



JUN 16 2006

DepED ORDER
No. 27, s. 2006

IMPLEMENTATION OF THE PHILIPPINE EDUCATION FOR ALL (EFA) 2015
PLAN'S CRITICAL TASK ON REGULAR MONITORING OF PROGRESS

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services/Centers and Heads of Units
Regional Directors
Schools Division/City Superintendents

1. With regard to the implementation of the Philippine EFA 2015 Plan, particularly the urgent and critical task on regular monitoring of progress in the attainment of EFA goals and targets, the concerned DepED officials are hereby enjoined to undertake/participate in the following activities:

- a) Establishment of EFA Planning and Monitoring and Evaluation Teams at the regional and divisional levels. Preferably, the said Teams shall be composed of the Assistant Director, selected Education Supervisors II and Planning Officer at the regional level and the Assistant Schools Division Superintendent, selected Education Supervisors I and Planning Officer at the divisional level. These teams together with the Office of Planning Service will be mainly responsible for coordinating the conduct of regular assessment and planning process for continuous improvement at their respective levels. The said planning and assessment process will be anchored on the goals and targets set forth in the EFA 2015 Plan, Millennium Development Goals, Medium-Term Philippine Development Plan for Basic Education, and Schools First Initiative-Basic Education Sector Reform Agenda; and
- b) Conduct of Training Cum Writeshop on Sector (EFA) Monitoring and Evaluation and Strategic Planning. As part of the capacity building of the EFA Planning and M & E Teams, a Training Cum Writeshop Per Cluster which will be participated in by selected three members each from the Regional and Divisional EFA Planning and M & E Teams mentioned in item (a) above and representatives from the Central Office will be conducted from June to July 2006

under the OPS-TEEP Project entitled "Institutional Capacity-Building for Schools First Initiative", as follows:

Dates	June 26-30	July 10-14	July 17-21	July 24-28	July 31-Aug. 4
Batch	Cluster I	Cluster 2	Cluster 3	Cluster 4	Cluster 5
Venue	Teachers Camp, Baguio City	Teachers Camp, Baguio City	ECOTECH Lahug, Cebu City	ECOTECH Lahug, Cebu City	ECOTECH Lahug, Cebu City
Participating Regions	Regions I, II, III and CAR	Regions IV-A, IV-B, V and NCR	Regions VI, VII and VIII	Regions XI, XII and CARAGA	Regions IX, X and ARMM


1/ Participants are advised to be at the training venue one day before the start of training (first meal to be served is dinner). Check-out will be the following morning after the last day of training.

Enclosure No. 1 shows the Terms of Reference of the said Training Cum Writeshop. Traveling expenses of participants shall be charged to local funds, while all other training costs will be charged to OPS-TEEP Project Funds.

2. In preparation for item (b) above, all representatives are requested to fill-up the enclosed instrument on Training Needs Analysis/Expectations from the Training (**Enclosure No. 2**). Accomplished instrument shall be submitted on or before June 21, 2006 to the Office of Planning Service-Project Development and Evaluation Division, Attention: Ms. Miriam N. Coprado, Rm. 403, 4th Floor, Bonifacio Building, DepED Complex, Meralco Avenue, Pasig City with tel. nos. (02) 633-72-56/635-3763/632-1361 to 65 local 2182/2183; or thru e-mail address: ops-pded@yahoo.com/ mhir_coprado@yahoo.com.

3. Moreover, all concerned are also enjoined to prepare and bring to the scheduled training cum writeshop the necessary data and information of their respective offices as listed in **Enclosure No. 3** and laptop/notebook computer.

4. Immediate dissemination of this Memorandum is desired.


FE A. HIDALGO
Undersecretary
Officer-in-Charge

Encls.: As stated
Reference: None
Allotment: 1- -(D.O. 50-97)
To be indicated in the Perpetual Index
under the following subjects:

OFFICIALS
POLICY
SCHOOLS

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TEEP-OPS Project on
INSTIUTIONAL CAPACITY-BUILDING FOR SCHOOLS FIRST INITIATIVE

Training-Cum-Writeshop on
Sector Monitoring and Evaluation and Strategic Planning

A. Introduction

1. The Education for All 2015 (EFA 2015), a vision and a holistic program of reforms to achieve an improved quality of basic education provides the overall directions, priorities and targets for the basic education until 2015. As blueprint for basic education, the overall goal of EFA is to provide basic competencies to everyone in order to achieve functional literacy for all through the achievement of four (4) component objectives, to wit:

- a) universal coverage of out-of school youth and adults in the provision of learning needs;
- b) universal school participation and total elimination of drop-out and repetition in Grades 1 to 3 -- *achievement of this outcome requires the quality assured program for pre-school and early childhood care and development and should reach all children 3 to 5 year old;*
- c) universal completion of full cycle of basic education schooling with satisfactory achievement levels by all at every grade or year;
- d) commitment by all Philippine communities to the attainment of basic education competencies for all – Education for All by All.

