STRIVE|IN SUPPORT OF BESRA

STRIVE Stage 2
ANNUAL PLAN 20010/11

ANNEX A
Logframe

CODE	NARRATIVE DESCRIPTION	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
GOAL	To contribute to the improvement in the quality of and access to basic education in the Visayas	Improved education and access performance in the target Regions and Divisions (indicators, such as, annual national standardized test results, completion, participation, drop-out and retrieval rates)	▪ Qualitative feedback on improvement/ satisfaction of DepED educational managers and other stakeholders including community, parents, teachers, students and pupils. ▪ Quantitative measures of improvement from BEIS and Division/ School EMIS	▪ GOP/ DepED policy continues to promote quality of education service delivery, particularly to disadvantaged areas. ▪ Economic development of the Provincial, Regional & National levels continues in a climate of social cohesion.
PURPOSE	To develop, support and strengthen education management and learning support systems for improved access to quality basic education, within the national Basic Education Sector Reform Agenda	Improved education system level performance in the target Regions and Divisions: ▪ Increased number of schools with improved SBM practices; ▪ Improved teaching-learning practice; ▪ Improved access to quality learning materials;	▪ Report on the change in the level of SBM practices of schools ▪ Analysis report on the change in teaching-learning practices of teachers and students ▪ Analysis report on the change in the level of utilization of instructional materials	▪ DepED's Basic Education Sector Reform Agenda continues as a priority policy focus. ▪ There is both sufficient commitment from all stakeholders and adequate resources to continue improving and effectively utilising basic education support systems
COMPONENT 1: School Based Management Support System	Develop a functional management support system for continuing school improvement at regional, division and school levels	1. A. Increased percentage of public schools with SIP/AIP prepared, implemented and monitored through a participatory process, led by school heads working with organized stakeholders and meeting specific quality dimensions included in an SIP assessment instrument.	▪ Report on the number of schools monitoring and continuously improving the implementation of the SIP in collaboration with stakeholders according to specified quality indicators; QAA report at the region level regarding implementation of basic education plans	▪ A desire and willingness exists among key stakeholders to develop closer partnerships as a strategy to improve basic education services. ▪ Clear policy and guidelines in the implementation of BESRA are available ▪ DepED's willingness to reorganize and designate staff to run the systems
		1. B. Increased transparency, accountability and integrity resulting from a participatory development Basic Education Support Plans	▪ Basic education support plans endorsed by education stakeholders ▪ Report on the participation of stakeholders in the conduct of planning and implementation of the Basic Education Support Plan ▪ Region/division/school -wide Report on plan implementation and results including utilization of all funds ▪ Report on the perception of education stakeholders regarding transparency, accountability and integrity	

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		1. C.	Increased number of effective initiatives undertaken by the region/division/schools to improve Access	▪ Report on the "access" initiatives (includes acceptability by stakeholders, replicability, results against indicators and sustainability of actions)	
		1. D.	Increased number of educational leaders utilizing management practices supportive of SBM	▪ Report on Assessment of education leadership and management practices.	
COMPONENT 2: Human Resource Development (In-Service Education and Training - INSET) Systems	Development of a Regional Training and Development system for quality professional development of teachers and educational leaders	2.A.	Increased percentage of schools in the pilot divisions using the National Competency-Based Teacher Standards (NCBTS) to determine teacher / learning facilitators' development needs and priorities	▪ Division report on the use of NCBTS in schools to determine development needs and priorities	▪ Appropriate and adequate budgetary support for Training and Development , including allocation of human resource to implement T&D systems ▪ Clear policy and guidelines in the implementation of T&D are available ▪ Regional personnel can coordinate training and development activities and work effectively with various agencies for the professional development activities ▪ There are specialists in the DepED available as trainers ▪ Available training and development modules can be adopted for use in these Regions (e.g. BEAM modules, NEAP materials)
		2.B.	Increased percentage of School Heads in the pilot divisions using the Training Development Needs Assessment to determine development needs and priorities	▪ Division report on the use of TDNASH by School Heads to determine development needs and priorities	
		2.C.	Increased percentage of Regional and Division managers and trainers supporting provision of opportunities for continuous professional development of teachers and educational leaders	▪ Regional and Division report of Training and Development managers, trainers, trained educational leaders and teachers	
		2.D.	Increased percentage of trained teachers applying NCBTS competencies	▪ Report on teaching and learning practices	
COMPONENT 3: Learning Resources Materials Development System	Develop the LRMDS to provide access to quality teaching and learning resources.	3.A.	Improved alignment of learning resource materials provided to teachers and students to identified requirements or needs.	▪ Analysis report on the matching of needs with available /provided learning resource materials	▪ Appropriate financial support for LRMDS, including allocation of human resource to implement the systems ▪ Clear policy and guidelines in the provision of and access to LRM available ▪ A desire and willingness exists among key stakeholders to
		3.B.	Increased/widened the range of instructional resources available to teachers and students following set standards and specs.	▪ Inventory of types of instructional resources available/developed	
		3.C.	Increased/widened the participation of	▪ Report on the contributions of internal stakeholders in	

