JUL 2 7 2009

DepED MEMORANDUM
No. 331 , s. 2009

GUIDELINES FOR THE UTILIZATION OF DOWNLOADED FUNDS IN SUPPORT
TO THE ELEMENTARY EDUCATION SECTOR PERFORMANCE
MONITORING AND EVALUATION (EESP M&E)

To: Bureau Directors
        Regional Directors
        Schools Division/City Superintendents
        Heads, Public Elementary Schools

1.   The Bureau of Elementary Education (BEE) through the Staff Development Division (SDD) has developed the Elementary Education Sub-Sector Performance Monitoring and Evaluation (EESP M&E) project.

2.   The EESP M&E project is in response to the need of continuously tracking and determining the progress of the entire pre-elementary and elementary education sub-sector.   Specifically, the Pre-Elementary and Elementary Education Sub-Sector Performance Monitoring and Evaluation system aims to address the following objectives:

- Assess the contribution of various policies, programs and projects in meeting the standards and targets of the pre-elementary and elementary education sub-sector;
- Account for successful pre-elementary and elementary education programs and projects that can be expanded, scaled-up or institutionalized; and
- Evaluate the effectiveness and efficiency of the pre-elementary and elementary education sub-sector in implementing policies, programs, and projects towards the realization of EFA targets and DepED standards.

3.   The EESP M&E consists of the Manual of Administration and Forms. The Manual is designed to provide education stakeholders from the central, regional, division, district and school levels with information about the Elementary Education Sub-Sector Performance Monitoring and Evaluation system, its rationale and objectives, the framework on which it is anchored, and its component instruments. Details of the Manual are found in Enclosure No. 1.

4.   For effective implementation for the EESP M&E, all regions, divisions, districts and schools are strongly enjoined to utilize the Manual of Administration and Forms.   The BEE will provide all regions two (2) sets of documents which will comprise two major parts: 1) Primer and Manual of Administration and 2) set of forms (Forms S-A, S-E, S-Q, D-A, D-E, D-Q, R-A, R-E, R-Q) in hard (print) and soft (CD) copies. These will serve as master copies

for reproduction to be distributed to all divisions, districts and schools. Likewise, they are obliged to do their roles and responsibilities and follow the schedule for the conduct of the different activities as stipulated in the EESP M&E Manual of Administration.

5.   In support to the EESP M&E project, the BEE is downloading funds to the regions in the total amount of Three Million Seven Hundred Eighty Nine Thousand Pesos (P3,789.000.00). Fund allocation varies from one region to the other depending on the number of divisions and schools in the region. Specific fund allocation per region is found in Enclosure No. 2.

6.   The downloaded funds should be used solely for the conduct of the Elementary Education Sector Performance Monitoring and Evaluation activities listed below:

   a. Production of EESP M&E Manual of Administration and Forms;
   b. Distribution of Manual and Forms (Division and School Forms) to the Divisions;
   c. Orientation on the Implementation, Processes and Guidelines to the Divisions;
   d. Provision of Financial and Technical Support in the Implementation of Division and School Levels EESP M&E (e.g. orientation); and
   e. Monitoring and Technical Assistance at All Levels Whenever Necessary.

7.   The regions shall be accountable for the disbursement of the downloaded funds and proper liquidation subject to the usual accounting and auditing requirements.

8.   For more information, please coordinate with the Bureau of Elementary Education (BEE), c/o Ms. Fe Villalino, OIC Chief, Staff Development Division, Department of Education (DepED), Meralco Avenue, Pasig City at tel. nos. (02) 687-2948 and e-mail address: bee_sdd.deped@yahoo.com.ph

9.   Immediate and wide dissemination of this Memorandum is desired.

VILMA L. LABRADOR
Undersecretary

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

ELEMENTARY EDUCATION   MANUAL
FUNDS   PROJECTS

Sally: utilization of downloading
July 22, 2009

The Elementary Education Sub-Sector Performance
Monitoring and Evaluation System

PRIMER

AND

MANUAL OF ADMINISTRATION

This Manual *was designed to provide education stakeholders from the central, regional, division, district and school levels with information about the Elementary Education Sub-Sector Performance Monitoring and Evaluation system, its rationale and objectives, the framework on which it is anchored, and its component instruments.*

This manual also provides guidelines for undertaking the M and E processes from the dissemination and administration of the instruments to the analysis and presentation of results.