2. One of the enabling tasks required to effectively and efficiently implement EFA, SFI and BESRA is the regular monitoring of progress towards the attainment of EFA goals. This task will entail the designation of core group or dedicated units at different levels to monitor policies, programs and projects to attain the EFA goal, and to measure actual effort undertaken and learning outcomes that result from these efforts. The results of these monitoring and evaluation exercises should be fed back to policy (re) formulation; planning and programming; and program/project designing. As indicated in the EFA 2015 Plan, the following are the 2006 priority activities to be undertaken by the Department in collaboration with other basic education stakeholders:

- a) ***Formulation of the Unified EFA Monitoring and Evaluation Framework which will be the basis of all M&E activities at different levels.*** The Framework will build on the existing Basic Education Information System (BEIS) where the EFA 18 core indicators are already part of the said system and will incorporate other M&E systems which are more focused on qualitative assessment (i.e., processes and utilization of outputs);
- b) ***Establishment of EFA Planning and Monitoring and Evaluation Teams at different levels.*** These teams which will be composed of DepED and other stakeholders will be responsible for the conduct of regular assessment and planning process for continuous assessment at different levels.
- c) ***Capacity-building of the EFA M&E Teams.*** To improve the capacity of the EFA Planning and M&E Teams at the national, regional and divisional levels, a series of capacity-building activities will be undertaken.

5. The above activities are very well aligned with the M&E efforts at the global/international level. To continuously assess the progress and gaps of various participating countries in attaining the goals and targets for basic education set forth in the Dakar Framework, UNESCO is currently spearheading the conduct of the Global EFA Mid-Decade Assessment (MDA). Unlike in previous assessment exercises (where consultants were engaged by the ministries to undertake the assessment), the EFA MDA is giving focus on building capacities of national institutions and stakeholders to regularly monitor and assess the EFA goals. The participating countries are expected to share their respective draft country assessment report by end of 2005.

6. While the country will participate in the Global MDA, it the process will not be treated as a special activity, instead it should be used as an entry point to implement the urgent and critical task of EFA on monitoring of progress in attaining EFA goals and targets and utilize the results of the assessment to enable the regions and divisions in developing/updating their respective EFA Implementation Plans.

7. It is on this context that a Training cum Writeshop on Sector Monitoring and Evaluation and Strategic Planning is proposed to be undertaken.

B. Objectives

8. The overarching objective of the proposed activity is to build the capacity of central, regional and divisional core groups on Sector Monitoring and Evaluation and Strategic Planning. The above-said activity will adopt the "learning by doing" approach where at the end of the training, specific outputs will be readily used by the Department. Specifically, the said activities aims to:

- a. Orient the participants on the long- and medium-term goals, targets, directions and priorities of basic education both at the national and international levels;
- b. Taking-off from the EFA/SFI/BESRA goals and targets, Global MDA and other existing M&E Frameworks of DepED,
 - discuss and enhance the draft Sector (EFA) M&E Framework; and
 - develop the Country Mid-Decade Assessment Framework covering the period 2000-2005
- c. Based on the Country MDA Framework, draft the initial Regional Assessment Report (2000-2005 which will focus on the following:
 - assessment of regional progress and gaps in the achievement of the EFA targets set forth in the Medium-Term Philippine Development Plan for Basic Education (2000-2004), Millennium Development Goals on Basic Education and EFA Global goals and targets;
 - identification of disparities and inequities within the region between 2000 to 2005; and
 - review and critical assessment of regional problems, issues, policies, actions strategies, and good practices of EFA for wider dissemination.
- d. Formulate/update the Regional EFA Targets and Regional and Divisional EFA Implementation Plans covering the period 2006-2010 based on the EFA targets set at the national and international levels and the initial results of the regional assessment exercise.

Please refer to Annex 1.1 for the Indicative Training Design.

C. Participants

9. Three members each from the Regional and Divisional Planning and M&E Teams together with representatives from the bureaus, selected centers, service, division and units from central office will participate in the Training-Cum Writeshops (Annex 1.2).



