



2010/2011 ANNUAL PLAN

July 2010

Table of Contents

Section	Description	Page
	Table of Contents	i
	List of Acronyms	ii
1.0	Background	1
2.0	Annual Plan Preparation	4
3.0	Activity Description	4
3.1	Project Goal and Purpose	4
3.2	Component Description	5
4.0	Program Logframe	5
5.0	Monitoring and Evaluation	5
5.1	Monitoring and Evaluation Implementation	5
5.2	Quality Assurance Panel (QAP)	6
5.3	Project Coordinating Committee (PCC)/ExeCom	6
6.0	Progress Report 2007/2010	7
7.0	Proposed Work Plan	9
8.0	Anti Fraud and Corruption Strategy	10
9.0	Gender and Development Strategy	10
10.0	Sustainability Strategy	10
11.0	Issues Raised – 2009/2010 4 th Quarter JMEA	11
12.0	Lessons Learned – 2009/2010	13

Strengthening Implementation of Basic Education in Selected Provinces in Visayas - STRIVE

ANNEXES		
A	Current Logframe	
B	QAP Report from April 2010 Monitoring Visit	
C	Progress Monitoring Report (As of June 2010)	
D	Inputs Schedule	
E	Anti-Fraud and Corruption Strategic Plan	
F	Gender & Development Strategies	
G	Updated Sustainability Plan	
H	Child Protection Policy	
I	Strategies in Consideration of People with Disability	
J	Risk Management Plan	

List of Acronyms

Acronym	Description
ACR	Activity Completion Report
ADB	Asian Development Bank
AUD	Australian Dollar
AusAID	Australian Agency for International Development
BEAM	Basic Education Assistance for Mindanao
BESRA	Basic Education Sector Reform Agenda
BIAP	BESRA Implementation and Accountability Plan (BIAP)
CPS	Country Program Strategy
DepED	Department of Education
EDPITAF	Education Projects Implementation Task Force
EOL	Exchange of Letters
GoA	Government of Australia
GoP	Government of the Philippines
HIP	Hastening the Impact of PROBE
ICC	Investment Coordinating Committee
ICT	Information Communication Technology
INSET	In-Service Education and Training
IPR	Independent Progress Review
LES	Locally Engaged Staff
LRMD	Learning Resource Materials Development
MC	Managing Contractor
M&E	Monitoring and Evaluation
MEA	Monitoring, Evaluation and Adjustment
MOV	Means of Verification
NBSBE	National Program Support for Basic Education
NEAP	National Educators Academy of the Philippines
NCBTS	National Competency Based Training System
NEDA	National Economic Development Authority
OIC	Officer-in-Charge
PAF	Performance Assessment Framework
PASMEP	Philippine Australia Science and Mathematics Education Project
PDD	Project Design Document
PhP	Philippine Peso

Strengthening Implementation of Basic Education in Selected Provinces in Visayas - STRIVE

Acronym	Description
PIP	Project Implementation Plan
PROBE	Project in Basic Education
QA	Quality Assurance
QAA	Quality Assurance and Accountability
QAP	Quality Assurance Panel
R/DMEG	Regional and Division M&E Groups
RELSS	Regional Education Learning Support System
RFT	Request for Tender
RMM	Resource Mobilization and Management
SBM	School Based Management
SEDIP	Secondary Education Development and Improvement Project
SMEF	Sector Monitoring and Evaluation Framework
SOBE	Support Options for Basic Education
SPHERE	Support to Philippine Education Reform
T&D	Training and Development
TA	Technical Assistance
TCT	Technical Coordinating Team
TEEP	Third Elementary Education Project
TEC	Teacher Education Council
TNA	Training Needs Analysis
TWG	Technical Working Group
WB	World Bank

1. BACKGROUND

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

STRIVE builds on the successful gains and lessons of earlier projects supported by the Government of Australia, including the Philippines Australia Science and Mathematics Education (PASMEP) Project, Project in Basic Education (PROBE), Hastening the Impact of PROBE (HIP) Project and the Basic Education Assistance to Mindanao (BEAM) Project. Additionally, lessons from other education projects in the Philippines have been important contributions to the design of STRIVE, including the Secondary Education Development Improvement Project (SEDIP) and the Third Elementary Education Project (TEEP), supported by the Asian Development Bank (ADB) and World Bank (WB) respectively.

