



Annex 5: Evaluation Plan
End of Program Internal Review
July 2016



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Attachment A: Draft EPR Evaluation Framework

Attachment B: BEAM- ARMM Results Framework

Attachment C: Draft EPR Report Outline

Abbreviations

ARMM	Autonomous Region in Muslim Mindanao
BEAM–ARMM	Basic Education Assistance for Muslim Mindanao (program)
DepEd–ARMM	Department of Education – Autonomous Region in Muslim Mindanao
DFAT	Department of Foreign Affairs and Trade
EPR	End of Program Review
GoA	Government of Australia
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
M&E	Monitoring and Evaluation
OSY	Out of School Youth
PDD	Project Design Document
ToR	Terms of Reference
UMIS	Unified Monitoring and Evaluation System
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation and Hygiene

1 End of Program Review Summary

The End of Program Review (EPR) of BEAM–ARMM is a quasi-independent assessment of the program’s progress towards defined objectives and outcomes. This EPR provides an opportunity for the recommendation of practical guidance and associated measures to address strategic and operational issues influencing program performance since its commencement. The evaluation plan outlined below provides a structured plan and approach to completing the review. The EPR builds upon the experiences, lessons learned and the traction gained following on-going monitoring and the Mid-Term Review in July 2014. The results of the EPR will be used to inform the commencement of the Pathways program in 2017.

It is anticipated the evaluation plan will be reviewed and updated as the evaluation progresses based on consultations with partners, stakeholders and DFAT.¹

The EPR will complete an initial document review and consult with a broad range of partners/stakeholders through direct interviews, observations and assessments over a six-month period commencing in September 2016. The review will utilise information derived from individual partner monitoring and evaluation (M&E) systems as well as a joint review of a sample of selected outputs, outcomes and indicators. The final scope of the review will be finalised in August 2016 during a M&E workshop with implementing partners.

2 Background

The purpose of this document is to outline the approach and methodology to complete the EPR. The plan has been prepared by the BEAM–ARMM M&E team following consultations with partners and internal discussions. Input and comments have been provided and incorporated from the BEAM–ARMM Team Leader and the Department of Foreign Affairs and Trade (DFAT).

A contractual requirement of the BEAM–ARMM program was for two independent and external evaluations to occur during the course of the contract period.² The first external evaluation occurred at the mid-point of program implementation in 2014. This proposal outlines the approach for the second and final end of program evaluation, which is scheduled prior to the completion of the extension phase in June 2017.

Given the remaining time and the work program of all partners, there is a need to consider evaluations in light of current commitments and the availability of partners to effectively participate and engage. In addition, a program design process is well advanced which reduces somewhat the need to have an external review, which would ‘inform’ this process.

At present BEAM–ARMM is conducting four end of program outcome studies, which cover access, learning, employability and governance. Partner information is feeding into these studies to varying degrees and some partners have also proposed independent external studies (e.g. water, sanitation and hygiene (WASH) under GIZ and Tahderiyah under UNICEF).

The intention of this proposal is to promote and integrate two levels of evaluation – (i) maintain the current planned end of program evaluations and (ii) to undertake an internal overarching evaluation that will review progress of the program over the two phases (2012-2017) and summarise the results of all studies to present a complete picture of progress and achievement against outcomes.

Given that program implementation is now between March 2016 and June 2017, a second formal external evaluation may be difficult to mobilise and support. At present BEAM–ARMM is in the process

¹ As part of the final submission with the EPR, the evaluation plan has been updated and does vary slightly from the original evaluation plan. This plan represents the final evaluation plan used for the evaluation.

² The original Contract 64398 Schedule 1 page 72, para 9.6: ‘An independent evaluation of the BEAM ARMM will be conducted by parties external to BEAM–ARMM implementing partners and stakeholders. Responsibility for engagement of evaluations ... will rest with AusAID (now DFAT). At minimum evaluations will be undertaken as follows: a) an independent review following the first 12 months of implementation; b) a second evaluation will be undertaken in the third year.’

of data collection across four end of program outcome studies. These studies form the basis of the overall evaluation approach to BEAM–ARMM. Considerable effort is currently being made to combine the data collection methods and processes of all partners to ensure respective data is collated and shared collectively.

In light of this there is also an understanding that there needs to be a ‘macro’ type review that draws together the results of Phases I and 2 and summarises key achievements, results, lessons and challenges. The proposed overall end of program evaluation will utilise information generated from the evaluations studies. The following diagram proposes a suggested breakdown of evaluation types and the inter-linkages between them and the relationship of these and the whole evaluation for BEAM ARMM.

Figure 1 Structure of proposed BEAM–ARMM evaluation approach

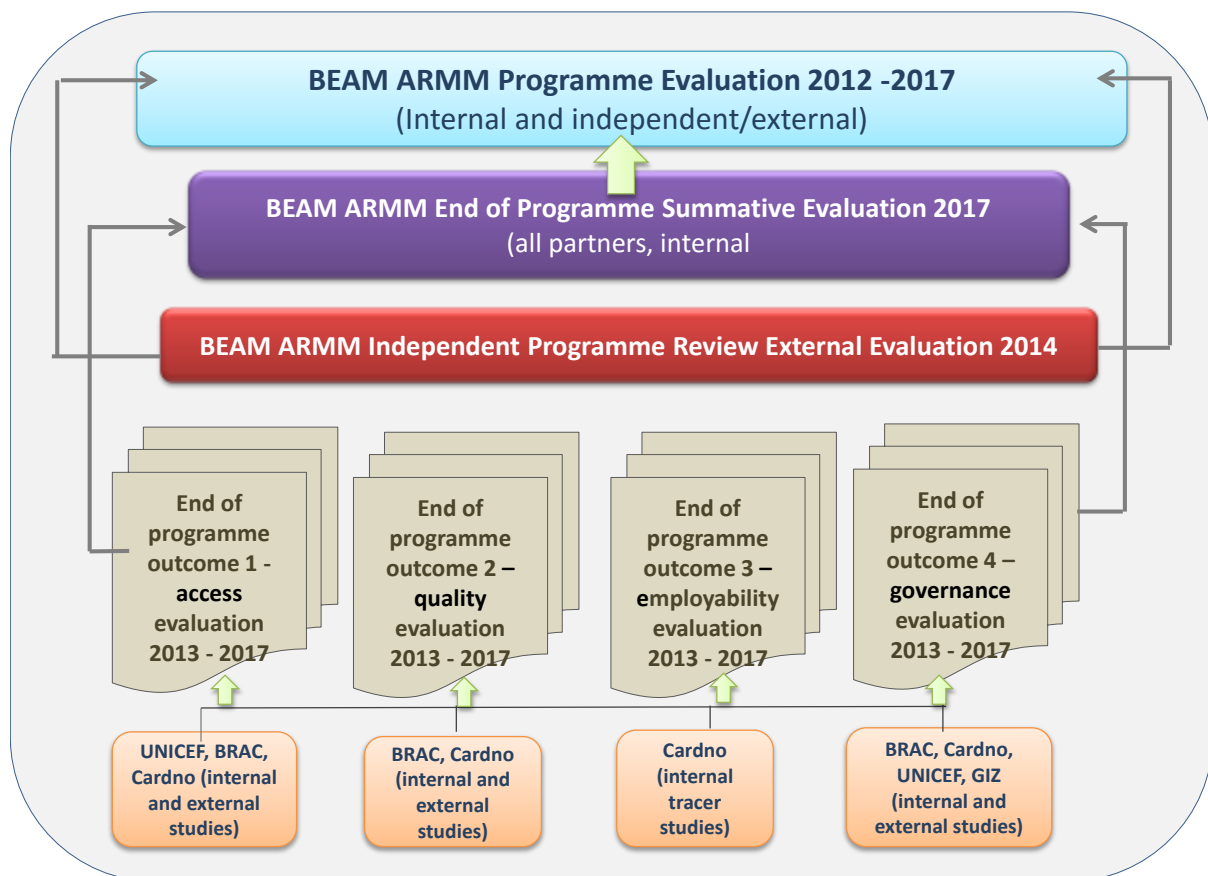


Figure 1 above outlines the proposed approach to the evaluation process of the program. The end program outcomes studies will continue as planned and outlined in respective evaluation plans. The final end of program evaluation will be an overall process involving all partners to reflect on key achievements, identify shortfalls and apply and utilise the data and information that has emerged from the end of program studies. In addition the Independent Program Review is part of the overall program evaluation.

It is important to note that some of the outcome evaluation studies will be completed internally and others externally. At this stage, BEAM–ARMM partners will complete the access and participation, governance and employability studies. For the quality evaluation study, this will be outsourced to an external service provider. Table 1 provides a summary of the internal and external focus of the studies. Each partner will contribute relevant information to each of the internal studies (namely participation and governance). Overall the evaluation process can be summarised as:

- > Existing evaluation studies (internal and external) which are primarily focused on quantitative data and information to demonstrate achievement of end of program outcome targets; and

- > A summative evaluation, which is primarily more qualitative and will contribute value to the end of program studies by summarising key results, achievements and gaps in the data.

Table 1 Summary of the internal and external focus of the studies

End Outcome	Key Indicators	Targets	Evaluation Approach
End Outcome 1: Access: Improved access and equitable provision of early childhood and basic education and Out of School (OSY) training support	% increase in school completion rates for boys and girls	Elementary – 13% Secondary – 7 % Tahderiyyah – 10% Alternative Delivery Model (ADM) – 90 % of 36,000 kindergarten completers will proceed to Grade 1 ADM Elementary – 80% completers will proceed to DepEd secondary (assuming continuation of fund support to complete Grade 6 level)	Internal study
	Increase enrolment of IP learners, children with special needs, children in conflict, children from poor families	Subsumed in the targets of Tahderiyyah, ADM and Basic Education above, increase will be determined during evaluation	Internal study (UNICEF, BRAC)
	% increase access to ECE of Grade 1 entrants, boys, and girls.	48% – 55%	Internal study (UNICEF)
	% increase in school participation	7% in elementary and secondary	Internal study
End Outcome 2: Quality: Improved quality of education and education environment (for learners, teachers, and managers)	Improved school readiness assessment of Grade 1 intakes	ADM – 90% of 36,000 kindergarten completers will proceed to Grade 1	External study
	% improvement in elementary Language Assessment for the Primary Grade (LAPG) results	50% of ADM G3 learners receive passing rate in the LAPG (If DepEd brings back the NAT for G3, then the measure will be 50% passing for NAT instead of LAPG)	Internal study (BRAC)
	Improved achievement rate in elementary and secondary from a baseline of selected schools	5%	External study
	Reduced disparity in performance of boys and girls	5%	External study
	% improved performance of madaris learners and teaching in private madaris (supported private madaris)	5%	External study
End Outcome 3: Employability: Improved employability of OSY and high school graduates	% of OSY completers employed or engaged in livelihood	50%	Internal tracer study
End Outcome 4: Governance: Improved education governance of early childhood and basic education and OSY	Improved school heads capacities on SBM	1,000 public schools	Internal study (Cardno)
	% of ADM Learning Centres receive direct management support from DepEd–ARMM	100% of ADM learners included in the Learner Information System (LIS), their transition to higher grades tracked and academic performance assessed by DepEd–ARMM	Internal study (BRAC)
	# of 2011 school communities use and accept transparency boards (GIZ)	50% of 2011 schools heads involve the community in resource management	Internal study (GIZ)

3 Purpose of the EPR

The primary purpose of the EPR is to assess the relevance, effectiveness and efficiency of program interventions and the progress made towards achieving end and intermediate outcomes. The review will also assess the implementation arrangements and coordination mechanisms among partners. The

EPR provides an opportunity to inform the next phase of implementation through the proposed Pathways program.