TEEP-OPS Project on Sector M&E and Strategic Planning
Sector M&E and Strategic Planning Training Cum Writeshop

Proposed Program of Activities

Time	Day 0 (Sunday)	Day 1 (Monday)	Day 2 (Tuesday)	Day 3 (Wednesday)	Day 4 (Thursday)	Day 5 (Friday)	Day 6 (Saturday)
8:00-8:30		Opening Program (Invocation, National Anthem, Introduction of Participants, Welcome Remarks)	Recap of the Previous Day 2.2 Presentation of Global EFA MDA Framework	Recap of the Previous Day Writeshop 3C: Initial Preparation of Draft Regional EFA Assessment Report 2007-2005 based on outputs of Writeshops 2 & 3B, By Region	Recap of the Previous Day Module 3: Strategic Planning and Investment Programming	Recap of the Previous Day 3.2 Program/Project Identification and Investment Programming	
10:00-12:00	Travel Time	Jumpstarting Activity Creating Breakthroughs: From Good to Great	2.3 Methods, tools and techniques in data-gathering and analysis for M&E and Planning Purposes		3.1 Methods, tools and techniques in strategic planning/target-setting	Writeshop 5A: Investment Programming/Budget Simulation Exercise	
12:00-1:00	Registration	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-3:00		Module 1: Policy/Planning Framework a) International/Global level (Global EFA & MDG) b) National Level EFA 2015 Plan, Schools Initiative Strategy, Basic Education Sector Reform Agenda (BESRA)	Writeshop 3A: Development of Survey Instruments > level of satisfaction of various stakeholders with the quality of education > other data gathering instruments for the Country MDA		Writeshop 4: Regional and Division Target-Setting Exercise based on EFA Targets and outputs of Writeshop 3	Writeshop 5B: Formulation/Updating of Regional/Division Plans (2006-2010)	
3:00-3:15		Arrival of Participants	Writeshop 3B: Analysis of Basic Education Data (2001-2005), By Region				
3:15-6:00		Plenary Snack	Snack	Snack	Snack	Snack	
6:00-7:00	Dinner	Module 2: Sector M&E 2.1 Core Elements of Sector M&E Framework: Roles of different levels and Reporting System Writeshop 1: Revision of draft Sector M&E Framework Presentation of Writeshop 1 Output	Presentation of Writeshop 3A & 3B Output	Presentation of Writeshop 3C	Presentation of Writeshop 4	Closing Program	
7:00-8:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner Socials	

INSTITUTIONAL CAPACITY-BUILDING FOR SCHOOLS FIRST INITIATIVE
 Training Cum Writeshop on Sector Monitoring & Strategic Planning

LIST OF PARTICIPANTS

A. Regional Monitoring Group (RMEG) / Division Planning/M&E Team ^{1/}

Cluster	Regional Office Participants	Division Office		Total Number of Participants
		No. DOs	No. of Pax	
Cluster 1	12	36	108	120
Region I	3	9	27	30
Region II	3	6	18	21
Region III	3	14	42	45
CAR	3	7	21	24
Cluster 2	12	44	132	144
NCR	3	12	36	39
IV-A	3	12	36	39
IV-B	3	7	21	24
V	3	13	39	42
Cluster 3	9	40	120	129
Region VI	3	17	51	54
Region VII	3	14	42	45
Region VIII	3	9	27	30
Cluster 4	9	24	72	81
Region XI	3	8	24	27
Region XII	3	8	24	27
CARAGA	3	8	24	27
Cluster 5	9	24	72	81
Region IX	3	8	24	27
Region X	3	9	27	30
ARMM	3	7	21	24
TOTAL	51	168	504	555

^{1/} selected three members (including the Planning Officer) each from the Regional & Divisional EFA Planning and M&E Teams

B. Central Office

Department of Education Pasig City

Survey Questionnaire on the Capability of DepED Staff to plan and monitor EFA Plan 2015 Targets

Dear Colleague,

This survey questionnaire aims to identify your knowledge on the EFA 2015 Plan and your skills on Strategic Planning and Monitoring and Evaluation. We would like to request you to please devote sometime to honestly accomplish this questionnaire. The data that will be gathered on this instrument will be used in designing a training program that is relevant to your professional needs.

Name of Respondent:

First Name _____ **Last Name** _____ **Middle Initial** _____

Position: _____ **Age:** _____ **Gender:** _____

Office Name: _____

Office Address: _____

1. Does your office have a copy of the EFA Plan 2015? Yes No
 - a. If yes, have you read the EFA Plan 2015? Yes No
 - b. If no, please proceed to Question # 7.

