

STRIVE Stage 2
ANNUAL PLAN 2010/11

ANNEX C
PROGRESS MONITORING REPORT
As of June 2010

**PROGRESS REPORT
AS OF JUNE 2010**

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1. INTRODUCTION

The Strengthening the Implementation of Visayas Education (STRIVE) is an AusAID assistance project designed to assist the Philippine education sector to improve access to quality basic education in selected provinces in the Visayas. Prior to Stage 2, STRIVE Stage 1 which was implemented from October 2005 to March 2007 focused on two main components: Leadership and Management Development and Programs for Out of School Children, Youth and their Families in Bohol and Northern Samar. An expansion to STRIVE 2 upon completion of Stage 1 was recommended, as a result of a Feasibility Study commissioned by AusAID.

At the transition to Stage 2, STRIVE was re-designed to account for the start of DepED's BESRA implementation and AusAID's shift from project to program approach. Considerations in the re-designing of Stage 2 included the White Paper on Government of Australia Development Assistance and a proposed major AusAID education sector support program to complement the new World Bank (WB) supported National Program of Support to Basic Education (NPSBE). The shift in design was timely and meant that STRIVE 2 had built-in flexibility to respond to emerging BESRA developments and that its outputs were replicable nationwide. Aligned with the White Paper and the AusAID Country Program Strategy, STRIVE has two main tasks:

1. **Provision of assistance for institutional strengthening and capability building** to be able to perform the second task which is,
2. **Preparation for transition** to utilize existing government structures and provide systematic support to the education sector through a Trust Fund arrangement with the World Bank. There was an interim bridging activity between the completion of Stage 1 (April to June 2007) and start of Stage 2 (July 2007 to June 2010).

Building on lessons learnt and outputs from past and current foreign funded projects, STRIVE 2 focuses on developing systems for BESRA regional implementation anchored to the national policy and frameworks. STRIVE facilitates BESRA implementation in Regions 6, 7 and 8 (e.g. Monitoring of School Based Management Practices and Capacity Building for School Improvement Planning at the schools). The practical experience from the Regions informs policy development and revisions at the DepED Central Office. New guidelines were provided by AusAID for the design of STRIVE Stage 2, indicating it to be implemented for 3 years on a rolling plan format. DepED, AusAID, NEDA, other stakeholders and the Managing Contractor agreed on the initial focus for Stage 2 on systems development, particularly at the regional level. The requisite support systems which will be developed for SBM, HRD specifically for INSET and equitable provision of Learning Resource Materials will address the need for effective continuous use of promising project initiatives mainstreamed in the Department as well as ensure quality improvement processes within the education system itself. STRIVE is further envisioned to be one of the strategic avenues to support the successful implementation of Basic Education Sector Reform Agenda (BESRA) of DepED.

This report presents the progress status of the Project ending June 2010.

2. ACTIVITY DESCRIPTION

Using the Logframe developed during the Project Design Development (PDD) as basis, a revision was done through extensive consultation with project implementers and stakeholders. The revised Logframe was approved by AusAID in November 2007. The goal and purpose of STRIVE Stage 2 are as follows:

Goal: To contribute to the improvement in the quality of and access to basic education in the Visayas

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.

It has four (4) components, with two-cross cutting themes, Quality Assurance and Access/Equity underpinning and guiding all project activities, namely:

Component 1: School-Based Management Support System

Objective: Development of a functional management support system for continuing school improvement at regional, division and school levels.

Component 2: HR-INSET (Training & Development)

Objective: Development of a Regional HR-INSET system for quality professional development of education managers, school heads, teachers and non-teaching staff.

Component 3: Learning resources Materials and Development System (LRMDS)

Objective: Development of LRMDS to provide access to quality teaching and learning resources.

Component 4: Project Management

Objective: Manage the Project in an effective, efficient and responsive manner.

The fundamental implementation strategy of progressive engagement enables STRIVE to be flexible, easily adjusted and expanded (depending on budget availability) in order to respond effectively to the implementation progress of other initiatives, including the NPSBE and the AusAID education support program.

3. REVIEW OF PROGRESS AND IMPLEMENTATION APPROACH

3.1. KEY RESULTS

3.1.a. SIGNIFICANT OUTPUTS

As of June 2010, STRIVE already achieved considerable progress in systems development. The project implementing teams completed the required systems frameworks and designs; the pilot implementation of several education support and management systems; and capability building on the use of the systems. The summary of the significant accomplishments on systems development work per project design are as follows:

▪ ***Completed six (6) Baseline Studies:***

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| 1. SBM Baseline | 5. Training and Development Baseline Study: Supplementary to the STRIVE 1 Baseline Research on the Provision of INSET (2007) |
| 2. Baseline report on existing regional and local participatory mechanisms | 6. Baseline on the Provision of and Access to Learning Resources and Professional Development Materials in STRIVE Target Divisions |
| 3. Baseline Study On The Institutional Structures and Processes In Region | |
| 4. ICT Assessment Report: ICT Situationer | |

▪ ***Developed eight (8) Systems Frameworks:***

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| 1. Regional Policy and Planning Framework | 5. Regional HRMD Framework |
| 2. Regional QAA Framework | 6. Unified information System (UIS) Architecture |
| 3. Regional M&E Operations Framework | 7. Training and Development (T&D) Framework |
| 4. Framework For Re-Structuring the Regions and Divisions of DepED | 8. Learning Resource Management and Development (LRMDS) Framework |

▪ ***Developed Six (6) Systems Designs (inclusive of technology and infrastructure designs):***

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| 1. T&D System (5 sub-systems) | 5. Enhanced Basic Educations Information System (E-BEIS) Design |
| 2. T&D Information System (T&DIS) Design | 6. PME Information System Design |
| 3. LRMDS (with 4 sub-systems) | |
| 4. System Design of the LR Portal (for the LRMDS) | |

▪ **Developed 12 Mechanisms :**

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| <ol style="list-style-type: none"> 1. Mechanism for Adjusting the SIP - Annual Improvement Plan 2. Functional Planning Approach to the Preparation of the Regional Educational Development Plan (REDP) 3. Regional Policy Development Process 4. Participatory Mechanism in Education Governance (Division and District Levels) 5. Technical Assistance (TA) Mechanism for Regions and Divisions 6. Mechanism for Monitoring SIP Implementation (Division level) 7. Enhanced Concept of the Community Learning Center (CLC Plus) | <p><i>Under the SOBE Program:</i></p> <ol style="list-style-type: none"> 8. Project Management for SIP Implementation 9. Resource Mobilization and Management for SIP Implementation 10. Financial Management for SIP Implementation <p><i>Under the LRMDS:</i></p> <ol style="list-style-type: none"> 11. School Learning Resource (LR) Planning Mechanism 12. LR Technical Assistance Planning Mechanisms: <ol style="list-style-type: none"> a. Division Level b. Region Level |
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▪ **Completed the Pilot Implementation of the following systems/mechanisms:**

NOTE: The pilot implementation activities included the building the capability of STRIVE DepED regions and divisions on the use of the systems.