Rationale

The Education for All 2015 (EFA 2015) provides the overall directions, priorities and targets for the entire basic education sector until 2015. Ensuring the realization of the desired education outcomes necessitated that numerous inputs in the form of programs and projects and other resources, and various processes be put in place. Tracking how these inputs are put to use and how the various processes are undertaken spurred the need for establishing an effective monitoring and evaluation (M &E) system to measure not only the effectiveness of various programs and projects but also the performance of the various levels of the sector as implementers.

Recent developments and thrusts in the basic education sector emphasize greater transparency and a results-oriented approach to programming. This called for a corresponding shift from an activity-output based monitoring and evaluation to the results-based approach to more accurately evaluate how much of the desired education outcomes are being met and to what extent the inputs and processes contribute to their achievement.

Even oversight agencies have shifted from the paradigm of monitoring of project outputs towards project outcomes/results. In fact, as early as 1999, the NEDA issued Board Resolution No. 3, series of 1999, mandating the Investment Coordinating Committee and implementing agencies to report project outcomes and impacts towards ensuring that objectives of developmental projects are achieved.

These developments and the growing demand for accountability, quality and transparency in the basic education sector prompted the Bureau of Elementary Education to establish a subsector M&E system. This effort is envisioned to contribute to ushering in a new M & E culture - one that involves stakeholders at the various levels of the sector not only as data gatherers but also as active participants in meeting the desired goals at the local and national levels.

Objectives and Features of the EESP M & E

The monitoring and evaluation system was developed in response to the need of *continuously tracking and determining the progress of the entire pre elementary and elementary education sub-sector.* Specifically, the Elementary Education Sub-Sector Performance Monitoring and Evaluation system is aimed to be a means for:

- assessing the contribution of various policies, programs and projects in meeting the standards and targets of the pre-elementary and elementary education sub-sector;
- accounting for successful pre-elementary and elementary education programs and projects that can be expanded, scaled-up or institutionalized; and
- evaluating the effectiveness and efficiency of the pre-elementary and elementary education sub-sector in implementing policies, programs, and projects towards the realization of EFA targets and DepED standards.

To serve the objectives given above, the Sub-Sector M and E System was designed integrating the following features:

1. The M and E System reflects "value for money".
   - It is capable of keeping track of outputs in relation to inputs.
   - It can effectively establish relationship between input and output.

2. It can serve a basis for <u>program enhancement</u> and <u>policy formulation</u>.
   - It is capable of pinpointing weak areas or areas needing improvement.
   - It is capable of tracing weaknesses to probable causes.

3. It is capable of determining <u>impact</u>.
   - It can determine improvements or decline.
   - The indicators, units of measure are consistent to facilitate comparison over time.

4. It serves the School's Specific Objectives in Monitoring
   - enhances organizational learning
   - matches targets to the day-to-day work of the school
   - identifies the needs of pupils and staff
   - maximizes use of resources
   - identifies learning gains of pupils
   - ensures informed decision-making

The EESP M & E Framework

The conceptual framework of the Elementary Education Sector Performance M & E system was designed following the CIPOO (context-input-processes-outputs and outcomes) model. Key result areas Access, Efficiency, Quality and Equity are presented as broad planes with corresponding entries under each element. This emphasizes the M and E's intent to monitor and evaluate along these areas.