The intent and design of STRIVE was located in two key source documents: the Project Design Document (PDD) of July 2004 and the Request for Tender (RFT) of 4 July 2005. STRIVE was designed with a “progressive engagement” approach, enabling resources and the design of activities to respond more appropriately to actual requirements of intended beneficiaries, responsibly acknowledging and adapting to the implementation capacity of the Philippines Department of Education (DepED) and the target beneficiaries.

The STRIVE Inception Report of 31 October 2005 provides additional information, explanation and interpretation of the intent and design of STRIVE Stage 1 (Further revision and amendments were introduced in the STRIVE Annual Plans for 2005/2006 and for 2006/2007).

STRIVE Stage 1 commenced in October 2005 and operated for 22 months¹ to the end of July 2007 at a cost for Government of Australia (GoA) inputs of AUD \$4.8 million and GoP inputs of PhP 10.8 million. Activities were undertaken in two main components: i) *Leadership and Management Development* and ii) *Programs for Out of School Children, Youth and their Families*.

On 31 August 2006, AusAID requested the MC and DepED to initiate the design of STRIVE Stage 2, specifying design guidelines situating STRIVE Stage 2 to be in support of the Basic Education Sector Reform Agenda (BESRA) and fitting within the context of the Australian Agency for International Development (AusAID) education sector support program to the Philippines. STRIVE Stage 2 would be of three years duration with expenditure at about AUD \$5 million per year. STRIVE Stage 2 would be required to be highly flexible to respond to the development context of BESRA and in support, STRIVE Stage 2 would use a rolling annual planning format.

STRIVE Stage 2 design activities commenced in early September 2006. From September to December 2006, project personnel, DepED staff and other stakeholders, including representatives from the BEAM project in Mindanao, were involved in a series of consultations, meetings and workshops on the design of STRIVE Stage 2. A design team was convened and lead by Education Project Implementing Task Force (EDPITAF) with representatives from key DepED Bureaus and Agencies. Design work was supported by a design specialist and the STRIVE Team Leader.

The consultative process on the STRIVE Stage 2 design culminated with a major workshop of 40 key stakeholders on 23 and 24 November 2006 to validate the design direction and content, primarily through a critical review of the proposed project logical framework. This critical review resulted in the formulation of the proposed purpose of STRIVE Stage 2 confirming Stage 2 focus on the development and strengthening of support systems in School

¹ STRIVE was originally designed as a five year project with two stages, the first of 18 months and the second stage of 42 months. Stage 1 was extended through a “bridging phase” of 4 months for a total of 22 months. During the “bridging phase”, key baseline studies were conducted with respect to SBM, INSET and LRM – the findings of which have informed the revisions to the STRIVE Stage 2 implementation plan. Stage 2 of STRIVE is 36 months from August 2007 to July 2010.

Strengthening Implementation of Basic Education in Selected Provinces in Visayas - STRIVE

Based Management (SBM), in-Service Education Training (INSET) and Learning Resources Materials Development (LRMD) at the DepED regional level.

Following submission on 14 December 2006 of the draft design for STRIVE Stage 2 to AusAID and National Economic Development Authority (NEDA), AusAID, in a 22 March 2007 letter to the Managing Contractor (MC), provided additional guidance on issues a final design of Stage 2 would need to address. Four areas of guidance were identified:

Conceptual Clarity, Rationale and Logic – a request for clarity and emphasis on situating STRIVE Stage 2 as providing support for the implementation of BESRA in the Visayas and to reflect this emphasis in the monitoring and evaluation framework and plans.

Flexibility – a request for assurance that project implementation would adjust to the pace of progress on the ground and not “lock-in” activities as part of the logical framework.

Risk – a request to enhance the risk assessment matrix with additional attention to dissemination, replication and sustainability of results of STRIVE support interventions.

Monitoring and Evaluation Strategy/Framework – a request for inclusion of a monitoring and evaluation framework that would use as its basis the DepED's monitoring framework for BESRA and be able to report against AusAID's Country Program Strategy (CPS) Performance Assessment Framework (PAF) as well as reflecting successful handover of activities to DepED.