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| <ol style="list-style-type: none"> 1. Mechanism for Adjusting the SIP Annual Improvement Plan 2. Mechanism for Monitoring SIP Implementation (Division level) 3. Re-Structuring of DepED Regions VI, VII and VIII 4. Quality Management System focusing on SIP Monitoring (in accordance with the National QAA Framework) 5. Training and Development System 6. Selected modules of the Enhanced BEIS : <ol style="list-style-type: none"> 6.1. Data entry of Annual Schools Statistics 6.2. Module on Reporting of Annual Schools Statistics 6.3. School Level Performance Indicators 6.4. On-line SBM Assessment and Consolidation | <ol style="list-style-type: none"> 7. Project Monitoring and Evaluation Information System (PMEIS) <p><i>Under the SOBE Program:</i></p> <ol style="list-style-type: none"> 8. Project Management for SIP Implementation (focused on improving Access) 9. Resource Mobilization and Funds Management for SIP Implementation 10. Financial Management for SIP Implementation <p><i>Under LRMDS:</i></p> <ol style="list-style-type: none"> 11. Four Sub-systems of LRMDS 12. LR Portal 13. School Learning Resource (LR) Planning Mechanism 14. Division LR Technical Assistance Planning Mechanism 15. Region LR Technical Assistance Planning Mechanism |
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▪ **Completed the following Infrastructure support for the systems:**

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| <ol style="list-style-type: none"> 1. Region VI T&D Center 2. Region VII T&D Center 3. Region VIII T&D Center 4. CLC in Binalbagan, Negros Occidental Division | <ol style="list-style-type: none"> 5. CLC in Candijay, Bohol Division 6. CLC in Laoang, Northern Samar Division 7. 57 School LR Centers (placed in Lead schools serving an average of 6 satellite schools each) |
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Annex 1 provides the details on the accomplished outputs relevant to systems development work. The outputs are presented per area of initiative to show how the items are packaged to complete a system development work. Shadings are provided to indicate those that are still in the pipeline or *for the proposed Extension*.

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Consequently, the pilot implementation done by the regions / divisions / schools were able to achieve the following outputs as a result of the use of the various systems and mechanisms:

TABLE 1: OUTPUTS DEVELOPED DUE TO THE USE OF THE SYSTEMS (DURING PILOT PHASE OF STAGE 2)

COMPONENTS	SYSTEMS OUTPUTS AS OF MARCH 2010 (RESULTING FROM THE PILOT IMPLEMENTATION OF THE SYSTEMS)
<i>SBM: PLANNING AND POLICY SUB-COMPONENT</i>	<ul style="list-style-type: none"> ▪ 300 SIP-AIP Adjusted ▪ 300 School Planning Teams organized ▪ 3 REDPs (one each for Region VI, VII and VIII)
<i>SBM: QAA AND M&E SUB-COMPONENTS</i>	<ul style="list-style-type: none"> ▪ 153 schools are applying the QAA and M&E on SIP Implementation ▪ 153 School Quality Management teams mobilized (across 3 pilot divisions) ▪ 9 Districts Quality Management teams mobilized (across 3 pilot divisions) ▪ 3 Division Quality Management teams mobilized (across 3 pilot divisions) ▪ 3 Region Quality Management teams mobilized (across 3 regions)
<i>SBM: REGIONAL RE-STRUCTURING</i>	<ul style="list-style-type: none"> ▪ 3 Re-organized Region Structures
<i>SBM: SOBE PROGRAM</i>	<ul style="list-style-type: none"> ▪ 46 School SOBE-funded Projects (all directed towards addressing Access issues in the SIP) across 3 Pilot Divisions ▪ 46 School heads, 46 teachers, 18 Regional and Division Supervisors were trained on ADMs and ALS programs
<i>SBM: CLASS PROGRAM</i>	<ul style="list-style-type: none"> ▪ 56 School Cluster Projects funded under the CLASS Grant Program across 3 Pilot Divisions
<i>SBM: CLC</i>	<ul style="list-style-type: none"> ▪ 3 Community Stakeholders (LGUs, NGOs and other GOs) mobilized for the establishment of the CLC ▪ 3 CLC land sites donated
<i>SBM: TECHNICAL ASSISTANCE</i>	<ul style="list-style-type: none"> ▪ 30 Regional Supervisors trained on the enhanced Technical Assistance Mechanism (average of 10 per Regions) ▪ 30 Division Supervisors trained on the enhanced Technical Assistance Mechanism (average of 10 per pilot Division)
<i>ICT</i>	<ul style="list-style-type: none"> ▪ 45 schools utilizing the Enhanced BEIS ▪ 45 School BEIS data uploaded in the Enhanced BEIS (for systems tests) across the three divisions ▪ 45 schools trained on the Enhanced BEIS ▪ 60 DepED personnel trained on the use of the Enhanced BEIS (3 Division Planning Units, 3 Region Planning Units, and relevant units in the OPS Central Office (RSD, PDED, PFSD); BEE, BSE and Personnel (total:
<i>TRAINING AND DELIVERY</i>	<ul style="list-style-type: none"> ▪ 3 Training Resource Packages for school-based training developed across 3 pilot divisions ▪ 3 Training Resource packages for Division-based training developed across 3 pilot divisions ▪ 2 Training Resource packages for Region-based training developed (one each for Region VI and VIII)
<i>LRMDS</i>	<ul style="list-style-type: none"> ▪ 57 School Learning Resource Plans of Lead Schools ▪ 30 education supervisors / subject specialist from the STRIVE Regions and Divisions trained on LRMDS ▪ Sample set of digitized LRs ▪ Sample set of LRs catalogued and uploaded in the LR Portal ▪ Estimated 362 Titles of LR Materials harvested by the Divisions, of which 24% or 87 Titles were already evaluated (Note: titles are from Elementary through Secondary

COMPONENTS	SYSTEMS OUTPUTS AS OF MARCH 2010 (RESULTING FROM THE PILOT IMPLEMENTATION OF THE SYSTEMS)
	level) ■ Estimated 467 Titles of LR Materials harvested by the Regions, of which 10% or 47 Titles were already evaluated

3.1.b. CONTRIBUTIONS IN SUPPORT TO BESRA

Since August 2007, STRIVE Stage 2 has continued supporting the reform agenda of the DepED through constant collaboration with the various BESRA technical working groups (TWGs). The participation of STRIVE in various consultations and workshops of BESRA TWGs enabled STRIVE to provide technical assistance (as needed) and experienced-based information for the development of policies, national frameworks and guidelines, including establishment of processes to operationalize policy reforms.

The major influences (e.g. institutionalization / national roll-out out of STRIVE initiatives) and contributions of STRIVE to BESRA are as follows:

- a. Creation of the Organization Development TWG to perform oversight management of initiatives related to BESRA KRT 5 which includes the re-structuring of the Regions. Related DepED issuances are as follows:
 - **DepED Memorandum, Issued 30 April 2009:** request for Clearance to Proceed with Pilot Implementation of the Proposed Restructuring of Regions VI, VII, VIII and XII
 - **DepED Order No. 87, s.2009 (Issued 19 August 2009):** Creation of Organizational Development (OD) and Livelihood/Technical and Vocational Education TWGs under BESRA
 - **DepED Memo No. 466, s.2009 (Issued 23 October 2009):** Addendum to DepED Order No. 87 Series 2009
 - **DepED Order No. 26, s.2010 (Issued 8 March 2010)** National Adoption and Implementation of the National Competency-Based Standards for School Heads

- b. Technical Assistance to NEAP in developing the appropriate policies and framework for the regionalization of NEAP (decentralization of training and development) and the continuous engagement of TEDP TWG in the pilot testing of the systems. As a result of the technical assistance to both TWGs, the following outputs and DepED issuances were achieved:
 - **Framework and Guidelines for the Establishment of Regional NEAP (validated by all Regional Directors)** as attachment to DepED Order No. 111, s. 2009
 - **DepED Order No. 111, s.2009 (Issued 6 November 2009):** Establishment of the NEAP in the Regions. This DepED Order institutionalized the “Framework and Guidelines for the Establishment of Regional NEAP”.
 - **DepED order No. 30, s.2009 (Issued 7 April 2009):** National Adoption and Implementation of the T&D System and Designating the NEAP as the Interim Agency Responsible for the Operationalization of the T&D System
 - **DepED order No. 32, s.2009 (Issued 7 April 2009):** National Adoption and Implementation of NCBTS-TSNA and IPPD for Teachers and Integration of its System of Operations in the Overall program for Continuing Teacher Capacity Building

