



USAID
FROM THE AMERICAN PEOPLE



ALS 2.0

Monitoring and

Evaluation System

Operations

Handbook

Opportunity 2.0 Program
Second-Chance Opportunities for Out-of-School Youth

Contents

| | | |
|-------------|---|-----------|
| I. | INTRODUCTION | 7 |
| | Why do we do M&E | 7 |
| | A Platform for Management | 8 |
| | Purpose of the Document | 8 |
| | Users of the Manual | 8 |
| | Limitations of the Manual | 9 |
| II. | ALS 2.0 M&E System: FEATURES | 10 |
| | Description & Objectives | 10 |
| | Design Considerations | 11 |
| | Scope of the ALS 2.0 M&E System | 12 |
| | Types of Monitoring and Evaluation | 15 |
| | M&E Criteria | 17 |
| III. | A DECENTRALIZED M&E SYSTEM | 20 |
| | Rationale | 20 |
| | CLC M&E System | 20 |
| | CLC M&E Processes | 21 |
| | Scope of M&E at the CLC level | 22 |
| | ALS 2.0 M&E System at the Schools Division Office | 25 |
| | SDO M&E Processes | 26 |
| | Scope of M&E at the SDO level | 28 |
| | ALS 2.0 M&E System at the DepEd Regional Office | 30 |
| | RO ALS M&E Processes | 31 |
| | Scope of M&E at the RO level | 32 |
| | BAE M&E System | 35 |
| | BAE M&E Processes | 36 |
| | Scope of BAE M&E | 38 |

| | | |
|------------|--|-----------|
| IV. | APPRAISAL PROCESS: RELEVANCE | 42 |
| | Objectives of the Appraisal Process | 43 |
| | Suggested Activities | 43 |
| | M&E Criteria: Relevance | 44 |
| | Documents for Appraisal | 45 |
| | Review Areas | 45 |
| | Appraisal Process Guide: Relevance Checklist | 46 |
| | Roles and Responsibilities | 48 |
| | M&E Tools and Techniques | 49 |
| | Means of Verification | 49 |
| V. | PROGRAM READINESS MONITORING: COHERENCE | 50 |
| | Objectives of Program Readiness Monitoring | 51 |
| | Suggested Activities | 52 |
| | M&E Criteria: Cohesion | 53 |
| | M&E Questions | 53 |
| | Readiness Monitoring Guide: Cohesion Checklist | 54 |
| | Readiness Monitoring: Suggested Methodologies | 55 |
| | Roles and Responsibilities | 56 |
| | M&E Tools and Techniques | 57 |
| | Means of Verification | 57 |
| VI. | PROGRESS M&E: EFFICIENCY | 58 |
| | Objectives of Progress M&E | 59 |
| | Suggested Activities | 60 |
| | M&E Criteria: Efficiency | 62 |
| | M&E Questions | 62 |
| | Progress M&E Guide: Efficiency Checklist | 64 |
| | Roles and Responsibilities | 67 |
| | M&E Tools and Techniques | 67 |
| | Means of Verification | 68 |

| | |
|---|-----------|
| VII. MID-TERM REVIEW: SUSTAINABILITY | 69 |
| Objectives of a Mid-Term Review | 69 |
| Suggested Activities | 70 |
| M&E Criteria: Sustainability | 71 |
| M&E Questions | 71 |
| Mid-Term Review Guide: Sustainability Checklist | 73 |
| Roles and Responsibilities | 75 |
| M&E Tools and Techniques | 75 |
| Means of Verification | 76 |
| | |
| VIII. RESULTS MONITORING & EVALUATION: EFFECTIVENESS | 77 |
| Objectives of a Results M&E | 77 |
| M&E Criteria: Effectiveness | 77 |
| M&E Questions | 78 |
| Results M&E Guide: Effectiveness Checklist | 78 |
| Roles and Responsibilities | 80 |
| M&E Tools and Techniques | 80 |
| Means of Verification | 80 |
| | |
| IX. IMPACT EVALUATION: IMPACT | 81 |
| Objectives of Impact Evaluation | 81 |
| Suggested Impact Evaluation Studies | 82 |
| M&E Criteria: Impact | 83 |
| M&E Questions | 84 |
| Impact Evaluation Guide: Impact Checklist | 85 |
| Roles and Responsibilities | 87 |
| M&E Tools and Techniques | 87 |
| Means of Verification | 87 |

Busy

by: Stephen Covey, 7 Habits of Highly Effective People

Once upon a time, a very strong woodcutter asked for a job in a timber merchant, and he got it. The pay was really good, and so were the work conditions. For that reason, the woodcutter was determined to do his best.

His boss gave him an ax and showed him where he was supposed to work.

On the first day, the woodcutter brought 18 trees. "Congratulations," the boss said. "Go on that way!"

Very motivated by the boss' words, the woodcutter tried harder the next day, but he only could bring 15 trees. On the third day, he tried even harder, but he only could bring ten trees. Day after day, he was getting fewer and fewer trees.

"I must be losing my strength," the woodcutter thought. He went to the boss and apologized, saying that he could not understand what was happening.

"When was the last time you sharpened your axe?" the boss asked.

"Sharpen? I had no time to sharpen my axe. I have been very busy trying to cut trees..."

I. INTRODUCTION

Why do we do M&E

Monitoring and evaluation (M&E) determine the effectiveness of the organization in meeting desired outcomes, targets, desired scope, quality, and target schedules based on the approved plan. Through its programs and projects, it is inherent for any organization to achieve the desired outcomes successfully. However, effective and efficient implementation is contingent upon the ability of the organization to adjust, adapt, and enhance its strategies relative to the demands, needs, and dictates of the environment. The ability to adapt and make timely and relevant decisions depends on its ability to “stop, to look & to listen.”

However, M&E is often seen as an unnecessary activity that will derail or stall the delivery of services. Usually, it is a spontaneous activity undertaken when things are not happening as planned. Random monitoring and reactive evaluation are more of a rule rather than an exception. It is less practiced as a purposeful, deliberate, and proactive response to make things operate more efficiently and achieve results effectively. M&E is still one of the most neglected management systems in the organization. It is often viewed as an unexpected and spur-of-the-moment reaction to difficulties, problems, and issues. It is too late to “sharpen the ax when an evaluation is undertaken. It needs to be replaced.

The story Busy by Stephen Covey illustrates the importance of stopping, examining, and fine-tuning the way we do things. Being too busy and trying harder and harder to “cut woods” simply will not make things better. There is a time for everything. There must always be a time for “sharpening the ax.”

M&E is the period where we stop, examine, and fine-tune the way we do things. The stoppage is not seen as a waste of effort and time but as a means to explore and improve the way things are done to be more efficient and effective in the use of time. M&E is a regular undertaking designed to “sharpen the axe”. M&E is a means to identify areas that need improvement and confirm areas that are performing well to make timely and appropriate adjustments or enhancements.

The ALS 2.0 Monitoring, Evaluation, & Adjustment (M&E) System is designed around the major principle of “sharpening the axe.” The ALS 2.0 M&E System provides DepEd platforms to “stop, examine and fine-tune the way things are done.”

The story also illustrates that sharpening the ax is not a spur-of-the-moment decision nor an afterthought. When things are doing well or something we decide to do when things get complicated, we do not discard a process. Sharpening the ax must be timed, planned, and systematically undertaken. So is with M&E.

A Platform for Management

Recurring problems, missed targets and deadlines, inefficient implementation, and failure to achieve program outcomes indicate the absence of a responsive M&E System. Most people recognize the critical role of M&E in organizational effectiveness. At the same time, however, M&E is still one of the most neglected and overlooked systems. Management and staff often make decisions with very little data and information about past initiatives.

The responsiveness and relevance of ALS policies, programs, and projects depend significantly on the quality of information, feedback, and insights that management can draw from a fully functioning M&E System. It is an essential mechanism for effective leadership. M&E provides the necessary processes for ensuring accountability, relevance, and sustainability of benefits derived from implementing policy, programs, and projects. It provides the essential infrastructure that integrates operational concerns with strategic initiatives. The M&E system provides the platform for validating relevance, cohesion, efficiency, sustainability, effectiveness, and impact.

Purpose of the Document

The Operations Manual provides a road map for the Bureau of Alternative Education (BAE), Curriculum and Learning Management Division (CLMD) of the Region, Curriculum and Instruction Division of the Schools Division Office (SDO), and the Public Schools District Supervisor (PSDS), and ALS M&E trainers to efficiently manage and implement monitoring, evaluation, and adjustment system in DepEd. DepED ALS will use the Operations Manual for the following:

To communicate the intentions, descriptions, and features of the ALS 2.0 M&E System;

1. to describe the processes involved in implementing the different M&E activities and reporting requirements;
2. to demonstrate the application of planning, project management, and M&E concepts, principles, tools, and techniques in monitoring ALS programs, projects, and technical support work to schools; and,
3. to serve as reference material for building competencies on monitoring and evaluation.

Users of the Manual

The primary user and process owner of the Project Performance Evaluation System is the DME. As process owner, the DME takes the lead in overseeing the integrity of the system and its continuous improvement to adapt to changing circumstances and requirements of DepEd.

The primary users of the Reference Manual will include:

1. Department Heads. The evaluation criteria and checklists described in the Reference Manual can guide department managers to improve project design, prepare project staff, improve project implementation, and ensure sustainability project mechanisms are in place to guarantee effective and impactful projects.

2. Project managers or coordinators. The Operations Manual will be helpful to would-be project managers tasked to oversee the project planning preparations, project implementation, and documenting project results and outcomes.
3. M&E Specialist. These include DepEd staff who are involved or will be involved in program implementation review, results, and impact evaluation.
4. M&E Trainers. The Manual can also be used by M&E Trainers in building the capability of would-be monitors and evaluators. Aside from discussing the requirements and processes involved in M&E, the Operations Manual also describes the vital M&E concepts and principles and M&E tools and techniques and how these are used.

Limitations of the Manual

The Manual does not cover the data gathering procedures, tools, and techniques used in documenting the “technical” changes or improvements in the project interventions. The Operations Manual simply provides the context for evaluating programs and projects and suggests evaluation criteria and activities for periodic program and project reviews.

II. ALS 2.0 M&E System: FEATURES

Description & Objectives

The ALS 2.0 M&E System is a systematic process for validating and collecting, sorting, and analyzing the performance of ALS policies, programs, and projects that sets into motion a series of executive actions and adjustments to ensure DepEd will be able to locate, respond to, and facilitate access of all out-of-school children (OSC), youth (OSY), and adults (OSA) to quality basic education. The system is an inclusion mechanism. It targets and tracks all learners. It supports ALS implementers with both operational and strategic information. It provides DepEd with a platform for efficiently, sustainably, and effectively managing the policies, programs, and projects to learners in the alternative setting.

Specifically, the objectives of the ALS M&E System are as follows:

- **On Operational Efficiency.** Provide up-to-date information and feedback on the performance of ALS learners and operational data required to ensure efficient manage the community learning centers (CLCs) and timely provision of technical support services of the schools' division offices(SDOs) to all communities.
- **On Strategic Concerns.** Determine how the ALS programs and projects benefit ALS stakeholders and how success stories can be sustained and replicated. The system will also facilitate identification and response to critical concerns and how ALS implementers can adjust strategies to fit and address the technical requirements of all CLCs.
- **On Policy Enhancement.** Ensure that relevant policies, priority programs, and projects for ALS learners are implemented. The system will provide essential information and insights on how alternative education initiatives are affecting the following: impact to learning, improving the performance of CLCs and ALS teachers, and impact to the operations of the divisions and regions.

In summary, the ALS 2.0 M&E System does the following: provide a venue for DepEd to assess the effectiveness of ALS; serve as a means to improve policies, programs, and projects on ALS; and as a feedback, mechanism to enable DepEd to adjust or enhance its capacity to deliver essential education services to all learners, and efficiently manage all priority projects.

Design Considerations

The ALS 2.0 M&E System is a learner-centered, outcome-driven, evidence-based, and participatory system for tracking, evaluating, and documenting the implementation of ALS in DepEd. To ensure a more target-specific and customized strategy for doing M&E work in ALS, the following management concepts and principles are considered in the overall design of the ALS 2.0 M&E System.

1. Learner-centered

The main target groups are OSC, OSY, and OSA. Tracking out-of-schooler learners are the primary design input in operationalizing an M&E system for ALS. The system should be able to track the whereabouts of all OSCs, OSYs, and OSAs, their participation in the CLCs, improvements in learning while in the CLC, their positive experiences while in CLCs (happy and smart), and their ability to complete the learning requirements, and able to pursue further education (transition).

2. Outcome-driven monitoring

Outcomes are the primary drivers for decisions, actions, and adjustments. Outcomes or the effectiveness of the ALS will be measured in different levels: (i) participation and performance of ALS learners, (ii) efficiency and effectiveness of CLCs to delivery alternative learning modalities, (iii) ability of the divisions to manage technical support to CLCs sustainably, (iv) relevance of ALS programs and projects at the regional level, and (v) the impact of the ALS policies and programs including intended and unintended effects. Key performance indicators (KPIs) specific to the governance level will be developed as needed.

3. Evidence-based

The ALS 2.0 M&E System will locate, identify, and provide an in-depth understanding of issues, needs, and concerns. Evidence broaden knowledge of performance, accurate interpretation of performance barriers and bottlenecks, and out-of-the-box ideas that make ALS responsive and relevant to the changing landscapes in the communities. Evidence will provide insights to DepEd policymakers and ALS program managers on creating sustainable policy and organization systems. The central role of the ALS 2.0 M&E System is to “connect the dots,” re-structure, gain insights, and learn from past successes and challenges.

4. System perspective

Monitoring will be holistic. It will be focused on the capability and efficiency of different service providers to deliver and provide quality services. Each governance level of DepEd will perform monitoring work. M&E processes unique to Central, Region, Division, and CLC will be designed and operationalized. Thus, provide the entire DepEd organization with a complete view and understanding of the ALS delivery mechanisms.

5. Utilization-focused

M&E should not be a spur-of-the-moment activity. Instead, it should be a purposive and deliberate effort to document performance, locate and understand issues, and make decisions. The M&E processes, activities, templates, and reports are carefully designed and streamlined to ensure a demand-responsive M&E system that will supply reliable and timely reports specific to the accountabilities of DepEd implementers and decision-makers.

6. Participatory

Participation between and among DepEd governance levels will be promoted. The system provides the venue for harnessing and fusing technical expertise with indigenous knowledge and experience. The M&E processes serve as learning platforms for understanding the impact of policies, programs, and projects on learners and stakeholders and understanding ALS stakeholders' influence and effects to implement effective, sustainable, and impactful ALS policies, programs, and projects.

7. Alignment with current DepEd planning, M&E, and program management requirements

Design and features of the ALS 2.0 M&E system must be compatible with the current DepEd's processes, practices, and requirements on planning, M&E, and program management work. Primarily, performance indicators will be consistent with the indicators used by SDOs, ROs, and the CO. When achieved, CLC level performance indicators should improve SDO, RO, and CO level indicators. And secondly, M&E assignments should conform to DepEd units' charter and key result areas (KRAs).

Scope of the ALS 2.0 M&E System

The ALS 2.0 M&E System focuses on two major groups. The emphasis of the tracking, monitoring, and evaluation functions are the learners, particularly the OSCs and OSYs. All M&E processes are designed to locate learners' whereabouts, track participation and performance, and trace ALS learners' chosen paths. Table 2-1 below summarizes the scope of the ALS 2.0 M&E System.¹

1 BEDP 2022-2030 Monitoring & Evaluation Framework

Table 2-1 Scope of the ALS 2.0 MEA System

| BEDP Pillar & Outcomes | Indicators |
|---|--|
| <p>Pillar 1. Access</p> <p>Intermediate Outcome (IO) #1. All children, youth, and adults have access to basic learning opportunities.</p> <p>SIO1.4 - All out-of-school children (OSC), out-of-school youth (OSY), and out of school adults (OSA) participate and complete participate in non-formal basic learning opportunities*</p> | <p>Reduced incidence of out-of-school children and out-of-school youth</p> <p>a. Percentage of OSC & OSY who returned to school or participated in ALS - Participation Rate of OSC and OSY</p> <p>b. OSC & OSY completion rate</p> |
| <p>Pillar 2. Equity</p> <p>Intermediate Outcome (IO) #2. School-age children and youth, and adults in situations of disadvantage benefited from appropriate equity initiatives</p> | <p>The proportion of learners in OSC, OSY, and OSA transition to the next critical stage</p> |
| <p>Pillar 3. Quality</p> <p>Intermediate Outcome (IO) #3. Learners completed K-12 basic education having attained all learning standards that equip them with the necessary skills and attributes to pursue their chosen paths</p> <p>SIO3.5 - Learners in the Alternative Learning System attained certification as Elementary or Junior High School completers</p> | <p>The proportion of OSY and OSA proceed to college, employment, and entrepreneurship.</p> <p>The proportion of OSC, OSY, OSA received certification</p> |
| <p>Pillar 4. Learners' Well Being & Resilience</p> <p>Intermediate Outcome (IO) #4. Learners are resilient and aware of their rights and have the life skills to protect themselves and their rights</p> | <p>The proportion of affected and displaced OSC, OSY, OSA continued participation (retained)</p> <p>The proportion of OSC, OSY, and OSA feel safe and protected in the CLC.</p> <p>The proportion of OSC, OSY, and OSA who are happy with their essential education experience</p> |

The other focal point of the System is DepEd. The system is designed to provide immediate feedback on the efficacy, effectiveness, and impact of DepEd's policies, programs, and projects on ALS. The M&E system will be operationalized organization-wide. As DepEd is decentralized, the system will also be decentralized and custom-designed to support the accountabilities of different units. Table 2-2 outlines the scope of the M&E per governance level.

Table 2-2 Scope of the ALS MEA System per Governance Unit

| Governance Unit | Scope of M&E |
|---------------------------------------|--|
| Community Learning Center | Participation and performance of OSC, OSC, and OSA Teaching & Learning process Learning materials Community and local government participation |
| Schools Division Office (SDO) | Delivery of technical assistance to CLCs Implementation of ALS programs and projects |
| Regional Office (RO) | Provision of policy and technical support to SDOs and CLCs Evaluation of learners performance Customized education policies and programs Demand responsive research and product development |
| Bureau of Alternative Education (BAE) | Develop support systems and processes to facilitate ALS implementation Capability building programs Demand responsive research and product development |

Types of Monitoring and Evaluation

DepEd will operationalize the ALS 2.0 M&E System in six different time intervals, each one representing the unique situation and requirements necessary to achieve DepEd's ALS objectives and targets. An M&E process is designed and implemented for each period.