The EPR will focus on the following three key evaluation questions:

- > To what extent has the program achieved stated intermediate and end of program outcomes?
- > How appropriate were BEAM–ARMM’s institutional and governance approaches with DepEd–ARMM
- > To what extent has the program demonstrated efficiency and effectiveness through a unified approach to implementation and management? What lessons can be learned?

The review will operate at two levels – the first is an overall review and the second is the utilisation of information and data derived from individual partner studies. Attachment A provides a framework for the outline of key evaluation and sub-evaluation questions for the overall review. Section 4 below presents an outline of the approach and methodology for individual studies.

4 Outline of Partner Evaluation Plans

The following sections provide details and insights into the proposed approaches to be adopted by BEAM–ARMM partners with regards to individual evaluation studies. The information and data derived from these studies will be incorporated into the overall EPR report.

4.1 UNICEF

The Phase 3 of the Education for Children Affected by Armed Conflict Program or Tahderiyyah program aims to increase the access of 3 to 5 year olds in Bangsamoro communities to Early Childhood Care and Development (ECCD) services and improve their readiness for school. ECCD services are delivered through Islamic Day Care Centres, or ‘Tahderiyyah’ in Bangsamoro communities across Mindanao, in particular those that are hard to reach and conflict-affected. This program is funded by the Australian Government through DFAT, and, as with Phases 1 and 2, is implemented through strategic partnership with UNICEF Philippines and the Bangsamoro Development Agency (BDA).

The program is structured around three complementary pillars of intervention – early education, Child Protection (CP) and Water, Sanitation and Hygiene (WASH), with a strong focus on supporting sustainability and transition to the future Bangsamoro government. This includes interventions to increase community support for the Tahderiyyah, strengthen links between the Tahderiyyah and government institutions, create Tahderiyyah ‘models’ that can be scaled up, and carry out advocacy with key stakeholders in the transition. There is also a strong focus on ensuring that the program supports Tahderiyyah completers to transition to basic education in public schools or alternative delivery models in areas without public schools.

The evaluation will determine the relevance, effectiveness, efficiency, impact and sustainability of the Education for Children Affected by Armed Conflict Program or Tahderiyyah program. The evaluation results will inform any future interventions on early education in the Bangsamoro communities.

The evaluation is expected to serve not only as the final evaluation of the ‘Education for Children Affected by Armed Conflict Program’, but also to inform UNICEF strategic positioning for ECCD in Mindanao. It is also important to note that a strong ECCD analysis will be required to formulate sound recommendations for future UNICEF ECCD programs.

Evaluation Criteria

- > **Relevance** – What is the value of the intervention in relation to stakeholders’ needs?

- > **Efficiency** – Does the program use the resources in the most economical manner to achieve its objectives?
- > **Effectiveness** – Is the activity achieving satisfactory results in relation to stated objectives?
- > **Impact** – What are the results of the Tahderiyyah program – intended and unintended?
- > **Sustainability** – Are the activities and their impact likely to continue when external support is withdrawn, and will it be more widely replicated or adapted by BDA or Bangsamoro?

'Evaluation at UNICEF asks: Is the right thing being done? Is it being done well? Are there better ways of doing it? It also asks how and why results are as they are. It seeks to: understand how a given result has been achieved; document good practices and successful results; and learn from any shortcomings.

Given the organization's focus on equitable development, it is critical to know how disadvantaged children are affected. In this light, evaluation needs to ask not just 'What works?' but much more specifically 'What works for whom; in what circumstances and in what respects; and how?'

Below are preliminary evaluation questions which will be finalized during the inception phase:

Relevance	<ul style="list-style-type: none"> ▪ To what extent have the Tahderiyyah program outputs suited the priorities and policies of the Bangsamoro communities, DepEd-ARMM, DFAT and UNICEF? ▪ To what extent has the Tahderiyyah program outputs increased the access of 3 to 5 year olds in Bangsamoro communities to early education. ▪ Are the activities and outputs of the program consistent with the overall goal and the attainment of its objectives? ▪ Are the activities and outputs of the program consistent with the intended impacts and effects?
Effectiveness	<ul style="list-style-type: none"> ▪ To what extent were the objectives achieved / are likely to be achieved? ▪ What were the major factors influencing the achievement or non-achievement of the objectives?
Efficiency	<ul style="list-style-type: none"> ▪ Were the program activities cost-efficient? ▪ Were the program efficient in terms of working with the government programs and systems? ▪ Were program objectives achieved on time? ▪ Was the program implemented in the most efficient way compared to alternatives?
Impact	<ul style="list-style-type: none"> ▪ What has happened as a result of the Tahderiyyah program ▪ What real difference has the Tahderiyyah program made to the beneficiaries?
Sustainability	<ul style="list-style-type: none"> ▪ To what extent will the Tahderiyyah program continue after DFAT funding ceased?

This evaluation will employ a mixed-methods approach, applying a combination of qualitative and quantitative methods to address the objectives. These include especially designed tools for focus group discussions (FGD), key informant interviews (KII), the use of standardized child development screening tools, curriculum-based assessment tools, and a review of existing data and documents. These tools will be customized according to the evaluation requirement.

4.2 Access and Participation

The Department of Education in the Autonomous Region in Muslim Mindanao (DepEd-ARMM), with the support of DFAT through the Australian Government, implements a program designed to increase children's access and participation to basic education in the region called the Basic Education Assistance for Muslim Mindanao (BEAM-ARMM).

BEAM-ARMM's overall goal in the long term is to contribute to the alleviation of poverty and emergence of sustainable peace in the region. Specifically the program aims to: a) get children in school; b) keep children in school; and c) get them to finish school. It also aims to contribute to reduce dropouts, reduce disparity in the performance of boys and girls, and increase learning opportunities for children in remote communities without access to government schools.

In a baseline study conducted by the program on access and participation, it was found out that the Gross Enrolment Ratio (GER) for ARMM in SY 2011-12 was 76.58%, and where the GER for female pupils (80.37%) was higher than the GER for male pupils (72.87%). With the use of the official data from the National Statistics Office at 2010 census for ARMM, children aged 5-9 and 10-14 totalled about 959,229 combined for both sexes. The baseline study assumed the same situation in 2011 to compute the GER which was 735,615. This means that about 224,614 children were unable to enrol in the same year. This evaluation study on access will look into how the BEAM–ARMM program was able to contribute to address the balance, utilizing current population data on children of school age in the region.

Specifically, access and participation as addressed by the BEAM–ARMM program employed the following components and strategies: the Tahderiyah program, where children 3-5 years old in conflict areas are put into kindergarten schools; the ADM, where schools were established in school-less barangays; assistance provided to private madaris; classroom construction and rehabilitation; and infusion of WASH activities to selected schools in ARMM.

The evaluation study will look into how these strategies were able to address the issue of access and participation.

Objectives of the study

The study aims to determine the contribution of the BEAM–ARMM program to access and participation in basic education, including ECCD, in the ARMM region. Specifically the study aims to:

- > Determine the rate of access and participation in the region before the implementation of the BEAM–ARMM program;
- > Determine the rate of access and participation in the region after the implementation of the BEAM–ARMM program;
- > Determine access and participation rate among children with disabilities, and children from indigenous communities or indigenous peoples (IPs) before and after the implementation of the program;
- > Determine changes in gender parity index on access and participation; and,
- > Analyse the attributions to the changes in the rate of participation in the region during the implementation of the BEAM–ARMM program. This may look into other strategies employed by the program such as the Tahderiyah, the ADM, classroom construction and rehabilitation, assistance to private madaris and WASH activities.

Methodology

The study will be conducted by an external service provider, i.e. a research organization or any academic institution qualified and interested to undertake the study. The methodology and research instruments will be developed by the selected service provider, however the following guidelines shall be considered in developing the research methodology:

Use of secondary and primary data. Both secondary and primary data will be used in the study. The secondary data will be gathered from existing related sources of information such as the census results of the National Statistics Authority (NSA), the enhanced Basic Education Information System, the Learners' Information System (LIS), program progress reports, other existing studies previously conducted and other relevant sources.

Primary data will be gathered through KIIs with individuals who have knowledge about the subject such as those from the DepEd–ARMM, DepEd Central, key program people, etc. FGDs may also be conducted as necessary with other stakeholders such as with teachers, school heads, Parents-Community-and-Teacher Associations, barangay officials, etc.

Participatory approach

The study will be conducted in a participatory manner which means the involvement of all concerned stakeholders, e.g. program staff, DepEd–ARMM, local government officials, etc. This includes the development of whatever interview guide or survey questionnaire which should be agreed upon by the key stakeholders. The key stakeholders need to agree on what they want to know, thus they need to agree on what questions to ask.

Participatory analysis. After the conduct of the evaluation study, the research team will consolidate its findings which it will present to the concerned stakeholders for a participatory analysis before writing its conclusions and recommendations. This will also serve as a debriefing to all concerned stakeholders.

Implementation Timeframe

The final evaluation study will be conducted before the actual program completion in June 2017. It should at least have a duration of four months, as follows:

- > November 2016 – Review of secondary data and other related literature; developing the methodology and research instruments with stakeholders; planning for field activities.
- > January – Actual field research/primary data gathering.
- > February – Consolidation of findings; debriefing with stakeholders.
- > March – Writing of the report.
- > April – Submission of the final report.

This means that by October 2016, the program monitoring office (Unified Monitoring and Evaluation), in collaboration with the Basic Education component, will have to be gathering initial data on access and participation annually from appropriate sources, such as the census results of 2010 and 2015 respectively, especially on the number of children of school age in ARMM by province; and/or by municipality; rate of access and participation in ARMM from the baseline (2012-2013) and onward: 2013-2014, 2014-2015 and 2015-2016. Relevant data will include the annual gross enrollment ratio (GER) and net enrollment ratio (NER) in the region.