- c. Continuous linkage with the National Learning Strategies (NLS) TWG on directions and update relevant to the development and pilot of the LRMS. This is done through the conduct of quarterly meetings. The policy for uploading of the Central office Bureau materials had been mapped-out in **DepED order No. 35, s.2010 (Issued 23 April 2010): *Uploading of Sample Learning Resource Materials through the Learning Resources Management and Development System (LRMS).***

Collaboration through the NLS also enabled the engagement of the British Council in uploading their materials to the LR Portal (reflected in the 2009 Quarter 3 Minutes of Meeting). Currently

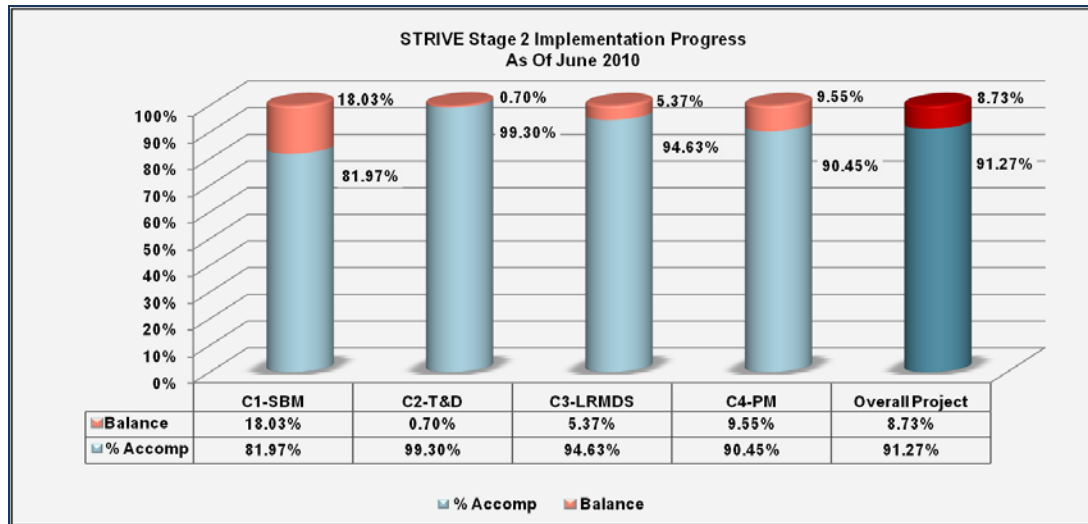
3.2. IMPLEMENTATION PROGRESS

3.2.a. PHYSICAL PERFORMANCE

In quantitative terms, the implementation progress of STRIVE Stage 2 is 91.27% within the elapse time of 97.2%. The figure means the completion of 25.56 of the 28 major Logframe deliverables within the last 35 months (1 August 2007 – 30 June 2010) of implementation.

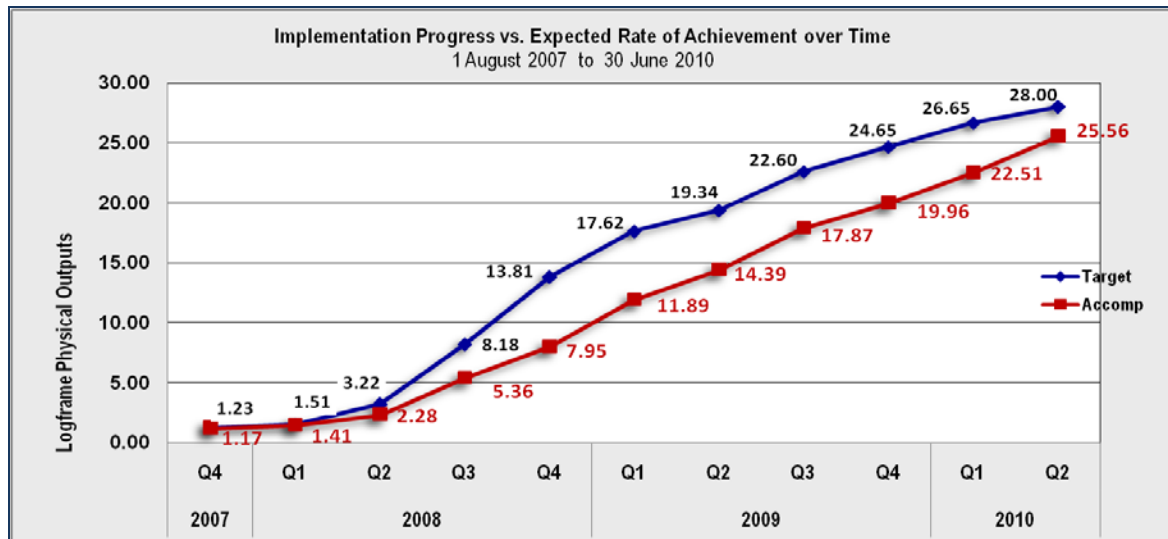
The current implementation progress is attributed to the 81.97% accomplishment under SBM; completion of 99.3% in T&D systems development; 94.63% achieved deliverables in the LRMS; and the 90.45% delivered outputs of Project Management. **Figure 1** provides a graphical representation of Implementation Progress of Stage 2 and the balance of work for the remaining period.

FIGURE 1: CUMULATIVE IMPLEMENTATION PROGRESS (BASED ON LOGFRAME DELIVERABLES)



However, based on the schedule of estimates in the S-Curve, at 97.2% of time elapse, the project should have completed almost all (27.55) of the 28 major deliverables. Hence, the project incurred a slippage of 8.7% or 2.44 undelivered Logframe targets. **Figure 2** provides the the Implementation Progress of the Stage 2 vis-à-vis the Expected Rate of Achievement over Time (S-Curve).

FIGURE 2: IMPLEMENTATION PROGRESS VS. EXPECTED RATE OF ACHIEVEMENT PER QUARTER



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Information from the Joint M&E forum, points to the slow progress of the SBM Component as a major factor to the project slippage coupled with some delays in the early stages of LRMDS development. Reflecting on the major causes of delay in accomplishing SBM and LRMDS deliverables, the teams identified the following barriers:

- a. An acknowledgement that outputs related to the Enhancement of the Division Education Development Planning (DEDP) processes will stand to be unaccomplished in order to avoid duplication of NEAP's efforts which was mandated by DepED to manage this initiative.
- b. Delays in obtaining from relevant DepED units the appropriate inputs required to develop technical specifications, frameworks and/or standards, especially on QAAS, E-BEIS and LRMDS. Situations cited are as follows:

b.1. LRMDS:

- In mid 2008, the Central Office had to provide directions whether to include Visayas region in their list of recipients of Learning Resource Centers or to exclude the three Visayas Regions and allow STRIVE to handle the infrastructure development obligations as designed. The delay on this decision is due to unclear guidelines and procedures to access the National Program Support for Basic Education (NPSBE), Support to Philippine Education Reforms (SPHERE) funds & other sources of funding for the refurbishment of Learning Resource Centers (LRCs)
- The LRMDS team needs the decision of Central office on its approach in the integration of the Acumen (formerly LeGS) developed under BEAM and the LRMDS in order to finalize the system design. The direction was provided in early 2010 that imply some modifications to be done on the system and a re-orientation of the users to learn the additional functionalities in LRMDS.