Following are the six types of M&E processes that will be operationalized in the system:

- **Appraisal Process.** An ex-ante evaluation designed to ensure relevance and feasibility of ALS programs and projects. This process will enable DepEd in general and the different governance units, in particular, to identify and focus on programs and projects that are relevant to ALS learners and stakeholders. The appraisal process is a quality control mechanism for assuring the quality and feasibility of programs and projects.
- **Readiness Monitoring.** A type of M&E that focuses on the readiness of DepEd ALS implementers to perform their respective accountabilities efficiently and effectively deliver programs and projects. The assessment aims to ensure the readiness of DepEd ALS personnel in the community, and the district and division implement and manage ALS support programs and projects.

The assessment will focus on the competencies of project staff, availability of support systems (core business processes), facilities, and equipment that are essential in achieving desired outcomes.

- **Progress Monitoring and Evaluation.** This type of M&E tracks the operational efficiency of all Departments and project management units in delivering the project interventions and activities outlined in the project implementation plans (PIPs). Specifically, Progress M&E measures physical progress against objectives and work schedules and financial progress against cash flow and budget allocations. It is also a mechanism established to assess the quality of outputs delivered, provide early warning signs for implementation problems, and identify external factors affecting the delivery of outputs.
- **Mid-Term Review.** This evaluation keeps track of the changes or improvements in the performance and practices of the target groups. The focus will be on applying or utilizing project outputs, improvements in behavior and practices, and changes in the projects' frame conditions.
- **Results Monitoring and Evaluation.** Results M&E is an ex-post type of evaluation that measures and documents the effectiveness of ALS programs and projects. The objective is to determine and verify the effectiveness of a project by measuring the benefits received by target groups (stakeholders) and the improvements in the behavior and practices of the target groups resulting from the projected stimulus. The review of project performance helps planners and managers improve the design of future projects.
- **Impact Evaluation.** An ex-post evaluation is to be conducted long after the project implementation has been completed. Impact evaluation is to determine and document the impact of the project on the schools, the communities, and other sectors of society. Impact focuses both on intended and unintended outcomes. Findings from an impact evaluation serve as input to policies and strategic plans.

Table 2-3. Types of M&E

| Type of M&E | Description | Measure of Performance | Timing of M&E |
|------------------------|--|--|---|
| Appraisal | Evaluation of the ALS program and project design documents (PDD) to determine relevance and feasibility | Relevance & feasibility of the plan | Program & project planning stage (pre-implementation) |
| Readiness Monitoring | Evaluate the ALS team's capability to conduct an efficient and effective implementation of ALS programs and projects | Cohesion - readiness of project team to manage and implement the project | Start of program and project implementation |
| Progress M&E | Assesses and ongoing implementation. The objective is to steer implementation as efficiently based on the approved plan. | Efficiency - Physical Accomplishment (Actual versus Plan) | During Implementation |
| Mid-Term Review | Keeps track of the changes or improvements in the responses or practices of the target groups and stakeholders | Sustainability - mechanisms to sustain project benefits are in place | Middle of the project implementation |
| Results M&E | Measures the realization of Outcome level objectives; Determines the effectiveness of the implementation. | Effectiveness – achievement of benefits | Immediately after project implementation has ended |
| Impact Evaluation | Documents intended and unintended effects of the project and its contribution to the project goal. | Impact – intended contribution and unintended effects | Long after project implementation has ended |

M&E Criteria

The ALS M&E System provides a systematic process for tracking, investigating, analyzing the efficiency of ALS programs and projects and evaluating the effectiveness and impact to OSC, OSY, OSA, CLCs, and the communities.

The primary intent of the system is not just to document what happened, instead to explain the outcomes, along with what may happen in the future if no enhancements in policies, programs, and projects of DepEd are affected. The system provides critical input to the preparation of education plans which include: (i) Basic Education Development Plan (BEDP), (ii) Region Basic Education Plan (RBEP), (iii) Division Education Development Plan (DEDP), (iv) annual improvement plans per governance level, and (v) program and project design documents.

The six M&E processes of the ALS 2.0 M&E system will use the following evaluation criteria.:

1. **Relevance.** Establishing the significance of ALS programs and projects is the most critical feature of the ALS 2.0 M&E System. Relevance pertains to the extent to which ALS programs and projects are responding to the priorities outlined in the education development plans and responding to the current and future needs of OSCs, OSYs, and OSAs. The ability to sort and focus on demand-responsive programs and projects is embedded in the design of the ALS M&E System. Determining relevance is the most critical aspect of the M&E process. The Scheme is designed to address the following evaluation questions:
 - Are the ALS policies responsive to the demands of ALS learners and the operational support requirements of DepEd ALS implementers?
 - Are the proposed programs and projects consistent with the priorities of DepEd?
 - Are the proposed programs, projects, and products addressing the current immediate needs of ALS stakeholders and implementers?
2. **Cohesion.** The readiness of the ALS implementers to manage ALS programs and projects is critical to achieving efficiency and effectiveness. Most difficulties in program and project implementation can be traced back to the functionality of a team. A team's inability to harness the strengths of each team member and work together are some of the common causes of project failures. The ALS M&E System is designed to ensure the readiness of ALS implementers to provide technical support, manage the team and stakeholders, and manage internal and external issues. The system will provide address the following concerns:
 - Are the ALS teams ready to manage the ALS programs and projects?
 - Do they have the technical expertise to deliver ALS services and products?
 - Are all the resources required to efficiently and effectively sustain project implementation in place?
 - Are the implementation team and stakeholders on the "same page"? Do they have the same understanding of the program's intention, objectives, and project scope?

3. **Efficiency.** Tracking efficiency of program or project implementation is a major design feature of the ALS 2.0 M&E System. Efficiency focuses on the performance of the implementing team to deliver the outputs as specified (quality), according to targets (scope), based on the agreed or committed schedule (time), and within budget (cost). Progress monitoring activities and efficiency measures are developed to ensure ALS teams can manage the quadruple constraints of management - quality, scope, time, and cost. The system will address the following evaluation questions:
 - Are the ALS teams able to deliver the program or project outputs according to quality, scope, time, and cost?
 - What are the effects of scope creep on program or project efficiency?
 - What are the bottlenecks affecting program or project implementation?
 - What changes in the frame conditions influence or affect program or project implementation?
 - What adjustments in strategies, activities, and resources are needed to bring program or project implementation back on track?
 - How well are resources being managed?

4. **Sustainability.** Sustainability can be attained when support mechanisms or initiatives essential to the continuity of outcomes or benefits even after program or project termination are in place. Sustainability mechanisms are vital for replicating and escalating interventions. Mechanisms include the capacity of recipient organizations to continue interventions sans program support continuity of benefits. It also includes policies, organizational systems, and infrastructure support to facilitate the continued use of outputs and the generation of benefits. These should be tracked, installed, and operational before program or project termination. The system addresses the following evaluation questions:
 - Are mechanisms essential to the continuity of outcomes or benefits in place?
 - Are the target groups utilizing the outputs correctly? Is there continuous use of technologies introduced in the ALS programs and projects?
 - Are the recipient units have the capacity to sustain benefits?

5. **Effectiveness.** Effectiveness refers to target groups' realization of benefits directly resulting from a program or project. Evaluation processes must systemically and systematically validate and document the achievement of program or project objectives. Documentation of program and project outcomes will provide BAE and the ALS RO with meaningful feedback and insights on the effectiveness of ALS technologies and services. It will serve as input to enhancing the technical design of interventions. The system is designed to address the following evaluation questions:
 - Are the ALS program or project objectives achieved?
 - Is there an improvement in participation and performance of OSCs, OSYs, OSAs?

- Is there an improvement in OSCs, OSYs, and OSAs' participation and performance in a disadvantaged situation?
 - Is there an improvement in the capacities of CLC and ALS teachers to deliver the curriculum?
 - Is there an improvement in the capacities of ALS SDOs to provide equitable and demand-responsive technical support to CLCs and ALS teachers?
 - Is there an improvement in the capacities of the ALS RO to make ALS policies, programs, and projects more responsive to the unique needs of communities they serve?
 - Is there an improvement in the capacities of BAE staff to formulate policies, prepare program or project design documents, and manage programs and projects?
6. **Impact.** Last but not least of the evaluation criteria elements is impact. Impact refers to the contribution of a program or project to achieving long-term goals, unintended effects to the general situation, and unintended consequences of new policies, programs, and events to sustain program or project benefits. Understanding the impact of a program or project and external factors on program or project success are the main objectives of Impact Evaluation. Evaluation findings provide critical input to understanding factors that promote the sustainability of benefits. The system is designed to address the following evaluation questions:
- Are the OSCs, OSY, and OSA able to transition to the next higher stage?
 - What are the contributions of the ALS program or project to improving the basic education sector?
 - What are the unintended effects of the interventions?
 - What are the unintended effects of new policies, other initiatives, and external factors to sustaining program or project benefits?

The ALS 2.0 M&E System will operationalize six evaluation measures: Appraisal Process, Readiness Monitoring, Progress M&E, Mid-Term Review, Results M&E, and Impact Evaluation. Each process provides a systematic approach for tracking, evaluating, documenting, and sharing information and insights. Each process is linked to crucial decisions management ALS implementers will make during program and project implementation.

III. A DECENTRALIZED M&E SYSTEM

Rationale

The Governance of Basic Education Act of 2001 (RA 9155) establishes the accountabilities and responsibilities for ensuring access to, promoting equity, and improving basic education quality. RA 9155 defined the powers, duties, and functions of the CO, RO, SDO, and school with clear boundaries and accountabilities. In addition, the law established the mechanism for a decentralized approach to basic education to ensure relevant, efficient, and effective provision of quality basic education services are provided to all learners. DepEd will strengthen its monitoring, evaluation, and adjustment work to ensure each governance level can efficiently and effectively perform its mandated roles and responsibilities.

The overall goal is to set up and operationalize a unified M&E system for ALS in a decentralized setting. Operationally, this requires integrating the individual accountabilities of DepEd's different governance levels (CO, RO, SDO, and CLCs) to develop a cohesive and streamlined M&E system. An essential first step to this effort is to define the scope (objectives and indicators) of M&E at each governance level.

The ALS M&E system will be composed of four integrated M&E sub-systems. These sub-systems are the CLC M&E system, SDO ALS M&E system, RO ALS M&E system, and the BAE M&E system.

CLC M&E System

The M&E System at the CLC level focuses on OSCs, OSYs, and OSAs. The CLC M&E System will track ALS learners' participation and performance. Through this community-level system, the ALS teachers and District Supervisors will follow and assist communities with high incidence of OSCs and OSAs, monitor CLCs delivery of curriculum, and monitor learners' progress and pathways. To be established at the District level, the CLC M&E System will be used to:

- Track learners, through the CLCs, who have dropped out of the formal system. These include OSC, OSY, and OSA;
- Track the effectiveness of ALS learning modalities and explore other modalities to expand OSC and OSY's access to teaching and learning;
- Manage participation of community stakeholders and the Barangay LGU (BLGU), especially in tracking OSC and OSY. The M&E system will track the needed learning resources of the CLCs. Results of tracking can be used to efficiently and effectively conduct grassroots level resource mobilization;
- Track and proactively respond to learners' environment issues that may affect learners' participation, rights, health, and safety. The ALS M&E System can be a mechanism for mobilizing community support to address the problems like disasters, social and health issues, and threats to empowerment;

- Meet the information, reporting, and documentation requirements of DepEd. A functioning ALS M&E System will provide important information needed by SDOs in providing needs-based technical assistance to the community learning center.

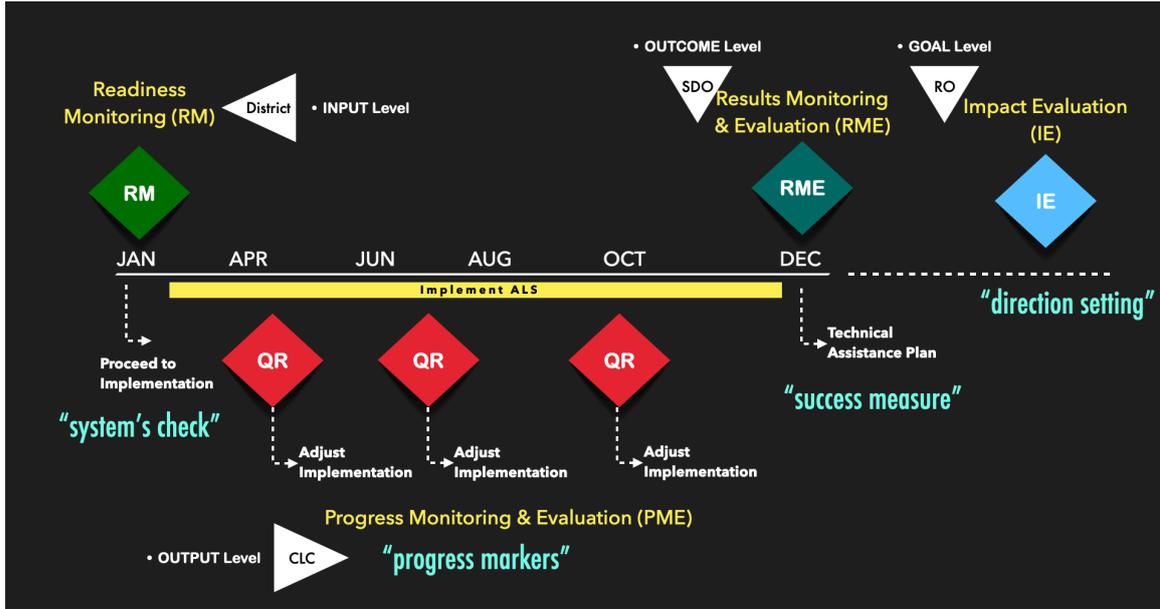
Results of monitoring will be used to improve and enhance the CLCs' delivery of the curriculum and enhance the capacity of the learning facilitators in managing and facilitating the teaching and learning process in the community;

CLC M&E Processes

The CLC M&E System comprises four M&E processes the District Supervisors will conduct at the community level. These include:

- **Readiness Monitoring.** To be conducted every start of the year by the District Supervisor, readiness monitoring ensures each CLC is "ready" or has the necessary resources to efficiently manage the operation of a CLC. Resources to be tracked include ALS teachers, the capacity of ALS teachers, learning materials, an appropriate venue, stakeholder support, and other inputs as necessary to operate a CLC. The scope of readiness monitoring is found in the input row of the CLC M&E framework.
- **Progress Monitoring.** Monitoring activities include quarterly review and end-of-school-year (EOSY) review. This type of monitoring provides the support mechanism for district supervisors to track the performance of each CLC as it delivers the curriculum and tracks the participation of the ALS learners in the teaching and learning process. Progress monitoring provides technical inputs to the district supervisors, division ALS coordinators, and division ALS focal person. The SDO will use data and information from this process to prepare a technical assistance plan and manage the learning action cells (LAC).
- **Results Evaluation.** The SDO will conduct results evaluation after every 10-months of CLC operation. This process documents the effectiveness of each CLC. The review focuses on three areas: (i) number of participating communities; (ii) ALS learners who can complete the learning requirements; and (iii) ALS learners (who took the A&E test) who passed the exam.
- **Impact Evaluation.** Evaluation, at this level, focuses on tracking ALS learners' whereabouts after attaining the desired learning standards. The valuation involves conducting tracer studies to determine the intended and unintended benefits of ALS learners' participation in the CLC. Figure 3-1 below illustrates how the SDO will operationalize the M&E processes at the CLC level.

Figure 3-1 M&E Processes @ CLC level



Scope of M&E at the CLC level

M&E at the CLC level focuses on the ALS learners and on the accountabilities of the ALS teachers, which will allow the district supervisors and the SDO to focus their monitoring on indicators that are critical to ensuring more efficient and effective CLCs delivering appropriate education in different communities. More specifically, the CLC M&E outlines other M&E processes that PSDS will use to check (i) a CLC’s capacity or readiness to provide quality interactions between the ALS teachers and learners, (ii) monitor progress of learners and quality of ALS teachers’ inputs, (iii) improvements in ALS learners performance, and (iv) impact or contribution of ALS learners’ after participating and completing appropriate basic education requirements.

Table 1 below outlines the results framework, measures and indicators, processes, and critical external factors used in operationalizing the CLC M&E System.

Table 3-1. CLC M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|---|--|--|---|
| GOAL (Learner level) | | | |
| ALS learners have attained desired learning standards that equip them with the necessary skills and attributes and are confident to pursue their chosen paths | % OSC, OSY, & OSA transitioned to Junior High School (JHS) % of OSY & OSA (JHS) proceeded to SHS % of ALS graduates moved to higher education % of ALS graduates proceeded to work or self-employment and TechVoc | Tracer Study (Impact Evaluation by the RO) | Policies facilitating OSC, OSY, OSA transition to the next level in place |
| OUTCOMES (Learner level) | | | |
| More OSC, OSY, and OSA are participating in inclusive basic learning opportunities and are receiving an appropriate quality education | % of mapped OSC, OSY, OSA in selected communities are participating in ALS % of participating OSC, OSY, OSA can complete ALS % of ALS test-takers passed the A&E test (Elem, JHS, SHS) | Results Evaluation (to be conducted by the SDO) Enrollment CLC Report on Completers A&E Test Report | No major calamities or disasters disrupting teaching and learning process in target areas |

Table 3-1. CLC M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|---|--|--|---|
| OUTPUT (Community level) | | | |
| 1. Improved competencies of ALS learners | 1.a. % of the total number of ALS learners enrolled demonstrated improved competencies (Lower and JHS) 1b. % of ALS learners achieved learning goals 1.c % of ALS learners improved: Non-literacy to neo literacy Neo literacy to post literacy Post literacy to low elementary | Quarterly review (to be conducted by the District Supervisor) - Student Portfolio | Access to target communities are safe and secure |
| 2. Improved teachers efficiency in delivering learning interventions | 2a. ALS teachers covered at least % of activities in the weekly learning | Quarterly review (to be conducted by the District Supervisor) Teacher Report | The willingness of teacher applicants to be deployed in high-risk areas |
| 3. CLCs established | 3a. # of high demand communities completed community mapping | Quarterly review (to be conducted by the District Supervisor) - Community Profile | <ul style="list-style-type: none"> • LGUs are ready to partner with DepEd on ALS concerns. |
| | 3b. # of CLCs organized in high demand areas | - MOA with Communities | |
| INPUTS (SUPPORT TO BE PROVIDED BY SDO TO CLC) | | | |
| Capability Building Support to CLC: Content, Teaching strategies, LM development, Advocacy, Social Mobilization | Readiness Monitoring (Input Monitoring to be undertaken by the District Supervisor) - Beginning of Calendar Year | | |
| Learning Materials: Provision of learning materials | | | |
| Support Systems and Mechanisms: Planning, M&E, Literacy Mapping | | | |
| Product Development: Demand-driven products | | | |

ALS 2.0 M&E System at the Schools Division Office

The SDOs play a critical role in the efficient and effective operation of CLCs in their respective geographical area. The “fluidity” in the CLC’s operation requires real-time information for the SDO to timely respond and address access issues of communities with a high incidence of OSC, OSY, and OSA. Such demand for services requires an M&E system that is target group-oriented, timely, and relevant to the accountabilities of the SDOs.