Expected outputs

The evaluation study will give the program an idea of the extent it has contributed to access and participation in the region during its implementation, i.e. 2012-2017. Specifically the study will provide the following analysis of:

- > analysis of the GER and NER in the region annually from SY 2012-2013 to 2016-2017, against the total population of children of school age;
- > the contribution of the Tahderiyah program to access and participation during program implementation;
- > the contribution of the ADM to access and participation during program implementation;
- > children with disabilities and IP children reached during program implementation;
- > gender parity index on access and participation during program implementation;
- > the contribution of classroom construction and rehabilitation on access and participation during program implementation;
- > the contribution of the WASH program on access and participation, specifically on attendance retention and decreases in dropout rates;

- > the contribution of the program's assistance to private madaris on access and participation during program implementation;
- > the BEAM-ARMM program's overall impact on access and participation in the region; and,
- > BEAM-ARMM's strengths and weaknesses in terms of its strategies to address access and participation, and corresponding recommendations.

4.3 Education Quality

The Basic Education component of BEAM-ARMM is tasked to improve the competence of teachers thereby improving student achievements in English, science and math.

At the time of the BEAM-ARMM inception, the K to 12 training program had just been rolled out and DepED Central office's training for Grades 1 and 7 teachers was undertaken in the summer of 2012. The national K to 12 training focused on the changes in the curriculum, methods, and assessments. BEAM-ARMM supplemented this training with a focus on strengthening the pedagogical content knowledge of teachers in specific topics in science, math, reading instruction, and instructional practices; training of school heads and supervisors on K to 12 management and implementation; as well as provision of teaching and learning materials.

The component also modelled a school-based reading program that involves content area teachers in addition to the language teachers. It also involves an ongoing Professional Development (PD) program for teachers to improve their own reading and writing skills in English in addition to the interventions to improve student competencies in reading in mother tongue, in the national language, and in English.

To initiate the mainstreaming of the Learning Action Cells as a professional development activity in schools, the program supported the implementation of a Learning Partnership Program which makes use of the Learning Action Cell and District Learning Action Cell mechanisms, utilising the trained teachers and the materials that were distributed as resources to support the program. The LPP allows for continuing learning among teachers as peers in the school. BEAM-ARM provided the following interventions to improve quality of instruction in basic education:

- > Training of Grades 1, 2, 7 and 8 teachers on science, math, and reading instruction. It also provided training for the same set of teachers on instructional practices that are required to enable them to teach under the Enhanced Basic Education Program (K-12 program)
- > Training of Grades 1, 7, and 8 on Reading Instruction
- > Teaching and learning materials
- > Training of school heads on the management and implementation of the K-12 curriculum
- > Training of all teachers in 36 elementary schools and 9 secondary schools on the implementation of the READ ALLL program which aims to improve teachers' own competencies in the English language as well as their competencies in reading instruction in the mother tongue, in Pilipino, and in English
- > Training of kindergarten teachers on the K-12 kindergarten curriculum: teaching and learning requirements
- > Establishment of school-based professional development program, the Learning Partnership Program, which provides opportunities for teachers to continue learning within their communities
- > Equipping the libraries of 300 schools.

In the four program outcomes defined in the Theory of Change, the outcome on quality (Outcome 2) is defined as: 'Improved quality of education and education environment among learners, teachers, and

supervisors’. For the program to say that it has been successful in attaining its outcome in improved quality of education, and in the Basic Education component, the indicators below have been agreed:

- > End of Program Outcome Indicator: 5% improvement in achievement rates in elementary and secondary levels from a baseline of selected public schools in SY 2011-2012 as compared to the rates of the same schools in SY 2016-2017.
- > Intermediate Outcome Indicator: There is ‘significant improvement in the competencies of at least 50% of teachers trained by the program in science, math, and English and reading instruction’.

This evaluation plan details the overall approach and associated methodology to the evaluation on whether the program was able to attain its intended outcome in terms of improved quality of education.

The purpose of evaluation is to help the program and DepEd–ARMM determine:

- > If the interventions resulted to improved teaching competencies among teachers trained;
- > How changes in teaching competencies affected student performance; and,
- > Which factors are predictors of level of teaching competencies and teaching effectiveness?

The research questions that will be answered to achieve the above purposes are summarized in Table 2 below.

Table 2 Outline of Research Questions

Quantitative	Qualitative
Purpose: Effects of intervention on teaching competencies among teachers trained	
<ul style="list-style-type: none"> ▪ Is there a significant difference in teachers’ competency before and after intervention, specifically in the following: <ul style="list-style-type: none"> ▪ grade 1 teachers’ content and process skills in science; ▪ grade 2 teachers’ content and process skills in science; ▪ grade 7 teachers’ content and process skills in science; ▪ grade 8 teachers’ content and process skills in science; ▪ grade 1 teachers’ content and thinking skills in math; ▪ grade 2 teachers’ content and thinking skills in math; ▪ grade 7 teachers’ content and thinking skills in math; ▪ grade 8 teachers’ content and thinking skills in math; ▪ grade 1 teachers’ reading fluency and comprehension in English; and, ▪ grade 7 and 8 teachers’ reading fluency and comprehension in English? 	<ul style="list-style-type: none"> ▪ What are the effects of BEAM–ARMM’s training interventions on grades 1, 2, 7 and 8 teachers’ science and math competencies and reading skills?
<ul style="list-style-type: none"> ▪ Are there significant differences in teachers’ science, math and reading competencies, with respect to their: <ul style="list-style-type: none"> ▪ Age; ▪ Sex; ▪ Divisions; ▪ Grade levels; ▪ Length of teaching experience; ▪ Employment type; and, ▪ Eligibility status? 	
<ul style="list-style-type: none"> ▪ Is there a significant correlation between teacher performance and student achievement in the science, math, and language subjects? ▪ Is there a significant difference in student performance before and after training intervention? 	<ul style="list-style-type: none"> ▪ How do teachers’ proficiencies affect students’ learning performance?
Purpose: Predictors of level of teaching competencies and teaching effectiveness	

Quantitative	Qualitative
	<ul style="list-style-type: none"> ▪ What factors (e.g. teaching-learning material utilization, number of training completed, school administrator rank, etc.) predict teacher competencies in science, math and reading? ▪ What factors (e.g. teaching-learning material utilization, number of training completed by the teachers, school administrator rank, etc.) predict student performance in science, math and English?

In addition to the main research questions above, the evaluation will include case studies specific to instructional practices as well as to Read ALLL teachers and schools.

The overall methodology for the evaluation is a mix of qualitative and quantitative approaches. Qualitative and quantitative questions are listed in Table 3.

Table 3 Qualitative and Quantitative Questions

Quantitative	Qualitative
<ul style="list-style-type: none"> ▪ Are there correlations between Read ALLL teachers' reading, science, and math proficiencies? 	<ul style="list-style-type: none"> ▪ What are the perceived effects of Read ALLL intervention on teachers': <ul style="list-style-type: none"> ▪ reading skills; ▪ science proficiency; and, ▪ math proficiency?
<ul style="list-style-type: none"> ▪ Is there a significant difference in teachers' instructional practices before and after intervention, specifically in the following: <ul style="list-style-type: none"> ▪ grade 2 teachers' instructional practices in science, math and reading; and, ▪ grade 8 teachers' instructional practices in science, math and reading? 	<ul style="list-style-type: none"> ▪ What are the effects of BEAM–ARMM's training interventions on grades 2 and 8 teachers' instructional practices in science, math and literacy?
<ul style="list-style-type: none"> ▪ Is there a significant difference in teachers' reading skills before and after Read ALLL intervention? 	<ul style="list-style-type: none"> ▪ What are the other factors that contributed to the changes in teachers' reading skills?
<ul style="list-style-type: none"> ▪ Is there correlation between Read ALLL teachers' oral reading fluency and comprehension performance? ▪ Is there a significant difference between Read ALLL grade 1 and 2 teachers' reading performance and their counterpart grades 1 and 2 teachers from non-Read ALLL implementing schools? 	
<ul style="list-style-type: none"> ▪ Among those assessed for T2 in science and math, how did teachers from LPP schools perform? How did their students perform? 	

The main priority is the collection of data and information to address the evaluation questions presented in Table 4. The evaluation will adopt a utilisation-focused approach in that results and issues will be analysed and presented in a way that informs decision-making and provides a sound evidence base for those decisions.

The methodology has been selected to better understand the stories behind figures and statistics, in addition to and to support the quantitative analysis through interviews and observations.

There is an opportunity to develop a series of case studies of students who have realised significant improvements and/or changes but also an opportunity to identify some teachers for whom the system has not been fully supportive.