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			internal stakeholders in the operation of the LRMDS.	the operation and maintenance of the LRMDS	develop closer partnerships as a strategy to improve access to quality learning resources
		3.D.	Increased access to instructional materials other than textbooks	▪ Analysis Report on the use of LRM in instructional settings	
COMPONENT 4:	Manage the Project in an effective, efficient and responsive manner	Project implemented on time and within budget		▪ Project reports	▪ DepED remains committed & provides appropriate counterpart resources & support at national, regional and division levels

COMPONENT 1: SCHOOL BASED MANAGEMENT SUPPORT SYSTEM

CODE	NARRATIVE DESCRIPTION	VERIFIABLE INDICATORS		MEANS OF VERIFICATION	ASSUMPTIONS
Objective:	Develop a functional management support system for continuing school improvement at regional, division and school levels	1. A.	Increased percentage of public schools with SIP/AIP prepared, implemented and monitored through a participatory process, led by school heads working with organized stakeholders and meeting specific quality dimensions included in an SIP assessment instrument.	▪ Report on the number of schools monitoring and continuously improving the implementation of the SIP in collaboration with stakeholders according to specified quality indicators; QAA report at the region level regarding implementation of basic education plans	▪ A desire and willingness exists among key stakeholders to develop closer partnerships as a strategy to improve basic education services.
		1. B.	Increased transparency, accountability and integrity resulting from a participatory development Basic Education Support Plans	▪ Basic education support plans endorsed by education stakeholders ▪ Report on the participation of stakeholders in the conduct of planning and implementation of the Basic Education Support Plan ▪ Region/division/school -wide Report on plan implementation and results including utilization of all funds ▪ Report on the perception of education stakeholders regarding transparency, accountability and integrity	▪ Clear policy and guidelines in the implementation of BESRA are available ▪ DepED's willingness to reorganize and designate staff to run the systems
		1. C.	Increased number of effective initiatives undertaken by the region/division/schools to improve Access	▪ Report on the "access" initiatives (includes acceptability by stakeholders, replicability, results against indicators and sustainability of actions)	
		1. D.	Increased number of educational leaders utilizing management practices supportive of SBM	▪ Report on Assessment of education leadership and management practices.	

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Output 1.1	Enhance Educ. Policy & planning system	1.1.1. Regional policy and planning framework developed	▪ Baseline report on status of planning in the region; Regional policy & planning framework document; Expression of acceptance by the RD on the Policy and Planning framework	▪ Regional/Divisional leadership open to stakeholder participation in the policy and planning process; ▪ Stakeholders willing to participate.

		1.1.2. Region/Division/School planning teams organized / mobilized
		  ▪ 3 Regional Planning Teams
		  ▪ 3 Division Planning Teams
		  ▪ 300 School Planning Teams
			▪ Terms of reference of planning teams
			▪ Master list of planning teams organized / mobilized
			▪ Memorandum Order signed by RD/SDS re organization/ mobilization of the team
				▪ Education leaders pursue and support the education development policy/planning process

		1.1.3. Organization skills on policy and planning developed/enhanced	▪ Report on the enhancement of policy and planning skills	

		1.1.4. Education Planning Technology developed/enhanced:
		
		  ▪ Regional Education Development Plan Technology
		
		  ▪ Enhanced Division Education Development Planning Technology
		
		  ▪ SIP-AIP Adjustment Technology
			▪ Planning Guides and Educational Plans developed
			  ↳ REDP Manual
			  ↳ REDPs of Regions 6, 7 & 8
			  ↳ Enhanced DEDP Manual
			  ↳ DEDPs of Bohol, Tagbilaran City, Northern Samar, Negros Occidental
			  ↳ 100 SIPs (Negros Occidental)
			  ↳ SIP-AIP Adjustment Guide
			  ↳ 300 Adjusted AIPs	

		1.1.5. Planning related policies formulated and recommended	▪ Copy of planning-related policies formulated and recommended	