The ALS M&E System at the division level will focus on CLCs. The ability of the SDOs to provide timely technical and logistical support to CLCs and ALS teachers is dependent on the information and feedback about CLCs’ performance. The dearth of information about CLCs’ capacity, problems and issues, and frame conditions prevent the SDO from implementing programs and projects relevant to CLC needs. A functional and custom-designed M&E for the SDOs will supply the SDO with timely and accurate decision-making information. The system will serve as the platform for the SDO to understand, gain insights, and address the operational bottlenecks affecting the operations of CLCs. Systematic feedback will allow the SDOs to support all CLCs equitably.

Specifically, the system will allow the SDOs’ to:

- Prioritize communities and CLCs needing immediate technical support from ALS. The Division M&E System will be able to locate communities with high incidences of OSCs and OSY and identify CLCs that are affecting the overall performance of the SDO on access, equity, quality, and learner’s rights and resilience;
- Identify and provide immediate support to CLCs having issues implementing the curriculum and experiencing bottlenecks in managing the curriculum supports systems;
- Improve support to ALS teachers including, deployment and training of teachers and learning facilitators;
- Facilitate stakeholders’ support to areas or CLCs needing technical and logistical support. The M&E can be used as a mechanism for managing, directing, and maximizing external support to areas with more significant needs or performance issues;
- Track and proactively respond to issues affecting the health, safety, and security of all ALS

learners and CLC staff. Monitoring includes identifying and tracking disaster-prone areas, tracking establishments or groups of all learners, and school personnel may threaten learners' health and safety.

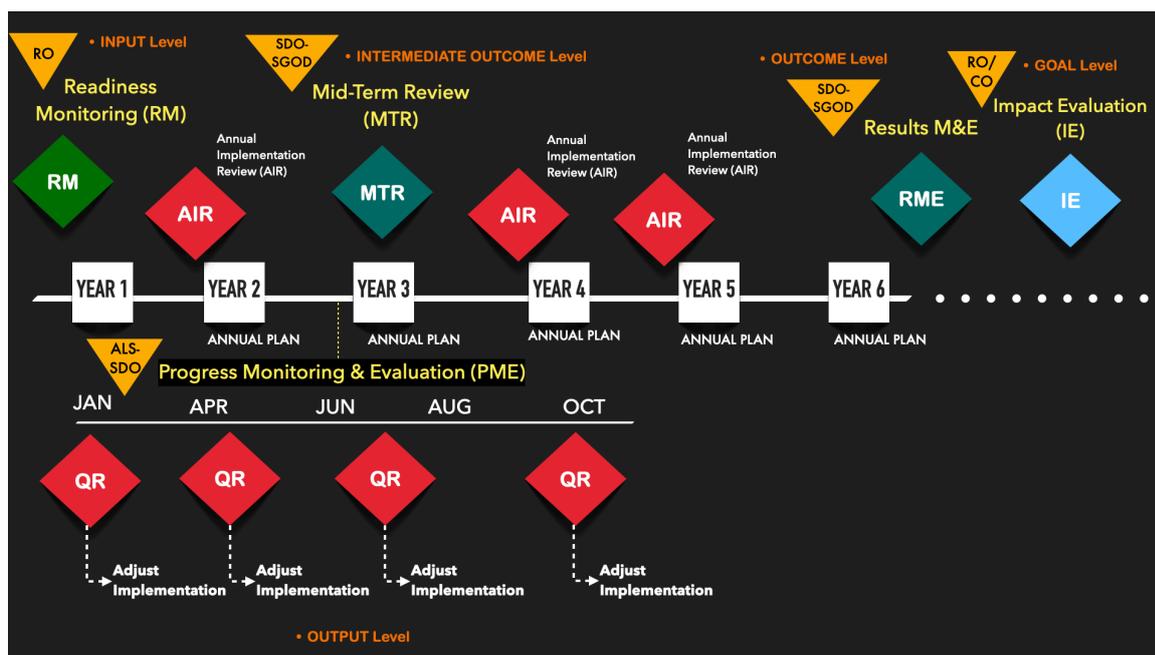
- Management of the DEPD ALS implementation. SDO will use the M&E system to assess the internal efficiency of ALS implementers, especially in the delivery of support programs and projects; and,
- Provide timely feedback to RO on the appropriateness and impact of national ALS policies, programs, and projects.

SDO M&E Processes

The primary user of the SDO M&E system is the SDO. The SDO ALS M&E framework outlines objectives and indicators critical to providing timely feedback on the performance of the SDO. Indicators serve as feedback mechanisms on the SDOs' ability to support ALS learners and CLCs. The framework lays down the appropriate M&E processes that DepEd must implement at the SDO level. Processes include:

- **Readiness Monitoring.** To sustain SDOs' capacity to efficiently and effectively the ALS programs and projects, the RO will conduct an every three-year assessment of the SDO's human resources, management systems, and other resources. Regular tracking of the SDOs' capability and capacity to respond to the different and unique requirements of communities it serves will provide the RO with inputs on policies, guidelines, capability-building programs, and support systems that each SDO will need.
- **Progress Monitoring.** Progress monitoring will enable the SDOs' to continuously ensure quality services to different communities. Operationally, progress tracking will allow the SDO ALS Coordinators and focal persons to calibrate, adjust, and strengthen technical assistance to CLCs, making sure support services are on time and responsive to CLCs' needs. Monitoring results will help fine-tune the SDOs' annual implementation plan, including program or project implementation plans. Progress monitoring will be implemented quarterly and at end-of-year.

Figure 3-2 ALS M&E Processes @ SDO level



- Results Evaluation.** Using the SDOs’ Division Education Development Plan (DEDP), the RO will conduct a mid-term review and end-of-DEDP implementation review to determine the SDO’s effectiveness in implementing the ALS. To be undertaken by the RO, the evaluation determines and documents the effectiveness, capacity, and vibrancy of CLCs at the community level and on the efficacy of the SDOs’ to improve participation of OSC, OSY, and OSA, improve completion rate, and improve ALS learners’ performance in taking the A&E test.
- Impact Evaluation.** Impact evaluation at the SDO level focuses on (i) ALS learners transition to the next learning stage (elementary, junior high school, senior high school) and (ii) documenting success stories on OSY and OSA that became successful in their chosen paths. Specifically, impact evaluation tracks successful ALS graduates who obtain employment, self-employment, and those that proceed to technical vocation. The RO will undertake the impact evaluation. Lessons learned, insights, and challenges documented will be used to improve and contextualize policies, ALS program designs, and management systems in the region.

Figure 3-2 illustrates how the M&E processes at the SDO level will be operationalized.

Scope of M&E at the SDO level

Table 2 below outlines the results framework, measures and indicators, processes, and critical external factors used in operationalizing the SDO M&E System.

Table 4-2 SDO ALS M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|---|---|--|---|
| GOAL (Learner level) | | | |
| ALS learners have attained desired learning standards that equip them with the necessary skills and attributes and are confident to pursue their chosen paths | <ul style="list-style-type: none"> • % of mapped OSC, OSY, OSA in selected communities are participating in ALS • % of participating OSC, OSY, OSA can complete ALS • % of ALS test-takers passed the A&E test (Elem, JHS, SHS) | Tracer Study (Impact Evaluation by the CO) | <ul style="list-style-type: none"> • Policies facilitating OSC, OSY, OSA transition to the next level in place |
| OUTCOMES (Learner level) | | | |
| More OSC, OSY, and OSA are participating in inclusive basic learning opportunities and are receiving an appropriate quality education | <ul style="list-style-type: none"> • % of mapped OSC, OSY, OSA in selected communities are participating in ALS • % of participating OSC, OSY, OSA can complete ALS • % of ALS test-takers passed the A&E test (Elem, JHS, SHS) | Results Evaluation (to be conducted by the RO) - Division Report on OSC, OSY, OSA participation and performance | <ul style="list-style-type: none"> • No major calamities or disasters disrupting teaching and learning process in target areas |
| INTERMEDIATE OUTCOMES (Community level) | | | |
| More communities served, and Community Learning Centers (CLCs) are equipped to deliver appropriate education | <ul style="list-style-type: none"> # of CLCs operating in high demand/need areas # of communities reached through different modalities # of CLCs with the ideal teacher to learner ration # of CLCs with the ideal to learning materials and learner ratio; equipment & learner ratio | Annual Implementation Review (to be conducted by the SDO) Quarterly review (to be conducted by the SDO) | <ul style="list-style-type: none"> • Access to target communities are safe and secure |

Table 4-2 SDO ALS M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|---|---|---|---|
| OUTPUTS (SDO level) | | | |
| 1. SDO efficiently provided technical support to CLCs | 1.a. ALS teachers trained on: teaching skills, content, mapping, etc. | Quarterly review (to be conducted by the SDO) | |
| | 1.b. # of teachers deployed to high demand areas | <ul style="list-style-type: none"> - Training Completion Report - Deployment Report | <ul style="list-style-type: none"> • The willingness of teacher applicants to be deployed in high-risk areas |
| | 1.c. # of learning materials distributed | <ul style="list-style-type: none"> - Report on LMs distributed | |
| 2. SDO efficiently mobilized community stakeholders support | 2.1a. # Advocacies completed | <ul style="list-style-type: none"> - Activity Report on Advocacies | <ul style="list-style-type: none"> • LGUs are ready to partner with DepEd on ALS concerns. |
| | 2.2b. # of functional MLCC and BLCC | <ul style="list-style-type: none"> - Technical Report on Establishment of MLCC & BLCC | |
| | 2.3a. # of non-DepEd service providers engaged | <ul style="list-style-type: none"> - Technical Report on Engagement of Non-DepEd Service Providers | |
| | 2.3b. # of partners supporting (assisting) CLCs | <ul style="list-style-type: none"> - Technical Report on Support Partners' Support to CLCs | |
| 3. Improved reached of ALS radio-based instruction | 3.1a. # of CLCs reached by radio-based instruction | <ul style="list-style-type: none"> - Technical Report on Coverage of Radio-based Instruction | |
| INPUTS (SUPPORT TO BE PROVIDED BY RO TO SDO) | | | |
| Capability Building Support to SDO: Advocacy, Negotiation, M&E. | Readiness Monitoring (Input Monitoring to be undertaken by the RO) <ul style="list-style-type: none"> - Beginning of Calendar Year - Organizational Readiness Report of the SDO | | |
| Contextualized Policies and Programs: Localized curriculum, materials, custom-fitted guidelines | | | |
| Organizational Systems and Mechanisms: Guidelines on implementation of systems and mechanisms | | | |
| Product Development: Demand-driven products | | | |

ALS 2.0 M&E System at the DepEd Regional Office

The responsibility for ensuring national policies, programs, and systems conform and reflect the communities' values, needs, and expectations is with the DepEd ROs. The regions provide the vital link between DepEd's operational capabilities at the field level with the policy and system environment in the agency. Tracking the appropriateness and responsiveness of policies and programs should be undertaken regularly. This means evaluating the demand-responsiveness of existing policies and programs and assessing the intended and unintended effects of new policies and programs on current DepEd efforts and learners' performance. The Region M&E System must provide the RO management and technical staff with timely information and insight on the efficacy of education policies and programs and how these impact learners in the region.

The Region M&E System addresses the management requirements of the RO in policymaking and program implementation. It will serve as a venue to discuss and improve programs and provisions in existing policies between and among the different functional units in the RO. Specifically, this will facilitate the ROs to:

- Identify areas (divisions or geographical areas) where policies and programs are working and not working. The system will enable the RO to sustain benefits from areas where performance is good and address limitations in the policies or programs in areas where these are not making an impact;
- Ensure assessment results and regional evaluation results are utilized by the different RO functional units and SDOs' as inputs to improving curriculum implementation and improving the design of education plans and programs;
- Determine SDOs' efficiency and effectiveness in providing technical support to schools and CLCs. The M&E system will help identify and prioritize SDOs requiring policy, system, and capacity building support from the different units in the RO;
- Ensure SDOs compliance and implementation of the SDOs' M&E System. Through the Region M&E System, the RO will quality assure the SDOs' application of M&E principles, tools, and techniques;
- Track and proactively respond to issues affecting all learners and school personnel's health, safety, and security. This includes ensuring related national and regional policies on health, safety, and security are enforced and customized to the unique needs of learners in the region;
- Ensure efficient management of the RBEP implementation. The M&E system will be used to assess the internal efficiency of the ROs, especially in the customization of policies, the conduct of research and evaluation of policies and programs, and ensuring the capabilities of the SDOs on technical assistance; and
- Provide timely feedback to CO on the appropriateness and effectiveness of national education policies and DepEd programs and projects.

Consistent with the accountabilities of the RO, the ALS 2.0 M&E system will be used to provide the DepEd regional policymakers with success stories of ALS learners and CLCs, operational lessons and challenges experienced at the SDO level, and feedback on the efficacy of policies and programs. The primary intent of the RO M&E system is to ensure the ongoing relevance of ALS policies and programs to the unique situation of communities in a region. Operationalizing the RO M&E system will facilitate continuing responsiveness to the changing demands and challenges in implementing ALS.

RO ALS M&E Processes

The RO ALS MEF outlines the results-level indicators that the ALS RO will use to evaluate and document the effectiveness of ALS policies and programs. Tracking results-level indicators facilitate enhancements and contextualization of national policies, department-wide guidelines, and nationally initiated programs and projects. The RO framework also outlines the different M&E processes appropriate to making the RO more relevant, responsive, and efficient in establishing critical region-level policies and systems.

To facilitate a conducive and responsive policy environment in each region, DepEd will install the M&E processes at the RO will be installed:

- **Readiness Monitoring.** The ALS RO will conduct a readiness assessment of the SDOs. The review's focus is to assess the capability of the SDO to provide and sustain quality technical support to the CLCs and implement national and regional level policies and standards. Regular review of the SDOs' readiness will help the ALS RO identify capability-building requirements of the SDOs, and develop regional-level guidelines and mechanisms. Early responses to the ALS SDOs' limitations to enforce policies and procedures at the division level will facilitate timely capability-building interventions by the RO. Addressing the capabilities and capacities of the ALS SDO to provide technical assistance minimizes implementation bottlenecks and issues.
- **Progress Monitoring.** The ALS RO will conduct a quarterly program implementation review. Progress monitoring will provide timely feedback to the RO on the status and efficiency of programs and projects region-wide. Program tracking enables the RO to check programs and projects that are working and not working and identify areas or SDOs where program implementation needs reinforcement. The ALS RO's ability to locate and timely issues in policy or program implementation ensures more focus on strategic concerns rather than troubleshooting.
- **Results Evaluation.** With the support of the Region's Quality Assurance Division (QAD), the ALS RO will regularly document and determine the effectiveness of ALS programs and projects in the region. ALS RO will measure effectiveness at the level of the ALS learner, CLCs, and SDOs. Evaluation results will provide the RO with important information on how the ALS programs and projects respond to the unique and competing requirements of communities in the region.
- **Impact Evaluation.** As needed, the ALS RO will conduct an impact evaluation of regional initiated policies and programs. Evaluation will focus on the impact of ALS policies and programs on basic education efforts in the region and determine the effect (intended and unintended) of national-drive ALS and non-ALS policies and programs on the OSC, OSY, and OSA.

Figure 3-3 ALS M&E Processes @ RO level

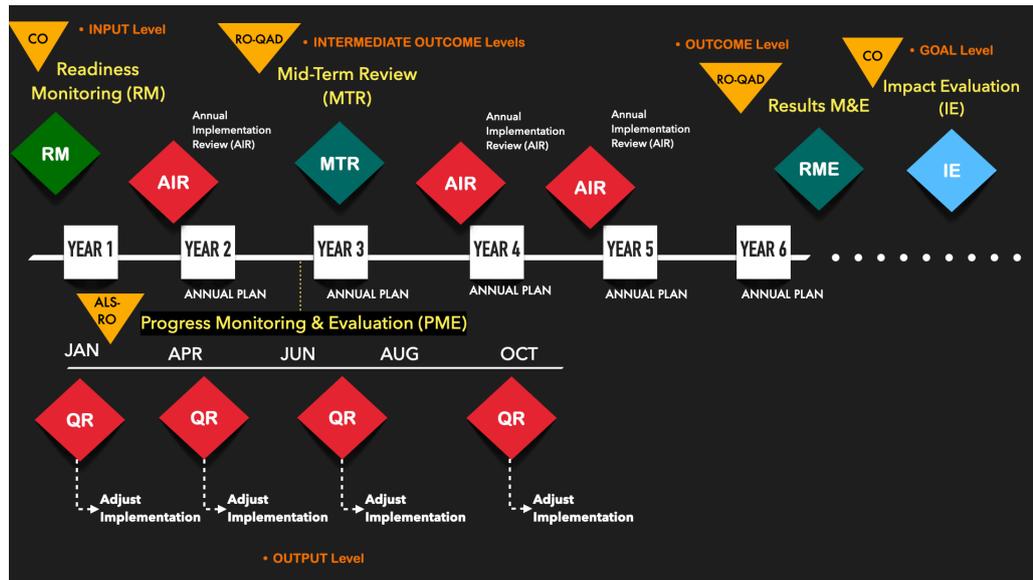


Figure 3-3 below illustrates how ALS Focal Person will operationalize the M&E processes at the RO level.

Scope of M&E at the RO level

The RO ALS M&E framework outlines the desired outcomes DepEd aims to achieve at the regional level: ALS learners become successful in their chosen path, all participating OSC, OSY, and OSA can access, participate and complete appropriate education, and CLCs continue to evolve and timely respond to the changing needs and challenges in the community. At the output level, the RO ALS MEF outlines the strategies and deliverables of the RO consistent with its mandate.