Table 4 Plan for Implementation and Analysis by Research Question

Research Questions	Plan for Implementation and Analysis
RQ 1	The science and math parallel post-training tests for grades 1, 2, 7 and 8 teachers developed by the UP NISMED will be used to measure the science and math performances of teachers. The instrument is designed to measure teachers' Pedagogical Content Knowledge (PCK) and conceptual understanding in these subjects in relation to the curriculum. The reading fluency in English developed by Scholastics International, and comprehension test developed by BEAM-ARMM will be used to measure reading performance of teachers. % of the teachers in grade 1, 2, 7 and 8 science, math and reading who were tested in T1 (Time 1) will be sampled.
RQ 2	Key Informant Interview (KII) Questionnaire will be developed to capture not only the first purpose of the evaluation study, but also its second purpose, which is to document 'how changes in teaching competencies affected student performance'. The KII will be designed to measure teachers' perceptions or beliefs about how their participation in the training program influenced their classroom instruction, and how their changed instructional approach influenced their students' learning. Questions about best practices and challenges in each of the said themes will be asked. FGDs will be organized before/after the assessment exercise. Sample teachers from among those who will participate in the assessment exercise will join FGD sessions. FGDs will be carried out by grade levels and by subject area. FGD facilitators will be recruited and trained to allow multiple simultaneous FGDs, data coding and consolidation. Separate FGD sessions will be conducted with school heads as well as with division coordinators and supervisors.
RQ 3	The science, math, and reading teacher assessment results, as well as the teacher data variables in the UMIS will be used.
RQ 4	The results of DepEd National Achievement Test (NAT) G3 and Language Assessment for Primary Grades (LAPG) G3, the UP NISMED math and science tests, as well as the reading comprehension test developed by BEAM-ARMM will be used. The unit of analysis will be school level performance, where the Mean Percentage Score (MPC) of the student scores and teacher scores in these tests will be subjected to statistical test of correlation.
RQ 5	The NAT G3 results in SY 2011-2012 will be used. The level of analysis will be the school level where, mean differences in MPS of NAT grade 3 science and math in the baseline year and SY 2016-2017 will be subjected to a test of significance. Percentage Correct Score (PCS) of selected competencies in the baseline year can also be used to compare with the PCS of the same competencies tested in SY 2016-2017. The LAPG G3 results in SY 2014-2015 and SY 2015-16 (administered in July 2016) will be used to determine changes in students reading skills before and after the Reading intervention provided to treatment group (Grade 3 teachers from schools that have received) and control group (Grade 3 teachers from schools that have not received Reading intervention).
RQ 6	KII and FGD tools will be developed to determine teachers', school heads' and supervisors' perceptions on the effect of teachers' competencies on learning performance. School heads and teachers from the schools where: <ul style="list-style-type: none"> ▪ Top 3 teachers in Grade 1 science /math ▪ Top 3 teachers in Grade 2 science/math ▪ Top 3 teachers in Grade 7 science/math ▪ Top 3 teachers in Grade 8 science/math ▪ Lowest 3 teachers in Grades 1 science / math ▪ Lowest 3 teachers in Grades 2 science / math ▪ Lowest 3 teachers in Grades 7 science / math ▪ Lowest 3 teachers in Grades 8 science/math ▪ Top 5 teachers with the highest increase in scores from T1 to T2. are teaching will be invited for KII and FGDs.
RQ 7, 8	BEAM-ARMM will develop a KII and a Teaching-Learning Material Utilization (TLMU) assessment rubric that will quantify the teaching-learning material utilization. Randomly sampled teachers trained in science, math and reading in grades 1, 2, 7 and 8 will be interviewed on the use of books, and teaching learning materials. Responses will be coded and will be scored following the points in the rubrics. Teachers' TLMU mean scores, science, math, and reading scores, and other variables will be subjected to statistical test analysis to determine variables that predict teacher performance.
RQ 9	The results of the reading comprehension test, as well, as the science and math grades 1, 2, 7 and 8 test developed by UP NISMED will be used to determine these correlations. T2 science and math scores of grades 1, 2, 7 and 8 teachers from Read ALLL implementing schools will be obtained from the science test database. Reading comprehension and science scores will be subjected to correlation coefficient test. The same test of correlation will be used to determine the relationship between reading and math proficiencies.
RQ 10	6 schools will be selected for case studies. The case studies will feature 2 elementary schools and 1 high school that are reported to successfully implementing the program, and 2 elementary schools and 1 high school that are reported to face challenges in implementing the program. One of the objectives of the study is to document factors that facilitate the success and failure of school-based reading programs.

Research Questions	Plan for Implementation and Analysis
	School monitoring results will be used as the primary basis for selecting schools for the case study. Division supervisors will be consulted for the final selection of schools. The case study design that will be developed will need to include, but not limited to, activities such as FGDs, one-on-one interviews, and classroom observation.
RQ 11	The Standards-based Observation Protocol for Educators (SCOPE) will be used to measure the mean differences before and after intervention. SCOPE is a high inference instrument that measures classroom instruction in these 5 dimensions: classroom management; collaborative learning environment; student-centred learning environment, integrated and reflective learning environment; and, problem solving and critical thinking. Its measurement scale is 1 to 5 with 1 as reflecting traditional teaching practices, and 5 as reflecting empirically effective teaching practices. SCOPE has been used in education projects institutions by international organization in several countries. Refresher training for SCOPE administrators will be organized prior to T2 observation to establish inter-reliability. 10 of grades 2 and 8 teachers observed at T1 will be observed at T2. The results will form part of case studies to provide qualitative information to the evaluation study.
RQ 12	To provide qualitative dimension, 10 schools will be selected for case studies. The case studies will document grades 2 and 8 teachers' perception about how their participation in the content and instructional training have benefited their instruction, student learning, as well as their challenges in their endeavour to improve teaching pedagogy vis-à-vis the dimensions of the SCOPE. Responses will be coded vis-à-vis the dimensions of the SCOPE either as a challenge or emerging good practice. The case studies will feature 3 SCOPE elementary schools and 3 SCOPE high schools reported to have improved most in NAT and SCOPE scores and least improved in NAT and SCOPE scores either in Math, Science or English. The case study design will need to include FGDs or one-on-one interview with teachers and their students, and triangulate thematic ideas from the qualitative data to the schools' SCOPE and NAT results. This case study likewise, answers the 13th research question, ' <i>How do teachers' proficiencies affect students' learning performance?</i> '
RQ 13	The oral reading fluency test developed by Scholastics International and reading comprehension test developed by BEAM-ARMM will be used to measure mean differences before intervention, mid program intervention and after intervention. ___% of the total sample will undergo T2 test administration and ___% of the total sample will undergo T3 test administration. Mean differences in scores will be subjected to the t-test of significance.
RQ 14	See RQ 6/7/8
RQ 15 and 16	The same oral reading fluency test and reading comprehension test will be used. Schools that are comparatively equivalent to Read ALLL schools in terms of NAT performance, student population, and reading baseline scores within the district or divisions will be selected as comparison schools. T1 and T2 mean differences in fluency and comprehension scores from Read ALLL and comparison schools will be subjected to test of significance.

A summary of the quantitative and qualitative instruments that will be used for the evaluation study is shown in a Table 5.

Table 5 Quantitative and Qualitative Instruments for Teachers and Students

Area of Assessment	Tool	Developed By	Administered By
Science and Math	▪ Written Test	▪ UP NISMED	▪ BEAM-ARMM ▪ DepEd- ARMM
	▪ Intervention Questionnaire	▪ Service Provider	▪ Service Provider
Reading Instruction	▪ Reading Comprehension	▪ Adaptation from Scholastic International's standardized passages	▪ BEAM-ARMM / DepEd-ARMM
	▪ Oral Reading Fluency Assessment	▪ Scholastic International	▪ DepEd-ARMM
	▪ Read ALLL Case Study Design ▪ Reading-Writing Classroom Practices Capture Form	▪ Service Provider ▪ BEAM-ARMM ▪ DepEd-ARMM and BEAM-ARMM	▪ Service Provider ▪ BEAM-ARMM ▪ DepEd-ARMM

Area of Assessment	Tool	Developed By	Administered By
	<ul style="list-style-type: none"> Intervention Questionnaire 	<ul style="list-style-type: none"> Service Provider BEAM-ARMM 	<ul style="list-style-type: none"> Service Provider BEAM-ARMM
Instructional Practices	<ul style="list-style-type: none"> SCOPE (Philippines) tool 	<ul style="list-style-type: none"> Developed and used in education programs in several countries including the Philippines. DepEd adaptation 	<ul style="list-style-type: none"> DepEd-ARMM trained by BEAM-ARMM
	<ul style="list-style-type: none"> SCOPE School Case Study Design 	<ul style="list-style-type: none"> Service Provider 	<ul style="list-style-type: none"> Service Provider
Materials utilization	<ul style="list-style-type: none"> Teaching-Learning Material Utilization 	<ul style="list-style-type: none"> DepEd BEAM-ARMM 	<ul style="list-style-type: none"> DepEd BEAM-ARMM

The proposed timeframe and service provider for the evaluation study is presented in Table 6.

Table 6 Timeframe for Implementation

Steps	Description	Proposed Schedule	Proposed Service Provider
Step 1 Gathering of assessment results with statistical analyses of individual assessments	<ul style="list-style-type: none"> Teachers PCK Parallel Post Test in Science and Math Administration Scoring and analysis Narrative Report SCOPE Administration/observation Analysis Reading Test for Grade 1, 7 and 8 Reading and Writing Tests for Read ALLL Students NAT Grade 3 Special Administration in the ARMM Scoring and analysis NAT G3 2012 vs. 2016 Analysis by competency and skill LAPG To be administered (census) by DepEd Central national administration 	<ul style="list-style-type: none"> July 21-23 2016 July to August 2016 September 2016 3rd-4th week of July 2016 August 2016 July 21-23 week of July 2016 together with Science and Math tests Aug 4 week/Sept 1 week 2016 4 week of July/1 week of Aug 2016 July/August 2016 July 18, 2016 	<ul style="list-style-type: none"> BEAM-ARMM with DepEd-ARMM and with supervision of UP NISMED UP NISMED UP NISMED BEAM-ARMM with DepEd-ARMM. BEAM-ARMM and DepEd-ARMM Assessment Unit DepEd-ARMM test administrators DepEd-ARMM test administrators Bureau of Educational Assessments (BEA), DepEd Central with support from DepEd-ARMM and BEAM-ARMM BEA's/DepEd Central's Service Provider for Scoring – Syrex. BEA BEAM-ARMM will request for results
Step 2 Correlation and other statistical analysis	<ul style="list-style-type: none"> All quantitative research questions Multi factorial analyses, Correlation analyses, Test of Significant analyses Teacher assessment results Teacher Profiles School Head Profiles Student Assessment results 	October 2016	<ul style="list-style-type: none"> Overall Centre for Educational Measurement Specific to Read ALLL related RQs Literacy consultant and statistician from MSU Tawi-Tawi
Step 3	<ul style="list-style-type: none"> Qualitative Data Gathering to explain the results of the Quantitative results Case Studies: Read ALLL / LPP / SCOPE 	October–November 2016	SEAMEO – Innotech with DepEd Central Office and ARMM for Professional Development component
Step 4	<ul style="list-style-type: none"> Interpretation 	January–March 2017	SEAMEO – Innotech

Steps	Description	Proposed Schedule	Proposed Service Provider
	<ul style="list-style-type: none"> Putting the Quantitative and Qualitative results together 		

4.4 GIZ

In order to contribute to improvements in the Autonomous Region in Muslim Mindanao (ARMM), where health, education and sanitation indicators are among the lowest in the Philippines, the school health component of the BEAM–ARMM program is supporting the implementation of the Essential Health Care Program in this region of Mindanao. The program addresses hygiene deficiency related diseases by supporting schools and communities to construct group washing facilities within the schools and implement hygiene activities (daily hand washing with soap and tooth brushing with fluoride toothpaste) as part of everyday school life to familiarize children with healthy habits. The program also fosters school-based management and community participation. It also works on establishing practical support structures, minimum standards, and institutionalization of M&E structures applied in a system.

The study aims to determine the contribution of the BEAM–ARMM program in terms of access to sanitation and safe water as well as the holding power of schools. Specifically the study aims to compare the:

- > pupil to toilet ratio of schools prior to the program and after the interventions were completed
- > pupil to toilet ratio of target and non-target schools after the interventions were completed
- > percentage of schools without water prior to the program and after the interventions were completed
- > percentage of schools without water between target and non-target schools after the interventions were completed
- > retention rate of schools prior to the program and after the interventions were completed; and
- > retention rate of target and non-target schools after the interventions were completed.

The approach and methodology for the study is summarised in Table 7.