Consequently these issues were needed to effectively implement the LRMDS design and the delay eventually affected the activities relevant to the pilot test of the LRMDS.

b.2. E-BEIS under the SBM Component

- The project had to determine the position of Central office on the design and funding support to ICT development in order to estimate the scope of work to be done at the regional level (e.g. UIS Architectural Design) and ensure alignment to national initiatives.

b.3. SBM Component: Policy and Planning; Participatory Mechanisms; QAAS and E-BEIS

- Limited progress in the early Stages BESRA implementation resulted in some BESRA TWGs turning to STRIVE 2 for assistance which consequently redirected some resources (e.g. technical assistance) intended for STRIVE 2 being used to support BESRA TWG work. Hence, in the last half of Annual Plan 2007/08, that technical assistance to SBM was shifted to support the BESRA TWGs to expedite the development of SBM related national guidelines, standards and frameworks. Most affected by this circumstance is the SBM component of Stage 2 when considerable support to the TCT required the overloading of three technical advisers in STRIVE, two of which are SBM advisers. This largely accounts for the substantial delay in the SBM outputs.
- The development of the Regional QAA System has to align with the national QAA framework or policies/standards which were still being developed by BESRA Technical Working Groups (TWGs) in year one of STRIVE Stage 2. Hence, the STRIVE QAA teams had to a slow progress at in almost a third of the three year project time

- c. The competing work and technical demands due to the numerous sub-components and wide-range of technical scope of the SBM Component posed difficulty to the component chair and co-chair in the oversight, supervision and coordination of activities in SBM

d. Additional requirement in STRIVE Year 2.

Consistent issue raised in the first 4 quarters of Stage 2 is the "Overlapping of STRIVE work to "regular" functions. This implies that field personnel perceive work under STRIVE and BESRA as an "add-on" task rather than view development initiatives as part of their mandate. Analysis of the issue led the Central Office, Regional

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and Division executives to the conclusion that the current organizational set-up will make it difficult to absorb the outputs of the reform initiatives, including STRIVE outputs. Thus, the STRIVE officials decided to include in the design of STRIVE a pilot test of a “re-structured Region”, following the mandate as stipulated in RA 9155.

However, considering the innovativeness of the initiative and required consultations with relevant external agencies (e.g. DBM) to move forward the proposal to pilot a new regional structure, delays occurred in the approval and implementation of the re-structuring of the Regional Offices (nearly a year after being proposed).

As consequence of the delay in the pilot conduct of the new structure, an overlap of re-structuring efforts with the piloting of the regional education support systems occurred. Some regional personnel initially capacitated on the use of the systems were transferred to other divisions/units appropriate to the requirement.

Note: Ideally, the re-structuring would have taken place prior to pilot testing to allow for appropriate capacity building of the new structure to directly engage in the piloting of the support systems. As it is, restructuring and piloting of the regional educational support systems are occurring at the same time in the final few months of STRIVE 2

3.2.b. FINANCIAL STATUS

On the financial side, total disbursement of STRIVE Stage 2, GoA and GoP funds combined, is at PhP 549,637,086 (Au\$ 15,267,696). Of this amount, 93% (PhP 510,841,906) was from the AusAID Grant Fund and 7% (PhP 38,795,180). Table 2 below presents the total expenditures for the 35 months and percentage of expenditures by fund source and annual basis.

TABLE 2: SUMMARY OF DISBURSEMENT (35 MONTHS)

Fund Source	Currency	Year 1 (2007)	Year 2 (2008)	Year 3 (2009)	Year 4 (As of June 2010)	Total	%
GoA	PhP	66,165,349	175,877,405	179,549,169	89,249,983	510,841,906	93%
GoP		4,013,000	9,563,090	13,474,000	11,745,090	38,795,180	7%
TOTAL GoA + GoP:							
	PhP	70,178,349	185,440,495	193,023,169	100,995,073	549,637,086	
	Au\$	1,949,398	5,151,124	5,361,755	2,805,419	15,267,696	
% Annual VS Total:		13%	34%	35%	18%		

Of the three technical components, development work in SBM used up about 34% of the utilized funds while T&D and LRMDS components are both within the range of 11 to 13% share. This understandable considering that SBM covers 7 large sub-components (e.g. Regional UIS which covers all information systems development for E-BEIS; T&D IS; and LR Portal). Table 3 below shows the summary of funds used per the component to reflect the amount of investment it took to develop the systems. Table 4A and 4B illustrates the details on a yearly basis and by fund source

TABLE 3: FUNDS DISBURSED PER COMPONENT

COMPONENT	Total (35 months)	%
C1 – SBM	186,920,840	34%
C2 – T&D	58,367,744	11%
C3 – LRMDS	72,150,046	13%

TABLE 4-A: FINANCIAL STATUS OF GOA EXPENDITURE BY COMPONENT

COMPONENT	Year 1 (2007)	Year 2 (2008)	Year 3 (2009)	Year 4 As of June 2010	Total
C1 – SBM	19,988,176	55,795,300	61,705,252	38,615,172	176,103,900
C2 – T&D	4,992,613	25,727,281	12,638,381	8,792,548	52,150,824
C3 – LRMDS	6,644,030	21,363,094	34,137,115	5,032,226	67,176,466

TABLE 4-B: FINANCIAL STATUS OF GOP EXPENDITURE BY COMPONENT

COMPONENT	Year 1 (2007)	Year 2 (2008)	Year 3 (2009)	Year 4 As of June 2010	Total
C1 – SBM	1,017,650	2,650,120	3,848,000	3,301,170	10,816,940
C2 – T&D	959,540	2,422,380	1,641,000	1,194,000	6,216,920
C3 – LRMDS	921,050	1,929,530	1,499,000	624,000	4,973,580

3.3. MONITORING AND EVALUATION

For the last year of STRIVE 2, the M&E Groups from the Visayas Regions and STRIVE pilot Divisions continued with implementing the M & E Framework which defined the methodologies for monitoring the progress of project implementation, application of sustainability measures and indicative achievement of intermediate results.

The Project continued with the practice of conducting quarterly reviews at two levels (region level and project wide) utilizing the monitoring, evaluation and plan adjustment (MEA) approach. M & E results gathered during the quarterly reviews at the regional and interregional levels continued to be the basis of top management in making decisions about project implementation. These adjustments were made on plans to effect more efficient management of STRIVE and facilitate delivery of targeted outputs based on set timelines.

Initiatives were also taken to improve the MEA processes. The Region and Division M&E Groups, introduced additional items for analysis such as: (a) tracking of human resource and participation in the implementation of the project to better determine how these variables affect the efficiency of implementation; (b) reporting of the status of project facilities and equipment to improve transparency in the management and utilization of project resources, and (c) correlation of resource utilization (human, financial and physical) to the physical accomplishments of the components. The MEA Facilitator’s Guide was adjusted to incorporate these improvements in the conduct of the MEA.

In addition to these changes in the progress M&E, the Region and Division M&E Groups also conducted two major studies focusing on intermediate results of the initiatives in STRIVE. These are:

- a. The mid-term monitoring of Intermediate Results to track the initial gains of STRIVE Stage 2 based on the Component objectives and indicators. Activities related to the M&E of intermediate results were conducted October-December 2009. The “Progress Report on the Intermediate Results of STRIVE Stage 2” was submitted to AusAID and DepED on January 2009.
- b. The indicative progress of SOBE Results based on the objective of SOBE to increase initiatives to improve Access in Education. The conduct of the study was done through the collaboration of the Access task Force Teams at the Region and Division and selected region and Division M&E personnel. The report was submitted to AusAID on June 2010.