Table 3 below outlines the results framework, measures and indicators, processes, and critical external factors used to operationalize the RO M & M & M&E System.

Table 4-3 RO ALS M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|---|--|--|---|
| GOAL (Learner level) | | | |
| ALS learners have attained desired learning standards that equip them with the necessary skills and attributes and are confident to pursue their chosen paths | <ul style="list-style-type: none"> % of mapped OSC, OSY, OSA in selected communities are participating in ALS % of participating OSC, OSY, OSA can complete ALS % of ALS test-takers passed the A&E test (Elem, JHS, SHS) | Tracer Study (Impact Evaluation by the CO) | <ul style="list-style-type: none"> Policies facilitating OSC, OSY, OSA transition to the next level in place |

Table 4-3 RO ALS M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|--|---|--|---|
| OUTCOMES (Learner level) | | | |
| More OSC, OSY, and OSA are participating in inclusive, essential learning opportunities and are receiving an appropriate quality education | a. % of mapped OSC, OSY, OSA in selected communities are participating in ALS b. % of participating OSC, OSY, OSA can complete ALS c. % of ALS test-takers passed the A&E test (Elem, JHS, SHS) | Results Evaluation (to be conducted by the RO) - Division Report on OSC, OSY, OSA participation and performance | <ul style="list-style-type: none"> No major calamities or disasters disrupting teaching and learning process in target areas |
| INTERMEDIATE OUTCOMES (Community level) | | | |
| More communities served, and Community Learning Centers (CLCs) are equipped to deliver appropriate education | a. # of CLCs operating in high demand/need areas b. # of communities reached by the broadcast system c. # of CLCs with the ideal teacher to learner ratio d. # of CLCs with the ideal to learning materials and learner ratio; equipment & learner ratio | Mid-Term Review (to be conducted by the RO) Results Evaluation - End-of-Year Evaluation (to be conducted by the RO) | <ul style="list-style-type: none"> Access to target communities are safe and secure |
| INTERMEDIATE OUTCOMES (SDO level) | | | |
| SDOs capacity to provide technical support to CLCs ability to mobilize stakeholders support strengthened. | a. # of SDOs regularly providing training and technical assistance to Sangguniang Barangay, CLCs, and Mobile Teachers | Quarterly review (to be conducted by the SDO) | |
| Improved implementation of ALS in the SDOs | b. # of SDOs achieved teachers deployment targets in high demand areas | - Training Completion Report - Deployment Report | <ul style="list-style-type: none"> The willingness of teacher applicants to be deployed in high-risk areas |
| # of SDOs with improved coverage of communities | c. # of SDOs completed distribution learning materials to all CLCs | - Report on LMs distributed | |

Table 4-3 RO ALS M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|--|--|--|---|
| | d. # SDOs completed targets on advocacy activities | - Activity Report on Advocacies | • LGUs are ready to partner with DepEd on ALS concerns. |
| | e. # of SDOs with fully functional MLCC and BLCC | - Technical Report on Establishment of MLCC & BLCC | |
| | f. # of SDOs competed for engagement of non-DepEd service providers | - Technical Report on Engagement of Non-DepEd Service Providers | |
| OUTPUTS (RO level) | | | |
| 1. Strengthened SDO capacity to provide technical assistance | 1a. # of SDO supervisors and district supervisors completed TA to TA sessions | Quarterly review (to be conducted by the RO) - Training Completion Report | |
| | 1b. # of SDO supervisors and district supervisors trained on mapping strategies | - Training Completion Report | |
| | 1c. # of on learning materials developed | - Report on newly developed Learning Materials | |
| 2. Policies, programs, and guidelines contextualized | 2a. # of policies contextualized to address unique needs in high demand areas | - Approved policies customized - Actual programs customized (approved) | |
| 3. Critical ALS mechanisms operationalized in the SDOs | 3a. # of SDOs with fully operational systems (ALS planning, M&E, TA, Curriculum contextualization, stakeholder engagement, etc.) | - System Installation Completion Report | |
| 4. Completed research-based programs and projects | 4a. # of research-based programs/projects developed | - Actual programs or projects developed | |

Table 4-3 RO ALS M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|---|--|--|-------------------------|
| INPUTS (SUPPORT TO BE PROVIDED BY CO to RO) | | | |
| Capability Building Support to RO: Contextualizing policies, TA to TA, Learning Materials development | | Readiness Monitoring (Input Monitoring) - Beginning of Calendar Year | |
| Policy Formulation and Program Development: ALS program design | | | |
| Organizational Systems and Mechanisms: Establishment of Critical Enabling Mechanisms | | | |
| Research and Development: Support research materials | | | |

BAE M&E System

The central-level M&E System will serve as the integrating mechanism for the different M&E sub-systems. The CO will ensure the vertical integration of the various M&E sub-systems and the horizontal integration of the M&E processes with planning, program management, technical assistance, and other functions in the Department. The CO M&E System will draw heavily from the reports and inputs coming from the Region M&E System.

The CO M&E System will supply the decision-making and information needs of the Secretary, Executive Committee Members, Management Committee, and key external stakeholders with feedback on the effectiveness of national policies and programs. In addition, technical staff from CO units (bureaus and services) can draw heavily from the findings and results of the CO M&E System of DepEd and use the same for improvements in provisions or designs of the program.

The main focus of the CO M&E System is on validating results - learners' participation, performance, and observance of empowerment. The CO M&E System will allow the central policymakers, program designers, and technical staff with:

- Information and insights on policies, programs, or interventions that worked or didn't work, and determine the environment or situation by which these policies are most appropriate and relevant;
- Make immediate adjustments in policy or program implementation. Feedbacks and experiences shared by program managers and implementers will be used to draw lessons and inputs for other programs;
- Track and monitor the efficient implementation of all national programs and projects;
- Pinpoint or locate bottlenecks in DepEd's management systems or operations as this will help identify duplication or overlaps in CO initiatives and

- Ensure efficient management of the BEDP implementation. The M&E system will be used to assess the internal efficiency of the CO units, especially in the policy formulation, conduct of research and evaluation of policies and programs, and building the capabilities of the ROs on policy formulation and implementation, research and evaluation, assessment, and development of human resources.

BAE M&E Processes

As an integrating M&E mechanism, the BAE M&E System will be used by the CO to determine if national-level initiatives are correctly and efficiently implemented at the RO, SDO, and CLC levels. The BAE will track uniquely defined (designated) indicators per governance level to allow BAE to do a system analysis of DepEd's governance mechanism (CLC, SDO, RO, CO). The BAE M&E system provides the central platform for doing a system-level evaluation. A system-level assessment will provide critical inputs to BAE. Suggested evaluation questions include:

- Where (CLC, SDO, RO, CO) is the system weak? Locating and understanding the bottlenecks and issues will allow the ALS CO to appropriately address weaknesses in the delivery system. Understanding "where" the system is weak will enable the ALS CO to focus only on levels that need strengthening. Possible responses include:
 - If the system review suggests that national ALS policies and guidelines are weak, the ALS CO can enhance, adjust, or terminate a policy or program.
 - Suppose system review shows the regional policies and programs are weak. In that case, the ALS CO can address the capability and capacity of the RO to contextualize policies and design programs and projects appropriate to the communities it serves.
 - Suppose system review shows operational or technical support weaknesses at the SDO level. In that case, the ALS CO can design management programs and management systems that will facilitate ALS operations in the SDO.
 - If system review indicates weaknesses in the CLCs, the ALS CO can formulate nationwide capability-building programs for ALS teachers.
- Where is the system robust? Identifying governance levels that are efficient and effective operating will enable ALS CO to institutionalize essential practices and facilitate nationwide sharing of technologies.
- When is the system weak? Strong? Timing is a crucial element of M & M&E. M&E's ability to "catch" the problems or issues manifested to prevent escalation and more efficient delivery of appropriate essential education services.
- Why is the system weak? A system evaluation will provide lessons and insights essential to improving national policies and programs.

To facilitate a system review of DepEd's ALS, the BAE will implement the following M&E processes:

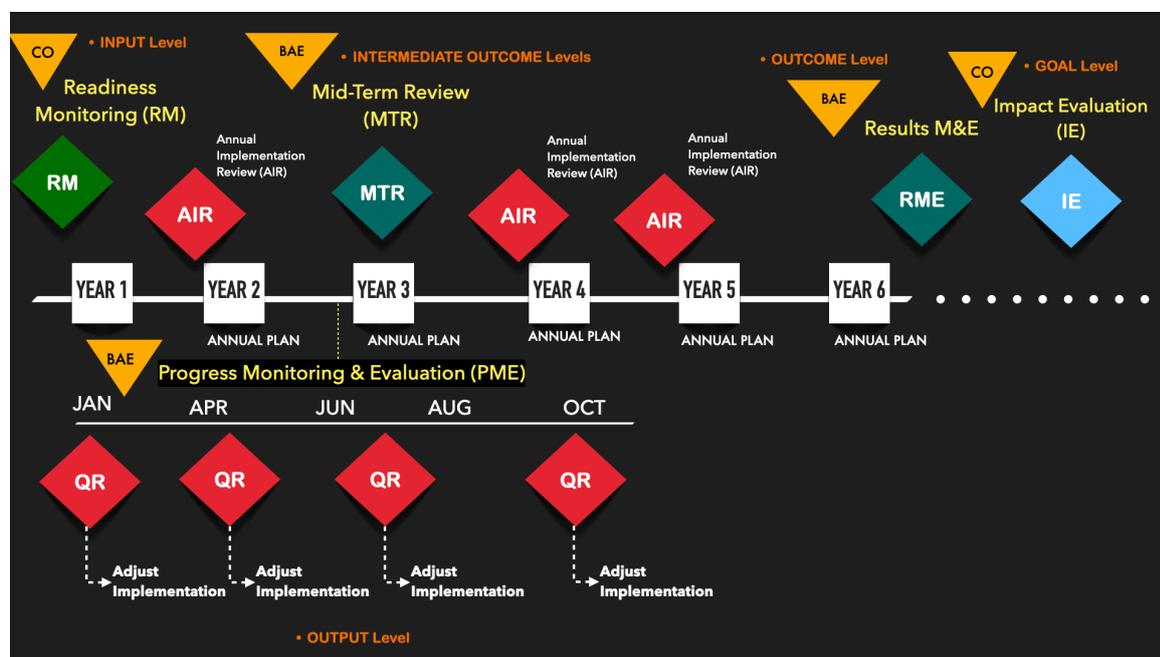
- **Readiness Monitoring.** The BAE will conduct a readiness assessment of the ROs. The focus of the review is to assess the capability of the RO to enforce a conducive, facilitative, and responsive policy environment for the SDOs and CLCs. Regular assessment of the ROs' readiness will help to immediately address the unique but competing requirements and

challenges in the different regions. Addressing the capabilities and capacities of the ALS RO on contextualizing policies will lead to more relevant and responsive policies and programs in the regions.

- **Progress Monitoring.** Progress monitoring involves the implementation review of programs. Commonly known as program implementation review (PIR), the BAE will track how the different programs and projects initiated at the CO level are progressing in time, scope, and cost. The BAE’s ability to timely address bottlenecks in program implementation ensures more focus on strategic concerns rather than troubleshooting.
- **Results Evaluation.** Results or outcomes evaluation will be regularly conducted by the BAE. Results evaluation will focus on the benefits received by ALS learners, effectiveness and responsiveness of CLCs, sustainability of SDO operations, and the cohesiveness of policies and programs at the RO level. These evaluations will develop new policies and programs, enhance current policies and programs, and terminate a policy or program that is not generating the desired results.
- **Impact Evaluation.** As needed, the BAE will conduct an impact evaluation of national initiated policies and programs. Evaluation will focus on the impact of ALS policies and programs on basic education and determine the effect (intended and unintended) of non-ALS policies and programs on the OSC, OSY, and OSA.

Figure 3-4 below illustrates how the M&E processes at the BAE level will be operationalized.

Figure 3-4 M&E Processes @ BAE level



Scope of BAE M&E

The BAE M&E framework serves as the framework integrating the coverage of ALS M&E from CLC, SDO, RO, and CO. It combines the different levels of results and outputs for ALS. The BAE will use this M&E framework in overseeing the implementation, operationalization, and evaluation of ALS programs and initiatives at all DepEd governance levels. Mandate or accountabilities of the DepEd CO includes strategic directions and system-wide initiatives. The CO's responsibilities include the formulation of policies and programs. These will sustain the gains and implementation of the ALS, developing systems that will ensure an efficient and well functioning system within DepEd that will make program implementation and service delivery to OSC, OSY, and OSA more relevant and responsive to their needs. The ALS M&E framework must include all of the items discussed above.

Table 3-4 below is the Integrated ALS M&E Framework. It outlines the results framework, measures and indicators, processes, and critical external factors used in operationalizing the CO M & M&E System.

Table 3-4 Integrated ALS M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|---|--|--|---|
| GOAL (Learner level) | | | |
| ALS learners have attained desired learning standards that equip them with the necessary skills and attributes and are confident to pursue their chosen paths | <ul style="list-style-type: none"> • % of mapped OSC, OSY, OSA in selected communities are participating in ALS • % of participating OSC, OSY, OSA can complete ALS • % of ALS test-takers passed the A&E test (Elem, JHS, SHS) | Tracer Study (Impact Evaluation by the CO) | <ul style="list-style-type: none"> • Policies facilitating OSC, OSY, OSA transition to the next level in place |
| OUTCOMES (Learner level) | | | |
| More OSC, OSY, and OSA are participating in inclusive basic learning opportunities and are receiving an appropriate quality education | <ul style="list-style-type: none"> • % of mapped OSC, OSY, OSA in selected communities are participating in ALS • % of participating OSC, OSY, OSA can complete ALS | Results Evaluation (to be conducted by the RO) | <ul style="list-style-type: none"> • No major calamities or disasters in target areas |

Table 3-4 Integrated ALS M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|--|--|--|---|
| INTERMEDIATE OUTCOMES (Community level) | | | |
| More communities served, and Community Learning Centers (CLCs) are equipped to deliver appropriate education | # of CLCs operating in high demand/need areas # of communities reached by the broadcast system # of CLCs with the ideal teacher to learner ration # of CLCs with the ideal to learning materials and learner ratio; equipment & learner ratio | Mid-Term Review (to be conducted by the RO) Results Evaluation - End-of-Year Evaluation (to be conducted by the RO) | <ul style="list-style-type: none"> • Access to target communities are safe and secure |
| INTERMEDIATE OUTCOMES (SDO level) | | | |
| SDOS capacity to provide technical support to CLCs ability to mobilize stakeholders support strengthened | a. # of SDOs completed training programs for ALS mobile teachers | Quarterly review (to be conducted by the SDO) | |
| | b. # of SDOs achieved teachers deployment targets in high demand areas | <ul style="list-style-type: none"> - Training Completion Report - Deployment Report | <ul style="list-style-type: none"> • The willingness of teacher applicants to be deployed in high-risk areas |
| | c. # of SDOs completed distribution learning materials to all CLCs | <ul style="list-style-type: none"> - Report on LMs distributed | |
| | d. # SDOs completed targets on advocacy activities | <ul style="list-style-type: none"> - Activity Report on Advocacies | <ul style="list-style-type: none"> • LGUs are ready to partner with DepEd on ALS concerns. |
| | e. # of SDOs with fully functional MLCC and BLCC | <ul style="list-style-type: none"> - Technical Report on Establishment of MLCC & BLCC | |
| | f. # of SDOs competed for engagement of non-DepEd service providers | <ul style="list-style-type: none"> - Technical Report on Engagement of Non-DepEd Service Providers | |

Table 3-4 Integrated ALS M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|---|--|--|-------------------------|
| INTERMEDIATE OUTCOMES (RO level) | | | |
| ROs capacity to provide a relevant policy environment and establish demand-responsive mechanisms strengthened | 1a. # of ROs regularly providing technical support to SDOs on how to do TA on ALS | | |
| | 2a. # of ROs regularly contextualizing policies and programs | | |
| | 3a. # of ROs with fully functional critical support mechanisms (planning, M&E, TA, curriculum development, advocacy, etc.) | | |
| | 4b. # of ROs with new research-based programs or products | | |
| OUTPUTS (CO level) | | | |
| 1. Capacitated RO on operationalizing a relevant policy environment | 1a. # of RO supervisors completed training on policy development, managing policy implementation, and contextualizing policy | Quarterly review (to be conducted by the CO) - Training Completion Report | |
| | 1b. # of RO supervisors trained on how to provide technical assistance | - Training Completion Report | |
| | 1c. # of RO supervisors trained on managing learning materials and developing relevant learning materials | - Report on newly developed Learning Materials | |
| 2. New policies, programs, and guidelines developed and implemented | 2a. # of RO trained an intent, scope, and implementation requirements on policy/ program implementation | - Approved policies customized - Actual programs customized (approved) | |
| 3. Critical ALS mechanisms operationalized | 3a. # of ALS mechanisms in place (M&E, planning, etc.) | - System Installation Completion Report | |

Table 3-4 Integrated ALS M&E Framework

| Narrative Summary (Objectives) | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Important Assumption |
|---|---|--|-------------------------|
| 4. Completed research-based programs and projects | 4a. # of research-based programs/projects developed | - Actual programs or projects developed | |
| 5. Broadcast system operational | 5a. Broadcast system operating in 17 regions | | |
| INPUTS (FOR CO) | | | |
| Capability Building Support to CO: Policy Development, Program Design, Managing Policy Implementation | | Readiness Monitoring (Input Monitoring) - Beginning of Calendar Year | |
| Legislative agenda, new policies (legislation) | | | |
| Organizational Systems and Mechanisms: Systemwide operationalization of Critical Enabling Mechanisms | | | |
| Research and Development: Research fund | | | |

IV. APPRAISAL PROCESS: RELEVANCE

A well-crafted plan (education plan, program or project design, implementation plan) increases the probability of successful programs and projects. Plans provide the blueprint for project managers and staff to steer and manage project implementation as efficiently as possible. Well-written plans communicate and clarify the intentions, objectives, and deliverables to all implementers. For monitors and evaluators, planning documents serve as the primary reference material for designing M&E strategies and clearly define the scope and limitations of M&E. On the other hand, poorly designed or prepared program designs are often the culprit of implementation delays and failures and will often yield poor results. The following are commonly observed in poorly prepared plans:

- A vague description of demands or issues. Needs in the form of problems and issues or threats (potential problems) are poorly articulated in the plans. Background or rationale is the most critical section of a planning document or project proposal. This section establishes the relevance or need for the project interventions;
- Goals and objectives are broad, illogical, and unclear. The statement of the objectives is often spiced with flowery words rather than written in simple, direct, and measurable forms. Project planners fail to show the logical link between the goals and objectives and the needs or demands. Planners also fail to show coherence between and among proposed interventions.
- Supply-driven rather than demand-driven. This happens when proposed outputs or deliverables are not relevant to the project's issues. Planners fail to show the connection between a set of interventions with desired outcomes.
- Feasibility is not determined. Proposed technical inputs and resources are not enough to achieve target outcomes and not enough to sustain benefits. Plans often suffer from inattention to technical details to incomplete interventions.
- Not enough details in the detailed implementation. More often than not, it has been observed that implementation plans often lack vital information. Essential information like milestones, indicators, targets, schedule of outputs and activities, resources (materials and equipment), expertise and human resources, and budget are often incomplete or missing in the plan.