On 26 and 27 March 2007, an agreement was reached between DepED and AusAID to prepare a Supplementary Paper to address the four areas of guidance noted above. A separate Supplementary Paper to the original design was necessary to acknowledge the advanced nature of the GoP approval process of STRIVE Stage 2 and implied that no changes to the components or activities identified in the original December 2006 draft design proposal.

During April and May 2007, a series of meetings and discussions resulted in the preparation of a supplementary paper, entitled “Supplementary Paper: Monitoring, Evaluation and Sustainability Framework with a final version submitted on 31 May 2007. Importantly, the paper notes STRIVE is:

“...a development investment aligned to the AusAID White Paper and Country Program Strategy, (and) has two tasks: one task is the more traditional of providing assistance for institutional strengthening and capability building, yet this task is to be performed in the context of the second task – preparation for transition from the previous project mode of support provided by AusAID to the Philippine education sector to an approach that will increasingly utilize existing government structures and provide systemic support to the education sector through a Trust Fund arrangement with the World Bank...”

GoP, through the review process led by NEDA, provided Investment Coordinating Committee (ICC) approval for STRIVE Stage 2 on 12 June 2007.

AusAID, through its Peer Review Process, provided comments for the final design of STRIVE Stage 2 on 12 June 2007. The comments focused on:

The Statement of Purpose: - the purpose as stated in the logical framework was determined to be unclear and complex. The purpose needs to be re-stated to clearly state how Stage 2 of STRIVE will contribute to/support and fit within BESRA implementation in the Visayas.

The Monitoring Framework – there is a need to be clear about what is being measured at the purpose level; there is a need for a limited core group of clear “process” indicators that demonstrate the link between outputs and outcomes; need to determine if STRIVE is stimulating need for SBM reform; need to be clear about using DepED BESRA indicators or developing own as BESRA indicators are seen to be complex and ambitious; and, there is a need to link STRIVE Stage 2 monitoring and Evaluation (M&E) activities with Regional M&E activities for BESRA implementation.

Management Arrangements – there is a need to simplify the management arrangements and reflect DepED driven management arrangements, ensuring that STRIVE Stage 2 management and technical assistance does not substitute for DepED management responsibilities.

Gender – there needs to be better integration of addressing gender issues in the design, including how gender issues will be addressed in BESRA and transfer to sector support.

On 15 June, AusAID provide further direction to the design of STRIVE Stage 2, specifically in providing a proposed re-wording of the purpose statement, guidelines on monitoring against the revised purpose and the role of AusAID in monitoring the progress of STRIVE Stage 2. Importantly, AusAID proposes to guide STRIVE Stage 2 to ensure progress in achieving its purpose, in part by:

“...Monitor and take hard decisions (with the STRIVE team) should project technical assistance appear to be replacing or substituting for what should be DepED led activities and processes. Involve DepED in discussions necessary for resolving such issues, adjusting the project or, should it be deemed necessary, termination of it.”

On 27 June, AusAID provided advice on integration of gender in STRIVE Stage 2.

AusAID provided approval for a three-year STRIVE Stage 2 on 6 July 2007, with a start date of 1 August 2007 with a proposed value of AUD \$15 million for GoA inputs and PhP 128 million for GoP inputs.

Although STRIVE Stage 2 mobilized 1 August 2007, the MC and AusAID did not sign a Contract Variation until January 2008. The Australian Federal election, held in November 2007, delayed final issue of the Variation. With the previous Government being in “caretaker” mode AusAID was unable to have the Variation signed. In good faith the MC continued to fund the Program, however some activities were curtailed or slowed down during the early part of Stage 2 pending resolution of the contractual position.

A Project Implementation Planning workshop was held in September 2007. This formed the basis for the endorsement by DepED and AusAID of the design and confirmed upcoming project activities for the first 12 months of Stage 2. This PIP was finally endorsed by DepED by way of a letter to AusAID dated 20 December 2007. This letter noted –

“...adjustments made in the implementation plan took into account significant developments after the submission of the draft design in December 2006 such as the AusAID feedback on the design, preparation of the Monitoring, Evaluation and Sustainability Plan, DepED Sector Monitoring and Evaluation framework and BESA implementation, the findings of the WB/AusAID Joint Mission for the National Program Support to Basic Education (NPSBE) and the Support to Philippine Education Reform (SPHERE) and the results of the BEAM Review mission.”

