial agriculture extension services.	2011-2015 (US$1.35 million)
	Improving DepED Capacity to Produce and Use Assessment Data	Support to DepED's production and use of **assessment** data; revisiting the National Achievement Test design and analysis; advising on assessments in line with K to12 reform; production of report cards for performance measures from school to regional level; and piloting a reading assessment model at the **early grades**.	2011-2013 US$1.5 million
JICA	Japan Bangsamoro Initiatives for Reconstruction and Development (J-BIRD), Grant and Loan	Support Basic Human Needs sectors such as water supply, education, health, livelihood, agriculture and fishery production, community facilities and others.	2006 to present ARMM
Local Donors	Philippine Business for Social Progress, League of Corporate Foundations , Philippine Business for	Construction of 10,000 new classrooms all over the Philippines	2011-2012 Nationwide

	Educ		
PIPELINE			
Basic Education			
DFAT	Basic Education Assistance for Mindanao-Autonomous Region in Muslim (BEAM-ARMM)	Support to increasing access and improving the delivery of basic education and OSY livelihood skills training in **Muslim Mindanao**. This include four components, namely: Support **for Early Childhood Education and Basic Education**; School Health, Water and Sanitation in schools; Technical Vocational Training for out of school youth (**OSY**); and Alternative Delivery Model of education to service remote communities.	2012-2017 (AUD117 million) ARMM
	Basic Education Sector Transformation (BEST) Program	Support will focus on the development of a Unified Information System; implementation of regional **education management systems** in target regions; strengthening of capacity for research, planning and policy development and decentralised resource management. Support will also be directed towards strengthening Pre-Service and In-service Teacher Development, curriculum, assessment and learning resources and alternative delivery mode. **Classroom Construction** Phase 2.	Mid 2012-2017 Nationwide
	Classroom Construction Initiative Phase 1, Grant	Support to DepED for **classroom construction** and training of teachers ; support to DSWD for **Day Care Center** construction and training of day-care workers	2012-2013 A$ 20 million
	Public Financial Management Program, Grant Technical Assistance	Improve DepED's budget planning, budget execution and reporting; development of a Financial Management Information **System** and Financial Management and Operations Manual.	2012-13
WB	National Program Support for Basic Education Project 2, Budget Support Loan	Continue support to critical areas of basic education reforms; equity in basic education, interventions for **early grades** and establishing performance incentive system .	Mid 2012-2016 US$ 300 million
	Analytical and Advisory Activities, Grant TA	Research/TA areas to be determined jointly with the Philippine Government partners (DepED and CHED	August 2011 to June 2012
GIZ	Effective school health for Asia in collaboration with SEAMEO, Grant TA	Establish regional structures for South – South learning in school health; Support governments in SE Asia to enhance their school health programs; WASH in schools programming	Late 2011 – 2014 AUD 4 million

	Research , Grant TA	Studies on (i) low cost sanitation solutions of schools in collaboration with Fit for School , DFAT and UNICEF ; and (ii) School feeding – what are the key success factors for sustainable feeding programs (collaboration with World Vegetable Centre)	2012 - 2013
UNICEF	Country Program for Children 7, Grant	Supporting the life stages approach to child development covering 0-8 year olds for ECCD; elementary grades 1 to 4; WASH in communities; advocacies for child protection	2012- 2017 US$ 7 million per year
USAID	Support to basic education, OSY and higher education , Grant	Enhancing elementary early years reading; strengthening higher education research and development linked to industries; and workforce development	2013-2016 US$ 10 million per year

Source: PDF Sub-working Group on Education