The presentation of elements of the framework in a sequential fashion (from left to right) emphasizes the logic of the M&E. An assessment of the context described by the various indicators listed under it should be the basis for determining the necessary inputs, whether in the form of programs and projects or other resources. From the monitoring and evaluation perspective, the gist would be to determine how the inputs in place relate to or address the context

The framework also emphasizes the contribution of the processes along with those of the inputs in achieving outputs and outcomes. It is also the intention of the M&E to look into how the various programs and projects are implemented and the various resources, utilized. The outputs are supposed products of appropriately determined (vis-à-vis context) and properly and efficiently utilized inputs. The framework presents the outcomes as logical consequences of the outputs and showing improvements in the context.

While entries in the input, processes, outputs and outcomes are presented along the most appropriate key result area, this does not suggest that the lists are exhaustive. It is a function of the M&E system to determine the other inputs, processes that can be/or already infused into the subsector, and their corresponding outputs and outcomes. Also, entries under each element of the framework should not be considered exclusive to the key result area they are listed with, as it is very probable for some inputs and processes manifest effects on more than one key result area. In fact, such inputs and processes are the more efficient ones.

The Elementary Education Subsector Monitoring and Evaluation system conceptual framework is graphically presented as Figure 1.

CORE EFA Goal	Context	Input — Programs and Projects	Input — Resources	Input — Process	Output / Outcomes
Access	• Apparent Intake Rate • Net Intake Rate • Gross Enrolment Rate • Net Enrolment Rate	1. Multigrade Program in Philippine Education (MPPE) 2. Distance Education for Elementary Schools 3. Special Education Programs for different groups of children with special needs 4. Preschool Program 5. Region and Division initiated programs and projects 6. Policies	• No. of school buildings • No. of classrooms • No. of desks/chairs • No. and condition of other school facilities • No. of SPED centers/classes • No. of Preschool classes organized • No. of accredited preschool service providers	• Guarantee safe and protective spaces for children • Encourages enrolment and completion • Mobilizes community support for education	• % increase in enrolment of 5 year olds in DepEd preschool program and DepEd service contracted preschools • % increase in elementary enrolment in public ES • % change in enrolment of children aged 6-11 in public schools • % increase of SPED children served
Efficiency	• % of preschool completers • Proportion of children finishing Grade I among these with ECE experience • Drop-out rate per grade Level • School leaver rate per grade Level • % of Drop-Outs retrieved by the formal elementary school system per grade level • Cohort-survival rate • Completion rate • Repetition rate by grade level • % of CSN mainstreamed in regular classes	1. Accreditation Program for Public Elementary Schools (APPES) 2. Comprehensive Teacher Professional Development Program (COMTEACH) 3. Distance Training for Teachers in Elementary Schools (DISTEACH), Project q-Learn 4. Monitoring of Elementary Sector Performance 4. Inclusive Education Child Friendly School System, etc. 5. Policies 5. Region/division/school initiated programs and projects	• No. of teachers by item/position • % of divisions capacitated to support school-level implementation of competency-based teacher standards (alternative: % of teachers meeting the standards) • % of schools with full-fledged principals	• Encourages enrolment and completion • Raises teacher morale and motivation • Mobilizes community support for education • Implements incentives and rewards system	• % increase in public preschool completers • % increase in public ES graduates • % increase in proportion of Grade 3 effective readers • % increase in average MPS scores of Grade 6 in public ES • % change in interquartile pupil-teacher ratio in public ES • No. of schools meeting the DepEd National standards • ADM model* • % of teachers meeting the national standards
Quality	• Pupil-textbook ratio • Enrolment in DepEd preschools with health and nutrition program • Child Readiness Index • % of Grade I Entrants ready for formal schooling • % of children progressing to higher schooling • % of pupils per level of mastery (NAT for Grade 6) • % of pupils manifesting responsible practices of the rights and responsibilities • % of pupils satisfied with the school services, teacher methods, schoolheads' behavior and school practices	1. Every Child-A-Reader Program (ECARP) 2. Curriculum Development, Modification and Enhancement Program in Science, Mathematics, other learning areas and ICT 3. Region/division/school initiated programs and projects 4. Policies Values Education	• No. of textbooks provided per learning area • Curriculum support materials provided for teachers and pupils • % of Teachers/Schoolheads given continuing training and development	• Manages school efficiently • Supervises instruction effectively • Tracks teacher performance • Ensures children's high academic achievement and success • Carries out effective instruction • Utilizes appropriate teaching strategies and instructional materials • Utilizes appropriate and adequate instructional materials • Enhance children's health and well-being • Guarantee safe and protective spaces for children • Mobilizes community support for education • Tracks pupils progress through regular monitoring of pupils performance	• number of children with improved nutritional status in preschools and elementary schools • % increase of pupils reading at their own level or beyond • % increase in MPS per learning area per grade level • % increase of proportion of Grade 6 pupils with achievement at mastery level or better
Equity	• % of pupils applying lifeskills? • Literacy Gender Parity Index: ratio of female to male literacy rates to include CNSP, IPs, CSN, Child labour, CISAC, Abused/Exploited, Traffic	• Curriculum Development, Modification and Enhancement Program –IPs, Street children, Madaris, etc. • Policies	• No. of teachers/ schoolheads given training on IPs, Madaris, SPED curricula	• Encourages children's participation in school and community	• Improved Gender Parity Index: ratio of female to male literacy rates • % increase in the number of CNSP, IPs, CSN, Child labour, CISAC, Abused/Exploited, Traffic served