With the request by AusAID and DepED for at least some of the STRIVE resources to be diverted into specific assistance to BESRA it became clear that it was difficult to commit at this time to a full 12-month annual plan for the period 2008/2009. It was suggested at a meeting with AusAID in March 2008 that a 3-month annual plan, only covering the first quarter of 2008/2009 be prepared. This was prepared and submitted in April 2008 to AusAID as Milestone 14. A separate Quarter 2 – 4 Annual Plan was prepared and submitted to AusAID in September 2008. A combined Annual Plan document for 2008/2009 was requested by AusAID and submitted in January 2009.

The third Annual Plan for STRIVE Stage 2, reflecting the period July 2009 – June 2010 was prepared in June 2009 and endorsed by the QAP and by DepED through EDPITAF.

During 2009 AusAID commissioned an Independent Progress Review (IPR) of the STRIVE Program. This was to be the first review of the STRIVE Program since it began in 2005. The review was carried out during July 2009.

An extract of the review findings follows –

“Relevance: It is rare to encounter an initiative which represents the right response, at the right time, using the right approach. STRIVE is such an initiative. It is not only consistent with GOP and GoA policies but is, as was intended, the vanguard for change in the education sector in the Philippines.”

Effectiveness: The initiative is on track to achieve its objectives. Overall, the IPR team observed a clear and tangible movement in the mind-set of DepED staff involved in STRIVE towards an understanding of the value of evidence based planning/decision making and a willingness to improve skills in this area".

Also the following were the "Conclusions and Recommendations" of the IPR –

"There is a strong case for extension of the term of STRIVE 2 to facilitate a deepening and consolidation of the work currently being carried out in the three Target regions. STRIVE's effectiveness in contributing to and informing the policy formulation process may be significantly enhanced by the engagement of a Policy Analyst within the technical assistance team. There is also scope for AusAID to develop a facility, as part of an extended STRIVE, which could provide 'direct funding' to Regions and Divisions which demonstrate genuine commitment in acquiring the core capacities required to sustain both the organisation and the new systems. DepED is in full agreement with these statements.

The IPR Team urges AusAID to engage in dialogue with DepED Senior Management on ways to reinvigorate the link between the work of STRIVE in the development and testing of systems and the use of collected data and lessons learned from this work to influence national level policy making/formulation and the BESRA 'roll-out'. Finally, it is recommended that consideration be given to including a position of Gender and Education Specialist in an 'extended' STRIVE Stage 2 to focus on organizational development, teachers' development, learner needs and situations, and M&E and reporting requirements".

DepED requested that AusAID consider the extension of STRIVE for a period of two years to take it through until July 2012. This would be in line with the conclusion of the SPHERE and BESRA initiatives. However this request was denied on the basis of GOA procurement requirements.

However AusAID agreed to the funding of a short-term extension of STRIVE for a period of 9 months so that STRIVE could concentrate on -

- The pilot of the different systems and tools on school based management training and development and learning resource management and development for a full school year cycle
- Training and training methodologies for those who will have responsibility for system implementation, and,
- A plan for national roll out of these systems.

Hence the development of the 4th Annual Plan for STRIVE Stage 2, covering the period July 2010 through April 2011.

2. ANNUAL PLAN PREPARATION

This Annual Plan has been prepared in consultation with STRIVE Program staff, DepED counterparts and Stakeholders and in accordance with AusAID guidelines, considering specific requirements for an Annual Plan.

The plan covers the period July 2010 – April 2011, with the 9 month period of August 2010 – April 2011 being the extended period. No change-frame has been included in the Annual Plan. Financial information for the period of the Annual Plan is contained in this document under the heading "Summary of Expenditure."

Additional expenditure for the period of the extension will require a contract variation for the following –

- Personnel Fees – AUD 2,265,584
- Reimbursable Expenditure – AUD 1,334,416

A total of AUD 3,600,000.