Objectives of the Appraisal Process

A process for assessing the relevance and feasibility of education plans and program or project proposals is necessary. This quality management process is the appraisal process. The appraisal process serves as a clearinghouse to establish the relevance and feasibility of proposed initiatives. Relevance of programs and projects will be determined two ways—first, the proposed program or projects’ consistency to the DepEd vision, mission, and strategic priorities. The contribution of proposed programs and projects are determined in terms of contribution to ALS targets. Specifically, the appraisal process will enable the ALS to:

- Track the ALS’ initiatives towards achieving DepEd’s Goals, Outcomes, and Intermediate Outcomes articulated in the BEDP 2022-2030. The review will allow ALS to manage the different portfolio of ALS programs and projects;
- Check the appropriateness and relevance of ALS programs and projects, including education technologies and services vis-a-vis the needs or demands of ALS learners. The appraisal process will allow the ALS to review the feasibility of proposed interventions. The decision to pursue and not pursue courses of action is determined in the appraisal process. ALS implementers can also identify new service or service offerings in this stage; and,
- Discuss, agree, and enhance the plans. The appraisal allows stakeholders to discuss and agree on targets, timetables, budget, and implementation arrangements.

Suggested Activities

The suggested activities of the appraisal process are as follows:

- Initial Review. Pre-appraisal activity to check the completeness of the documents. Completeness means all essential contents, support data and information, and necessary support materials are included in the submitted documents. The initial review is a cursory review of the planning documents to assess whether the proponents have complied with DepEd’s planning requirements.
- Management Review. After ensuring completeness of the document, the submitted plans are reviewed, focusing on the rationale and background section of the program (description of the needs, issues, problems, and opportunities) the project is expected to address. Management review establishes the relevance of the proposed interventions and assesses how the proposal manages the strategic priorities in the education plan.
- Technical Appraisal. Detailed technical review of the plan. The technical review will include:
 - technical correctness of the proposed interventions. By technical correctness, the proposed interventions are the best set of interventions to address the situation or issues identified, and these can be implemented;
 - the capacity of proponents or ALS implementers to manage and deliver the interventions; Review includes assessment of competencies, expertise, and experiences of ALS implementers;

- the practicability of the implementation plan. The work and cost assumptions are reasonable and comply with DepEd standards and guidelines.
- Fine-tune Plan. After the management and technical reviews, the ALS proponent addresses the findings and recommendations in the appraisal.
- Submission and Acceptance. Upon completion and substantially complying with the recommendations in the appraisal, the plan is accepted and approved.

M&E Criteria: Relevance

The first evaluation criteria are relevance. Relevance means the project with its proposed ALS interventions (programs and projects) supports the thrusts and priorities outlined in the education development plans (BEDP, RBEP, DEDP), and the proposed programs and projects are addressing current and future learning needs or demands of OSCs, OSY, and OSA.

Establishing the relevance of education plans, programs, and projects increases confidence in pursuing the initiatives. An increase in confidence means the proposed programs and projects are correct, complete, and sustained. Specifically, establishing project relevance will allow DepEd ALS to:

- Prioritize programs and projects that are strategic. The ALS implementers will explicitly link the proposed programs and projects to DepEd’s vision, mission, and strategic priorities in the education strategy plans. DepEd can ensure that all approved programs and projects will significantly improve ALS learners’ participation, equity, performance, well-being, and resilience. This will help the ALS implementers to focus on “big ticket” initiatives;
- Assess the objectives of the program and projects. Objective setting is one of the common pitfalls in project management. It is vital to review, enhance, and align goals with other initiatives. The process will ensure clarity of project objectives (SMART2) - targets are realistic, achievable, and measurable;
- Clarify the problems and education issues or opportunities the proposed programs and projects intended to address or resolve;
- Assess the completeness of the interventions. A review of project relevance will determine if all necessary support interventions or mechanisms needed to sustain program or project benefits are in place. The process establishes the feasibility of ALS programs and projects; and,
- Check assumptions considered in the plan for consistency with other DepEd policies, guidelines, protocols or ways of working, and practices. The process will include a review of human resource loading, child protection policies, policies on gender, costing vis-a-vis with costing parameters of DepEd, and other internal guidelines

Establishing a project’s relevance is a mechanism for sustainability. All critical elements necessary to sustain benefits, achieve program or project outcomes are identified and considered in the plan. Sustainability mechanisms include systems or processes that prolong and replicate benefits.

2 Specific, Measurable, Attainable, Realistic, Time-bounded

Documents for Appraisal

The following plans will be subjected to the appraisal process:

- Program or project proposals from the RO and SDO
- Unsolicited submissions from external sources
- ALS strategic plan (RBEP and DEDP) and ALS Three-Year Medium Term Plan

Review Areas

The appraisal and assessment of the education plans are divided into seven major review areas. These are:

1. **Relevance of the Plan.** This is the first and significant substantive review of the strategic plan. The appraisal determines the clarity and accuracy of the education situational analysis section of the RBEP and DEDP. It assesses whether the planning framework (objectives, targets, and assumptions) is congruent with the problems, needs, issues, and opportunities described in the plan's situation analysis or background section.

The appraisal also checks the education plan's inclusion of the priority agenda or thrusts provided for by DepEd management.

2. **Feasibility of the Plan.** The review focuses on the causal link between the desired outcomes and objectives (including targets) and the proposed strategies, programs, and projects outlined in the education plan. The appraisal team determines if the proposed interventions are necessary, complete, and are the best possible solution.

The appraisal may suggest additional interventions that are already proven and tested (best practices), cost and resource-efficient, and new strategies that will significantly impact the CLC's desired outcomes and objectives.

3. **The capacity of the proponent.** ALS implementers in the RO and SDO may be able to submit a well-crafted plan but may not have the ability to implement the plan. This activity is undertaken to assess the proponent's technical assistance requirements to help them implement the plan.

The assessment includes the qualification and experience of the proponents to implement and manage proposed policies to be developed, programs and projects to be implemented, and the deliver the major activities and outputs. The review also includes the proponent's infrastructure and management systems. This assessment will provide the BEA, RO, and the SDO with pertinent information on the type and range of management and technical support the proponent will need to implement their education plan efficiently and effectively.

4. **Stakeholders Support.** The quality of support the proponent receives from stakeholders (communities and partners) is an essential dimension of sustainability. Hence, the inclusion of this element in the appraisal. Specifically, the review aims to assess the level of support the proponent can expect from the community, local government units, non-government organizations, and other grassroots or local organizations.

5. Resource Generation. The appraisal determines the resources needed to implement the education plan's proposed strategies, programs, and projects. Fund sources are assessed and determined.
6. Implementation Plan. The last item for assessment is the review of the three-year ALS Mid-Term Plan. The study includes an evaluation of the deliverables and milestones, resource estimates, duration and schedules, and budgetary requirements.

Appraisal Process Guide: Relevance Checklist

Relevance pertains to the extent to which programs and projects respond to the priorities outlined in the education plans. The ability to sort and focus on demand-responsive programs and projects is embedded in the design of the Performance Evaluation Scheme. Determining relevance is the most critical aspect of the Ministry's evaluation process.

Table 4-1 below outlines the essential elements to be reviewed to ensure project proposal quality. The table outlines the assessment criteria that may guide users in assessing the relevance of a project. For each measure, assess the project design document (PDD) in terms of:

- Yes. The criteria or the phenomenon were manifested and documented.
- Some room for improvement. Adjustments or enhancements are required to meet the evaluation criteria.
- No. The criterion or the phenomenon were not observed and recorded.

If criterion or phenomenon does not apply to the project, please indicate NA.

Table 4-1. Guide to Evaluating a Project's Relevance

| Assessment Criteria | Assessment |
|--|---|
| <p>A. The plan is RELEVANT</p> <p>Definition: The plan addresses the priority needs or demands of ALS that, when not addressed, will significantly affect the performance of ALS. Relevance means the proposed technical interventions are (i) appropriate or necessary and (ii) complete or adequate to resolve performance issues.</p> | |
| <p>1. The proposed interventions are consistent with the thrusts and priorities articulated in the education plan.</p> | <p>(a) Yes</p> <p>(b) Some Room for Improvement</p> <p>(c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>2. The plan is strategic. The proposed interventions will significantly improve the performance of many target groups and will contribute substantially to improving the key performance indicators (KPIs) of DepEd.</p> | <p>(a) Yes</p> <p>(b) Some Room for Improvement</p> <p>(c) No</p> |
| <p>Comments/Explanation:</p> | |

Table 4-1. Guide to Evaluating a Project’s Relevance

| Assessment Criteria | Assessment |
|--|--|
| 3. The proposed plan is demand-specific. The design clearly and sufficiently described the performance issues and problems to be resolved. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| <p>B. The plan is FEASIBLE</p> <p>Definition: Feasible or feasibility means the proposed interventions (technical strategies) necessary to achieve targets and establish critical support mechanisms are part of the design.</p> | |
| 4. Objectives are achievable (realistic). Desired outcomes and targets can be achieved within the plan’s time frame and resources allotted. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 5. Support mechanisms for sustaining improved performance and for continuous use of technologies are included in the plan. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 6. Proposed interventions or technologies are necessary. All proposed technologies, outputs, and activities are essential to achieving the desired outcomes. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 7. Proposed interventions are sufficient to address the needs or to achieve the desired outcomes | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 8. Technical interventions are easy to replicate and are cost-effective. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |

Table 4-1. Guide to Evaluating a Project’s Relevance

| Assessment Criteria | Assessment |
|--|--|
| 9. Activities and schedules outlined in the implementation plan are reasonable and can be implemented within the set time frame. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 10. Cost estimates are reasonable and within the guidelines or parameters set by DepEd. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |

Roles and Responsibilities

The Appraisal Process will be implemented at all governance levels. Table 4-2 below outlines the roles and responsibilities of the Appraisal Process.

Table 4-2 Responsibility Assignment Matrix (RAM) - Appraisal Process

| Activity | Governance level | Objectives |
|---|-------------------------|--|
| Review of national ALS programs and projects | BAE | Assess the relevance of proposed programs and projects to the strategies and priorities in the BEDP and the ALS road map; Check requirements to determine the feasibility. |
| Review of RBEP - ALS Strategies | BAE | Assess regional targets (intermediate outcomes vis-a-vis national targets); assess the relevance of proposed ALS regional strategies to needs and unique challenges in the region and priorities in the ALS road map; Check requirements to determine the feasibility. |
| Review of ALS programs and projects in the region | CLMD - ALS Focal Person | Assess the relevance of proposed programs and projects versus strategic directions in RBEP and ALS road map; Check implementation and operational requirements to determine the feasibility. |
| Review of DEDP - ALS Strategies | CLMD - ALS Focal Person | Assess division targets (intermediate outcomes vis-a-vis regional targets); assess the relevance of proposed ALS SDO strategies to needs and unique challenges in the division and priorities in the ALS road map; Check requirements to determine the feasibility. |

Table 4-2 Responsibility Assignment Matrix (RAM) - Appraisal Process

| Activity | Governance level | Objectives |
|--|------------------------|--|
| Review of ALS programs and projects in the SDO | CID - ALS Focal Person | Assess the relevance of proposed programs and projects versus strategic directions in DEDP and ALS road map; Check implementation and operational requirements to determine the feasibility. |
| Review of PSDS technical support to CLCs | CID - ALS Focal Person | Assess district targets vis-a-vis division targets; assess the relevance of proposed PSDS technical assistance to CLC needs; Check requirements to determine the feasibility. |

M&E Tools and Techniques

The following tools and techniques will be used to implement the Appraisal Process:

- Appraisal Checklist 1. Initial Review. Checklist to be used to ensure proposed plans complies with the planning requirements. All data and information to check the content and completeness of a plan or proposal are available in the submitted documents.
- Appraisal Checklist 2. Relevance of the Plan. Checklist to be used in reviewing the Background or Rationale and Objective sections of the plan. Provides a detailed guide on items to look for in reviewing relevance.
- Appraisal Checklist 3. Technical Appraisal. Checklist to be used in determining the feasibility of the plan. It will be used to check if the proposal incorporated important support mechanisms to generate and sustain target outcomes or benefits.
- Appraisal Checklist (Table 4-1). Summarizes the findings and suggestions to improve the proposed plans.

Means of Verification

The main output for this activity is the Summary Appraisal Report containing the findings and suggestions to improve the plan or proposal. This report verifies if the plan is relevant and feasible.

V. PROGRAM READINESS MONITORING: COHERENCE

Most implementation difficulties and inefficiencies can be traced back to unprepared and ill-equipped implementation teams that fail to adjust and respond to the management and technical rigors of the programs and projects. Such a situation may occur when there is a mismatch between current competencies of program or project staff with the demands of the job when critical management processes are not operational, and when there are misunderstandings on the intent and scope of a program or project, poor coordination, missing guidelines, and delays or missing inputs. Project teams must address these issues early in the program or project implementation.

Readiness monitoring is set up to focus on the preparedness of ALS implementers. It is a pre-implementation activity undertaken to assess the strengths and weaknesses based on objectives and commitments in the education plan. The main intention of the monitoring is to ensure the readiness of ALS implementing units they will operate cohesively. By cohesive, it means:

- the ALS implementers from central to field level have a complete understanding of a program or project's objectives, targets, and strategies;
- the ALS implementers possess the technical competencies necessary to deliver the interventions;
- technical systems (core business process) needed by the ALS implementers are in place and operational;
- adequate and essential facilities, machinery, and equipment to perform their tasks and technical work; and
- the detailed implementation plan outlines how the different activities will be implemented.

The readiness of ALS implementers is an essential milestone in implementing a program or project. The team's inability to comprehend the project's intention and scope, lack of capability to generate stakeholders' support at the start of implementation and failure to establish implementation mechanisms will have fatal consequences to project efficiency.

Monitoring readiness is undertaken at the startup or mobilization phase of a program or project.

Objectives of Program Readiness Monitoring

Program Readiness Monitoring aims to ensure all necessary ALS policies, support systems, and infrastructures needed to deliver quality essential education services to OSCs, OSYs, and OSAs are in place. This process provides the venue for reviewing and adjusting ALS policies and guidelines, capacitating ALS implementers, establishing support mechanisms and processes, and organizing needed resources before fully operationalizing a program or project. This strategy is expected to contribute to the CLCs' efficiency and effectiveness.

Overall, Program Readiness Monitoring is designed to make DepEd - RO, SDO, and CLC more organized and proactive. This is a mechanism intended to identify limitations and weaknesses in the system of ALS. Specifically, the review process will generate the following benefits:

- It makes the RO more responsive. Reviewing existing policies, programs, and organizational systems in the region allows the ALS RO to be more demand-driven, allowing the ALS strategies to be more contextualized and localized. The review will also enable the ALS RO to determine the strengths and weaknesses of its ALS programs vis-a-vis learners' context and risks currently affecting or will affecting CLC operations.
- Capacity-building programs for Division and District Supervisors and ALS teachers are customized based on unique demands or needs. More so, the capacity-building program will be more proactive instead of reactive.
- Priorities are determined. A review allows the Region and Division to determine the priority areas to establish CLCs.
- Equitable distribution of resources. The review will allow the ALS RO and SDO to allocate and place resources (human, material, equipment, etc.) to communities and CLCs where immediate and technical, and logistical support are required.
- Bottlenecks and barriers that may affect the ALS implementation are addressed, and mitigating measures to downplay the risks are in place.

As soon as the readiness or preparedness of the ALS implementers is established, the ALS RO will now have the confidence to fully implement the ALS strategies and commit technical support and needed resources to communities and CLCs.

Suggested Activities

Program Readiness Monitoring will be conducted every three years. Monitoring readiness will be conducted at Year 1 of the implementation of the (i) Technical Assistance Plan to CLC, (ii) DEDP, and (iii) RBEP. The review will be repeated in the fourth year of the DEDP and RBEP implementation or when the next cycle of TAP to CLCs is completed. The three education plans serve as the primary reference materials for the Program Readiness Monitoring.

Below are suggested activities to implement the Program Readiness Monitoring process:

1. Pre Kick-off Activity. The RO, thru the CLMD, initiates the Program Readiness Monitoring. CLMD instructs the SDO's Curriculum Implementation Division (CID) to prepare a presentation material discussing their SDO's strategic directions on ALS, priority programs and projects for CLCs and technical support requirements from the RO.
2. Kick-off Meeting. CLMD convenes the CIDs to discuss
 - CLMD levels off with CIDs by discussing the scope and objectives of the kick-off meeting.
 - Each CID representative presents a performance dashboard of the SDO. The performance dashboard includes indicators on access, efficiency, and quality. Each CID is also requested to identify its priority target communities.
 - Using the M&E Questions in Section 3.4, CLMD asks each CID to answer the evaluation questions (Table 3.1) per priority target areas.
3. Conduct Rapid Appraisal. The CID conducts rapid appraisal, focusing on priority areas (communities and CLCs). The activity aims to document gaps between the desired outcomes and strategies contained in the DEDP and the capacity of the districts to implement technical assistance to CLCs. The CID conducts a consultative meeting with CLCs and ALS teachers to determine the readiness of the communities to host CLCs, and CLCs to deliver the curriculum. As necessary, the CID may conduct further validation review to deepen its understanding of the bottlenecks and barriers that affect or may affect the CLCs' performance in the next three years.
4. Discuss and agree on immediate technical support. CLMD convenes the CID again through a workshop using the rapid appraisal results. CLMD facilitates the discussion of the findings and decides on the next steps. The following steps refer to activities that must be undertaken immediately, issues that must be addressed, and support systems that project teams must establish before fully implementing the ALS programs and projects.
5. Monitor Implementation of Next Steps. The implementation of the following steps or agreements will be monitored by the CLMD using the Program Readiness Monitoring Checklist. This checklist will help determine if the critical internal weaknesses identified in the rapid appraisal are being addressed or resolved.
6. Prepare Readiness Report. The CLMD prepares the status or completion reports indicating the compliance to the next steps, including issues encountered and risks needing further monitoring.