The EESP M&E Instruments (Forms)

Nine (9) forms, three (3) each for each level were developed to comprise the M and E system and these are:

Form S-A = School Level Access
Form S-Q = School Level Quality
Form S-E = School Level Efficiency and Equity

Form D-A = Division Level Access
Form D-Q = Division Level Quality
Form D-E = Division Level Efficiency and Equity

Form R-A = Regional Level Access
Form R-Q = Regional Level Quality
Form R-E = Regional Level Efficiency and Equity

Note that each form is given a two-letter title separated by a hyphen. The letter before the hyphen stands for the level the form is intended for (e.g.,S for school, D for Division and R for region). The letter after the hyphen corresponds to the key result area the form pertains to (e.g., A for Access, Q for Quality and E for Efficiency and Equity). Guidelines and directions for accomplishing each form are incorporated in the forms themselves.

Utility of the Forms

The forms were designed not only to serve as data gathering instruments but also as analysis tools. The data aggregates at each level were formulated to answer to the decision-making requirements of the stakeholders at various levels.

The data generated by the forms may be used two ways:

* Monitoring along the key result areas. The forms may be administered, processed and analyzed per key result area. For example, Forms S-A, D-A and R-A all pertain to access. Analysis of the data generated by these forms should give a good picture of the subsector's 'access' performance. The same is true for the 'quality' and 'efficiency and equity' forms.

* Per level monitoring. The forms may also be administered, processed and analyzed per level. The data generated by Forms S-A, S-Q, and S-E should give a good picture of the state of the school and may be used as basis for developing each school's SIP (School Improvement Plan). The same is true for the 'D' (division level) and 'R' (regional level) forms.

Once processed and analyzed, the data generated by the instruments at the different levels should answer the following questions:

At the School Level:

1. What is the general profile of the school in terms of:
   * type?
   * location?

- facilities and equipment?
- manpower/teaching force?
- enrollment?
- programs/services does offered?

2. What is the school's performance trend?
   - in terms of the different access, quality, efficiency and equity indicators? What are the reasons for this?
   - In which learning area(s) is the school doing well?
   - In which learning area(s) the school needs to improve on?

3. What programs, projects, policies are being implemented in the school?
   - What does each address?
   - What is the status of each program?
   - Which programs, projects and policies are successfully implemented in the school? Which are not?

4. What are the school's needs in terms of:
   - specific types of facilities?
   - instructional materials per learning area?
   - technical assistance in implementing projects, programs, policies?

At the Division Level

1. What is the profile of the schools in the division per type and location in terms of
   - facilities and equipment?
   - manpower/teaching force?
   - enrollment?
   - programs/services does offered?