Output 1.2	Education Governance : Strengthen Participatory mechanisms for educational governance	1.2.1. Participatory educational governance framework developed	▪ Baseline report on existing regional and local participatory mechanisms, including quality of participation ▪ Expression of acceptance by the RD/SDS of the participatory educational governance framework	▪ DepED and stakeholders willing to work together to improve basic education services
		1.2.2. Regional and local participatory mechanisms in educational governance improved	▪ Report on the mechanisms improved including the improvement process	
		1.2.3. Developed recommendations on improving Participatory mechanisms for Education Governance	▪ Report containing recommendations for improving participatory mechanisms in education governance	
		1.2.4. Innovation Fund utilized and managed	▪ Innovation Fund Operations Manual ▪ Project Proposals ▪ Proposal evaluation report of review committee ▪ Letters of award ▪ Progress monitoring reports ▪ Project completion reports	
Output 1.3	Enhance Human Resource Management system*	1.3.1. Proposed Regional Human Resource Management Framework* developed	▪ Draft Conceptual Framework on Human Resource Management duly endorsed to DepED Regional officials	▪ Allocation of human resources to implement the systems in the Region & Division ▪ Policy and clear guidelines to implement the systems
		1.3.2. Proposed Regional Organization Structure & Functions developed for Pilot	▪ List of functions of the Region based on RA 9155 ▪ DepED Order on Guidelines for Regional Restructuring ▪ Proposed Framework For Re-Structuring the Regions and Divisions Of DepED	
		1.3.3. Recommendations on the Regional Organizational Structure & Functions developed	▪ Report on the Pilot Results of the Regional Restructuring	
		1.3.4. Division Technical Assistance Team organized in Negros Occidental; Bohol and Tagbilaran City; and Northern Samar	▪ List of organized Technical Assistance teams per Division	▪ Divisions recognize the need or importance of organizing Technical Assistance Teams to provide support to schools ▪ Region and Division Managers supports the implementation of the mechanism in their respective area of governance
		1.3.5. Technical Assistance Mechanism for the Region and Division established	▪ Document on Technical Assistance Mechanism for the Divisions duly endorsed by the Region and Division Managers	
		1.3.6. Regional staff of Regions 6, 7 & 8 trained on key functions such as, but not limited to:. ▪ General Competencies for regions ▪ Policy Formulation And Standard Setting	▪ Training Program Designs ▪ Training Completion Reports	

Output 1.4	Quality assurance & accountability system	1.4.1. Regional QAAS framework enhanced	▪ Technical paper on the QAA System's framework	▪ All players and stakeholders recognize the need for a set of minimum standards to guide future action.
		1.4.2. QAA mechanisms for education planning, implementation and evaluation established	▪ Report on more than 50% of schools with SIPs implemented in target divisions with their annual plans reviewed and adjusted for another year of implementation	▪ There is strong consensus among educators on what quality education is.
		1.4.3. Implementation system for Quality Assurance and Accountability (QAA) established	▪ QAAS Implementation Handbook	▪ DepED's willingness to reorganize and designate staff to run the QAAS.
		1.4.4. QAA teams organized at school, division and regional levels: ▪ Regions 6, 7 and 8 ▪ Divisions of Negros Occidental; Bohol and Tagbilaran City; and Northern Samar ▪ 300 schools	▪ Regional / division memoranda designating the members of the Quality assurance teams/units. ▪ M&E Reports submitted by organized Quality Management Teams from at least 50% of target schools, 3 pilot divisions & regions.	▪ Desire and willingness of the divisions and regions to receive feedback on schools' progress.
		1.4.5. Recommendations for QAAS implementation developed	▪ Report containing recommendations for implementation of QAAS generated from the pilot submitted to the CO& RO	
Output 1.5	SBM M&E System	1.5.1. Regional M&E framework developed	▪ Handbook on Regional SBM M&E framework.	▪ Recognition of the need to monitor the progress of schools, division and region to achieve the desired levels of student outcomes and school performance.
		1.5.2. Coordinated Region and Division M&E teams organized	▪ Regional memorandum issued by RO designating the members of the M & E teams for the region and the pilot division.	
		1.5.3. SBM M&E System established at the region/division/schools	▪ Operations Handbook of SBM M & E System	▪ Commitment of the trained personnel to manage the system.
		1.5.4. Organizational M&E skills enhanced	▪ Report on at least 50% of target schools, three pilot divisions and regions with staff trained on M&E skills.	
Output 1.6	▪ Program to improve access	▪ Framework to Improve Access established 1.6.1. Access Team organized, engaged and strengthened ▪ 3 Regional Access Teams ▪ 3 Division Access Teams	▪ Master list of members duly recognized by management ▪ Memorandum/Letter of Appointment of the Regional and Division Access Teams ▪ Terms of Reference defined and accepted	▪ Stakeholders of disadvantaged/ challenged schools recognize the need to address access issues or problems and are willing to act on those issues.
		1.6.2. System for planning and managing access programs established	▪ Manual for Planning, Implementation, and Evaluation of Programs to Improve Access ▪ Improved SOBE Fund Operation Manual	▪ Appropriate commitment of the DepED personnel (region, division, schools) sustained.
		1.6.3. Capacities of 46 target schools on planning, implementation and evaluating access programs enhanced	▪ Rapid assessment report on the current capacity of the target schools on planning, implementation and evaluation of programs to improve access ▪ Reports on the implementation and evaluation of programs	