2. Have you updated your regional/division basic education plans based on the EFA Targets?
 Yes No
 - a. If yes, when did you update your regional/division basic education plans?
From _____ (mm/dd/yyyy) to _____ (mm/dd/yyyy)
(Please bring a copy of your education plan during the training)
 - b. If no, please cite the reasons for not updating your regional/basic education plans, then proceed to Question # 7.

3. Please describe the process you have undergone in updating your regional/division basic education plan.

4. Who or what organizations were involved in the preparation of your regional/division basic education plans?

Name of Individuals involved	Name of Organizations Involved

5. Were there individuals/organizations outside DepED involved in the preparation of your regional/division basic education plans? Yes None

a. If yes, was the participation of persons and/or organizations outside of DepED helpful in the preparation of your regional/division basic education plans?
 Yes No (Please explain your answer on the space below)

6. Do you think that your updated regional/division basic education plan has contributed to the improvement of education in your region/division?

Yes. How? _____

No. Why not? _____

To early to tell.

7. Have you attended any training on strategic planning and monitoring and evaluation for the past 2 years? Yes No If yes, please list down the title of trainings attended, date of attendance and brief description of the training. **Kindly start with the most recent and add additional sheet as necessary.**

Title	Date of Attendance (MM/DD/YYYY)	Description

8. For this section, please rate (check) the level of your skills on the following techniques using the scale defined below.

DEFINITION:

EX - Excellent; VG - Very Good; G - Good; F - Fair; P - Poor

Techniques	EX	VG	G	F	P
Techniques of Participation (FGDs, Interviews, etc)					
Situation Analysis					
Problem Analysis					
Stakeholder's Analysis					
Objectives Analysis/Visioning and Target Setting					
Monitoring and Evaluation					

Techniques	EX	VG	G	F	P
Logical Framework Formulation					
Technical Writing					
Forecasting and Trends Analysis					
Budgeting and Investment Programming					
Development of Monitoring Instruments					
Data Analysis and Interpretation using Statistical Software					

9. Do you have questions and expectations with regard to the proposed training on capacity building of DepED staff to plan and monitor EFA Plan 2015 Targets?

Yes No

a. If yes, what are these?

This ends the survey.

Results of this instrument will be kept confidential and will not be in anyway used to evaluate your performance. Thank you very much and we truly appreciate you devoting time to respond to this questionnaire.

Data Requirements for the Training/Writeshop on EFA Mid-Decade Assessment and Strategic Planning	
<i>Data Set</i>	<i>Specific Data Requirements from SY 2000-2001 to 2004-2005</i>
<p>A. Formal Basic Education</p> <p>1. Student Data</p>	<p>AIR (Average Intake Ratio) in Grade 1 Public (6 years old) Private (7 years old)</p> <p>NIR (Net Intake Ratio) in Grade 1 Public (6 years old) Private (7 years old)</p> <p>Repetition Rate (Primary Level) by grade level Repetition Rate (Secondary Level) by year level</p> <p>Drop Out Rate/School Leavers Rate (Primary Level) by grade level Drop Out Rate/School Leavers Rate (Secondary Level) by year level</p> <p>Gross Enrolment Rate (GER) for elementary and secondary Net Enrolment Rate Elementary (6-11) Elementary (7-12) Secondary (12-15) Secondary (13-16)</p> <p>% of Drop-outs retrieved back to the formal school system for elementary and secondary</p> <p>Cohort-survival rate for elementary (Grade 6) and secondary (Year 4) Completion rate for elementary (Grade 6) and secondary (Year 4) Coefficient Efficiency for elementary and secondary % of pupils/students who master a set of nationally defined basic learning competencies (75% Mastery) % Change in the number of non-readers (Grade III and VI) For Grade IV and VI in Elementary and Year IV in Secondary</p> <p>Health and Nutrition Status % of Grade I to Grade VI below normal % of Grade I to Grade VI above normal Total # of Grade I-III pupils who undergone Medical/Dental Check-up/Deworming Total # of pupils with: (1) dental caries, (2) visual defects, (3) auditory defects, (4) micronutrient deficiency</p>
<p>2. Teacher Data</p>	<p>% of primary school teachers who are certified to teach according to national standards % of primary school teachers having attained required academic qualification Number and Percentage of teachers earning ____ units in Continuing Professional Education (CPE)/year (Elementary and Secondary) % of teachers handling science and math subjects with science and math specialization (Secondary Level) Math Biology General Science Chemistry Physics</p> <p>Filipino and English Proficiency of Teachers for elementary and secondary level Total # of teachers with: (1) cardiovascular disease, (2) diabetes, and (3) reproductive health problems Total # of teachers with TB Treated/Cured</p>