3. ACTIVITY DESCRIPTION

3.1 Project Goal and Purpose

As advised in the STRIVE Stage 2 Project Implementation Plan, finalized in December 2007, DepED suggested changes to the goal and purpose of STRIVE. As such Stage 2 has continued with the following Goal and Purpose:

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

3.2 Component Description

Stage 2 of the STRIVE project is organized into four components;

Component No.	Name/Description	Component Objective
1	School Based Management Support System	Strengthen the support systems of DepED, three Regional Offices, selected Divisions and schools for School Based Management through improved educational planning and management.
2	Human Resource Development (In-Service Education and Training - INSET) Systems for Teachers	Develop Regional INSET Systems for teachers and capability building at national, regional, division and school levels to support the implementation of in-service teacher education and training.
3	Learning Resources Materials Development System	Develop a system for assessing, acquiring, adapting, developing, producing and distributing quality learning resource materials for students and instructional support materials for teachers.
4	Project Management	Manage the project in an effective, efficient and responsive manner.

The philosophy of STRIVE Stage 2 remains that STRIVE is a DepED project; coordinated by EDPITAF; supported by AusAID with technical assistance from the MC.

4. PROGRAM LOGFRAME

The logframe has not been amended for the period 2010/11. In fact the approval for the extension was quite specific in that no new out puts were to be included in the extended period. Deliverables for the 9-month period have been aligned to the logframe.

For reference the current logframe is attached as **Annex A**.

5. MONITORING AND EVALUATION

5.1 Monitoring and Evaluation Implementation

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:

- 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.
- 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 July 2009, the project went through an 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.

5.2 Quality Assurance Panel (QAP)

Quality assurance for STRIVE Stage 2 is again applied through the engagement of the Quality Assurance Panel (QAP). This ensures that component activities are technically compliant and are within specified quality performance standards. The QAP undertakes an independent review, assessment and certification of milestones against specified quality performance standards and also the QAP Chair is being utilised as a source of strategic advice on the general direction and initiatives undertaken. This is achieved by regular monitoring visits, generally coinciding with Stage 2 Quarterly Reviews.

The most recent visit by the QAP Chair was in April 2010 – A report of this visit is included as **Annex B**. Importantly the Conclusion of the QAP Report reiterated –

- *"It is my very strong belief that without resources and an extension to the project that allows time for the proper bedding down of changes, the STRIVE project will not fully achieve its objectives. If this is the result it is important to note that the students themselves and improved educational opportunities will be the causalities, not the department, regions or teachers."*

5.3 Project Coordinating Committee (PCC)/EXECOM

During 2008/09 AusAID determined that PCCs in the education sector were time consuming and not necessarily the most effective means for Program coordination and suggested that MCs develop a new mechanism for engaging with, and formalising Program progress with Counterparts. STRIVE initiated the concept of ExeCom Meetings which have been introduced as a forum for Management of the Program from both an MC and Counterpart position to raise issues and seek advice on the strategic direction of the Program. This meeting, chaired by DepED has proven to be a productive means of dealing with Program issues.

In 2009/10 it was suggested that "expanded ExeCom meetings be conducted at intervals agreed by the ExeCom to include representatives of AusAID, Central Office and other relevant GoP Agencies and Stakeholders. So far due to the uncertainty of the extension of the STRIVE program none of these meetings have occurred.

In 2010/2011 it is intended that two expanded ExeCom meetings be held, tentatively set down for September 2010 (following the BESRA review to ensure strategic direction of the STRIVE Program) and in December 2010 (to discuss initial findings of completion activities to be included in the ACR).

6. PROGRESS REPORT – 2007/2010

Within July 2009 – June 2010, the project was able to fulfill its target of piloting almost all of the systems and mechanism developed in the first two years of the project. 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.