M&E Criteria: Cohesion

Cohesion means ensuring all members of the project team, supporting units, contractors, and service providers have the same understanding of the intent and scope of the project. Therefore, the ability of different project stakeholders to work together is critical to project implementation efficiency. Specifically, cohesion means:

- ALS team (SDO, PSDS, CLC) ready to implement the ALS strategies and programs. They are equipped with program or project management skills required to implement the ALS programs and projects efficiently. They have the technical expertise to deliver program or project interventions.
- Support resources are in place. All logistical resources (learning materials, equipment, facilities) required to efficiently and effectively sustain project implementation are available by the ALS team.
- ALS team and stakeholders (communities & LGUs) are on the “same page.” They have the same understanding of the program or project’s intention, objectives, and scope. There is evidence of collaboration and cooperation.
- Consistent with other initiatives. The ALS strategies and programs are compatible with other programs and projects of DepEd and compliant with existing guidelines. The initiatives do not contradict or conflict with other projects of other units.

M&E Questions

The following guide questions (Table 5-1) below can serve as a guide to ensuring cohesion and readiness of project teams:

Table 5-1 Evaluation Questions - Ensuring Cohesion

| Areas | Evaluation Questions |
|-----------------------------------|---|
| Readiness of SDOs to Provide TA | Are the SDOs equipped to implement the national/regional policies/guidelines/programs on ALS? What technical competencies should be enhanced to prepare the SDOs (including Districts) in implementing the ALS strategies and programs? |
| Readiness of District Supervisors | Are Public Schools District Supervisors (PSDS) equipped with the necessary competencies in providing TA to CLCs on education planning, M&E, instructional supervision, mentoring, negotiation, and resource mobilization? What training or assistance does the PSDS need to support CLCs? |
| Preparedness of Communities | Are communities ready to host and support the ALS initiatives? What support can be drawn from stakeholders and local government units (LGUs)? What community practices and constraints should be considered? |
| ALS Teachers Readiness | Is the roster of ALS teachers in CLCs sufficient? Are they equipped to teach in an alternative setting? What training and mentoring support do they need? |
| Logistics | Are CLCs have the necessary resources to operate as a learning center? If not, where are these CLCs? |

Readiness Monitoring Guide: Cohesion Checklist

The coherence Checklist outlines the items to be reviewed when a project is in the startup or mobilization phase. The review's focus is the project team tasked to implement the project. The study will look at the technical expertise of the project team and the management experience of the team.

Table 5-2 below outlines the important elements to be reviewed when a project is in the startup or mobilization stage. The table outlines the assessment criteria that may guide users in assessing the coherence of the project team. For each criterion, assess the project team in terms of:

- **Yes.** The criterion or the phenomenon were manifested and documented.
- **Some room for improvement.** Adjustments or enhancements are required to meet the evaluation criteria. Please indicate areas for improvements and suggestions on how these can be addressed.
- **No.** The criterion or the phenomenon was not observed and documented. For times with no responses, please explain the reasons and suggest how these can be addressed.

If criteria or phenomenon does not apply to the project, please indicate NA.

Table 5-2 Guide to Evaluating Project Team's Cohesion

| Assessment Criteria | Assessment |
|---|---|
| <p>A. The ALS team has the TECHNICAL EXPERTISE</p> <p>Definition: Technical expertise means the members of the project team possess the necessary specialized competencies needed to efficiently and effectively deliver the project interventions. The technical knowledge will ensure project outputs will be delivered according to the technical specification within the agreed targets and schedule.</p> | |
| <p>1. ALS team members have specialized skills to implement the proposed interventions (technologies) in the project design document.</p> | <p>(a) Yes (b) Some Room for Improvement (c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>2. The ALS team has access to technical experts. The team can tap the assistance of internal (from other departments) and external experts.</p> | <p>(a) Yes (b) Some Room for Improvement (c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>B. ALS team demonstrates experience in MANAGING the project</p> <p>Definition: Exposure or experience means the ALS lead person or any team member has the required hands-on experience managing similar or related projects.</p> | |

Table 5-2 Guide to Evaluating Project Team’s Cohesion

| Assessment Criteria | Assessment |
|--|--|
| 3. The ALS team demonstrates an understanding of project scope management. The team can prepare a project implementation plan specifying the requirements. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 10. The ALS team can set up necessary project management mechanisms or processes that will be used to manage the implementation of project activities efficiently. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |

Readiness Monitoring: Suggested Methodologies

The following methods should reinforce the use of the checklist:

1. **Document review.** Includes review of the following documents: Department Order, Approved Program/Project Design Document, Annual Plans, and Resources Allocation Matrix
2. **Interviews.** Key informant interview with the project manager to discuss technical and administrative preparations and support;
3. **Focus Group Discussion.** A guided discussion with selected staff. Possible FGD topics include:
 - understanding and awareness of the outcomes, targets, and deliverables;
 - scope of work, and the roles and responsibilities of staff;
 - existing systems
 - issues and potential problems that may affect implementation; and,
 - awareness of standards and control & adjustment mechanisms
4. **Process Review.** Review of existing systems and their responsiveness to needs and targets.
5. **Assessment of Competencies.** Matching of competencies of current staff versus needs or demands as per program or project.

Roles and Responsibilities

The process owner of the Program Readiness Monitoring is the CLMD. As process owner, CLMD initiates and facilitates the activities and monitors the implementation or compliance to suggested next steps.

Program Readiness Monitoring will be conducted by a composite team from (i) CLMD (Regional ALS Focal) as team leader, (ii) CID representatives (ALS Coordinators), (iii) Regional and SDO Planning Officer, (iv) representatives from the Quality Assurance Division (QAD) and the SDO's M&E Specialist, and (v) others (depending on the nature of the issues).

Table 5-3 below outlines the roles and responsibilities of Program Readiness Monitoring.

Table 5-3 Responsibility Assignment Matrix (RAM) - Readiness Monitoring

| Activity | Lead Person | Participating Members | Technical Support |
|---|-------------------------|--|------------------------------|
| 1. Pre Kick-off activity | CLMD - ALS Focal Person | CID ALS Coordinator District Supervisors (Selected) | Planning Officer and QAD/M&E |
| 2. the Kick-off meeting | CLMD - ALS Focal Person | CID ALS Coordinator District Supervisors (Selected) | |
| 3. Conduct rapid appraisal | CLMD - ALS Focal Person | CID ALS Coordinator District Supervisors (Selected) | FTAD/M&E |
| 4. Discuss and agree on immediate support and technical adjustments | CLMD - ALS Focal Person | CID ALS Coordinator District Supervisors (Selected) | |
| 5. Monitor implementation of next steps. | CLMD - ALS Focal Person | CID ALS Coordinator District Supervisors (Selected) | |
| 6. Prepare status or completion reports. | CLMD - ALS Focal Person | CID ALS Coordinator District Supervisors (Selected) | |

M&E Tools and Techniques

The following tools and techniques will be used to implement the Program Readiness Monitoring process:

- Cohesion Checklist (Table 5-2). Tracking instrument to be used by ALS RO to assess the readiness and capacity of the SDO and CLCs to implement ALS in their respective areas. The checklist will lead RO to identify ready SDOs and CLCs, requiring more technical and capability-building support.
- Rapid Appraisal. A participatory process for collecting and validating practices, issues, and challenges. Involves using different data collection techniques to triangulate responses, context-specific and evidence-based validation of stories. The RO will implement the rapid appraisal to generate information, stories, and insights on the state of readiness of the SDO and CLCs.

Means of Verification

The main MOV for this activity is the **Status Report on the Readiness of SDOs and CLCs**. This report describes the critical internal weaknesses affecting or may affect the ALS implementation, including next steps or adjustments that will address the internal weaknesses, status on the implementation of next steps or recommendations, and the implementation results.

This MOV will also be used as one of the primary reference materials in the conduct Results M&E and Impact Evaluation processes.

VI. PROGRESS M&E: EFFICIENCY

After establishing the project's relevance (appraisal), and readiness of the project team (startup), the next critical focus of M&E is to ensure the quality project outputs and timeliness of project interventions and activities. Monitoring progress of projects can be divided into three primary activities:

- The annual implementation review is an end-of-year review. The review aims to generate insights and lessons from ongoing projects. Results of an annual review will allow the organization and project implementers to adjust or improve project strategies and interventions. Annual reviews will also ensure continuing relevance and responsiveness of Ministry projects to shifting demands or needs of education stakeholders.
- Quarterly reviews of all projects will ensure project commitments (outputs) are delivered as scheduled and within cost and avoid unnecessary implementation delays in the tasks of the different functional units. The reviews are designed to timely address issues or potential problems that need to be addressed by each functional team. Quarterly reviews will also calibrate technical support to target clients and partners.
- Monthly monitoring of project activities. Each project team will monitor its progress. The focus of monitoring is on the following: (i) accomplishments (scope and quality), (ii) schedules (time), (iii) utilization (cost), and (iv) stakeholders' expectations. Monthly monitoring also includes documenting and resolving project implementation issues.

The central point of Progress Monitoring and Evaluation is to make a comparative assessment of what is being accomplished versus what was planned to be completed. The main objective is to steer implementation as efficiently as possible to ensure completion accomplishment targets within the allocated time and resources. PME is not a random assessment but a systematic and objective evaluation of an ongoing project. The review is based on empirical facts determined through systematic observation and documentation and a verifiable assessment process.

Progress M&E covers the outputs-activities-input level. Specifically, implementation progress is tracked and assessed in the following areas:

1. Scope of implementation. It measures actual accomplishments of outputs or deliverables versus targets in the work plan. It is also a mechanism for detecting scope creeps during implementation. Scope creeps are events or activities not contained in the plan.
2. Progress based on schedules. Actual work schedules are assessed based on target schedules or deadlines.
3. Budget expenditures. Financial progress is measured against cash flow and budget allocations.
4. Technical status. Progress M&E is also a quality control mechanism that verifies the quality of the outputs (programs and projects) delivered.

Progress M&E also documents the initial gains and benefits generated from completed projects. Through their participation, compliance, utilization, and application, initial responses from target groups are also tracked and evaluated. These will provide critical feedback on the efficacy of the interventions.

Also, tracking progress provides early warning signs for issues, problems, and external factors that may affect the quality and future delivery of outputs. It also prevents problems from escalating or spreading by ensuring corrective actions are in place.

Steering or adjustments is an integral feature of Progress M&E. Implementation plans are adjusted or enhanced based on findings and recommendations shared in management reports.

Objectives of Progress M&E

Progress M&E is a systematic and objective assessment of the ongoing implementation of a plan, program, or project. The main objective is to steer implementation as efficiently as possible based on empirical facts determined through systematic observation and documentation and a verifiable assessment process. Progress M&E contributes to ensuring the efficiency of all program or project units, increasing the likelihood of timely delivery of outputs as outlined in the Implementation Plan. It is mainly designed to provide timely and accurate information with up-to-date status of all programs and projects of the organization. The insights and lessons from tracking efficiency will manage the implementation and ensure project commitments and targets are accomplished.

Specifically, Progress M&E System will enable the ALS implementers to:

- Determine the overall accomplishments of the unit as well as track the implementation status of individual programs and projects;
- Assess funds support, utilization, and revenues (if any), and how these are affecting physical accomplishments;
- Identify programs and projects that are delayed or underperforming. Facilitate immediate corrective actions for delays and issues. Timely and appropriate responses will ensure accomplishments are consistent with the approved targets, schedules, and costs;
- Get immediate feedback on the quality of technical support or services provided by the ALS implementers to their respective target groups or stakeholders;
- Document the experiences of ALS staff in project implementation, which include sharing of effective practices and lessons learned; and
- Detect and minimize scope creep. Mitigate the effects of unplanned events or activities on their targets.

Suggested Activities

Progress M&E involves five major activities.

1. Freezing the Baseline Plan. The baseline is the approved Annual Implementation plan (AIP) submitted by all ALS implementers before implementation. Approved AIPs will be used main reference document for tracking implementation, specifically comparing actual performance versus targets.

The first step in Progress M&E is “freezing” the plan. This involves finalizing the targets (physical and revenue), activities, costs, and schedules in the AIP.

2. Prepare monthly status reports. Monthly status reporting focuses on physical accomplishments and utilization of resources. The activities for monthly status reporting include:
 - Use official secondary sources (means of verification), including training reports, receipts, and other documents, to verify accomplishments.
 - Measure the monthly physical accomplishment and utilization.
 - Address major discrepancies in the plan versus actual accomplishments at the program or project level.
3. Undertake quarterly assessments. Quarterly assessments are status review sessions conducted after every three months of implementation. ALS implementers will meet to discuss the accomplishments (quarter), deviation from targets, technical (quality) issues, and concerns and issues to be addressed in the next quarter.

The suggested activities for the quarterly assessments are as follows:

- Consolidate accomplishments (three months) into a Quarterly Progress Report.
 - Identify programs, projects, and clusters of activities that are behind schedule. Conduct project review when needed (when major milestones were not achieved).
 - Conduct management meetings to discuss discrepancies in targets and actual accomplishments. The meetings will also discuss the causes of the delay and the suggested courses of action.
 - Prepare Quarterly Progress Report. Quarterly reporting covers both quantitative and qualitative information. Reports on physical accomplishments and costs must be supported by narrative and qualitative description or analysis. Highlights of discussion should be on major achievements and major milestones not achieved.
 - Submit of quarterly report to the head of the unit.
4. Conduct mid-year implementation review. After two-quarters of project implementation, conduct a mid-year review of all ongoing programs and projects. After two-quarters of implementation, the review will provide the ALS implementers with overall physical accomplishments. The performance of each program or project will also be reviewed.

The suggested activities for the mid-year review are as follows:

- Consolidate accomplishments (two quarters) of all programs and projects into an office-wide Quarterly Progress Report.
 - Conduct meetings to present accomplishments and discuss implementation details, including bottlenecks that affected the timely delivery of project outputs.
 - Prepare an ALS-wide accomplishment report.
 - Adjust baseline plans as necessary. Adjustments may include new programs, projects, or activities.
5. Conduct annual implementation review. The annual review covers the review of intermediate outcomes resulting from ALS programs and projects. The review's focus will be on two major concerns: (i) what went well?, and (ii) what went wrong?

Results of the annual review will be used as input to the next AIP and to improve the management and technical services of ALS units.

Activities for the annual implementation review are as follows:

- Gather, collate, and analyze data and information on initial gains from ALS programs and projects. Initial gains are benefits received, realized, or experienced by target groups from ALS interventions. Refer to PDDs to verify program or project benefits.
 - Collate accomplishments per program or project and geographical area using the Quarterly Progress Reports. Highlight major accomplishments and major discrepancies.
 - Conduct the year-end meeting or workshop to discuss end-of-year initial gains, accomplishments, bottlenecks, and challenges encountered. Draw insights and lessons.
 - Prepare the Annual Accomplishment Report. The report details the accomplishments for the year, describes the initial gains or benefits by documenting from target groups and stakeholders, and highlights the lessons learned, agreements, and next steps. Also include operational and policy issues that must be addressed and suggestions on how these will be addressed.
 - Submit Annual Accomplishment Report to head of the unit.
6. Prepare next year's AIP. The Annual Accomplishment Report is a major prerequisite in preparing the AIP. Issues raised in the annual report and the suggested courses of action must be addressed in the AIP.

Annual planning may involve:

- Identification of gaps. Based on the accomplishments in the previous year, review targets and strategies in the strategic plan to estimate targets and determine priorities for next year's implementation.
- Preparation of next AIP.

M&E Criteria: Efficiency

Efficiency is one of the common measures for evaluating project implementation. Efficiency refers to the delivery of program or project outputs within the agreed quality, scope, time, and cost. Efficiency will be assessed using the following performance metrics:

1. Physical Accomplishment. Determines the extent of accomplishment based on physical target using the same reporting period. The formula for determining physical accomplishment is as follows:

$$\frac{\% \text{ Accomplishment to Date} = \text{Actual Outputs (time)} \times 100\%}{\text{Target/Plan Outputs (time)}}$$

2. Financial Performance. Determines fund support, funds utilization, and revenues
 - Funding Support refers to actual releases of cash disbursements as against programmed amounts to meet physical targets.

$$\frac{\% \text{ Fund Support} = \text{funds released} \times 100\%}{\text{programmed amount}}$$

- Funds Utilization refers to actual disbursements or expenditures made in achieving physical targets as against the cash disbursement ceiling issued.

$$\frac{\% \text{ Fund Utilization} = \text{disbursements} \times 100\%}{\text{funds released}}$$

M&E Questions

The following guide questions (Table 6-1) below can serve as a guide in tracking and ensuring the efficiency of the ALS program and project.

Table 6-1 Evaluation Questions - Efficiency

| Areas | Evaluation Questions |
|------------------------------------|--|
| Quality of Interventions | <p>Are the outputs fit for purpose?</p> <p>Are the outputs delivered according to technical specifications described in the PDD?</p> |
| Scope (physical accomplishments) | <p>What is the overall physical accomplishment rate to date?</p> <p>Which programs and projects are lagging?</p> <p>What interventions failed to meet targets?</p> <p>What factors facilitated and hindered the accomplishment of targets?</p> <p>What activities implemented and outputs delivered were not part of the approved PDD?</p> |
| Time (timeliness of interventions) | <p>Are activities completed according to the agreed schedule?</p> <p>What internal issues contributed to delays in program or project implementation?</p> <p>What external factors contributed to delays in program or project implementation?</p> |
| Cost (utilization) | <p>What is the utilization rate?</p> <p>What are the major expense items?</p> <p>Did the budget arrive on time?</p> |
| Stakeholders participation | <p>Are the ALS stakeholders comfortable with the progress of the program or project?</p> <p>Are the stakeholders happy with the way things are going?</p> <p>What is the contribution of the stakeholders?</p> <p>What issues were raised by stakeholders? How were these resolved?</p> |
| Implementation bottlenecks | <p>What is going wrong in the ALS implementation?</p> <p>What internal issues affected the implementation of ALS programs and projects?</p> <p>How were the issues resolved?</p> <p>What problems are emerging?</p> |

Progress M&E Guide: Efficiency Checklist

Efficient implementation of ALS programs and projects is a critical requirement for achieving ALS and intermediate outcomes. Unless strategies and activities are implemented according to design, time, and cost, the realization of desired benefits may not happen. Efficiency is verified through the following elements: (i) quality of the project outputs; (ii) physical accomplishments (scope), (iii) timeliness of activities, and (iv) maximize utilization of project resources (budget).