			to improve access ▪ Report on the access related performance indicators of the target schools (i.e. Drop-out rate, Completion rate, Cohort survival, Enrolment rate)	
Output 1.7	Enhance the Regional Unified Information System	1.7.1. UIS Architecture for the region developed	▪ ICT Workplan ▪ UIS Functional & Technical Architecture ▪ School Information System Functional & Technical Design ▪ Enhanced BEIS Functional & Technical Design ▪ LRMDS Functional & Technical Design ▪ T&D Information System Functional & Technical Design	▪ DepED Management supports the UIS Architectural design. ▪ Functions of Region and Division ICT Coordinators in terms of supporting the implementation of the ICT protocols and standards are recognized. ▪ Consistent support of Regions 6, 7 and 8 in the establishment and continuing maintenance of the ICT technology infrastructure ▪ Funds are allocated for the procurement of ICT equipment and recurring costs of services
		1.7.2. ICT Protocols & Standards identified	▪ ICT Protocols and Standards Document endorsed by Regions and Divisions	
		1.7.3. Regional UIS established	▪ Documentation of the Enhanced BEIS ▪ Documentation of the LRMDS Portal which includes installation and testing ▪ Documentation of the T&D Information System which includes installation and testing	
		1.7.4. ICT Support Infrastructure for Regional UIS installed in Regions 6, 7 and 8	▪ Documentation report on the installation of the UIS server infrastructure established in Region 7, which includes specifications per ICT Functional and Technical Design ▪ Documentation report on the installation of the LRMDS ICT infrastructure in Regions 6 and 8, which includes specifications per ICT Functional & Technical Design	
		1.7.5. Competencies of region and division personnel on the Regional UIS are aligned with the requirements of SBM, T&D & LRMDS.	▪ Capability Building Program on UIS competencies ▪ List of competencies required by SBM, T&D and LRMDS ▪ Regional UIS Pilot Implementation Monitoring and Evaluation Reports	
		1.7.6. Recommendations for UIS developed	▪ Regional UIS Monitoring & Evaluation Reports ▪ Regional UIS Pilot Implementation Report	

COMPONENT 2: HUMAN RESOURCE DEVELOPMENT (IN-SERVICE EDUCATION AND TRAINING - INSET) SYSTEM

CODE	NARRATIVE DESCRIPTION	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
Objective:	Development of a Regional Training and Development system for quality professional development of teachers and educational leaders.	2.A. Increased percentage of schools in the pilot divisions using the National Competency-Based Teacher Standards (NCBTS) to determine teacher / learning facilitators' development needs and priorities 2.B. Increased percentage of School Heads in the pilot divisions using the Training Development Needs Assessment to determine development needs and priorities 2.C. Increased percentage of Regional and Division managers and trainers supporting provision of opportunities for continuous professional development of teachers and educational leaders 2.D. Increased percentage of trained teachers applying NCBTS competencies	▪ Division report on the use of NCBTS in schools to determine development needs and priorities ▪ Division report on the use of TDNASH by School Heads to determine development needs and priorities ▪ Regional and Division report of Training and Development managers, trainers, trained educational leaders and teachers ▪ Report on teaching and learning practices	▪ Appropriate and adequate budgetary support for Training and Development , including allocation of human resource to implement T&D systems ▪ Clear policy and guidelines in the implementation of T&D are available ▪ Regional personnel can coordinate training and development activities and work effectively with various agencies for the professional development activities ▪ There are specialists in the DepED available as trainers ▪ Available training and development modules can be adopted for use in these Regions (e.g. BEAM modules, NEAP materials)
Output 2.1	A Training & Development System Framework	2.1.1. Supplementary baseline on the provision of professional development opportunities for teachers and education managers established	▪ Baseline Study Report for T&D	▪ RO & DOs assign personnel with the required basic skills to manage the system in the future ▪ Trained staffs are the ones who are actually designated to run the system. ▪ Regional personnel can coordinate training and development activities and work effectively with various agencies for the professional development activities
		2.1.2. Framework for Training & Development System and its sub-systems developed	▪ Training and Development System Framework that includes: enabling policies, structure, system designs and management functions, standards for professional, procedures/ processes, support infrastructure (Volume 1)	
		2.1.3. Enhanced Organizational competencies of key regional (15) and division (15) staff on managing Training & Development for teachers and educational leaders	▪ Competency development program for the T&D personnel in relation to the Training & Development TOR	
		▪ 15 Regional staff across the 3 STRIVE	▪ Training Completion and Post-training Reports on Regional	