From the end of Year 2 of STRIVE Stage 2, the figure indicates an increase in implementation progress of about 39%. Key significant outputs were mostly on the completion of 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:

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

- | | |
|--|---|
| 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. LRMS (with 4 sub-systems) | |
| 4. System Design of the LR Portal (for the LRMS) | |

▪ ***Developed 12 Mechanisms :***

- | | |
|--|--|
| 1. Mechanism for Adjusting the SIP - Annual Improvement Plan | <i>Under the SOBE Program:</i> |
| 2. Functional Planning Approach to the Preparation of the Regional Educational Development Plan (REDP) | 8. Project Management for SIP Implementation |
| 3. Regional Policy Development Process | 9. Resource Mobilization and Management for SIP Implementation |
| 4. Participatory Mechanism in Education Governance (Division and District Levels) | 10. Financial Management for SIP Implementation |
| 5. Technical Assistance (TA) Mechanism for Regions and Divisions | <i>Under the LRMS:</i> |
| 6. Mechanism for Monitoring SIP Implementation (Division level) | 11. School Learning Resource (LR) Planning Mechanism |
| 7. Enhanced Concept of the Community Learning Center (CLC Plus) | 12. LR Technical Assistance Planning Mechanisms: |
| | a. Division Level |
| | b. Region Level |

▪ **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.

- | | |
|---|---|
| <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>Under the SOBE Program:</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>Under LRMDS:</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 |
|---|---|

▪ **Completed the following Infrastructure support for the systems:**

- | | |
|--|--|
| <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) |
|--|--|

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 : 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)
SBM: PLANNING AND POLICY SUB-COMPONENT	<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)
SBM: QAA AND M&E SUB-COMPONENTS	<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)
SBM: REGIONAL RE-STRUCTURING	<ul style="list-style-type: none"> ▪ 3 Re-organized Region Structures
SBM: SOBE PROGRAM	<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
SBM: CLASS PROGRAM	<ul style="list-style-type: none"> ▪ 56 School Cluster Projects funded under the CLASS Grant Program across 3 Pilot Divisions
SBM: CLC	<ul style="list-style-type: none"> ▪ 3 Community Stakeholders (LGUs, NGOs and other GOs) mobilized for the

Strengthening Implementation of Basic Education in Selected Provinces in Visayas - STRIVE

COMPONENTS	SYSTEMS OUTPUTS AS OF MARCH 2010 (RESULTING FROM THE PILOT IMPLEMENTATION OF THE SYSTEMS)
	establishment of the CLC <ul style="list-style-type: none"> ▪ 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 level) ▪ Estimated 467 Titles of LR Materials harvested by the Regions, of which 10% or 47 Titles were already evaluated

The full text of the implementation progress of STRIVE Stage 2, including status of funds disbursement is presented in **Annex C - Progress Report**.

7. PROPOSED WORK PLAN

As mentioned above the parameters of the extension of STRIVE are quite specific and also adamant that no new deliverables were to be included. With this in mind the work plan has been developed through strategic meetings with DepED Counterparts and Program staff to ensure that results are achieved which maximises the investment provided by GoA and GoP.

All activities share a focus on sustainability and institutionalisation of Program deliverables. **Annex D** – Summary of Outputs and Cost of Activities provides full details of the implementation plan for the period July 2010 to April 2011. **Annex E** – Milestone Schedule lists the two milestones to be delivered in the period; these being the Transition and Sustainability Plan and the Activity Completion Report. **Annex F** – Inputs Schedule is also included to summarise the level of Technical Assistance and Program support being provided by Locally Engaged Staff.

8. ANTI FRAUD AND CORRUPTION STRATEGY

The "STRIVE Anti-Fraud and Corruption Strategic Plan" plan responds to the clause in the contract between AusAID and the MC that "The Contractor must prepare a fraud risk assessment and zero tolerance fraud control strategy. These must contain appropriate fraud prevention, detection, investigation and reporting processes and procedures that comply with the *Commonwealth Fraud Control Guidelines*".

This plan also ensures that the STRIVE 2 project is implemented with integrity and that funds meant for the project are efficiently and effectively utilised. The plan outlines strategies and action plans which members of the project management team will do to:

- To take effective measures against fraud and corruption in order *to reduce opportunities* for fraud and corruption (preventive);
- To provide and maintain a working environment that will *effectively manage risk of fraud and corruption incidents* (detection); and;
- To provide the facilities and create a conducive situation in a management system where *investigation of fraud and corruption takes place* (investigation and correction).