Table 6-2 below outlines the important elements to review during ongoing project implementation. The table outlines the assessment criteria that may guide users in assessing efficiency. For each criterion, assess the performance in terms of:

- **Yes.** The criterion or the phenomenon were manifested and documented.
- **Some room for improvement.** Adjustments or enhancements are required to meet the evaluation criteria. Please indicate areas for improvements and suggestions on how these can be addressed.
- **No.** The criteria or the phenomenon were not observed and documented. For times with no responses, please explain the reasons and suggest how these can be addressed.

If criterion or phenomenon is not applicable, please indicate NA.

Table 6-2. Guide to Evaluating Project Implementation

| Assessment Criteria | Assessment |
|---|---|
| <p>A. ALS outputs are delivered according to quality (technical specification)</p> <p>Definition: Quality means the technical specification of the outputs as described in the project design document are achieved. All outputs delivered are fit for use.</p> | |
| <p>1. All outputs delivered by the project team are consistent with the approved project design.</p> | <p>(a) Yes</p> <p>(b) Some Room for Improvement</p> <p>(c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>B. Implementation is within SCOPE.</p> <p>Definition: Within the project, scope means all outputs delivered and activities implemented are according to the approved AIP. The project team can minimize scope creep and manage the adverse effects of scope creep.</p> | |
| <p>2. All target outputs in the AIP are completed according to schedule.</p> | <p>(a) Yes</p> <p>(b) Some Room for Improvement</p> <p>(c) No</p> |
| <p>Comments/Explanation:</p> | |

Table 6-2. Guide to Evaluating Project Implementation

| Assessment Criteria | Assessment |
|--|--|
| 3. All activities are implemented according to plan (time). | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 4. The project team can minimize the scope creep and the effects of non-related project activities. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| <p>C. Project resources are utilized EFFICIENTLY.</p> <p>Definition: Efficient utilization of resources means all funds allotted to implement the project activities are utilized for authorized project activities according to the budget outlined in the work and financial plan.</p> | |
| 5. All project funds are utilized for authorized project activities. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 6. Funds utilization rate (budget versus actual expenditure) is very satisfactory (at least 90%). | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 7. According to the cash flow requirements outlined in the work and financial plan, project funds are available on time. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| <p>D. Implementation issues were efficiently managed and resolved.</p> <p>Definition: Issues encountered implementing ALS programs and projects were promptly resolved. No escalation of issues was observed.</p> | |

Table 6-2. Guide to Evaluating Project Implementation

| Assessment Criteria | Assessment |
|---|--|
| 8. Implementation issues are identified and regularly tracked. ALS implementers logs and monitor issues. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 9. ALS implementers resolved implementation bottlenecks on time and minimal program or project implementation effects. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| <p>E. Stakeholders actively participate and are happy.</p> <p>Definition: Stakeholders are non-ALS implementers who will benefit or be affected by ALS interventions. Stakeholders also include program or project sponsors, partners, and contractors.</p> | |
| 10. Stakeholders are actively participating in the implementation of ALS programs and projects. Their inputs are solicited and acknowledged. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 11. Stakeholders are satisfied with the progress of implementation. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |

Roles and Responsibilities³

All ALS implementers will be responsible for tracking and monitoring the progress of their respective programs or projects.

Table 6-3 Responsibility Assignment Matrix (RAM) - Progress M&E

| Activity | Lead Person | Participating Members | Technical Support |
|---------------------------------|--|--|------------------------|
| 1. Monthly monitoring | Program or Project Coordinator | Program or project staff | |
| 2. Quarterly monitoring | Program or Project Coordinator | Program or project staff | |
| 3. Mid-Year Review | M&E Coordinator (BAE) ALS Focal Person (RO and SDO) PSDS (CLC) | CID ALS Coordinator District Supervisors (Selected) | QAD and M&E Specialist |
| 4. Annual Implementation Review | M&E coordinator (BAE) CLMD - ALS Focal Person | CID ALS Coordinator District Supervisors (Selected) | QAD and M&E Specialist |

M&E Tools and Techniques

Progress M&E tools and techniques to be used include:

- Line of balance. Also known as s-curve, this tool will be used to track ALS implementers' overall efficiency and individual programs or projects. A line of balance will also be used to track the utilization of the budget.
- Issue log. Tool to be used to document operational bottlenecks that affected program or project activities. Issue log also serves as a tracking tool to monitor actions taken to resolve issues.
- Risk Tracking Matrix. Tool to be used to track external factors that may affect program or project implementation.
- Performance Dashboard. A one-page document showing the accomplishments and status of ALS programs and projects, including usage of resources.

³ All governance units will conduct Progress M&E, focusing on their respective programs and projects.

Means of Verification

The following Means of Verification (MOV) will be used to validate accomplishments, issues, and concerns and to generate feedback and sharing of information:

1. Baseline Documents

- AIP. Contains the agreed targets (outputs and revenues), schedules, and cost (budget) of the ALS implementer for the year. The AIP is the main reference document for tracking performance in the next 12 months.

2. Status Reports

- Monthly Status Report. All accomplishments are presented in a performance dashboard representing the outputs delivered and activities accomplished. Includes both physical accomplishments and utilization of budget.
- Quarterly Reports. Accomplishment report representing three months of program and project implementation. To be presented in a performance dashboard, quarterly reports include overall accomplishment to date and utilization rate. A short narrative discussion of accomplishments, discrepancies, and issues encountered in a quarter is also included in the report.
- Annual Accomplishment Report. Details the overall accomplishment in one year of implementation. It also includes discussion on the initial gains from ALS programs and projects, issues and bottlenecks, and feedback from stakeholders.

3. Supporting Documents. Support documents include completion reports, training reports, individual accomplishment reports, financial records, receipts, and other documents verifying outputs and activities' completion.

4. Validation Visits

- Documentation of stakeholders' participation, compliance, enforcement, utilization, and practices. This may include field visits and rapid appraisal techniques to generate information and insights on how the stakeholders are using, complying, participating in the ALS programs and projects.
- Validation visits or trigger audits. Unscheduled stops are undertaken mainly for programs and projects experiencing plenty of difficulties and challenges. The monitoring team may employ different verification techniques during the visits like interviews, focus group discussion, inspection, and observation.

VII. MID-TERM REVIEW: SUSTAINABILITY

Sustainability is an essential criterion in evaluating strategies and programs, and projects. Purposively tracking mechanisms vital to sustaining and propagating program outcomes is good practice. Sustainability mechanisms include leadership, support policies, the capacity of client or recipient organization, technology support, materials and logistics, and other factors that may contribute to continuing and prolonging gains from the ALS program and project offerings.

Sustainability will be documented through the mid-term review process. Mid-term review is a significant evaluation and adjustment stage. To be implemented towards the end of the second year of implementing the strategic plan (BEDP, RBEP, DEDP), the review process provides the platform for ALS implementers to assess and check the responsiveness and relevance of ALS strategies and programs. The review will focus on initial gains. The process will provide critical feedback, insights, and lessons that management may need in re-directing the strategic directions in the strategic plans and re-calibrating ALS programs and projects, technologies, and systems. A mid-term review also documents education institutions and other stakeholders' capabilities to sustain program outcomes or benefits, including their capacity to propagate and enhance products or technologies introduced by DepEd.

A mid-term review will be undertaken while implementation is ongoing. It focuses on measuring and documenting the initial gains or benefits generated after three years of implementing the strategic plan. The main objectives are to determine how effective the strategies employed to improve stakeholders' responses (which include participation, compliance, enforcement, utilization, initiatives) and to assess how these strategies can be further enhanced to sustain the initial gains and achieve the desired outcomes.

The achievement of initial results or benefits helps identify which policies and programs to continue to sustain the initial benefits gained after three years of implementation. The review will also provide indications on programs and projects to stop, address implementation red flags, and formulate new policies that will increase the probability of achieving target and intermediate outcomes.

Objectives of a Mid-Term Review

The main objective of a Mid-Term Review is to enable DepEd and ALS implementers to make significant adjustments and enhancements in ALS policies, strategies, and priorities. The review process will provide important lessons and insights needed to ensure ALS initiatives' continuing relevance and ensure that achieving target outcomes and intermediate outcomes are feasible.

A Mid-Term Review is both a control and adjustment platform. It is a control point for assessing and documenting the initial gains from programs and projects. It is also a venue for adjustments to initiate changes and improvements in the strategies outlined in the strategic plans. Adjustment point becomes more relevant and necessary when the desired initial results are not generated.

Suggested Activities

Activities for the ALS Mid-Term Review will start towards the end of the third year implementation of the RBEP and DEDP. Suggested activities are as follows:

1. Prepare the evaluation design for the Mid-Term Review. In consultation with ALS Focal Persons in the region, the BAE prepares the evaluation framework, design, and review strategies.
2. Coordinate with QAD. The Regional ALS Focal Persons discusses with the QAD the mid-term evaluation's scope, objectives, and technical requirements. QAD prepares the activity design and suggests processes and tools for the review.
3. Organize performance data and information. These include data and information contained in the following documents:
 - Completion Reports. These include project, training, and advocacy reports. These documents will provide information on the type and quality of assistance received by the stakeholders from ALS implementers;
 - Annual Report. Includes information on programs, projects, and activities delivered in last three years; and,
 - Training Designs. This document is necessary when evaluating competencies and designing the evaluation instruments.

4. Data Gathering (as required)

Data gathering activities refer to both gathering of quantitative and qualitative data and information. Quantitative data and information provide the magnitude or extent of accomplishments that are useful in determining the number of target groups or stakeholders, amount of investments, and income increase.

On the other hand, qualitative data and information will provide the "stories or context" behind the numbers and percentages reported in documents. These include practices, behavior, usage, and perceptions of stakeholders. These also include initiatives undertaken by stakeholders. It aims to document effective practices and draw lessons from failed undertakings. This qualitative information is essential inputs to program design improvements.

5. Conduct a three-day Mid-Term Review. QAD facilitates the three-day activity attended by ALS implementers from the RO and the SDOs. The three-day review shall cover the following:
 - Overall performance of the RO and the SDOs (intermediate outcomes and outputs);
 - Documented improvements in the performance of ALS learners;
 - Improvements in capacities of CLCs, ALS teachers, ALS implementers at the SDO and RO levels;

- Bottlenecks that affected the delivery of program and project outputs;
 - Discussion of risks – threats and opportunities that may affect the next three years of implementation.
 - Proposed actions.
6. Prepare Mid-Term Report. The Mid-Term Report documents the ALS achievements and accomplishments in the first three years of implementation.

M&E Criteria: Sustainability

Sustainability focuses on outcomes or benefits. Sustainability means benefits are continuous even after support from the project has been completed. Benefits, not outputs or projects, are sustained. Sustaining benefits can be made possible when the necessary mechanisms to continue the generation of benefits are in place. Desired outcomes may be generated but are not continued due to the absence of critical support mechanisms to sustain them.

Therefore, it is crucial to track and ensure sustainability mechanisms. Sustainability mechanisms include:

- Capacities of target groups or recipients to utilize and manage project outputs;
- Support infrastructure that will allow the target groups to continue using and applying skills or competencies gained from the project;
- Support policies, systems, and processes that will provide a facilitative environment that will continue the initiatives started by the project; and,
- Resources and access to funding support will allow the target groups to replicate and propagate the technologies introduced in the project.

M&E Questions

The conduct of a Mid-Term Review is strategic. It will provide ALS implementers with essential and helpful information and insights that can be used to assure ALS outcomes and intermediate outcomes are achieved. Guide questions (Table 7-1) below can guide determining and documenting sustainability.

Table 7-1 Evaluation Questions - Sustainability

| Areas | Evaluation Questions |
|--|--|
| Improvements in situation and performance of target groups | <p>After three years of assistance:</p> <p>Is there are improvement in the situation of target groups? Issues or performance issues were resolved.</p> <p>Is there an improvement in the performance of target groups? Are our target groups able to demonstrate improved competencies?</p> |
| Target groups apply or utilize technologies, facilities, materials, and equipment provided by ALS. | <p>After three years of capability building:</p> <p>Are the target groups utilizing or applying the competencies learned from training and mentoring sessions?</p> <p>Are our target groups using the technologies (depending on programs or projects) introduced by ALS implementers?</p> <p>Our target groups using the learning materials and learning equipment provided by ALS?</p> |
| Relevance of programs and projects continue to | <p>After three years of implementation:</p> <p>Are there new issues and threats that could affect ALS learners' performance?</p> <p>Are there new issues and threats that could affect the delivery of ALS programs and projects?</p> |
| ALS Intermediate outcomes - targets | <p>After three years of implementation:</p> <p>Is it still feasible to achieve the targets committed in the education plans?</p> <p>What adjustments are necessary?</p> |
| Mechanisms for sustainability | <p>Are the necessary mechanisms to sustain initial gains in place?</p> <ul style="list-style-type: none"> • Are ALS implementers equipped with the necessary competencies to replicate the program or project gains? • Do they have the support facilities to continue applying or utilizing learning gained from capability-building initiatives? • Are there enough ALS implementers to continue implementing successful programs or projects? • Are there existing DepEd policies and guidelines that may affect or curtail the initial gains? • Are the M&E processes being utilized for decision-making? |

Mid-Term Review Guide: Sustainability Checklist

Sustainability is an essential consideration for ensuring the effectiveness of projects. Project sustainability means setting up or establishing support mechanisms to help achieve and prolong benefits. Important sustainability mechanisms include leadership, policies, the capacity of client or recipient organization, technology support, support systems and procedures, materials and logistics, and other factors that may contribute to continuing and prolonging gains from the project.

The sustainability of a project can be assessed using the following parameters: (i) proposed interventions continue to be relevant; (ii) project objectives and targets can be completed within remaining time and resources; and (iii) critical support systems to sustain or prolong generation of benefits are in place.

Table 7-2 below outlines the critical elements to consider in assessing sustainability. The table outlines the assessment criteria that may guide users in determining the project’s sustainability. For each criterion, assess the project implementation in terms of:

- **Yes.** The criterion or the phenomenon was manifested and documented.
- **Some room for improvement.** Adjustments or enhancements are required to meet the evaluation criteria. Please indicate areas for improvements and suggestions on how these can be addressed.
- **No.** The criterion or the phenomenon was not observed and documented. For times with no responses, please explain the reasons and suggest how these can be addressed.

If criterion or phenomenon does not apply to the project, please indicate NA.

Table 7-1. Guide to Evaluating Project Sustainability

| Assessment Criteria | Assessment |
|---|---|
| <p>A. The project interventions continue to be RELEVANT</p> <p>Definition: At Mid-Term Review, relevance means the ALS strategies and outputs to be delivered continue to be relevant. The technical support continues to be relevant despite changes in the project environment. Strategies remain relevant in addressing the needs of the project stakeholders or beneficiaries.</p> | |
| <p>1. ALS strategies continue to be consistent with the DepEd’s priorities articulated in the BEDP. ALS will significantly contribute to the outcomes and intermediate outcomes.</p> | <p>(a) Yes (b) Some Room for Improvement (c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>2. ALS strategies, programs, and project continues to be strategic. The interventions will significantly improve performance.</p> | <p>(a) Yes (b) Some Room for Improvement (c) No</p> |
| <p>Comments/Explanation:</p> | |

Table 7-1. Guide to Evaluating Project Sustainability

| Assessment Criteria | Assessment |
|---|---|
| <p>B. The targets will be completed within the remaining timeframe and desired outcomes will be achieved.</p> <p>Definition: Feasible or feasibility means the project is on track to generate the desired outcomes. Critical support mechanisms needed to continue using the technologies (introduced or provided by the project) are in place.</p> | |
| <p>3. Achieving the project objectives and targets is still feasible. The remaining targets can be completed within the time frame and resources allotted within the project timeframe.</p> | <p>(a) Yes (b) Some Room for Improvement (c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>4. Strategies and interventions to date are complete.</p> | <p>(a) Yes (b) Some Room for Improvement (c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>5. The remaining activities and schedules outlined in the project implementation plan can be completed in the remaining days.</p> | <p>(a) Yes (b) Some Room for Improvement (c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>C. Sustainability mechanisms are in place</p> <p>Definition: Sustainable means continuing to implement interventions that generate desired benefits, which can be maintained with minimal resources. Sustainability also means the critical support mechanisms needed to continue developing the benefits are in place.</p> | |
| <p>6. Client expectations are achieved, and key stakeholders commit to pursuing the same desired outcomes.</p> | <p>(a) Yes (b) Some Room for Improvement (c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>7. Support mechanisms needed to continue generating benefits or sustaining performance are in place.</p> | <p>(a) Yes (b) Some Room for Improvement (c) No</p> |
| <p>Comments/Explanation:</p> | |

Table 7-1. Guide to Evaluating Project Sustainability

| Assessment Criteria | Assessment |
|--|--|
| 8. Clients or target groups are utilizing or applying the completed outputs. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 9. Technical interventions are easy to replicate and are cost-effective. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |

Roles and Responsibilities

The overall process owner of the Mid-Term Review is the BAE and is supported by the Quality Assurance Division of the Regional Office. As process owner, BAE is responsible for the overall management and supervision of the conduct of the Mid-Term Review. The QAD heads implementation at the regional level. QAD will lead the preparations for the review and facilitate the conduct of the Mid-Term Review.

ALS focal persons from the RO and SDOs will be responsible for the technical preparations, which include (i) design of assessment tools, (ii) access to status reports, completion reports, and other technical documents, and (iii) soliciting the participation of ALS stakeholders and partners.

M&E Tools and Techniques

M&E tools and techniques to be used in the Mid-Term Review are as follows:

- ALS M&E Framework. M&E frameworks of CLCs, SDOs, ROS, and the BAE’s integrating framework will be used as primary reference materials in comparing accomplishments versus plans and targets.
- Mid-Term Review Operational Framework. This tool outlines the ALS key performance indicators, performance data, program and project information, and external factors used in the review.
- SWOT Matrix. Tool to track external factors that may affect program or project implementation.
- Performance Dashboard - Intermediate. A one-page document showing the status of ALS implementation in the region. This performance dashboard focuses on intermediate outcomes.