2. Which schools in terms of type and location . .
   - are in need of what specific facilities?
   - are in need of instructional materials in specific learning areas?

3. Which schools in terms of type and location . .
   - are doing well in terms of the different performance indicators?
   - are doing well in specific learning areas?
   - are in need of assistance in specific learning areas?

   What are the reasons that would account for the schools' performance?

4. Which schools in terms of type and location.
   - are successfully implementing specific projects, programs, policies?
   - are in need of assistance in implementing specific projects, programs, policies?

5. Which projects, programs, policies may be up-scaled or replicated in all the schools?

At the Regional Level

1. Which divisions in terms of percentage of schools (i.e. which divisions have the highest percentage of schools / which divisions have the lowest percentage of schools).
   - are in need of what specific facilities?
   - are in need of instructional materials in specific learning areas?

2. Which divisions in terms of percentage of schools (i.e., which divisions have the highest percentage of schools / which divisions have the lowest percentage of schools)..
   - are doing well in terms of the different performance indicators?
   - are doing well in specific learning areas?
   - are in need of assistance in specific learning areas?

3. Which divisions in terms of percentage of schools (i.e., which divisions have the highest percentage of schools / which divisions have the lowest percentage of schools)..
   - are successfully implementing specific projects, programs, policies?
   - are in need of assistance in implementing specific projects, programs, policies?

4. Which projects, programs, policies may be up-scaled or replicated in all divisions?

At the National Level (through analysis of the regional forms)

1. In which regions and divisions are schools performing well in terms of specific performance indicators?
2. In which regions and divisions are schools most in need of inputs?
3. In which regions and divisions are schools most in need of technical assistance?
4. Which regions and divisions are implementing specific BEE-initiated (and other) projects and the status of each?
5. Which regions and divisions are successfully implementing specific BEE-initiated (and other) projects?
6. Which regions and divisions are needing assistance in implementing specific BEE-initiated (and other) projects?
7. What are the common needs across regions and divisions?
8. What are the successful programs, projects, policies worthy of up-scaling or replication?

Figure 2 illustrates how the M & E forms may be utilized.