Table 7 Approach and methodology for study

Outcome	Indicator	Methodology	Data Source
Sanitation access	Pupil-Toilet ratio	<ul style="list-style-type: none"> Comparison of SY 2011 and latest Toilet Ratio for BEAM–ARMM schools using existing EBEIS data Comparison of latest Toilet Ratio for BEAM–ARMM and non-recipient schools using existing EBEIS data 	EBEIS
Safe water access	Availability of water and sources	<ul style="list-style-type: none"> Comparison of SY 2011 and latest water availability for BEAM–ARMM schools Comparison of latest water availability for BEAM–ARMM and non-recipient schools 	EBEIS
Higher attendance	Retention Rate	<ul style="list-style-type: none"> Comparison of SY 2011 and latest retention rate for BEAM–ARMM schools Comparison of latest retention rate for BEAM–ARMM and non-recipient schools 	EBEIS

The study will use data from the EBEIS to compare target and non-target schools based on the baseline SY 2011 data and the latest available data in June 2016. The study will adopt the following tool to determine the contribution of BEAM–ARMM in improving the quality of education in the recipient schools. Table 8 highlights the variables for testing between treatment and control schools.

Table 8 Variables for testing

		SY 2011	Latest Data	% Change
Schools	GIZ I			
	Non-GIZ			
Enrolment	GIZ I			
	Non-GIZ			
Pupil : toilet ratio	GIZ I			
	Non-GIZ			
% Schools without water	GIZ I			
	Non-GIZ			
Retention rate	GIZ I			
	Non-GIZ			

4.5 OSY tracer studies

This evaluation plan details the overall approach and associated methodology to the evaluation of the TVET component within the BEAM–ARMM program. The evaluation will focus primarily on the progress and any increase in the employability of OSY and technical and vocational (techvoc) high school graduates. The evaluation will consider a broad range of views and opinions on relevant improvements and which areas and actions can be further replicated and supported and others, which require additional support.

The evaluation process has commenced with a series of baseline studies, as well as a tracer study for cohort 1 in September/October 2015. However evaluation work of cohorts 3 and 4 will commence in February 2016 (see Table 9 below for details). The evaluation will complete an initial document review and analysis of key reports and strategies in addition to most recent data collection processes (i.e. baseline data). The data collection will involve a series of face-to-face interviews to complete a tracer study of a sample of youth and students. The final schedule of work will be finalised at the commencement of the evaluation study in early 2016.

Background to the TVET program

Close to 80% of the youth population in ARMM are unable to complete basic education. The TVET component is designed to address the urgent needs for employable skills of marginalized youth in ARMM who have dropped-out of school for various reasons. The target outcome for the TVET component is improved employability of OSY and secondary senior techvoc high school graduates. In terms of its key outputs, in five years from 2012, the component aims to equip at least 11,000 senior high school students and OSY with employable skills that will enable them find employment or engage in entrepreneurial activities.

Purpose of the evaluation

The purpose of evaluation (tracer study) is to assess the baseline data collected in 2014 to determine the level of improvement in social and livelihood indicators within OSY and techvoc high school graduates. The studies will also look at the quality of service providers and teachers and assess the satisfaction of students with the quality of teaching received through the program. A breakdown of cohorts, sampling and key dates for the review are included in the table below.

Table 9 Breakdown of groups, cohorts, samples and dates

Target Group	Cycle	Baseline/Profiling Date	No. of Population	Tracer Date	Tracer Sample Size
OSY	1	January 2014	5,223	September 2015	372
	2	April 2015	4,680	February 2016	353
	3	April 2016	846	December 2016	272
	4	September 2016	300	February 2017	171
Senior Techvoc High Schools ³	SY2015-2016	July 2016	51 advance takers	October 2016	51
	SY2016-2017	August 2016	No data yet	Not recommended	Not applicable

The evaluation will also draw out lessons learned that will be shared with key stakeholders (TESDA, DepEd, DOLE, Public Employment Service Offices, 22 techvoc high school heads) and findings will be used to inform possible future programming and implementation strategies. The evaluation will focus on all cohorts supported through the program component.

The evaluation will provide some recommendations and guidance on what systems and structures are required to progress the program in light of future funding commitments and suitability requirements.

Key evaluation questions

The evaluation seeks to address two key questions:

- > To what extent have supported OSYs and techvoc high school leavers increased employability and livelihoods options through the BEAM–ARMM program?
- > To what extent have service providers and teachers delivered a quality program that meets expectations of students and national standards?

Approach and methodology

The overall methodology for the evaluation is qualitative involving a review of relevant documentation, a tracer study methodology and site visits to pre-determined locations in the field. For the tracer study, a sample size representing at least 15% of the TVET completers, disaggregated by sex, course and geographic distribution, shall be randomly selected, shall be the respondent. The main priority is the collection of data and information to address the evaluation questions presented in Section 4. The evaluation will adopt a utilization-focused evaluation in that results and issues will be analyzed and presented in a way that informs decision-making and provides a sound evidence base for those decisions.

The methodology has been selected for two key reasons:

- > To better understand the stories behind figures and statistics, and to support the quantitative analysis in OSY tracer studies, it is recommended to obtain some qualitative outcomes, such as success stories or best practices.
- > To better understand how community partnerships and governance supports the employability outcome, it is also recommended that a review be done by including service providers, community participants (supportive environment towards employment promotion), teachers training (senior

³ For techvoc high school early completer's SY2015-2016, profiling is underway in July-August. Tracer study is recommended for this cohort whose age range is between 16-17; of whom, following transition trends, majority may not have proceeded to college and therefore either employed or unemployed. It would be important for the component to find out to what extent BEAM–ARMM TVET has contributed to their employability. Profiling for senior techvoc high school cohort SY 2016-2017 should start by September for UMIS purposes and future use of DepEd and TESDA. However, with the commencement of senior high school Grade 11 in June 2016, tracer study for this cohort SY2016-2017 is not recommended since they will continue to Grade 11.

high school focused on quality), private sector partnerships, linkages with other components such as ADM, including the institutionalization of post-training support: how these efforts have contributed to the changes.

There is an opportunity to develop a series of case studies of students who have realized significant improvements and/or changes but also an opportunity to identify some students for whom the system has not been fully supportive. Interviews will be open-ended and semi-structured in nature. The evaluation has applied a *random sampling* approach whereby participants will be selected from random locations. However for case studies a more purposive sampling approach will be applied to those students/OSY who provide a rich source of data and information as a result of their experiences to date. Flexibility is maintained to adapt the approach based on the availability and willingness of OSY and school youth to participate. The tracer study approach offers advantages in that a broader group can be involved; it saves time and resources in terms of meeting with people and allows for a range of opinion and views to be heard and findings to be consolidated and prioritised.

4.6 Governance

Governance, which is a cross-cutting sector across program components, is a recent development in the course of the implementation of the program. It was added to the results framework (Attachment B) for the extension phase of the BEAM–ARMM program, i.e. for 2015-2017 (Phase 2). A baseline study will still have to be reconstructed in order to have a reference for an end-of-program evaluation study in this area.

For the baseline study the general objective is to determine the governance context within which the BEAM–ARMM program is implemented. The specific objectives of the study are:

- > To identify governance issues around the program components implemented by the respective implementing partners;
- > To determine the tracks pursued by the program, through the implementing partners, in response to the identified governance issues; and,
- > To assess the current governance situation given the initiatives by the implementing partners to address the identified issues.

Methodology for the baseline study

The implementing partners will be asked to write the governance context of their respective components which include issues related to policy (policy support), institutional issues (institutional arrangements or stakeholder participation and support), and capacity issues (systems, human and financial resources, skills).

Part of the baseline study will describe the partners' response to the issues that were identified related to governance. Then they will make an assessment on the current governance situation after having instituted some initiatives to respond to the issues on governance.

The target date for completion of the baseline study on governance is by end of June 2016. Once the baseline study has been completed, the program components will begin to look into the governance indicators in the results framework to assess the extent they are being accomplished, which shall input into the end of program evaluation.

Purpose of the evaluation

The purpose of evaluation is to determine how the program contributed to improving governance in basic education and OSY in the region. Specifically, the study aims to:

- > Identify governance issues around the program specific to components before and after the implementation of the program;

- > Assess the initiatives pursued by the implementing partners in response to the identified governance issues at baseline; and,
- > Assess the improvement in governance given the initiatives by the implementing partners to address the identified issues.

Key evaluation questions

The evaluation seeks to address the following questions:

- > What are the previous and current governance issues that affect basic education and OSY in terms of policy (policy or legal support), institutional issues (institutional programs, stakeholder participation and support), and capacity (human and financial, systems, skills)?
- > What are the responses to the issues undertaken by the implementing partners, their strengths and weaknesses?
- > How has the program contributed to improving governance in basic education and OSY in the region?

Approach and methodology

Both quantitative and qualitative, but mainly qualitative utilizing the 'realist' approach to evaluation proposed by Ray Pawson and Nick Tilley (2007). Realist evaluations seek to find the contextual conditions that make interventions effective therefore developing lessons about how they produce outcomes to inform policy decisions; not only by comparing groups (intended and control groups) but also by comparing strategies or mechanisms within the program. As a cross-cutting sector, implementing partners will participate in the evaluation by looking into the governance context of their respective components.

5 Primary Audience

The primary users of the EPR report will be DepEd–ARMM, BEAM–ARMM management and DFAT in Manila and Canberra. Implementing partners are also intended primary audiences of the report. Secondary users of the report will include the Pathways program and other donor partners (e.g. UNICEF, GIZ, BRAC etc).

The EPR report will provide analysis to inform management decisions surrounding strategic and operational direction including program performance and will contain recommendations tailored to respective stakeholder groups.

6 EPR Review Questions

The priority focus of the EPR is the collection of data and evidence against the three key evaluation questions (outlined in Section 3). Attachment A provides a detailed breakdown of ToR questions and includes additional secondary questions that can be considered. Effort has been made to reflect questions posed by DepEd–ARMM and DFAT and to integrate an approach that generates sufficient data and information to ensure reliable and valid responses. Flexibility remains within the plan to consider additional questions should the need arise.

7 Methodology

7.1 General methodology

As indicated earlier, the evaluation process involves a mix of an overall review of the program utilising the information and data from individual studies through partners. The methodology presented below is for the overall review process.

The methodology will involve a review of relevant documentation, a series of workshops with program partners to review overall progress, interviews with selected stakeholders (i.e. DFAT and DepEd–ARMM) and site visits to pre-determined locations to review specific interventions and indicators (Attachment C).

The main priority is the collection of data and information to address the evaluation questions presented in Attachment A. The questions have a number of sub-evaluation (or secondary) questions that enable the EPR team to further explore and consider the achievements of BEAM–ARMM in greater detail.

The first step in the process is a desk review to analyse project documents, progress reports and other associated review reports (partner reviews, evaluations etc). The EPR team may identify a number of key findings and issues, which can be added to the Evaluation Framework (Attachment A) in terms of new or edited questions.