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		regions	▪ Training & Development Competency Development programs	
		▪ 15 Divisions staff across the 3 STRIVE pilot divisions	▪ Training Completion and Post-training Reports on Divisional Training & Development Competency Development programs	
		2.1.4. Recommendations for the T&D implementation developed	▪ Regional and Division T&D implementation plans	
Output 2.2	Establish the Training Development Needs Analysis (TDNA) System for Teachers and Educational Leaders	2.2.1. Processes for training and development needs analysis (TDNA) established/enhanced	▪ Operations Manual for the TDNA System (Volume 2) containing framework, structure, roles and responsibilities, system design, standards, procedures/ processes, tools and M&E mechanism	▪ High degree of commitment to use the TDNA tools and use of the results
		2.2.2. TDNA tools developed for Teachers and School Heads		
		▪ Self assessment TDNA instrument for teachers	▪ NCBTS-TSNA Orientation Package containing Guide, Manual and Tools	
		▪ Self assessment training strengths and needs analysis tool for school heads	▪ Manual and Tools for the TDNASH	
		▪ Organizational TDNA tools for the Region	▪ Manual and Tools for the Organizational TDNA for the Region	
		▪ Organizational TDNA tools for the Division.	▪ Manual and Tools for the Organizational TDNA for the Division	
		2.2.3. Key regional (15) and division (15) staff obtained competencies on TDNA	▪ Summary Report of TDNA Implementers	
Output 2.3	Strengthen the Professional Development and Training System (Professional Development Planning, Program Designing and Resource Development, and Program Delivery)	2.3.1. Processes for T&D planning, designing and resource development enhanced	▪ Operations Manuals for Planning System (volume 3) and for Program Designing and Resource Development (Volume 4), containing framework, structure, roles and responsibilities, system design, standards, procedures/ processes, templates/tools and M&E mechanism	▪ There are existing training models which are accessible for use. ▪ Available training and development modules can be adopted for use in these Regions (e.g. BEAM modules, NEAP materials)
		2.3.2. Professional Development plans, designs and resource packages developed for selected priority professional development needs (per TDNA results)	▪ Samples of IPPD, SPPD, Division MPPD, Regional MPPD ▪ Samples of Program designs for teachers, school heads, educational leaders at the division and regional levels. ▪ Samples of Professional Development Resource Packages ▪ Report on Pilot of T&D Planning, Designing and Resource Development	

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		2.3.3. Standards and processes for Training of Trainers identified	▪ Operations Manual for Program Delivery (Volume 5) containing standards for training, processes and M&E mechanism and tools	
		2.3.4. Professional Development Delivery models for regional, divisional and school based programs in prioritized professional development areas applied	▪ Reports on pilot of Sample PD models delivered	
		▪ 3x25 region/division staff across the three regions	▪ Capability Program on T&D and Activity Report –Regional Level	
		▪ 60 Division Education leaders	▪ Professional Development Program for Div. Education Leaders and Activity Report –Div. Education Leaders	
		▪ 108 School Heads	▪ Professional Development Program for School Heads and Activity Report –School Heads	
		▪ 40 teacher- trainers ▪ 360 teachers	▪ Professional Development Program and Activity Reports – Teachers	
		2.3.5. Post-training technical assistance mechanism established	▪ Post-training Handbook and Report on its utilization	
		2.3.6. Key regional (15) and division (15) staff obtained competencies on Professional Development Planning, Program Designing and Resource Development, and Program Delivery	▪ Summary Report on Pilot and Evaluation of Competencies of Implementers of the Professional Development Planning, Program Designing &Resource Development, and Program Delivery	
Output 2.4	Strengthen the Training & Development Monitoring & Evaluation Scheme	2.4.1. T&D M&E framework developed	▪ M&E framework ▪ M&E section in each of the T&D Operations Manual	▪ Degree of commitment, and use of, framework and M and E instruments
		2.4.2. T&D M&E instruments developed	▪ M&E Tools for each of the subsystems	
		2.4.3. T&D M&E processes and reporting mechanism installed	▪ Report on utilization of M&E Instruments for Training & Development sub-systems	
		2.4.4. Key regional (15) and division (15) staff obtained competencies on Monitoring & Evaluation of professional development programs	▪ Summary Report on Pilot and Evaluation of Competencies of Implementers of the M&E component of each subsystem	
Output 2.5	Establish the support	2.5.1. Architectural plans and program of work for civil works in Region 6, 7 and 8	▪ Physical Facilities refurbishment plan based on approved Specs and Standards	▪ The building/properties of the RELC can be