In August 2008, the project went through and Independent Progress Review commissioned by AusAID. The final report was communicated to the field, studied by the project management team and applied the recommendations in strategizing approaches to fulfilling the project mandates and adjusting the succeeding project activity/implementation plans.

4. SUSTAINABILITY

Concern over sustainability of the flow of benefits as well as the effects of the various project initiatives after STRIVE is made an integral part of the monitoring and evaluation, organization and management and implementation approaches of the Project. The Project continuously tracks the implementers’ application of the following 11 sustainability strategies identified at the start of the project. These are: i) Fit with partner government policies; ii) Participation of stakeholders; iii) iv) Counterpart contributions; v) Training; vi) Technology; vii) Information dissemination and networking; viii) Management and organization; ix) Integration and build on existing government organization and processes; xi) Social, gender and culture; xi) Anti-fraud;

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Quarterly, evidences of the application of the sustainability measures are collected, validated and analyzed on the basis of the descriptions of specific actions per applied strategy and the results gained from its application. Monitoring results indicate that STRIVE teams across the three regions were able to employed eight (8) of the eleven (11) standard sustainability measures per Sustainability Plan. These are: *Fit within partner government policies; Participation; Management and Organization; Integrate and build on existing government operations and processes; Counterpart Contribution; Training; Information and dissemination; Technology; Social, Gender and culture; External Political and Economic Factors; Anti Graft and Corruption Measures.*

4.1. APPLICATION OF SUSTAINABILITY MEASURES

Consolidation of data and further interviews covering January to June 2010, indicate that the top 3 sustainability measures applied per component are as follows:

TABLE 5: FREQUENTLY USED SUSTAINABILITY MEASURES PER COMPONENT

COMPONENTS	TOP 3 SUSTAINABILITY MEASURES APPLIED BY EACH PROJECT COMPONENT		
SBM	Participation	Training	Counterpart Contribution
T & D	Training	Participation	Management & Organization
LRMDS	Technology	Management & Organization	Participation
PM	Fit Within Partner Government Policy	Participation	Management & Organization

In addition to the information above, the teams also provided the following information on the results of specific sustainability actions taken on the top 3 most frequently applied measures..

TABLE 6: THIS QUARTER’S TOP FOUR SUSTAINABILITY MEASURES UTILIZED AND RESULTS

MOST UTILIZED SUSTAINABILITY MEASURES	ACTION TAKEN (TO APPLY THE MEASURE)	RESULTS OF THE SUSTAINABILITY MEASURE
Management and organization	<ul style="list-style-type: none"> ▪ Embedding of LR functions to the revised functions of ES of the division (specific to Bohol Division) 	<ul style="list-style-type: none"> ▪ Increase commitment of organic personnel to support LRMDS ▪ The LRMDS responsibilities were mainstreamed in the Division
	<ul style="list-style-type: none"> ▪ Provision of technical assistance on proper management, utilization and liquidation of SOBE and CLASS funds for school heads and bookkeepers of identified school 	<ul style="list-style-type: none"> ▪ Increased capacity of school head on proper management, utilization and liquidation of funds were observed as reflected in the progress M&E reports
	<ul style="list-style-type: none"> ▪ Conducted the CLC PLUS strategic planning through series of workshops which includes the community stakeholders 	<ul style="list-style-type: none"> ▪ Came up with a well defined CLC PLUS organizational structure which includes the local government and other relevant stakeholders ▪ Increased awareness and responsibility of DepED team members based on TOR and accountabilities outlined in the CLC Strategic Plan
Training	<ul style="list-style-type: none"> ▪ Conducted trainings for new/additional core/auxiliary members of the component (especially in A & E sub-system) 	<ul style="list-style-type: none"> ▪ Increase number of trained organic personnel involve in the LRMDS processes
	<ul style="list-style-type: none"> ▪ Capacitated LRMDS personnel/auxiliary members at the school level in the management and operation of LRCs 	<ul style="list-style-type: none"> ▪ Improved competence of the school LRMDS personnel to manage and operate their LRC to the cluster
	<ul style="list-style-type: none"> ▪ Trained ES on the development of New 	<ul style="list-style-type: none"> ▪ Sample unit plans compliant with curriculum

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MOST UTILIZED SUSTAINABILITY MEASURES	ACTION TAKEN (TO APPLY THE MEASURE)	RESULTS OF THE SUSTAINABILITY MEASURE
	<p>Secondary Education curriculum resources</p> <ul style="list-style-type: none"> ▪ Continuous division-led training activities for the enhancement of the different piloted systems ▪ Ongoing provision of TA to the SOBE and CLASS funded schools through a just-in time delivery of financial mgt training ▪ T&D Team Members are on the Job Training on the four different sub-systems of T&D ▪ RMEG/DMEG attended same trainings 	<p>requirements are currently being prepared</p> <ul style="list-style-type: none"> ▪ Enhanced KSA in conducting QAA_ M&E, TA and Financial Management ▪ T&D Team members capabilities in all systems are developed, thus ready to use the system in the implementation of the regionalization of NEAP ▪ RMEG/ DMEG were capacitated and more motivated to perform their task
Integration and build on existing government organization and processes	<ul style="list-style-type: none"> ▪ Utilized the findings and analysis of SIP, DEDP, REDP as basis for the development of Division and Regional Technical Assistance Plans 	<ul style="list-style-type: none"> ▪ Alignment of Region and Division TA Plan with the findings and analysis of SIP, DEDP, REDP, hence improving the relevance of the TA Plans of the Region and Division
	<ul style="list-style-type: none"> ▪ COA rules and regulations were used in the utilization and liquidation of SOBE and CLASS funds ▪ Existing government operations and processes related to QAA and TA were taken into considerations in the pilot implementation 	<ul style="list-style-type: none"> ▪ Increased awareness on fund utilization and liquidation and identified critical processes to be considered in pilot testing
	<ul style="list-style-type: none"> ▪ Made use of existing system financial operation/ processes in SOBE Funds management 	<ul style="list-style-type: none"> ▪ Processing of financial claims is properly attended
Fit with partner government policies	<ul style="list-style-type: none"> ▪ All related government policies and best practices encountered during the pilot were considered in revising the guidelines of all sub-systems 	<ul style="list-style-type: none"> ▪ Final versions of LRMSD sub-systems guidelines were aligned to the existing government policies
	<ul style="list-style-type: none"> ▪ Just in time financial management training and technical assistance. provision was provided regarding existing COA rules and regulations ▪ Benchmarking of promising practices in a multi-awarded city (Naga City .R-5) on Good governance and functional LSB 	<ul style="list-style-type: none"> ▪ Heightened interest of project implementers due to clear directions of the implementation as manifested in the prompt realization of the component objectives.
	<ul style="list-style-type: none"> ▪ Developed JEL Advising handbook for Supervisors as guide in performing the roles and responsibilities being an instructional leader as mandated in RA 9155. 	<ul style="list-style-type: none"> ▪ Provision of Tool/guide to Instructional leaders in advising Job-Embedded Learning of education personnel in the work place.
	<ul style="list-style-type: none"> ▪ Issuance of memo for any activity and travel order to participants attending activity outside the division ▪ Aligning activities to existing government policies 	<ul style="list-style-type: none"> ▪ Identified participants to the activity are properly informed and guided
	<ul style="list-style-type: none"> ▪ Continuous consultation with T&D Team members on schedule of activities to 	<ul style="list-style-type: none"> ▪ Maximum participation of the T&D members to relevant activities
Additional Strategies	<ul style="list-style-type: none"> ▪ Continuous consultation with T&D Team members on schedule of activities to 	<ul style="list-style-type: none"> ▪ Maximum participation of the T&D members to relevant activities