The evaluation team will consult with representatives of DepEd–ARMM, DFAT, and program partners through a series of structured workshops where evaluation information will be presented, discussed and reviewed.

The primary methodology will be group discussions, open-ended semi-structured interviews and secondary data reviews (UMIS and existing reports). Questions will be based upon Attachment A. The EPR team is utilising a purposeful sampling approach for the selection of some indicators for further in-depth review through field visits. Locations will be identified jointly between partners that will provide a rich and reliable source of information. Flexibility is maintained so that other sites may be selected for review and additional interviews scheduled. Data collection in sites will be limited to group interviews and discussions, where possible and feasible.

The proposed criteria for the selection of sites includes locations that:

- > have been involved with BEAM–ARMM since the commencement of the program;
- > offer rich sources of data (variety and difference); and
- > have operational activities currently engaged as well as some sites where operations have been completed for at least 12 months.

To complement the group workshop and interview process up to three small case studies are proposed (subject to time availability and appropriateness) from three identified work sites operating under BEAM–ARMM. The purpose of these case studies is to provide insight into how the program is operating and performing at the field sites and to identify issues and constraints that impede performance. The selection of sites will allow for basic comparisons to identify common themes and issues that support findings from other aspects of the review (i.e. triangulate findings). The case studies will focus specifically on the following elements of the review questions:

- > To what extent has program outputs and outcomes through program implementation been realised?
- > What are the main challenges to program delivery from an operational perspective?

- > How has governance and institutional arrangements (e.g. decentralisation) influenced or hindered progress in the district?

In terms of data processing and analysis, the EPR team will consolidate notes and findings derived from multiple sources of data: workshops, existing reports, group discussions and individual interviews. The team will identify key trends and findings and prioritise results so as to ensure key points are raised, discussed and analysed. The Team Leader for the EPR, Ty Morrissey, will facilitate this process and the team will meet on a monthly basis to discuss pertinent findings and results and, if necessary, adjust schedules, revise questions and perhaps seek additional information or feedback.

Stakeholders will have the opportunity to comment on findings, conclusions, recommendations and lessons learned of this evaluation. The final report will reflect these comments and will acknowledge any substantive disagreements. A Draft EPR Report Outline is presented in Attachment D.

7.2 Qualitative and quantitative data

The proposed evaluation will utilise both qualitative and quantitative data to inform progress towards program anticipated results and outcomes. There are documented methods of mixing qualitative and quantitative methods which can add value to monitoring and evaluating development projects (Bamberger 2010⁴). In particular mixed methods can address some of the limitations of randomized trials and other quantitative impact evaluation methods. Qualitative data can help explain findings in quantitative analysis and help explore the importance of examining process in addition to impact and distinguishing design from implementation failures. Quantitative methods should also explore changes in attitudes, circumstances and motivation of individuals influenced by the program. The use of equivalent counter-factuals to help evaluate program impact will also be important to help distinguish success derived from the program from success derived from other factors. A mixed methods approach applied to BEAM–ARMM will be helpful in:

- > Examining the interactions among the complex and changing contextual factors that can influence BEAM–ARMM implementation and impacts.
- > Defining and measuring indicators of the cultural, historical, political, legal, environmental and psycho-social factors that affect implementation including the impact of conflict and culture in evaluating the progress and success of the program.
- > Capturing complex processes of organizational and behavioural change that will occur during the implementation.
- > Taking into account how BEAM–ARMM will change in response to how it is perceived and capitalised upon by different groups and organisations. Early feedback from affected groups can help inform how the program evolves.
- > Many processes and outcomes will be difficult to observe, or in some cases to even know they exist. A mixed methods approach will be particularly important for evaluating the situation of vulnerable groups and for BEAM–ARMM potential to positively influence illegal or socially negative activities. All of these challenges are multiplied for post-conflict, humanitarian and other kinds of emergency relief programs (Bamberger 2012).

Qualitative data will be derived through partner group discussions, in-depth interviews, key informants, semi structured interviews, photography, document analysis, group interviews (e.g. focus groups and participatory group techniques such as Most Significant Change) qualitative focused surveys.

⁴ Bamberger M. Vijaqendra R. Woolcock M. (2010) *Using Mixed Methods in Monitoring and Evaluation: Experiences from International Development*, World Bank – Development Research Group (DECRG); Harvard University – Kennedy School of Government; March 1, 2010, World Bank Policy Research Working Paper No. 5245

Quantitative data will be used to contextualise qualitative data findings. For example, the qualitative analysis will determine why certain students are successful whilst quantitative analysis will contextualise the findings in terms of impact against target groups regionally and locally. Quantitative data sourced through the BEAM–ARMM UMIS will also be utilised where relevant to confirm findings and present more rigorous analysis to support overarching review questions. Qualitative data will also be sourced from literature and other sources such as household survey and labour market studies which will help to provide contextual data on income levels, household expenditure, education of parents and other socioeconomic indicators. Other systems from which data can potentially be derived and verified include the Basic Education Information System (BEIS); Learners Information System (LIS); National Assessment and Testing (NAT) and the Human Resources Management Information System (HRMIS). Data should be triangulated and verified where feasible. A draft data analysis framework to help support and contextualise the quantitative studies is presented in Annex 6. A data store will be developed and shared with partners and service providers undertaking all studies to help ensure consistency in the evaluations.

The EPR team will also draw upon the data and analysis collected to date around tracer studies and other proposed evaluation studies (Section 4). The EPR will crosscheck the information obtained through a sample selection of indicators supported by field visits.

8 Limitations and Constraints of the EPR

All evaluations and reviews have limitations. The BEAM–ARMM program has been operating for just over four years. Contributions to end outcomes are being realised. Evidence from the progress reports and other program documentation indicate progress has been made. Individual evaluation studies are collecting and presenting relevant information.

The EPR team also recognises that institutional reforms and changes are long-term in nature and that results derived at this stage may be minimal. Flexibility should be maintained to identify areas and approaches that are positive and value add to the development context.

Timing is also another possible limitation given that implementing partners have respective individual studies and reviews that are required through respective management arrangements. This situations means that the evaluation is staged and fluid rather than structured and formalised as in other similar type of program reviews.

Other key limitations for the EPR include:

- > **Time and resources:** the rigour of the data gathering analysis will be constrained to some degree by the time available. The EPR team may not be in a position to consider all relevant indicators in the results framework nor be able to verify all relevant information through field visits.
- > **Access to work sites:** travel to the field for case studies may also be impeded by weather, availability of stakeholders and time constraints.
- > **Judgements:** the time limitations mean that professional judgements will need to be employed to interpret stakeholder and partner perspectives.
- > **Attribution:** BEAM–ARMM works in a fluid and dynamic environment and many factors influence institutional performance and operational efficiency. Defining and identifying specific areas of attribution in the achievement of some end outcomes remain challenging at best.
- > **Measurement of results:** institutional development, governance and associated change remain 'open' and challenging to articulate and define. There are no standardised indicators of measurement. This poses a significant challenge in attempting to measure change and providing a basis upon which to draw conclusions.

9 Utilisation of the EPR findings

The review maintains a strong utilisation-focused approach, aimed at providing and presenting data that can lead to informed decision-making for possible future engagement.

The EPR is responsible to the BEAM–ARMM Team Leader for all key findings and results. The EPR supports the joint management approach to the evaluation and will report regular updates to the DepEd–ARMM and DFAT during the course of the review. Structured meetings and updates will be provided through monthly meetings and updated through existing reporting mechanisms.

The EPR team will provide its initial findings through a draft final report which will be presented as part of a formalised workshop. The report will be subject to comment and feedback and enhancements and adjustments made based upon the wishes of key stakeholders. The final report will also be provided to the implementing team of the Pathways program as part of their inception and handover phase.

10 Ethical Considerations

The EPR team will adhere to strict ethical standards during the course of the review. The members will adhere to the Australasian Evaluation Society's *Guidelines for the Ethical Conduct of Evaluations*. This EPR evaluation plan is the initial step in meeting the requirements of those guidelines.

The EPR will fully inform implementing partner participants of the purpose of the review and how the information will be used and to seek their approval to participate. If a partner is uncomfortable or unwilling to answer or participate the EPR team will review the line of questioning or adjust schedules accordingly.

Finally, the EPR team will ensure their findings are discussed and presented in an accountable and transparent manner and ensure that all dealings with DepEd–ARMM and DFAT conducted in a professional and mutually respectful manner.

11 EPR Allocation of Tasks

The EPR team is responsible for data collection, analysis and reporting of findings against the review questions. The EPR team will comprise of a Team Leader, an external Education Specialist, BEAM–ARMM M&E Specialist and a DepEd–ARMM representative.

The Team Leader will assume responsibility for the completion of the EPR and delivery of all review products. The role will operate at a strategic level in terms of analysing information and data and its contribution to addressing the review questions. The focus will be on providing clear evidence of progress towards outputs and outcomes and realistic and relevant guidance to address constraints and issues.

The breakdown of tasks is better discussed prior to the commencement of the review. Specific responsibilities of respective team members are detailed below:

Team Leader / M&E Specialist – Mr Ty Morrissey

Develop and finalise the EPR evaluation plan; lead the in-country mission; interface between DFAT, and DepEd–ARMM; prepare, finalise and present an Aide Memoire; coordinate and support the Education and Evaluation specialist; prepare and finalise the EPR report; address any comments or issues from DepEd–ARMM and DFAT.

Education Data Specialist – Mr Jim Shoobridge will assist the EPR Team Leader, provide data analysis expertise and assist with writing and editing the report.

Evaluation Specialist – Dr Philip Penaflo

The Evaluation Specialist will provide specialised inputs to the EPR Team Leader following an assessment of individual evaluation studies and consultations with partners. The Evaluation Specialist will lead field assessments based on the selected sample indicators determined in the June 2016 workshops. The Evaluation Specialist will also assess the quality, reach, and efficiency of the program as whole.

A DepEd–ARMM representative – TBA

Provide strategic perspective and contextual knowledge on the education sector; advise on the appropriate people for the team to meet; attended interviews as agreed with the EPR Team Leader; assist in preparation and presentation of the Aide Memoire and accompany the team.

12 Work Schedule

The table below provides an outline of the allocation of days for both EPR members for the document review and subsequent report preparation.