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	infrastructure for quality Training & Development at the Region	2.5.2. TDC equipment and furniture delivered in Region 6, 7 and 8	▪ Relevant documents, e.g. receipts, purchase order, canvass results, contracts, contracts, acceptance certificate on deliveries equipment/software	constructed/refurbished without legal impediments. ▪ Funds are allocated for the recurring costs for T&D Center services
		2.5.3. Construction of TDC for Region 6	▪ Turn-over documents of TDC for Region 6	
		2.5.4. Refurbished facility for Region 7 TDC	▪ Turn-over documents of TDC for Region 7	
		2.5.5. Construction of TDC for Region 8	▪ Turn-over documents of TDC for Region 8	

COMPONENT 3: LEARNING RESOURCES MATERIALS DEVELOPMENT SYSTEM

CODE	NARRATIVE DESCRIPTION	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
Objective:	Develop the LRMDS to provide access to quality teaching and learning resources.	3.A. Improved alignment of learning resource materials provided to teachers and students to identified requirements or needs. 3.B. Increased/widened the range of instructional resources available to teachers and students following set standards and specs. 3.C. Increased/widened the participation of internal stakeholders in the operation of the LRMDS. 3.D. Increased access to instructional materials other than textbooks	▪ Analysis report on the matching of needs with available /provided learning resource materials ▪ Inventory of types of instructional resources available/developed ▪ Report on the contributions of internal stakeholders in the operation and maintenance of the LRMDS ▪ Analysis Report on the use of LRM in instructional settings	▪ Appropriate financial support for LRMDS, including allocation of human resource to implement the systems ▪ Clear policy and guidelines in the provision of and access to LRM available ▪ A desire and willingness exists among key stakeholders to develop closer partnerships as a strategy to improve access to quality learning resources
Output 3.1	Develop the Framework for Learning Resource Materials Development System (LRMDS)	3.1.1. Supplementary baseline on provision of and access to a variety of learning resource materials established	▪ Final Baseline report (Stage II)	▪ Role of LRMs in the entire reform program (BESRA) is CLEAR ▪ Data or information needed is accessible to researchers as required by baseline studies.
		3.1.2. Standards and specifications of LRMD established	▪ LRMDS Assessment and Evaluation Guidelines, LRMDS Development and Production Guidelines, Storage and Maintenance Guidelines	
		3.1.3. LRMD Framework	▪ LRMD Framework documents ▪ Documentation on the presentation and comments/recommendations made on the Framework Plan	
		3.1.4. Policy Review and Recommendations	▪ Document: Policy Report (for the NLS) ▪ Policy recommendations in the Baseline Report s (Stages I and II)	
Output 3.2	Enhance LR Assessment and Evaluation System	3.2.1. LR Assessment and Evaluation (A&E) System Design	▪ Documents: LRMDS Assessment and Evaluation Guidelines	▪ DepED's commitment to provide the personnel for the enhancement and pilot implementation of the LT A&E System
		3.2.2. LRMD A & E criteria, guidelines and tools for assessing and evaluating LR developed	▪ Tools, Instruments for LRMDS Evaluation	
		3.2.3. Inventory & catalogue of LRS completed	▪ Inventory report ▪ Documentation on metadata schema used	
		3.2.4. LRMD A & E System installed	▪ LRMD A & E Syst. Conformance report	

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			▪ Documentation on conformance testing; recommendations	
Output 3.3	Enhance LRMD development and production system developed	3.3.1. Design for LRM Development & Production System established	▪ Document: LRMD DEVELOPMENT AND PRODUCTION SYSTEM guidelines	▪ Curriculum officials of Bureaus at various levels participate in the identification of priority LR needs
		3.3.2. Tools for LRM Development and Production System developed	▪ Tools, templates, instruments for developing and producing LRs	▪ Central Office is supportive of the reform agenda and the requirements of pilot implementation in the Visayas Regions, Divisions and Cluster/Lead schools
		3.3.3. Sample set of LRs developed		
		▪ Sample set of digitised LRs developed	▪ Prototypes of existing LRs digitized (according to specs, requirements and identified priorities) (minimum of 10 across pilot regions and divisions) ▪ Prototype LRs included in the inventory /clearinghouse	
		▪ Sample set LRs re-developed	▪ Prototypes of existing LRs in priority subject areas redeveloped (according to specs, requirements and identified priorities) (at least 15 across regions and divisions ▪ Prototype re-developed LRs included in the inventory /clearinghouse	
		3.3.4. LRM development and production system installed	▪ LRM Development and Production System Conformance report ▪ Documentation on conformance testing; recommendations	
Output 3.4	Establish System for Storing and Distribution	3.4.1. Design for storing/distribution system established	▪ Document: LRMD Storing and Distribution System Guidelines	
		3.4.2. Tools for storing/distribution developed	▪ Tools, templates, instruments	
		3.4.3. System for Storing and Distribution installed	▪ LRMD Storing and Distribution System Conformance report ▪ Documentation on conformance testing; recommendations	
Output 3.5	Install LRMDS Organization and management Plan	3.5.1. Organizational competencies for LRMDS identified	▪ Document: LRMDS FRAMEWORK describing organizational structure	▪ Regional DepED commitment to reorganization and regional/ division willingness to hire/designate required personnel exist
		3.5.2. LRMDS job functions and competencies identified	▪ Documents: Job descriptions and listing of competencies/per function	
		3.5.3. Management & Maintenance plan developed	▪ Management and Maintenance Plans (Regions and divisions) ▪ Regional/division strategic and implementation plans	
		3.5.4. LRMD skills of key personnel developed	▪ Training design, program, copies of handouts and other resources	▪ Region directors and SDS have designated/appointed the minimum personnel for the LRCS
		▪ 30 Regional Staff trained across 3 STRIVE regions trained on the LRMDS and their	▪ ACR report of training including evaluation of training	