MOST UTILIZED SUSTAINABILITY MEASURES	ACTION TAKEN (TO APPLY THE MEASURE)	RESULTS OF THE SUSTAINABILITY MEASURE
	better manage their scheduled activities in their respective work places	
	<ul style="list-style-type: none"> ▪ Assignment of team members/ counterpart is in accordance with their organic functions ▪ Implementing the proven sustainability measures that are applicable in the conduct of the activity 	<ul style="list-style-type: none"> ▪ Knowledge and skills acquired in the project are applied in their organic tasks

4.2. SUSTAINABILITY RESULTS

Reflecting on the 35 months of Stage 2, the teams in the last M&E Forum, identified the following over-all collective Sustainability Results achieved through continuous application of the sustainability measures articulated in the sustainability plan of the project

COLLECTIVE SUSTAINABILITY RESULT

1. Increased commitment to support sustained operations with institutional commitment to allocate resources for continuous operations
MANIFESTATIONS / OBSERVED DATA:
 - Involvement of other agencies and government offices in the systems' implementation.
 - Developed financial management resource mobilization plan.
 - Developed policies and guidelines that served as the legal basis in the continuous operations for monitoring and evaluating efficiency.

2. Generated more meaningful stakeholder's participation in planning for post-project initiatives to sustain benefits
MANIFESTATIONS / OBSERVED DATA:
 - Full engagement of team members and stakeholders in all project activities.
 - Provision of infrastructure projects for the operationalization of the different systems.
 - Provision of ICT equipment and software and other related technology by LGU/NGO to Reg/Div./Sch to facilitate effective operation of the systems

3. Increased team approach towards accomplishing results
MANIFESTATIONS / OBSERVED DATA:
 - "Harvest of Excellence" done annually at the divisions and regions.
 - Organized pool of trainers to help on the implementation of processes of the different systems.
 - Component members utilized personal and office equipment like computers, printers, LCD during the completion/ accomplishments of outputs and reports

4. Increased partnerships/networks within the community which will exist or would have been well-established even after the pilot
MANIFESTATIONS / OBSERVED DATA:
 - Involvement of other agencies and government offices in the systems' implementation.
 - Provision of access between the implementers and stakeholders through advocacy programs, information sharing thru online technology, memorandum and office orders to increase partnership and encourage both parties' willingness and commitment in sustaining the implementation of the system
 - Established LRMDS portal

5. Acceptance and adoptions of project outputs in day-to-day operations of the region.
MANIFESTATIONS / OBSERVED DATA:
 - *(No specific data listed for this item)*

- Regional restructuring allows project staff to align their organic functions with those of project systems development activities.
 - Roles and functions of personnel in the restructured organization are clearly defined and integrated in their respective job descriptions.
 - Organic personnel (ASDS, ESs, SHs) engaged in the development of programs, designs, resource packages and in the delivery of the programs to target clientele
6. Encouraged stakeholders willingness and commitment to sustain initiatives
- Manifestations / OBSERVED DATA:**
- Developed advocacy strategies to increase stakeholders' support & ownership of the different STRIVE initiatives & systems
7. Improved project implementation processes that takes into consideration stakeholder's views, aspirations and needs
- Manifestations / OBSERVED DATA:**
- Developed feedback mechanisms for monitoring and evaluation of results on the different systems
8. Developed manuals, handbooks, guidelines, tools, mechanisms and performance measures to guide regular DepED offices at the regional, division and school levels for continuous operations and for monitoring and evaluating efficiency and effectiveness of running the systems.
- Manifestations / OBSERVED DATA:**
- Developed LRMSD guidelines and processes in the evaluation, modification and development of LR/TR/PDMs
 - Developed training modules for LRMSD
 - Developed Operation Manuals of the Training and Development System ,T&D System Operations Manuals Volumes 1-5, T&D M&E Framework Mechanism and Tools and JEL Advising Handbook
9. Issuance of policies and orders that will institutionalize project outputs
- Manifestations / OBSERVED DATA:**
- National level issuances
E.G.
 - DepEd Order No. 30 s.2009 (T&D)
 - DepEd Order No. 32 s. 2009(NCBTS)
 - DepED Order No. 111 S.2009
 - DepED Order No. 28 S.2010
 - Regional issuances
 - Regional Memorandum No.4. S.2010
10. Application by trained personnel to the newly-acquired KSA in their organic functions
- Manifestations / OBSERVED DATA:**
- Trained 39 PSDS on SBM provided TA to schools
 - 50 school personnel trained in QAA established and practiced QA in managing schools
 - Personnel trained on SBM assessed 716 schools level of practice
 - Schools implemented the approved SIP with stakeholders participation
 - 11 SOBE schools trained on PARDO E-tracking system implemented the utilization of the system
11. Division capabilities to facilitate the eventual roll-out of packages in additional schools in the division
- Manifestations / Observed Data:**
- Conducted Live-In Orientation Workshop on the T&D System to 17 Non-STRIVE Divisions
 - Organized pool of trainers to help on the implementation of LRMSD processes
 - Conducted Orientation to 9,457 teachers and 553 School Heads (STRIVE and Non-STRIVE) which resulted to the subsequent accomplishment of IPPDs
 - Administered NCBTS-TSNA to 3,115 teachers of the 100 STRIVE Schools and 6,34 teachers to Non-STRIVE schools
 - 20 division SIP trainers trained 89 non-STRIVE school Heads on SIP

12. Increased stakeholders (men and women) participation in planning, implementation, management and supervision of the systems development, piloting and implementation

MANIFESTATIONS / OBSERVED DATA:

- Stakeholders are involved in the preparation and approval of the SIP
- Stakeholders participation in the implementation of project plans

13. Judicious and efficient use of resources for general welfare

MANIFESTATIONS / OBSERVED DATA:

- Established quality assurance mechanism in all systems

14. Heightened awareness and consciousness on transparency and accountability in implementing programs and projects

Manifestations / Observed Data:

- Developed monitoring and evaluation tools and instruments to measure the effectiveness and efficiency of the different systems
- Organized regional/div./dist./school Quality Assurance Management team

15. Encouraged the practices that promote honesty, accountability and transparency

MANIFESTATIONS / OBSERVED DATA:

- CLASS, SOBE, SBM Funds and counterpart contributions from LGU, PTAs, etc. are properly utilized and passed through SOBE audit.
- SOBE funds released to 20 CLASS were utilized in accordance to COA rules and regulations

5. ISSUES

The regional and joint quarterly reviews provided the venue to thresh out project implementation issues. Issues are clarified and discussed with appropriate teams / DepED managers for resolutions. Top level issues are presented to the Project Executive Committee Meeting held alongside the quarterly MEAs. These solutions form part of considerations to plan adjustments.

In the last two Quarterly M&E forums, issues that confronted the Project were found to be generally focused on: (i) Operational Issues which are directly affected the delivery of targets and the implementation of project components; and (ii) Issues related to Project Closure which largely affects technical aspect of STRIVE such as the forward thinking of improving quality of outputs and enhancing sustainability of STRIVE. Significant issues discussed by the project executive management team for the last half of Year 3 are enumerated below.