Data Requirements for the Training/Writeshop on EFA Mid-Decade Assessment and Strategic Planning

<i>Data Set</i>	<i>Specific Data Requirements from SY 2000-2001 to 2004-2005</i>
3. Learning Environment and Materials	<p>% of schools with 1:1 textbook pupil ratio on major subject areas on each grade/year level</p> <p>% of schools with 1:1 seat pupil ratio on each grade/year level</p> <p>% of schools with computer laboratory for elementary and secondary</p> <p>% of schools with computer classes for elementary and secondary</p> <p>% of schools with library/resource learning centers for elementary and secondary</p>
4. Planning and Management	<p>% of schools with teacher pupil/student ratio of <1:50 for elementary and secondary</p> <p>% of schools with classroom pupil/student ratio of <1:50 for elementary and secondary</p> <p>% of schools with full-pledge principals by level (elementary and secondary)</p> <p>% of schools with school improvement plans by level (elementary and secondary)</p> <p>% of schools with:</p> <ul style="list-style-type: none"> Single Shift Double Shift Triple Shift <p>% of schools receiving MOOE, by type (cash or in kind), by level (elementary or secondary)</p> <p># of locally paid teachers, by district, by division, by region</p> <p>% of schools with 1:1 seat pupil ratio on each grade/year level</p> <p># of accredited schools (public and private) by level (elementary and secondary)</p> <p># of schools established (public and private)</p> <p>Total # of elementary schools by type (complete or incomplete)</p> <p>Total # of SPED Centers</p> <p>Total # of schools with SPED Classess</p> <p>Total # of multi-grade classes organized</p> <p>Total # of GASTPE-ESC and GASTPE-EVS Grants</p>
B. Alternative Learning System	<p>% of BALS learners completing literacy programs and attaining desired literacy level</p> <p>% of A&E Clients reached</p> <p>% of A&E Clients completing the program and attaining desired literacy level</p> <p>Total # of A&E Examinees</p> <p>Ratio of A&E Passers vs. A&E Completers</p> <p>Ratio of A&E Passers vs. Completers</p> <p>Participation rate by level (elementary and secondary) and by coverage (DepED and Non-DepED)</p> <p>Completion Rate by level (elementary and secondary) on DepED Programs</p> <p>Basic/Simple Literacy Rates by coverage (DepED and Non-DepED)</p> <p>Functional Literacy Rates by coverage (DepED and Non-DepED)</p> <p>Total # of enrollees in basic literacy sessions</p> <p>Total # of completers in basic literacy sessions</p>

Data Requirements for the Training/Writeshop on EFA Mid-Decade Assessment and Strategic Planning

<i>Data Set</i>	<i>Specific Data Requirements from SY 2000-2001 to 2004-2005</i>
<p>C. Early Childhood Education</p>	<p>Enrolment in Strong Republic Schools Total # of literacy service provides accredited by coverage (public and private) Total # of literacy service providers</p> <p>% of barangay with day care centers % of accredited day care centers % of accredited day care workers % of barangay with pre-schools % of registered public pre-schools % of registered private pre-schools Overall gross enrolment rate (GER) in all ECE Programs/ Providers > 3-4 years old (Day Care Centers) > 5 y/o (pre-school educ) > Day Care Centers > Public > Private Pre-schools Gross enrolment rate (GER) in all Accredited ECE Programs/ Providers > 3-4 years old (Day Care Centers) > 5 y/o (pre-school educ) > Day Care Centers > Public > Private Pre-schools % of Grade 1 entrants with ECE experience Child Development Index Child Readiness Index Day Care Worker-Child Ratio/Session Teacher Pupil/Student Ratio (in pre-school) > Public > Private Pre-schools (Accredited pre-schools) % of pre-school teachers meeting minimum qualification standards > Day Care Centers > Public > Private Pre-schools</p> <p>Malnutrition Rate and Nutritional Status Malnutrition rate among 3-5 years old (disaggregated by age) Prevalence of Vit. A deficiency among 3-5 years old (disaggregated by age) Prevalence of Iron deficiency among 3-5 years old (disaggregated by age)</p>
<p>II. Other Related Documents</p>	<p>Division Education Development Plan (DEDP) including Mission, Vision, Values Regional Education Development Plan (REDP) including Mission, Vision, Values Extent and type of LGU contribution in basic education Extent and type of private sector (NGOs, PTCAs, Corporate sponsors, etc.) contribution in basic education List of potential partners in basic education (TEIs, Corporate Sponsors, NGOs) working in the area List of education-related Foreign-Assisted Projects being implemented in the area</p>