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		specific functions in the LRC	▪ Attendance reports	based on proposed qualifications and allowed them ADEQUATE time to be trained
		▪ 162 field personnel trained on the system		
		▪ 56 School heads trained on LRMDS, with focus on LR planning		
		▪ 56 teachers trained on LRMDS, with focus on LR planning		
Output 3.6	Establish the support infrastructure for LRMDS	3.6.1. Architectural plans and program of work for civil works in Region 6, 7 and 8	▪ Documents: copies of architectural plans ▪ LRMDS region/division strategic and implementation plans	▪ SPHERE delivers the construction/ refurbishment of infrastructure and the provision of base level furnishings in the regional and division LRCS on time for STRIVE to complete the LR ICT infrastructure. ▪ Funds are allocated for the recurring costs for T&D Center services
		3.6.2. LRMC equipment, software and furniture delivered in Region 6, 7 and 8	▪ List of equipment software and furniture received by regions and divisions matched against base level requirements ▪ List of base level equipment, furnishings in the LRMDS framework ▪ Certificate of acceptance	
		3.6.3. LRC Region 6 construction	▪ Certificate of turnover and acceptance	
		3.6.4. Region 7 LRC refurbished	▪ Certificate of turnover and acceptance	
		3.6.5. Region 8 LRC constructed	▪ Certificate of turnover and acceptance	
		3.6.6. Bohol Tagbilaran LRC constructed	▪ Certificate of turnover and acceptance	
		3.6.7. Negros Occidental LRC constructed	▪ Certificate of turnover and acceptance	
		3.6.8. Northern Samar LRC constructed	▪ Certificate of turnover and acceptance	
Output 3.7	Establish QA & M & E Plan for LRMDS	3.7.1. Quality Assurance Framework for LRMDS established	▪ Document: Quality Assurance Plan ▪ Sample quality Assurance Reports	▪
		3.7.2. Quality Assurance tools developed	▪ Tools, Instruments for QA	

COMPONENT 4: PROJECT MANAGEMENT

CODE	NARRATIVE DESCRIPTION	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
Objective:	Manage the Project in an effective, efficient and responsive manner	Project implemented on time and within budget	▪ Project reports	▪ DepED remains committed & provides appropriate counterpart resources & support at national, regional and division levels
Output 4.1	Planning system & operationalization	4.1.1. Developed the Management Systems Framework	▪ Documentation of project meetings/workshops regarding the development or validation of the Project Operations Manual ▪ Annual Implementation Plan containing Project Management Framework and Implementation Structure ▪ Project Operations Manual	▪ DepED fully cooperate & actively participate as the lead agency in project management & implementation.
		4.1.2. Finalized Project Annual Plans (Implementation Plans) based on documented and approved adjustment parameters	▪ Documentation of project meetings/workshops regarding the development and validation of the Project Annual Plans with WFP Adjustments ▪ Three (3) Annual Plans containing the Annual Project Implementation & Financial Plan based on adjustments parameters	
		4.1.3. Developed the Risk Management Plan	▪ Documentation of project meetings/workshops regarding the development, validation and adjustment of the Risk Management Plan ▪ Risk Management Plan and adjusted plans.	
Output 4.2	Coordination & Communications System & operations	4.2.1. Project Teams & Committees organized	▪ Terms of reference of the committee ▪ Function and duties of the committee members ▪ Guidelines on the selection of committee members ▪ Documentation on the selection of the members for the Project Management Committee	
		4.2.2. Conducted regular Regional Implementation Coordination meetings (for project implementation)	▪ Minutes of Regional Implementation Coordination meetings and dissemination of document to stakeholders	
		4.2.3. Conducted regular Management Coordination meetings (for Project Integration)	▪ Minutes of Management Coordination meetings and dissemination of document to stakeholders	
		4.2.4. Conducted Senior Management Guidance meetings (Costing c/o joint MEA for RPCs only)	▪ Minutes of Senior Management Guidance meetings and dissemination of document to stakeholders	