ISSUE 1: Completion the remaining 8.9% of Logframe outputs and Improving Quality Outputs due to limited time given to pilot the systems. Coverage of the 8.9% is presented in Table 7

PROPOSED RESOLUTION: DepED Management to continuously pursue an extension of STRIVE

TABLE 7: BALANCE OF WORK AS OF JUNE 2010

LOGFRAME REFERENCE CODE		OUTPUTS TO BE COMPLETED (TOTAL BALANCE: 8.9%)
COMPONENT	SUB-COMPONENT	OBJECTIVELY VERIFIABLE INDICATORS FOR FINALIZATION
C.1: School – Based Management (SBM)	C.1.1: Enhance Educ. Policy & planning system	1.1.3: Organization skills on policy and planning developed/enhanced 1.1.4: Education Planning Technology developed/enhanced: Regional Education Development Plan (REDP) Technology and Division Education Development Plan (DEDP) Technology 1.1.5: Planning related policies formulated and recommended
	C.1.2: Strengthen Participatory mechanisms for	1.2.2: Regional and local participatory mechanisms in educational governance improved 1.2.3: Developed recommendations on improving Participatory mechanisms for

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LOGFRAME REFERENCE CODE		OUTPUTS TO BE COMPLETED (TOTAL BALANCE: 8.9%)
COMPONENT	SUB-COMPONENT	OBJECTIVELY VERIFIABLE INDICATORS FOR FINALIZATION
	Education Governance	Education Governance
	C.1.3: Enhance Human Resource Management system	1.3.5: Technical Assistance Mechanism for the Region and Division established 1.3.3: Recommendations on the Regional Organizational Structure & Functions developed <i>(Note: Initial report had been finalized. However, Regions VI, VII and VIII deem it necessary to continue with the pilot to obtain more substantive data for policy recommendations)</i>
	C.1.4: QAA system	1.4.1: Regional QAAS framework enhanced: Standards setting
	C.1.5: SBM M&E System	1.5.3: SBM M&E System established at the region, division (for documentation)
	C.1.6: Program to improve Access	Completion of documentation requirements: Packaging of materials (e.g. Manuals)
	C.1.7: Enhance the Regional Unified Information System	1.7.3: Regional UIS established (<i>Status:</i> for documentation) 1.7.4: ICT Support Infrastructure for Regional UIS installed in Regions 6, 7 and 8 1.7.5: Competencies of region and division personnel on the Regional UIS are aligned with the requirements of SBM, T&D & LRMDS. 1.7.6: Recommendations for UIS developed
C.2: Human Resource Development (In-Service Education And Training - Inset) System		Completion of documentation requirements: <ul style="list-style-type: none"> ▪ Finalized Pilot Implementation Report ▪ Packaged training and resource materials
C.3: Learning Resources Materials Development System (LRMDS)		Completion of documentation requirements: <ul style="list-style-type: none"> ▪ Finalized Pilot Implementation Report ▪ Packaged training and resource materials
C.4: Project Management		4.3.2. Developed and implemented System of Incentives, Rewards, & Recognition (for STRIVE implementers) 4.6.4: Project Completion Report Hand-over Activities <i>Note: These PM activities were moved due to the decision to propose an extension.</i>

ISSUE 2: The last two quarters of Year 3 of STRIVE 2, implementation schedule had to be set aside to give way to several national activities that involved DepED. The most significant of these activities is the National Automated Election which required a training of several DepED personnel. This also affected project closure and hand-over activities.

PROPOSED RESOLUTIONS: DepED Management to continuously pursue an extension of STRIVE to allow ample time to complete improvement of the quality of outputs and carry out project closure and hand over activities.

ISSUE 3: The re-structuring of the regions came much later than the capacity building of DepED personnel on the systems for pilot. This affected the pilot of the new system because the organic personnel first assigned as systems users for the pilot had to be re-assigned to new units in the restructured regions.

Given the short period of time to perform systems development and requirements of re-structuring the regions, the teams recognized the situation as potential risk to the sustainability of the systems.

PROPOSED RESOLUTIONS: As interim solution, the Regional Directors provided instructions for a second round of capacity building of newly assigned personnel, including additional division personnel to augment the region's capacity. On a long term, the Regional Directors are encouraging Central office for representation to propose an extension to further ensure sustainability.

It should be noted that the above issues are limited to significant concerns and thus exclude the administrative and logistics issues that had been given resolutions by Regional Directors after every Joint Quarterly M&E Forum.

6. LESSONS LEARNED

The periodic project reviews generated specific lessons learned by the implementers through an analysis of facilitating and hindering factors encountered during project implementation period. The lessons learned generated serve as part of the critical considerations for plan adjustments in the following implementation quarter. Lessons learned provide information on how the project can limit strategies that impede accomplishment of project objectives and highlight factors contributory to those objectives.

Specific to the third year of STRIVE Stage 2, the lessons learned were capture following the three categories of systems development phases: (a) Systems Designing; (b) Pilot Implementation; and (c) Initiating Change. The following enumerates the significant learned lessons expressed by the implementers across components as they went through the experience of systems development.

a. Systems Designing

- Advocacy activities prior to project implementation promote awareness, heighten interest and increase stakeholders “buy- in” of the system from development stage to pilot implementation and institutionalization.
- Providing avenue for feedback and recommendations results to quality outputs for the improvement of the entire systems.
- Spirit of teamwork, sustained involvement and positive attitude of key players promote smooth interpersonal relationship and sense of ownership that lead to the attainment and sustainability of desired quality outputs.
- ICT improves the production of expected required reports.
- Proper time management is necessary to cope with the demands of our work, to maximize realization of outputs and to prevent opportunity loss
- Critical to systems development is top management’s full support, such that:
 - Top management involvement from project inception to project completion is essential to ensure on- time accomplishment of the required deliverables, sustainability and institutionalization of initiatives.
 - Involvement of CO Bureaus ensures adherence to standard in systems and eventually results to timely delivery of quality outputs.
 - It facilitates better access of the field offices to CO and other oversight agencies such as NEDA, DBM, CSC, etc.
 - It helps clarify with field offices the CO’s directives, policies and guidelines
 - It provides the mechanism to elevate issues/ concerns and subsequently, top management’s actions on these for appropriate actions.
 - Capability building activities of DepED personnel which are strongly supported by management effect strong commitment of the personnel to implement and use the system / “learnings”.
 - An early “buy- in” of the system by management facilitates support for its institutionalization

b. Pilot Implementation

- A clear course of action and conscientious planning coupled with the provision of enabling documents (e.g. operations manuals, guides, tools and templates), competence in the use of technology , maximum participation of implementers and stakeholders and prompt communication of needed resources to proper personnel lead to smooth flow of activities and ensure the sustainability of the implementation in the field
- Improved access to accurate and up- to- date information with the aid of ICT creates a culture of pro- active decision- making in DepED.
- Involvement of the stakeholders in the development, enhancement, implementation, monitoring and evaluation of educational plans and projects intensifies their sense of ownership.
- Members can only be effective advocates and “champions” if they have been involved

c. Initiating Change.

- Motivation and recognition encourage one to be open to change and enhance his self- worth.

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- Programs are sustained when they are based on legal mandates
- Continuous utilization of KSA's ensures reinforced/ enhanced capability building in accurate data gathering, processing and analysis resulting to valid and reliable information.
- Knowledge on ICT skills enables the user to effectively and efficiently utilize LRMDS portal

ANNEX 1: STATUS OF ACCOMPLISHMENTS PER SYSTEM DEVELOPMENT PACKAGE

NOTE: *Outputs that are shaded in blue are accomplished deliverables while those shaded in yellow are currently in the pipeline* (being developed alongside the pilot testing phase).