Date	Activities	Partner
June 2016	Implementing partner M&E workshop – confirm overall approach and timeframes	All partners
July 2016	Distribution of final EPR ToR and Evaluation Plan	Cardno
July–August 2016	Basic Education – Gathering of Assessment results and analysis	Cardno
July 2016	UNICEF – Tahderiyyah Teacher Proficiency	UNICEF
July–September 2016	Study on <i>Asatidz</i> Proficiency	UNICEF
August 2016	Finalisation of EPR team (internal and external consultants)	All partners
September 2016	Commencement of EPR – Introduction Workshop	All partners
September 2016	UNICEF – Tahderiyyah Teacher Proficiency	UNICEF
September 2016	BRAC – Internal Review of Operations	BRAC
October 2016	BEAM–ARMM M&E Workshop – Review of Progress to date	All partners
October 2016	School Health Interventions – GIZ – Report Completed	ARMM
October 2016	Basic Education – Correlation and analysis of statistical data	Cardno
November 2016	Data consolidation workshop – collection of data from partners who have completed studies	All partners
November 2016 – May 2017	UNICEF End of Program Evaluation	UNICEF
November 2016	Basic Education – Qualitative data collection and analysis	Cardno
December 2016	Field Visits – Selected sample of indicators	All partners
January–March 2017	Basic Education – Interpretation and report Writing	Cardno
March 2017	EPR Report Preparation	All partners, coordinated by Cardno
May 2017	Draft Final Report Submitted for Comment	Cardno
June 2017	Amendments to draft report Submission of Final EPR Report	All partners

13 Persons to be Interviewed

The people to be interviewed and consulted have been selected jointly by the BEAM–ARMM M&E team. The main stakeholders to be interviewed are respective implementing partners and they will be consulted during a series of on-going partner M&E workshops. Additional workshops will be prepared and facilitated that specifically relate to information and data collection for respective studies. DepEd–ARMM will also be consulted on an on-going basis and engaged to participate in all respective workshops and meetings. Separate interviews will be held with immediate DepEd–ARMM counterparts. DFAT will also be engaged to participate in the review, particularly respective DFAT project officers responsible for different implementing partners. Their views and perceptions on the effectiveness and efficiency of implementation are highly regarded.

14 Proposed Field Visits to be Undertaken

An important component of the EPR is the selection of possible field sites to visit to verify information and confirm findings. A sample selection of sites will be determined with partners during the partner workshop in June 2016.

Attachment A: Draft EPR Evaluation Framework

EPR Primary Questions	ToR Mid-Term Review Questions	Additional Secondary Questions	Data and Information Sources and Meetings
Evaluation Question 1	To what extent has the program achieved stated intermediate and end of program outcomes	<ul style="list-style-type: none"> ▪ Was the BEAM–ARMM results framework (objectives, strategies, outputs, activities) relevant to the situation on the ground? (Relevance) ▪ What progress has been made towards achieving the defined outcomes? What are the main constraints, problems, and areas in need of further attention both internal and external? (Effectiveness) ▪ Is DepEd–ARMM and partners satisfied with the quality of tools, technical advice, training, and other activities delivered by the program? ▪ To what extent has BEAM–ARMM addressed social inclusion, gender, and disability? 	<ul style="list-style-type: none"> ▪ Document review and partner workshop ▪ Document review, review of partner reports and partner workshops. Possible case studies of specific interventions ▪ Interviews with DepEd–ARMM ▪ Review of documents and workshops
Evaluation Question 2	How appropriate were BEAM–ARMM’s institutional and governance approaches with DepEd–ARMM	<ul style="list-style-type: none"> ▪ To what extent the DepEd–ARMM has institutionalizing the support provided by BEAM–ARMM to date including ensuring that practices and procedures are embedded within DepEd–ARMM? ▪ To what extent have partner governance targets been met and what results have been derived? 	<ul style="list-style-type: none"> ▪ Institutional support (reports) ▪ Document review and partner workshops
Evaluation Question 3	To what extent has the program demonstrated efficiency and effectiveness through a unified approach to implementation and management? What lessons can be learned?	<ul style="list-style-type: none"> ▪ Does the BEAM–ARMM program address stakeholder needs and priorities? Is BEAM–ARMM intervention still coherent and useful to key stakeholders particularly DepEd–ARMM priorities, coherent to DFAT and its strategic objectives? (Relevance) ▪ Does BEAM–ARMM program management facilitate good results and efficient delivery? Have resources (funds, human resources, time, expertise etc.) been allocated strategically to achieve outcomes? (Efficiency) ▪ What has been learned through implementation and management arrangements that could inform future interventions? (Sustainability) 	<ul style="list-style-type: none"> ▪ Document review (financial, policy and strategic) ▪ Interviews with DepEd–ARMM officials ▪ Consultations with program partners

Attachment B: BEAM–ARMM Results Framework

Outcome Statement	Indicators	Targets
End of Program Outcomes		
End Outcome 1: Access: Improved access and equitable provision of early childhood and basic education and OSY training support.	% increase in school completion rates for boys and girls	<ul style="list-style-type: none"> ▪ Elementary – 13 % ▪ Secondary – 7 % ▪ Tahderiyyah – 10% ▪ ADM – 90 % of 36,000 kindergarten completers will proceed to Grade 1 ▪ ADM Elementary – 80% completers will proceed to DepEd secondary (assuming continuation of fund support to complete Grade 6 level)
	Increase enrolment of IP learners, children with special needs, children in conflict, children from poor families	Subsumed in the targets of Tahderiyyah, ADM and BE above, increase will be determined during evaluation
	% increase access to ECE of Grade 1 entrants, boys and girls.	48% – 55%
	% increase in school participation	7 % in elementary and secondary
End Outcome 2: Quality: Improved quality of education and education environment (for learners, teachers, and managers).	Improved school readiness assessment of Grade 1 intakes	ADM – 90 % of 36,000 kindergarten completers will proceed to Grade 1
	% improvement in elementary LAPG results (Language Assessment for the Primary Grade)	50% of ADM G3 learners receive passing rate in the LAPG (If DepEd brings back the NAT for G3, then the measure will be 50% passing for NAT instead of LAPG)
	Improved achievement rate in elementary and secondary from a baseline of selected schools	5%
	Reduced disparity in performance of boys and girls	5%
	% improved performance of Madaris learners and teaching in private Madaris (supported private Madaris)	5%
End Outcome 3: Employability: Improved employability of OSY and high school graduates.	% of OSY completers employed or engaged in livelihood	50%
End Outcome 4: Governance: Improved education governance of early childhood and basic education and OSY.	Improved school heads capacities on SBM	1000 public schools
	% of ADM Learning Centres receive direct management support from DepEd–ARMM	100% of ADM learners included in the LIS, their transition to higher grades tracked and academic performance assessed by DepEd–ARMM
	% of 2011 school heads which involved the community in resource management (GIZ)	50 % of 2011 schools heads involve the community in resource management

Outcomes	Indicators	End of Program Targets 2012-2017	End-of-Extension Targets 2015-2017	Annual Targets	
				Year 1	Year 2
Intermediate Outcomes July 2015 – June 2017					
Intermediate Access Outcome 1: Students transitioning to next level of education (DepEd–ARMM schools)	% of Tahderiyyah completers, boys and girls, who enroll in Kindergarten/Grade 1	45%	45%	2,010 (40% of 5,025)	2,261 (45% of 5,025)
	% of Tahderiyyah enrollees who completed the program	80%	80%	3,769 (75% of 5,025)	4,020 (80% of 5,025)
	% of Tahderiyyah teachers who hand ECCD checklist to Kinder/Grade 1 teachers in public/private schools and Madaris (UNICEF)	75%	75%		75%
	# of ADM enrollees who completed the Kindergarten	36,000 (BRAC)	3,500 (BRAC)	3,500 (BRAC)	None (BRAC)
	% of Madaris learners moving up to the next grade	90% (Cardno)	90 % (Cardno)	90 % (Cardno)	90 % (Cardno)
Intermediate Quality Outcome 2: Teachers increasing competency in core subjects	% of teachers improving in their competencies from baseline to post test	50 % (Cardno)	None (Cardno)	None (Cardno)	None (Cardno)
Intermediate Employability Outcome 3: Enhanced absorptive capacity of the private sector to employ skilled out-of-school youth.	% of completers employed or engaged in livelihood	50% of 11,000			
Intermediate Governance Outcome 4: Relevant government agencies have policies and support systems in place to sustain programs	Adoption by DepEd–ARMM of the QA Manual for Classroom Construction involving PTAs and other stakeholders	1	1		
	Memorandum Order on the implementation of Learning Partnership Program (LPP)	1	1		1
	Number of schools with improved SBM	1000	600	300	300
	Strategy paper in support of the Tahderiyyah program developed and passed by the new Bangsamoro government	1	1	1	
	Number of divisions conducting WASH in Schools monitoring which feeds in to an Accreditation System	2	2	Order on accreditation signed and announced.	2
	% of 730 ADM-Learning Centre implementing EHCP interventions on a daily basis	75 %	75 %	75 % of 730 ADM LCs received basic requirements for EHCP	75 %
	% of Learning Centres supported by DepEd–ARMM	1,800 (BRAC)	845 (BRAC)	845 (BRAC)	730 (BRAC)

Outcomes	Indicators	End of Program Targets 2012-2017	End-of-Extension Targets 2015-2017	Annual Targets	
				Year 1	Year 2
	# of school divisions where school health personnel use templates and work plans	5	5	5	
Key Outputs Linked to End Outcome 1					
1.1 Children enrolled in kindergarten/elementary education from ADM/ Tahderiyyah/ Madaris/SPED institutions	1.1.1 # of OSC boys and girls enrolled in ADM, Tahderiyyah and Madaris	42,800 (BRAC) 46,050 (UNICEF)	25,000 (BRAC) 4,100 (Cardno) 10,050 (UNICEF)	25,000 (BRAC) 1,700 (Cardno) 5,025 (UNICEF)	20,000 (BRAC) 2,450 (Cardno) 5,025 (UNICEF)
	1.1.2 SPED centres equipped	5	5	5	5
1.2 Children transition from Tahderiyyah (UNICEF) and ADM pre-schools (BRAC) into regular public schools or accredited Madaris	1.2.1 # of students male and female (UNICEF and BRAC) who transition to regular public schools and Madaris	30,000 (BRAC) 26,209 (UNICEF)	3,500 (BRAC) 4,271 (UNICEF)	3,500 (BRAC) 2,010 (40% of 5,025) (UNICEF)	None (BRAC) 2,261 (45% of 5,025) (UNICEF)
1.3 Functional schools, learning centres and TVET workshops provided and utilised (CARDNO, BRAC)	1.3.1 # of classrooms constructed (CARDNO/DepEd-ARMM).	50 constructed (Cardno)	0 (Cardno)	0 (Cardno)	0 (Cardno)
	1.3.2 # of classrooms rehabilitated (Cardno/DepEd-ARMM)	123 (Cardno)	0 (Cardno)	0 (Cardno)	0 (Cardno)
	1.3.3 # of sites where school-community model for supporting access to early education and transition established (UNICEF)		37 (UNICEF)	7	30
	1.3.4 # of ADM learning centres established and operational (BRAC)	1,800 (BRAC)	845 (BRAC)	845 (BRAC)	730 (BRAC)
	1.3.5 # of ADM learning centres and Tahderiyyahs with hand washing facilities (UNICEF & GIZ)	250 (UNICEF)	250 (UNICEF)	125 (UNICEF)	125 (UNICEF)
	1.3.6 # of TVET workshops equipped through DepEd and utilised (CARDNO)	22 (Cardno)	0	0	0
	1.3.7 # Madaris and Tahderiyyah PTOs (or equivalent) supported for accreditation (Cardno & UNICEF)	50 (Cardno) 67 (UNICEF)	50 (Cardno) 67 (UNICEF)	50 (Cardno)	50 (Cardno) 67 (UNICEF)