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		4.2.5. Conducted regular semi-annual Oversight Management Meetings	▪ Minutes of Oversight Management meetings and dissemination of document to stakeholders	
		4.2.6. Developed, implemented and monitored Advocacy and Communications Plan	▪ Inspection of Advocacy & Communications Plan ▪ Documentation on Orientation of RO & DO on content/design of Stage 2 & its relation to BESRA ▪ Documentation on Project Launching in three (3) Regions ▪ Proceedings on Education Forum ▪ Inspection of contribution to DepED website and Press Releases ▪ Dissemination of the advocacy materials to AusAID & regular/local media	
Output 4.3	Human Resource development	4.3.1. Conducted Training and Development on Project Management	▪ Documentation of workshops re: different capability building programs ▪ Inspection of Training Completion Reports	▪ Extensive resource generation for incentives, rewards and recognition
		4.3.2. Developed and implemented System of Incentives, Rewards, & Recognition (SIRR)	▪ Documentation of consultations re: SIRR ▪ Inspection of SIRR guidelines, instruments, personnel, enabling documents ▪ Inspection of documentation on recommendations and incentives, rewards & recognition given	
		4.3.3. Finalized Safety and Security Plan based on approved adjustment parameters	▪ Inspection of SSP ▪ Documentation of dissemination and orientation on SSP	
		4.3.4. Un-Programmed Capability Building Programs	▪ Documentation of workshops re: different capability building programs ▪ Inspection of Training Completion Reports	
Output 4.4	Financial System & operations	4.4.1. Financial Operations Manual	▪ Finance Operations Manual	
		4.4.2. Financial Reports	▪ Inspection of Financial Reports ▪ Transmittal letters re: submitted financial reports	
Output 4.5	Monitoring & Evaluation system	4.5.1. M & E framework developed	▪ Expression of acceptance by AusAID and DepED (all levels incl. pilot schools) - Document on the M & E framework ▪ Inspection of finalized M & E framework by DepED ▪ Documentation of validation meetings/workshops in the development of the M & E framework	▪ DepED provides guidelines & directions in the establishment of the M & E system. ▪ DepED's personnel willing and competent to operate the M & E system
		4.5.2. Developed and piloted effective and	▪ Documentation of project validation meetings/workshops on	

CODE	NARRATIVE DESCRIPTION	VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
		sustainable PROGRESS M&E Processes & Tools Quid	M & E processes, tools and reporting system developed ▪ Inspection that M & E guidelines, instruments, structures (physical, equipment & organizational) and organizational competence are in place ▪ M & E reports from the Regional and Division level	▪ DepED has both the resources & the will to meet any recurrent costs to maintain the project benefits. ▪ Internal & external mechanisms used to verify quality of outcomes & milestones ▪ Approval & implementation of DepED's ICT Master Plan & Enterprise Architecture Plan
		4.5.3. Developed comprehensive and doable/user-friendly M & E Operations guidelines	▪ Documentation of validation meetings/workshops on the M & E Operations Guidelines ▪ M & E Operations Guidelines ▪ Inspection of M & E Operations Guidelines	
		4.5.4. Developed a Sustainability plan that is comprehensive and anchored on BESRA indicators	▪ Inspection of the Sustainability Plan ▪ Report /documentation of implementation strategies that applied the sustainability measures	
Output 4.6	M&E reports // operational M&E System	4.6.1. Submitted timely and relevant input/output M & E reports (a.k.a. Progress M&E Reports)	▪ Report to Stakeholders ▪ Received copy of transmittal letter re: submission of M & E reports	▪ Transparency among the stakeholders and implementers
		4.6.2. Submitted timely & relevant Milestone Reports	▪ Final report to AusAID, DepED ▪ Received copy of transmittal letter of Milestone submissions	
		4.6.3. Submitted timely Intermediate Results Reports	▪ Minutes of validation meetings/workshops on the development of IR Reports ▪ Final report on intermediate results to concerned stakeholders (AusAID, DepED, others) ▪ Received copy of transmittal letter re: submission of M & E reports	
		4.6.4. Submitted Project Completion Report (PCR)	▪ Minutes of validation meetings/workshops on the development of PCR ▪ Received copy of transmittal letter re: submission of PCR	
Output 4.7	Project Administration	4.7.1. Established Project Management Units (PMUs) / offices 4.7.2. Office Operations and Administration	▪ Relevant documents, e.g., receipts, physical facilities plans, inspection reports on the refurbishment/construction of offices	