Figure 2. Two Ways of Processing and Analyzing the Data Generated by the M & E Forms
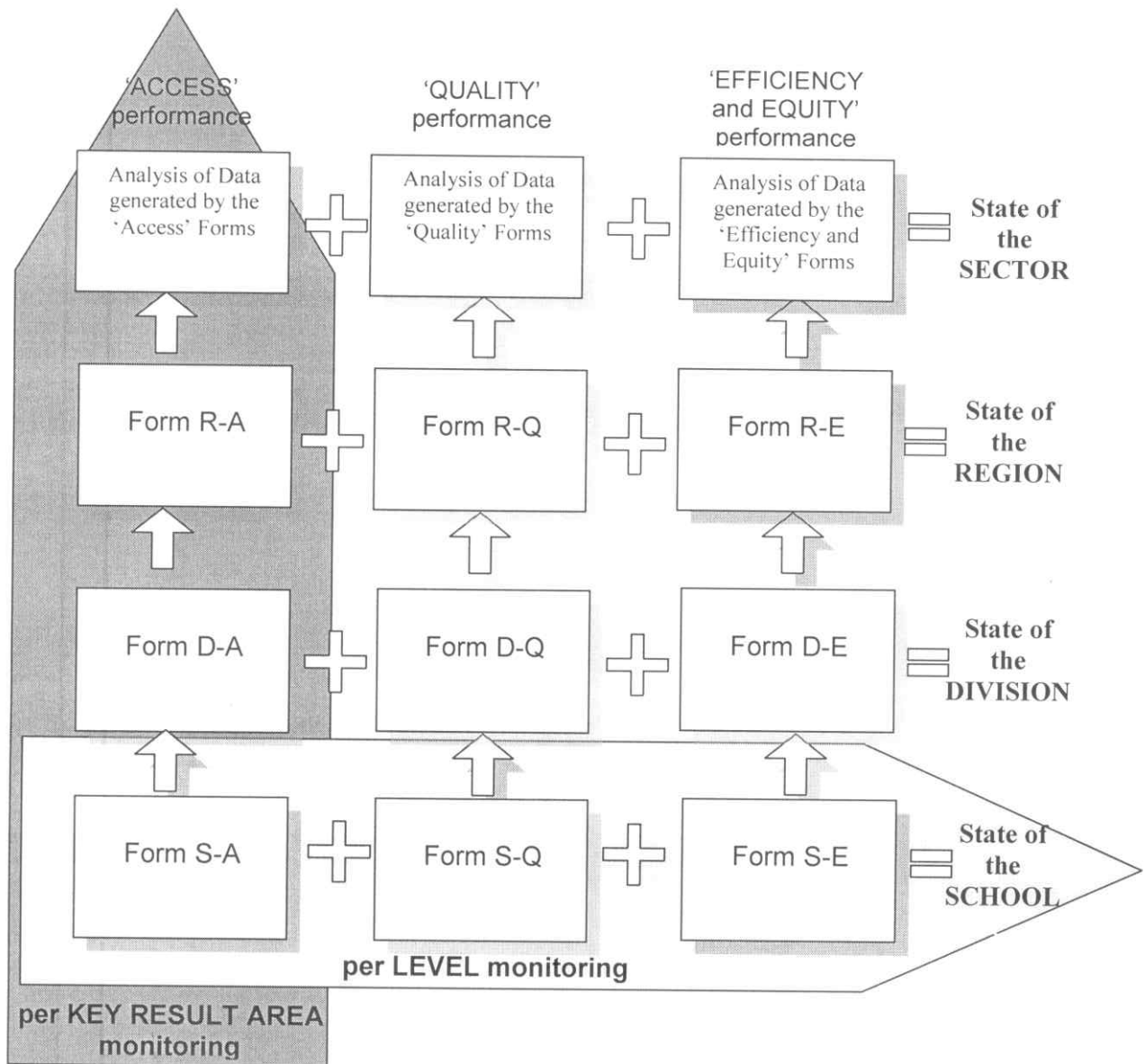
Implementing the Elementary Education Sector Performance M & E System

The implementation of the EESP M&E involves relevant personnel at each level, from the Central to the School level. The duties and responsibilities of personnel at each level were defined based on their mandates and capabilities. Tasks were assigned each level for both the dissemination and data retrieval and processing phases of the M & E system implementation.

Duties and Responsibilities Per Level

A. Dissemination Phase

The duties and responsibilities of relevant personnel at each level are as follows:

Central Office

1. Disseminate EESP M&E forms to regions;
2. Set guidelines (including deadlines) for dissemination and retrieval of forms; and
3. Orient the regions on the implementation processes and guidelines;

Regional Offices

1. Assign a regional EESP M & E focal person;
2. Receive the forms from the Central Office;
3. Set guidelines, timetable for dissemination and retrieval of forms among the divisions within the region;
4. Orient the divisions on the implementation processes and guidelines;
5. Disseminates the forms to the divisions, taking necessary steps to ensure that there are sufficient forms.

Division Offices

1. Assign a division EESP M & E focal person;
2. Receive the forms from the Regional Office;
3. In coordination with the District Offices, set guidelines, timetable for dissemination and retrieval of forms among the schools within the division;
4. In coordination with the District Offices, orient schools on the implementation processes and guidelines;
5. In coordination with the District Offices, disseminate forms to the schools, taking necessary steps to ensure that there are sufficient forms.

District Offices

1. Coordinate with the Division Office regarding the guidelines, timetable for dissemination and retrieval of forms among the schools within the division;
2. Coordinate with and assist the Division Office in orienting schools on the implementation processes and guidelines;
3. Coordinate with and assist the Division Office in disseminating forms to the schools, taking necessary steps to ensure that there are sufficient forms;

4. Monitor accomplishment of forms by the schools, making sure that guidelines and deadlines are adhered to;
5. Provide assistance to the schools whenever necessary.