Outcomes	Indicators	End of Program Targets 2012-2017	End-of-Extension Targets 2015-2017	Annual Targets	
				Year 1	Year 2
Key Outputs Linked to Outcome 2					
2.1 Teachers and learning facilitators trained in core subject areas.	2.1.1 # of teachers and administrators trained on the Tahderiyah curriculum package, child-centred teaching methodologies, community awareness, EiE/DRR and national ECCD policies and guidelines (UNICEF)	335 (UNICEF)	335 (UNICEF)	160 (UNICEF)	175 (UNICEF)
	2.1.2 # of teachers and learning facilitators with teaching skills improved – including Madaris (CARDNO, BRAC)	1,800 (BRAC) 12,250 (Cardno)	845 (BRAC) 4,500 (Cardno)	845 (BRAC) 2,250 (Cardno)	730 (BRAC) 2,250 (Cardno)
	2.1.3 # of TVET trainers/teachers trained	400	363	200	163
2.2 Curriculum support materials developed and applied	2.2.1 # materials produced and distributed including Madaris (BRAC, CARDNO, UNICEF)	1,800 Sets (BRAC) 300 sets for 300 libraries (Cardno) 335 teacher and trainer's manual (UNICEF)	845 sets (BRAC) 335 (UNICEF)	845 sets (BRAC) 335 (UNICEF)	730 sets (BRAC)
	2.2.2 # of Regional Materials Development Centre established	6	0	0	0
2.3 Protective, safe and healthy environments for Tahderiyah, learning centres and schools (UNICEF, CARDNO, GIZ)	2.3.1 # of Tahderiyah centres developed and adopted a CP policy and school protocol on reporting and referring CP cases (UNICEF).	100 (UNICEF)	100 (UNICEF)	50 (UNICEF)	50 (UNICEF)
	2.3.2 # of CP cases including GCRV's identified and referred to for additional support	100% of the reported cases per barangay	100% of the reported cases per barangay	100% of the reported cases per barangay	100% of the reported cases per barangay
	2.3.3 # Tahderiyah students facilitated with birth registrations.	100% (based on the number of children identified without Birth Registration)	100% (based on the number of children identified without Birth Registration)	100% (based on the number of children identified without Birth Registration)	100% (based on the number of children identified without Birth Registration)
	2.3.4 # of Do No Harm assessments conducted and recommendations shared (GIZ)	1	1		1
	2.3.5 # of EHCP recipient schools and Tahderiyahs have functional and improved water and sanitation	255 (GIZ) 250 (UNICEF)	75 (GIZ) 250 (UNICEF)	75 (GIZ) 125 (UNICEF)	125 (UNICEF)
	2.3.6 # of EHCP schools capacitated in the operation and maintenance of existing toilet	400	149 (GIZ)	149 (GIZ)	

Outcomes	Indicators	End of Program Targets 2012-2017	End-of-Extension Targets 2015-2017	Annual Targets	
				Year 1	Year 2
	facilities and provided with kick-start of cleaning materials				
	2.3.7 # of pre-fabricated group hand washing facilities installed in public schools	1600 (including 500 committed from DepEd funding)	500 (from DepEd funding)	500 (GIZ)	
	2.3.8 # of Tahderiyyah schools where deworming advocacy is conducted (UNICEF)	335 UNICEF)	335	160	175
2.4 School heads, personnel & ADM Program Officers capacitated to implement & manage school-based programs	2.4.1 # of learning centres that receive basic requirements for EHCP.	550 (75 per cent of 730 ADM LDC)	250 UNICEF) 150 (GIZ)	125 (UNICEF) 150 (GIZ)	125 (UNICEF)
	2.4.2 # of administrators trained on school management and the value of early education/ECCD.	335 (UNICEF)	335 (UNICEF)	160 (UNICEF)	175 (UNICEF)
	2.4.3 #of Tahderiyyah teachers trained on WASH program implementation and management	335 (UNICEF)	335	160	175
	2.4.4 # of school heads and supervisors trained on the implementation of K to 12 and other academic programs.	1000 (Cardno)	1000 (Cardno)	1000 (Cardno)	
	2.4.5 # of capacity assessments to manage WASH in Schools at sub-regional level conducted and shared	1	1		1
3.1 OSY, students and TVET trainers trained in livelihood & employment opportunities	3.1.1 Baseline information on OSY established and updated	Baseline information on OSY continuously updated. (4 baseline studies)	2 Baseline information on OSY established; 1 Baseline information on secondary seniors established.	2	1
	3.1.2 # of OSY training completers and HS seniors equipped with market responsive skills and provided post-training support	11,000 (Cardno)	1,718 (Cardno)	850 (Cardno)	900 (Cardno)
	3.1.3 # of Tracer studies conducted	4	4	2	2
3.2 Post training follow up mechanisms established and operational	3.2.1 Post-training Support Manual developed (CARDNO)	1	1		1

Outcomes	Indicators	End of Program Targets 2012-2017	End-of-Extension Targets 2015-2017	Annual Targets	
				Year 1	Year 2
3.3 Parents and community members trained on employment promotions (Community-Based Employment Promotions)	3.3.1 # parents, community members orientated/trained (CARDNO)	500 (Cardno)	325 (Cardno)	175 (Cardno)	150 (Cardno)
4.1 Management and governance structures and systems established and enhanced (BRAC, UNICEF, Basic Education, Madaris Education, TVET, GIZ)	4.1.1 # of education managers, ARMM officials, school representatives (heads, boards and school governing councils), BDA officers, and PTA trained on improved management, planning, and budgeting (CARDNO, BRAC)	2080 (Cardno) 200 (BRAC)	745 (Cardno) 100 (BRAC) 845 PTA (BRAC)	500 (Cardno) 50 (BRAC) 845 PTA (BRAC)	245 (Cardno) 50 (BRAC) 730 PTA (BRAC)
	4.1.2 3-4 Bangsamoro Regions with functional training team (UNICEF)	4	4	4	0
	4.1.3 # public schools with School Improvement Plan or SIP (CARDNO)	1,000 (Cardno)	600 (Cardno)	300 (Cardno)	300 (Cardno)
	4.1.4 Management system innovations within DepEd-ARMM on education MIS, HRM and M&E institutionalised (Cardno)	3 systems (Cardno)	3 systems	Initiated capacity development activities for M&E system, UMIS, GIS, LPP, QA on classroom construction, school facilities inventory and maintenance system	Functional M&E system, UMIS, GIS, LPP, QA on classroom construction, school facilities inventory and maintenance system
	4.1.5 Special Technical Assistance Facility established and operational (Cardno)	1 system (Cardno)	1 system	0	0
	4.1.6 Program based communications strategy developed and implemented (including # Contracts signed with radio stations by UNICEF)	1 strategy (Cardno) 7 (UNICEF)	1 strategy 7 (UNICEF)	1 (Cardno) 7 (UNICEF)	
	4.1.7 % of 2011 school communities have received the basic requirements for use of transparency boards (GIZ)	50 %	50%	50 %	
	4.1.8 # of tools to share learning from sanitation intervention and school feeding research developed with DepEd ARMM and shared	2	2		2
4.2 Development and adoption of relevant and appropriate policies by government agencies (GIZ, UNICEF)	4.2.1 Tahderiyyah accredited as an alternative model for early day-care by the 4Ps (UNICEF)	1 (UNICEF)	1 (UNICEF)	1 (UNICEF)	
	4.2.2 Madaris Accreditation Manual developed, Madaris Operations Manual developed and implemented	2 (Cardno / UNICEF)	2 (Cardno / UNICEF)		2 (Cardno/UNICEF)

Outcomes	Indicators	End of Program Targets 2012-2017	End-of-Extension Targets 2015-2017	Annual Targets	
				Year 1	Year 2
	4.2.3 Department order on accreditation signed and announced by officials (GIZ)	1 (GIZ)	1	1	
4.3 Improving the capacity of government partners	4.3.1 # of DepEd–ARMM and BDA officers trained in M&E.	8 BDA, 18 Division Planning officers, 9 DepEd–ARMM RO; 102 UMIS-related (Cardno) 22 (UNICEF)	35 officers (Cardno) 22 (UNICEF)	35 Officers (Cardno) 22 (UNICEF)	102 UMIS-related (Cardno)
	4.3.2 # of divisions oriented and trained on school health policy, implementing guidelines and templates (GIZ)	9	9	9	
	4.3.3 # of TVET Councils organised and supported.	5	5	4	1
4.4 Established procedures to ensure promotion of Tahderiyah/ ADM/ Madaris enrolees to elementary education	4.4.1 One-policy guidelines for the movement of learners across programs or to DepEd schools	1 policy guideline Cardno		1 joint guideline among partners	Guideline endorsed by DepEd–ARMM
	4.4.2 Manual of Procedures for ADM Implementation (BRAC)		1 set (BRAC)	1 draft (BRAC)	1 final (BRAC)

Attachment C: Draft EPR Report Outline

Table of Contents

Project Background: Description of the problem context and intervention logic of the project:

Evaluation Background

Methodology

Key Findings: Findings are relevant to the purpose and scope of the evaluation and presented as supporting evidence

Findings related to the relevance, strategic fit and validity of design of the project are discussed, including adequacy of objectives and indicators.

Findings related to the implementation and the delivery process (activities and outputs) are discussed.

Findings related to the effectiveness of the project are discussed (achievement of outcomes/ objectives or progress made).

Adequacy and efficiency of resource use are discussed.

Findings related to the effectiveness of management arrangements are discussed (including implementation monitoring, outcome monitoring, backstopping, and collaboration with other projects)

Findings related to the likelihood of the project to have longer-term development impacts are discussed.

Unintended or unexpected effects are discussed.

Findings related to the sustainability of the project are included.

Cross-cutting issues such as: (i) the mainstreaming of gender; (ii) poverty- alleviation; (iii) social inclusion (iv) disability

Conclusions

Lessons Learned

Good Practices/Guidance for Pathways

Conclusions and Recommendations

Appendices