This plan was further validated at the Management Committee meeting held in Cebu on 6th July 2010.

Please refer to **Annex G** – Anti Fraud & Corruption Strategic Plan.

9. GENDER AND DEVELOPMENT STRATEGY

STRIVE Stage 2 design considered AusAID's Gender Equality Policy as well as the Philippines' Plan for Gender Responsive Development Plan 1995-2025 in crafting its gender strategies. Project activities mainstreamed gender considerations in planning, programming, implementing and evaluating initiatives. Although conscious effort was at a limited scale in the first year implementation of STRIVE 2, it was mindful of collecting data in relation to indicators that establish gender equality/equity and integrating women's and men's needs and experiences on project strategies. It is expected that the components should consciously document GAD considerations in framework development, systems design, and pilot implementation. M & E evaluation results will have gender sensitivity orientation to inform systems revision and eventual planning for transition for roll-out of gains from STRIVE. Further, data gathered with gender considerations will help target schools to deliberate on the implications of the information in identifying strategies that promote or resolve issues on gender equity and access in project-funded school programs.

Social, Gender and Culture was considered part of the sustainability measures monitored during quarterly reviews. This is in line with ensuring continuous effort from the project management team that guidelines, policies and instruments were informed by requirements of both genders. Please refer to **Annex H** - Gender & Development Strategies.

This plan was further validated at the Management Committee meeting held in Cebu on 6th July 2010.

10. SUSTAINABILITY STRATEGY

In the project extension period (August to April 2011), appropriate attention needs to be given by DepED at both the Regional and Central Office levels as to how the selected systems introduced through the STRIVE Project will be sustained, built upon and if desired, extended across the Department. Importance needs to be placed on the requirement to strengthen the capacity of the DepED organization, at the Regional Office as well as the Central Office level and the commitment of management to utilize, maintain and continuously improve the systems.

Given that the systems developed under STRIVE have been tested during the project and the regions and divisions have signified their willingness to utilize it and implement these systems in other non-project schools and divisions, STRIVE shall assist the regional managers of the STRIVE pilot regions to craft a “**Transition and Sustainability Plan**” for Regions VI, VII and VIII which articulates the strategies and methods for a region-wide application of the project outputs as well as maintaining the education support systems after STRIVE technical assistance. *It is imperative that the Transition and Sustainability Plan is aligned and integrated in the BESRA Implementation and Accountability Plan (BIAP) of the Regions to ensure that Regional reform initiatives are consistent and approaches are holistic.*

The “Transition and Sustainability Plan” which will be crafted by the regional managers seeks “to provide the managers of the STRIVE Regions and Field Divisions as well as the Central Offices with a blue print to ensure the continuous implementation and strengthening of the various systems even beyond the project life of STRIVE 2.”. The plan shall also focus on how the phase out of STRIVE support and handover of systems shall take place.

More specifically, the plan shall:

- Identify issues concerning the management, utilization and maintenance of the systems and the implementation of the new structure for the regions
- Define the strategies the Regions, Divisions, and Central Office shall take to resolve or manage the issues
- Define the actions the Regions, Divisions and Central Office shall take to ensure the inclusion of the resolutions in the institutional processes and structures and the day to day operation of the regions and divisions.
- Provide inputs to a Central level **Transition and Sustainability Plan for a nation-wide adoption** of the education support systems as deemed fit

The drafting of the Transition and Sustainability Plan is scheduled between August to September 2010. At the same time STRIVE shall continue to implement applications of the 11 sustainability strategies relevant to the 9-months extension period.

Please refer to **Annex I** – Updated Sustainability Plan.

11. ISSUES RAISED 2009/10 4TH QUARTER JMEA

In the last Quarterly M&E forum, 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

Strengthening Implementation of Basic Education in Selected Provinces in Visayas - STRIVE

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 Education Governance	1.2.2: Regional and local participatory mechanisms in educational governance improved 1.2.3: Developed recommendations on improving Participatory mechanisms for 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 (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)
	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 (Status: 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 Note: These PM activities were moved due to the decision to propose an extension.	

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.

12. 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.
 - 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