AREAS OF INITIATIVES:	PACKAGE OF DELIVERABLES (PER LOGFRAME)						
	BASELINES	→ SYSTEMS FRAMEWORKS	→ SYSTEMS / TECHNOLOGY DESIGNS (FOR PILOT)	→ STRUCTURES AND INFRASTRUCTURES	→ PILOT TEST REPORTS	→ ENHANCED SYSTEMS	
SBM SUPPORT SYSTEMS	SBM Baseline	<ul style="list-style-type: none"> SIP-AIP Adjustment Technology 		Terms of Reference (TOR) and organized: <ul style="list-style-type: none"> School Planning Teams Division Planning Teams 	<ul style="list-style-type: none"> Report on the Pilot Test of the SIP-AIP Adjustment Technology 	Education Planning Technology: REDP and Adjusting the AIP	
		<ul style="list-style-type: none"> Regional Policy and Planning Framework 	<ul style="list-style-type: none"> Functional Planning Approach to the Preparation of the REDP Regional Policy Development Process 	Region Planning Teams	Report on the Pilot of the REDP Technology	<ul style="list-style-type: none"> Technology for Developing the REDP 	
		<ul style="list-style-type: none"> Regional QAA Framework Regional M&E Operations Framework 		TORs and organized Quality management Teams (QMTs) at the schools; Districts; Division; and Region		<ul style="list-style-type: none"> Report on the Pilot Test of the System of QAA and M&E of the SIPs 	Regional QAA and M&E System
		<ul style="list-style-type: none"> Project Development & Management System for Implementing SIP programs on Improving Access (SOBE & CLASS) Financial Management for SIP Implementation Resource Mobilization and Management for SIP Implementation 		<ul style="list-style-type: none"> TORs of the Region and Division Access Task Force Region Access Task Force (one in each Region and pilot Division) 		<ul style="list-style-type: none"> Report on the Pilot Test and Results of the SOBE Program Report on the Pilot Test of the CLASS Program 	Implementing SBM (based on the experience and pilot of the SOBE Programs)
		Enhanced Concept of the Community Learning Center (CLC Plus)		Infrastructure: 3 Division CLCs (one per pilot Division)		CLC Strategic and Operations Plan (per site)	
		Technical Assistance (TA) Mechanism for: <ul style="list-style-type: none"> Region's support to the Divisions Division's supervision of Schools 		<ul style="list-style-type: none"> Technical Assistance Teams at the Region and at the Division 		Report on the Pilot Test of the TA Mechanism	TA Mechanism

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AREAS OF INITIATIVES:	PACKAGE OF DELIVERABLES (PER LOGFRAME)					
	BASELINES	→ SYSTEMS FRAMEWORKS	→ SYSTEMS / TECHNOLOGY DESIGNS (FOR PILOT)	→ STRUCTURES AND INFRASTRUCTURES	→ PILOT TEST REPORTS	→ ENHANCED SYSTEMS
SBM SUPPORT SYSTEMS	Baseline report on existing regional and local participatory mechanisms			Regional Policy, Planning and research Division <i>(reconstituted due to the re-organization initiative)</i>	Report on the Pilot Test of the Regional Policy Development Process	Participatory Mechanism in Education Governance
Information Systems as support facilities	ICT Assessment Report: ICT Situationer	Unified information System (UIS) Architecture	<ul style="list-style-type: none"> ▪ Enhanced BEIS Design ▪ T&D Information System (T&DIS) Design ▪ System design of the LRMDS LR Portal ▪ PME Information System Design ▪ Technology Architecture for all four facilities 	<ul style="list-style-type: none"> ▪ Infrastructure (Equipment and Software) for E-BEIS, TDIS and PMEIS ▪ Infrastructure (Equipment and Software) for LR Portal 	<ul style="list-style-type: none"> ▪ Report on the Pilot Test of the E-BEIS ▪ Report on the Pilot Test of the TDIS ▪ Report on the Pilot Test of the LRMDS ICT facility 	<ul style="list-style-type: none"> ▪ Enhanced BEIS ▪ T&D Information System ▪ LRMDS Portal ▪ User's Manual of the E-BEIS, LR Portal and TDIS ▪ Administration Manual of the E-BEIS, LR Portal and TDIS
HR	Baseline Study On The Institutional Structures and Processes In Region	<ul style="list-style-type: none"> ▪ Proposed Framework For Re-Structuring the Regions and Divisions of DepED ▪ Regional HRMD Framework 	Proposed New Regional Structure (two designs for pilot)	<ul style="list-style-type: none"> ▪ Job Description for each new regional functional unit ▪ Workplan of each functional unit (to be implemented during pilot) 	Report on the Pilot Test of the New Regional Structure (one for each Visayas Region)	Recommendations for the improvement of the Regional Structure

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AREAS OF INITIATIVES:	PACKAGE OF DELIVERABLES (PER LOGFRAME)					
	BASELINES	➔ SYSTEMS FRAMEWORKS	➔ SYSTEMS / TECHNOLOGY DESIGNS (FOR PILOT)	➔ STRUCTURES AND INFRASTRUCTURES	➔ PILOT TEST REPORTS	➔ ENHANCED SYSTEMS
Training and Development (T&D) Systems	Training and Development Baseline Study: Supplementary to the STRIVE 1 Baseline Research on the Provision of INSET (2007)	Training and Development Framework	<ul style="list-style-type: none"> ▪ Training and Development Needs Assessment Sub-system (TDNAS) ▪ Professional Development Planning sub-system (PDPS) ▪ Program Designing and Resource Development (PDRD) Sub-system ▪ Training and Delivery Sub-system (TDS) ▪ T&D Monitoring and Evaluation Sub-system (TDM&ES) 	<ul style="list-style-type: none"> ▪ TORs of the Region and Division Training and Development Team ▪ Regional training and Development Team (per new regional structure) ▪ Division T&D Team (1 per pilot division) <p>Infrastructures: Regional T&D Centers in:</p> <ul style="list-style-type: none"> ▪ Region VIII ▪ Region VII ▪ Region VI 	<ul style="list-style-type: none"> ▪ Report on the Pilot Test of the TDNAS ▪ Report on the Pilot Test of the PDPS ▪ Report on the Pilot Test of the PDRD ▪ Report on the Pilot Test of the TDS ▪ Report on the Pilot Test of the TDM&ES 	Enhanced T&D Sub-systems: <ul style="list-style-type: none"> ▪ TDNAS ▪ PDPS ▪ PDRD ▪ TDS ▪ T&D M&E
LRMDS	Baseline on the Provision of and Access to Learning Resources and Professional Development Materials in STRIVE Target Divisions	LRMDS Framework	<ul style="list-style-type: none"> ▪ School LR Planning Mechanism ▪ Division and Region LR Assistance Planning Mechanism ▪ Assessment and Evaluation of Learning Resources (LRs) and Professional Development Materials (PDMs) Sub-system (LR A&E Sub-system) ▪ Development and Production (D&P) Sub-system ▪ Storage & Distribution (S&D) Sub-system ▪ Publication & Delivery (P&D) Sub-system 	<ul style="list-style-type: none"> ▪ TORs of the Region and Division LRMD Team ▪ Regional LRMD Team (per new regional structure) ▪ Division LRMD Team (1 per pilot division) ▪ Infrastructures: 56 School Cluster LR Centers 	<ul style="list-style-type: none"> ▪ Report on the Pilot Test of the LR A&E Sub-system) ▪ Report on the Pilot Test of the D&P Subsystem ▪ Report on the Pilot Test of the S&D Sub-system ▪ Report on the Pilot Test of the P&D Subsystem 	<ul style="list-style-type: none"> ▪ LRMD System