Schools

1. Receive forms from the District/Division Office;
2. Coordinate with the District Office regarding guidelines and timetables;
3. Commit necessary manpower/personnel to ensure accurate and speedy accomplishment of the forms;
4. Accomplish forms;
5. Submit accomplished forms to the District Office;
6. Keep copies of accomplished forms to be analyzed for school-based planning and policy formulation.

B. Data Retrieval and Processing Phase Per Level

The duties and responsibilities of relevant personnel at each level are as follows:

Schools

1. Accomplish the following forms:
   - Form S-A = School Level Access
   - Form S-Q = School Level Quality
   - Form S-E = School Level Efficiency and Equity

   Note: The directions for accomplishing each form are on the forms themselves. For data entries requiring computations, be guided by the formulae given on the last page/s of the forms.

2. Account for/give explanation for unaccomplished portions of the forms;
3. Submit accomplished forms to district.

District Offices

1. Follow-up on the Schools' submission of forms;
2. Retrieve accomplished forms from the schools;
3. Ensure that all forms are duly accomplished, all portions are accomplished and unaccomplished portions given appropriate/valid explanation;
4. Submit accomplished Forms to the Division;
5. Assist Division in consolidating data.

Division Offices

1. Collect accomplished forms from the districts/schools;
2. Review/examine submitted form;
3. Confer with district supervisors and principals regarding vague or ambiguous entries;
4. Summarize/consolidate school data by accomplishing the following forms:
   - Form D-A = Division Level Access
   - Form D-Q = Division Level Quality
   - Form D-E = Division Level Efficiency and Equity

Note: The directions for accomplishing each form are on the forms themselves.

6. Submit accomplished forms to respective regions.

Regional Offices

1. Review/ examine submitted forms from the divisions;
2. Summarize/consolidate division data by accomplishing the following forms:
   - Form R-A = Regional Level Access
   - Form R-Q = Regional Level Quality
   - Form R-E = Regional Level Efficiency and Equity

Note: The directions for accomplishing each form are on the forms themselves.

3. Submit accomplished forms to the central office (SDD-BEE).

Central Office

1. Analyze submitted data from the regions;
2. Prepare national summary/report to serve as basis for:
   - Policy formulation;
   - Designing program/interventions;
   - Adjusting/recalibrating goals or (re)strategizing to meet goals;
   - Other initiatives towards achievement of goals.
3. Disseminate results/analysis of all M&E data, and resulting programs, policies strategies.

EESP M&E Implementation Time Table

The timeframe for the implementation of the EESP M&E are as follows *(specific activities, tasks, duties and responsibilities for each phase/stage are as previously outlined)*:

PHASES/STAGES	TIME FRAME (2009-2010)
A. Dissemination and Orientation	2009
1. From Central to Regions	July-August (downloading of funds in support to EESP activities)
2. From Regions to Divisions	
3. From Divisions to Districts/Schools	September-October
4. Accomplishing forms by the Schools	
B. Retrieval and Processing	
1. From Schools to Districts/Divisions	November-December
2. Divisions to Regions	January-February 2010
3. Regions to Central Office	March-April
4. Consolidation and Analysis by Central Office	May-June

Breakdown of EESP M&E Funds for Downloading to Regions
SY 2009-2010

Region	Amount
I	218,000.00
II	204,000.00
III	292,000.00
IV-CALABARZON	266,000.00
IV-MIMAROPA	172,000.00
V	303,000.00
VI	334,000.00
VII	287,000.00
VIII	336,000.00
IX	196,000.00
X	205,000.00
XI	162,000.00
XII	194,000.00
CARAGA	160,000.00
CAR	144,000.00
NCR	120,000.00
ARMM	196,000.00
Grand Total	**3,789,000.00**