Means of Verification

Outputs of Mid-Term Review are as follows:

- Mid-Term RBEP or DEDP Report. A document containing initial gains and lessons from the first three years of RBEP and DEDP implementation. Outlines recommendation including adjustment strategies to be employed in the last three years of RBEP and DEDP implementation.
- Inventory of Sustainability Mechanisms. List and description of ALS support systems that are important to efficient and sustainable operations of ALS in the entire DepEd.

VIII. RESULTS MONITORING & EVALUATION: EFFECTIVENESS

Objectives of a Results M&E

Results M&E plays a vital role in improving strategies, technical designs, and ALS programs and projects management. To be conducted at the end-of-every six years (RBEP & DEDP), results of the evaluation will be used to prepare the next cycle RBEP and DEDP. The findings will inform ALS implementers on programs and projects to sustain and continue, initiatives to enhance or discontinue, and inputs on operationalizing a more responsive ALS support system.

Specifically, a Results M&E is undertaken to:

- Measure achievement of intermediate outcomes, which include ALS learners participation and performance, and well-being and resilience;
- Document enhancements in capacities of ALS implementers to improve quality of ALS technologies and services and ability to manage programs and projects;
- Document project strategies that work, practices to sustain, and adjustments in organization systems and processes to ensure continuing relevance; and,
- Document effective practices and document project implementation bottlenecks and barriers that affected project implementation.

M&E Criteria: Effectiveness

Effectiveness is determined through the target groups. Effectiveness, in the context of ALS, means:

- Increased in participation and performance of ALS learners;
- Improved capacity of CLCs to operate in high demand areas and effectively deliver the curriculum;
- Improved capacity of the SDOs' to manage and implement ALS programs and projects, and enhanced technical assistance skills;
- Improved capacity of the RO to create and deliver responsive education services to OSC, OSY, and OSA. Regional programs and projects are customized based on the needs of the communities they serve; and,
- Improved capacity of BEA to create a conducive policy environment for the ROs and SDOs and operationalize support systems that will sustain DepEd's implementation of ALS.

M&E Questions

Table 8-1 below enumerates suggested evaluation questions that can facilitate the conduct of Results M&E.

Table 8-2 RME Evaluation Questions

| Governance Level | Evaluation Questions |
|------------------|--|
| ALS Learners | <ul style="list-style-type: none"> • Is there an increase in the completion rate of OSC, OSY, and OSA? • Is there an increase in the percentage of test-takers passing the A&E test (Elementary, JHS, SHS)? • Is there an increase in the percentage of mapped OSC, OSY, OSA participating in ALS? |
| CLC | <ul style="list-style-type: none"> • Are CLCs operating in high demand or need areas? • Is there an increase in the number of communities reached by the broadcast system? • How many CLCs are operating with the ideal teacher to learner ratio? Is there an improvement in CLCs with the ideal teacher to learner ratio? • How many CLCs are operating with ideal learning materials to learner ratio? Is there an improvement in CLCs with ideal learning materials to learner ratio? |
| SDOs | <ul style="list-style-type: none"> • Is there an improvement in the capacity of SDOs to provide technical support to CLCs' ability to milled stakeholders' support? |
| RO | <ul style="list-style-type: none"> • Is there an improvement in the capacity of ROs to provide an appropriate policy environment and establish demand-responsive mechanisms? |

Results M&E Guide: Effectiveness Checklist

Project effectiveness means the outputs introduced by a program or project can improve performance and address the needs of the target groups. Essential markers for effectiveness include (i) improvement in the performance of target groups, (ii) there is continued utilization or application of project outputs, and (iii) the project outputs can be sustained or replicated. Documentation of results will provide ALS implementers with valuable feedback and insights on the effectiveness of ALS technologies and products and will serve as input to enhancing technical and implementation design of interventions.

Effectiveness will be documented through the following: (i) project objectives or outcomes were achieved, and (ii) project benefits can be sustained.

Table 8-1 below outlines the essential elements to consider in assessing a project’s effectiveness. The table outlines the assessment criteria that may guide users in evaluating the effectiveness. For each criterion, assess the project implementation in terms of:

- **Yes.** The criterion or the phenomenon was manifested and documented.
- **Some room for improvement.** Adjustments or enhancements are required to meet the evaluation criteria. Please indicate areas for improvements and suggestions on how these can be addressed.
- **No.** The criterion or the phenomenon was not observed and documented. For times with no responses, please explain the reasons and suggest how these can be addressed.

If criterion or phenomenon does not apply to the project, please indicate NA.

Table 8-1. Guide to Evaluating Project Effectiveness

| Assessment Criteria | Assessment |
|---|--|
| A. ALS intermediate outcomes are achieved. Definition: ALS is effective when the desired outcomes outlined in the ALS M&E Framework are achieved or realized. The needs or demands of the target groups or clientele are addressed or resolved. | |
| 1. ALS intermediate outcomes or benefits are observed. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 2. The ALS strategies and interventions significantly improved the CLCs, SDOs, or ROs. | (a) Yes (b) Some Room for Improvement (c) No |
| B. Outcomes or benefits can be sustained Definition: Benefits resulting from the ALS programs and projects are maintained and sustained with minimal resources. | |
| 3. Clients or target groups (CLC, SDO, RO) utilize or apply the completed outputs. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |
| 4. ALS technical interventions are easy to replicate and are cost-effective. | (a) Yes (b) Some Room for Improvement (c) No |
| Comments/Explanation: | |

Roles and Responsibilities

Responsibility to do results M&E is assigned to the three groups, the CO's BAE, RO's QAD, and SDO's CID. Each group will have a unique focus:

- BAE's will evaluate the RO covering the objectives outlined in the RO ALS M&E framework
- QAD will evaluate the SDO covering the objectives outlined in the SDO ALS M&E framework
- SDO will evaluate the CLCs covering the objectives outlined in the CLC M&E framework

Specifically, the scope of work includes developing evaluation design, development of validation tools, data collection and validation, and preparation of the RME Report. The evaluation report shall document the ALS programs and projects implemented in the last six years. Highlights will be on the performance of ALS learners and on the strategies and critical practices employed that successfully attain target outcomes. The report shall also include priorities, and implementation issues addressed immediately in the following education planning cycle.

M&E Tools and Techniques

The selection of evaluation tools and techniques depends on the objectives, focus, and nature of programs or projects to be reviewed.

Means of Verification

Outputs of Results M&E are as follows:

- RBEP or DEDP Implementation Report. This is a post-RBEP and DEDP implementation report that will prepare the next cycle of RBEP and DEDP. This documents the achievement of outcomes and intermediate outcomes generated at the level of the region and division, capacities of the CLCs and ALS implementers, and implementation challenges and issues. The report describes the baseline situation in the next planning cycle.
- Program or Project Completion Report. Overall assessment of program or project implementation. A completion report documents the outcomes or benefits generated by the interventions, description of outputs delivered, major activities implemented, and implementation issues encountered.

IX. IMPACT EVALUATION: IMPACT

Objectives of Impact Evaluation

Impact evaluation lays out the process for special studies examining and documenting the impact of ALS strategies and programs' impact on improving OSC, OSY, and OSAs' access to opportunities and participation after completing basic education. Impact, which may be intended or unintended, will provide valuable inputs to DepEd ALS policymakers to formulate education policies and adjust current strategies specific to the opportunities and challenges of OSC, OSY, and OSA. Impact evaluation also involves special studies investigating the effects of DepEd's policies and other programs on ALS operations.

More specifically, Impact Evaluation aims to:

- **Impact on Learners.** Document ALS learners' transition from basic education to higher education, work, or entrepreneurship. Tracer studies will be conducted to document how ALS learners perform after their stint in basic education and how different ALS programs and projects contributed to their access to opportunities in society. Successful transition of ALS learners
- **Impact of ALS Programs and Projects.** Determine the contribution of completed and ongoing ALS programs and projects to ALS intermediate outcomes. The impact studies can help DepEd ALS prioritize programs and projects and determine how the environmental factors influence program results and how programs and projects affect its environment. Impact evaluation results can also be used to fine-tune the design and feasibility of programs and projects.
- **Impact of DepEd ALS Operations.** Maintaining and sustaining operational readiness will allow DepEd ALS to respond to emerging challenges and threats proactively. Continuing review of DepEd ALS operations will help understand the conditions contributing to organizational efficiency and effectiveness. It also includes understanding the direct and indirect effects of environmental challenges and threats to DepEd. The evaluation can also help recognize the influence of DepEd ALS practices, processes, and culture on the participation of its stakeholders and partners. Findings from impact evaluation provide insights and lessons on how DepEd is organized in different circumstances and how DepEd will effectively design programs and projects relevant to the unique requirements of ALS learners and learners from remote and disadvantaged communities. Results can lead to further studies on DepEd's internal systems and processes.
- **Effects of new policies, other programs.** The unintended positive and negative impacts of the new government and DepEd policies, new programs, and existing trends will be reviewed and assessed. A thorough review will help ALS implementers adjust and minimize the impact of other initiatives on ALS target groups and ALS operations. The evaluation process will serve as a venue for discussion between and among DepEd implementers to ensure complementation rather than conflict.

Suggested Impact Evaluation Studies⁴

The following are possible IE studies that can be undertaken to determine the contribution of the MPPE to the DepEd's mandate of providing quality basic education to all, as well as assess the impact and unintended effects of the MPPE programs to other DepEd programs and the unintentional effects of other DepEd programs and policies to the MPPE.

- **Tracer study.** This involves tracking ALS learners' pathways. Includes tracking transition from ALS to formal learning, ALS to junior high school or senior high school, and ALS completers and passers to higher education, work, and entrepreneurship. Tracer's study includes assessing how ALS learners perform as they transfer to another level. Comparative studies of different cohorts can also be undertaken. Results of these evaluation studies will provide both the CO and RO with valuable information on the impact of ALS in general and the impact of CLCs on ALS learners' performance on MG pupils as they transition to Grade 7 and participate in the secondary level. Example of an evaluation question: Are the performance of ALS completers comparable or better than those from formal schools? Or from other CLCs?
- **Influence of/to learners.** Comparative review of how the curriculum impacts ALS learners and how learners' backgrounds influence or affect their participation and performance. The review may also seek to determine the practices, challenges, and factors contributing to ALS teachers' performance and motivation.
- **Impact of community participation.** Evaluation studies on how the influence of community participation on the effectiveness of CLCs, and how CLCs and ALS teachers influence community participation. The study may include community practices, challenges in generating participation from remote and disadvantaged communities, and DepEd's preparedness to harness community support.
- **Teachers' deployment.** The CO and RO may want to study ALS teachers' deployment. The review may look at the deployment practices of different SDOs, strengths, and weaknesses, as well as opportunities and threats to sustaining deployment and retention of ALS teachers in remote and disadvantaged communities.
- **Teachers training.** Review of training and mentoring programs received by ALS teachers and their impact on teachers' performance and learners' response.

Inventory and review of DepEd policies vis-a-vis requirements of ALS learners and CLCs.

4 Activities for conducting impact evaluation vary per study.

M&E Criteria: Impact

Impact Evaluation focuses on intended or unintended outcomes and negative or positive contributions of programs and projects to target groups and the communities (and vice versa). Evaluation studies are undertaken to determine a program's influence on its environment and how the environment has affected program effectiveness. It documents the long-term effects of a program or project and how other (unknown) conditions or external factors contributed to achieving a project's goal. The objective is to determine the unfamiliar conditions and establish the causal link with the stimulus introduced by a project. Results will be used to enhance provisions of existing policies and improve the design of future programs or projects.

Impact evaluation is undertaken for the following:

- To verify the achievement of intended outcomes. Validates the intervention logic - activities, outputs, outcomes, and goal;
- To document project externalities or unintended effects. These unintended effects could have a positive or negative impact on target groups and communities;
- To determine the influence of environmental and other external factors in achieving project goals;
- To determine if any issue or decision has impacted the program or project; and,
- To determine the effects of organizational policies, systems, and other initiatives on the program or project.

Results of impact evaluation are helpful both for management and technical staff. Evaluation findings can be used for policy enhancements, direction setting, and the decision to replicate program or project interventions. Technical staff can use results of impact evaluation in re-designing program or project logic, identification, and development of new programs. System-level and structural adjustments can also be implemented.

M&E Questions

Table 9-1 below outlines the suggested evaluation questions to facilitate the IE process.

Table 9-1 Impact Evaluation Questions

| Focus | Evaluation Questions |
|---------------------------------------|---|
| Intended Impact on ALS Learners | <p>What is the overall impact of ALS on OSC, OSY, OSA?</p> <ul style="list-style-type: none"> • Did the ALS transition to higher education, work or employment, and entrepreneurship? • What opportunities “opened” to ALS learners? • Is there an increase in the number of ALS completers transitioned to the next level? |
| Project externalities | <p>What are the unintended effects of ALS programs and projects?</p> <ul style="list-style-type: none"> • What are the positive unintended effects? • What are the unintended negative effects? • Are the unintended positive effects outweighs the unintended adverse effects |
| Impact of & Impact on Environment | <p>What is the role of the environment or frame conditions to project results?</p> <ul style="list-style-type: none"> • What is the impact of the project on the environment? • What is the effect of frame conditions on the project results? • Is the project environment conducive for replicating and propagating project results? |
| Issues | <p>What are the unintended effects of ALS programs and projects?</p> <ul style="list-style-type: none"> • What is the impact of the issues to project results? • What were second-generation issues encountered because of the project interventions? |
| Other policies, systems, and programs | <ul style="list-style-type: none"> • Are the project results influenced by other policies, systems, and programs? • What other policies, systems, and programs would affect the sustainability of project results? • Is the project in conflict with other policies, systems, and programs of DepEd? |

Impact Evaluation Guide: Impact Checklist

Impact pertains to the long-term effects of a program or project. These long-term effects are their contribution to the goals of the education sector. Project impact can be classified as intended and unintended effects, positive or negative. Intended effects refer to the project goal. On the other hand, the unintended impact is either positive or negative. Positive unintended impact pertains to long-term benefits received by ALS learners and by ALS implementers but was not part of the commitments articulated in the project design document. Documenting these types of impact provides DepEd policymakers and planners with essential insights on how to replicate or propagate program or project benefits. Adverse unintended side effects or impacts refer to side effects of project interventions. These will negatively impact the performance of non-target groups,

Table 8-1 can be used as a guide to documenting the impact of ALS programs and projects. The table outlines the assessment criteria that may guide users in assessing the impact of programs and projects. For each criterion, evaluate the project in terms of:

- **Yes.** The criterion or the phenomenon was manifested and documented.
- **Maybe.** Further observation and review are needed to assess the impact conclusively.
- **No.** The standard or the phenomenon was not observed and recorded.

If criterion or phenomenon is not applicable, please indicate NA.

Table 8-1. Guide to Evaluating Project Impact

| Assessment Criteria | Assessment |
|--|---|
| <p>A. The project's INTENDED outcomes and goals are realized</p> <p>Definition: The outcomes and goals outlined in the project design document (PDD) are achieved. The project, as intended, can contribute to improving performance.</p> | |
| <p>1. Project target groups continue to benefit from the project interventions long after completion.</p> | <p>(a) Yes</p> <p>(b) Maybe</p> <p>(c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>2. The project outcomes' significantly contributed to achieving Ministry priorities and targets.</p> | <p>(a) Yes</p> <p>(b) Some Room for Improvement</p> <p>(c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>B. The project produced unintended benefits for target groups</p> <p>Definition: The project generated benefits that were not part of the design. The project's target groups and non-target groups received additional benefits.</p> | |

Table 8-1. Guide to Evaluating Project Impact

| Assessment Criteria | Assessment |
|--|---|
| <p>3. Aside from the original intentions of the project, target groups have experienced or received additional benefits from the project. However, these are unintended positive effects of the project.</p> | <p>(a) Yes (b) Maybe (c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>4. Aside from the original intentions of the project, target groups have experienced or received additional benefits from the project. However, these are unintended positive effects of the project.</p> | <p>(a) Yes (b) Maybe (c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>5. Interventions and technologies introduced by the project contradicts existing practices and policies in DepEd</p> | <p>(a) Yes (b) Maybe (c) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>C. The project produced UNINTENDED side effects. Definition: Despite achieving the desired outcomes and goals, the project negatively impacted the performance of stakeholders, other projects, and other services of the Ministry. Unintended side effects offer valuable lessons to Ministry planners on improving project design and incorporating safety measures that will mitigate the unintended side effects.</p> | |
| <p>6. Despite achieving its intended outcomes, the project had some adverse effects on target groups.</p> | <p>(A) Yes (B) Maybe (C) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>7. Non-project target groups and stakeholders were affected by the interventions introduced by the project.</p> | <p>(A) Yes (B) Maybe (C) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>D. The project produced UNINTENDED side effects Definition: Despite achieving the desired outcomes and goals, the project negatively impacted the performance of stakeholders, other projects, and other services of the Ministry. Unintended side effects offer valuable lessons to Ministry planners on improving project design and incorporating safety measures that will mitigate the unintended side effects.</p> | |

Table 8-1. Guide to Evaluating Project Impact

| Assessment Criteria | Assessment |
|---|---|
| <p>8. Despite achieving its intended outcomes, the project had some adverse effects on target groups.</p> | <p>(A) Yes (B) Maybe (C) No</p> |
| <p>Comments/Explanation:</p> | |
| <p>9. Although the project benefitted the project’s target groups, the project has adverse effects on non-target groups or other stakeholders.</p> | <p>(A) Yes (B) Maybe (C) No</p> |
| <p>Comments/Explanation:</p> | |

Roles and Responsibilities

The CO through the BAE will be mainly responsible for the conduct of Impact Evaluation. BAE will initiate, design, manage, and complete the evaluation studies.

The RO may also initiate an evaluation study specific to the needs and priorities of the RO.

BAE and RO may opt to conduct the impact evaluation or hire a contractor or full-time evaluator.

M&E Tools and Techniques

The selection of evaluation tools and techniques will depend on the nature and objectives of the impact evaluation studies.

Means of Verification

Outputs of Impact Evaluation are as follows:

- Impact Evaluation Report. The document contains the results of the evaluation study, including recommendations.
- Policy Agenda. This document outlines the priority drawn by BAE and RO from the Impact Evaluation Report.
- Policy Paper. The document describes new strategies and guidelines supporting the ALS implementation.

