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PHILIPPINES CASE STUDY

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CONTENTS

LIST OF ACRONYMS

ANSA-EAP: Affiliated Network for Social Accountability in East Asia and the Pacific

BEIS: Basic Education Information System

CMS: Check My School

DepEd: Department of Education

E-BEIS: Enhanced Basic Education Information System

E-SIP: Enhanced School Improvement Plan

ICPRF: Individual Performance Commitment and Review Form

LIS: Learner Information System

MOOE: Maintenance and other operating expenses

OOSC: Out-of-school children

PTA: Parent-teacher Associations

RPMS: Results-based Performance Management System

SEF: Special Education Fund

SIP: School improvement plan

SRC: School Report Card

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OVERVIEW

Over the past two decades, countries worldwide have substantially increased investment in education, primarily channeled toward initiatives to improve access to schooling and expand associated inputs—classrooms, teachers, textbooks—to serve a growing number of students. However, learning levels remain low and, despite gains in education spending and enrollment, many countries suffer from high rates of teacher absenteeism, leakages in funding, mismanagement, low accountability, and poor parental engagement.

As a result of this quality deficit in education, demand has increased for the collection and use of more and better data to tackle corruption, bolster monitoring and accountability in service delivery, enable more sophisticated decisionmaking, and facilitate a focus on results and learning. Often, these information-based initiatives are coupled with a push for decentralization to enhance school autonomy, accountability, and parental engagement, which requires robust data collection and management processes at the school level.

This paper provides an assessment of such information-based initiatives in the Philippines, broadly defined as efforts to collect, use, and publish school-level data with the goal of improving the quality of education service delivery, engaging parents and communities, strengthening accountability systems, and advancing student learning. The primary objective of this case study is to explore the unique features of the Philippine system that have spurred the introduction of information-based reforms at both the school and system levels, looking specifically at the Enhanced School Improvement Plan (E-SIP), recently enacted by the Department of Education (DepEd), and Check My School (CMS), a civil society organization-led social accountability initiative. E-SIP was implemented in 2016 and is aligned with additional improvements to accountability initiatives such as School Report Cards and School Governing Councils, as well as the introduction of the Results-based Performance Management System. CMS was introduced in 2011 by the Affiliated Network for Social Accountability in East Asia and the Pacific (ANSA-EAP), in partnership with DepEd, as a participatory monitoring and accountability effort.

This study serves to inform an ongoing research initiative at the Center for Universal Education at the Brookings Institution that aims to:

- Provide lessons to countries pursuing information-based reforms on potential challenges to implementation and strategies for capitalizing on enabling conditions.
- Clarify mechanisms of change behind information-based reforms by sharing insight into who uses what types of information to undertake what actions.
- Understand relationships and interactions between citizen-led and system-level data reforms.

This paper reviews available literature on education service delivery in the Philippines and primary-source documentation and data connected to E-SIP and CMS. In addition, Center for Universal Education researchers conducted in-person interviews with 10 key stakeholders within the education system, including representatives from within DepEd, nongovernmental organizations (NGOs), the donor community, and school officials, during a site visit to the Philippines in August 2016.

This study reviews the content, functionality, and objectives of E-SIP and CMS and outlines enabling conditions and challenges related to implementation. Because E-SIP and CMS are relatively new initiatives, this paper will not evaluate their impact or offer direct recommendations for improvement. Part 1 introduces the Philippine education system and details past and current data collection and management processes. Parts 2 and 3 review the Enhanced School Improvement Plan and Check My School, respectively, including specific strategies for execution and uptake. Part 4 discusses challenges and opportunities focusing on enabling conditions that may be necessary for the success of information-based initiatives and potential constraints to implementation. Part 5 offers a summary of conclusions.

1. INTRODUCTION

1.1 Systemic reforms in the Philippine education system

Since the early 2000s, the government of the Philippines has undertaken large-scale reforms in its education system to address weaknesses in access, equity, and quality. In 2001, the government introduced Republic Act 9155, the Governance of Basic Education Act, which initiated the decentralization of education management. RA 9155 redefined the top-down structure of the department by providing schools more autonomy in decisionmaking, matched by school-level grants and operational funding. The new responsibilities of the central office were "policy reform, standards-setting and resource generation," while regions would monitor implementation against those standards in divisions and schools within their jurisdiction and would provide general operational support (for example, payroll preparation, in-service training, and school engineering) (PIDS, 2009).

School-based management reforms were reaffirmed in 2006 with the passing of the Basic Education Reform Agenda. A key tenet of this agenda was to have school-level stakeholders involved in improving their own schools by increasing the number of schools with school improvement plans (SIPs) prepared, implemented, and monitored through a participatory process, and by increasing the amount of resources managed and controlled at the school level. The reform could be seen as successful in that, by 2014, most schools were implementing their own school improvement plans and managing significant budgets (Al-Samarrai, 2016).

Most recently, too, the government passed Republic Act 10533, the Basic Education Act, or K-12 law. The 2016 law adopted new curricula and added two more years of high school and a mandatory kindergarten year, aligning the education cycle with the standard global practice of 13 years. This extension of the basic education cycle was bolstered by a parallel expansion of the government's conditional cash transfer program, the Pantawid Pamilyang Pilipino Program, which requires families to send their children to school for at least 85 percent of school days for families to receive payouts (David & Albert, 2015).

As a result, and despite increased strains on the system, significant progress has been made in decreasing the number of out-of-school children (OOSC), reducing gaps in enrollment between the rich and the poor, and mitigating shortages of teachers, classrooms, and learning materials. For instance, in 2008 only 47 percent of children in the poorest families attended preschool compared with 82 percent of children in upper-middle-income families; by 2013, the size of this difference had shrunk to 5 percent (ibid). Moreover, the rate of children who were out of school was reduced by more than half between 2008 and 2013—from nearly 12 percent to just over 5 percent[1]—with the sharpest decline occurring between 2011 and 2012, when DepEd officially made kindergarten mandatory (ibid).

This success is in large part thanks to significant increases in financial investment by the central government. A recent report from the World Bank shows that "between 2010 and 2015, public spending on basic education increased by 60 percent in real terms, and per student funding levels also increased considerably" (Al-Samarrai, 2016). This is due to an increase in education expenditures as a share of the national budget coupled with an expanding Philippine economy (David & Albert, 2015).[2]

However, difficulties persist in terms of low completion rates and weak student performance, primarily stemming from low teacher quality. An assessment of

teacher performance conducted in 2014 found that the average elementary or high school teacher could correctly answer fewer than half of the questions on subject content tests, suggesting that teachers "face significant challenges in teaching a considerable portion of the current curriculum" (Al-Samarrai, 2016). This low education quality explains persistently high dropout rates, which have improved by less than 1 percentage point a year (PIDS, 2009). Data show that "for every 100 children who enter grade 1, only 86 pupils will continue to grade 2. By grade 4, 76 will remain in school. By grade 6, only 67 of the original cohort of children are enrolled, with 65 graduating from elementary school. Of the 65 who graduate, 58 will move on to high school" (ibid).

Critics also suggest that quality issues stem from the government's propensity to address shortages of inputs—through new classroom construction, teacher hiring, and textbook procurement—rather than focus on root causes of the underperformance, such as weak governance, political discontinuity, and lack of accountability (PIDS, 2009).

For instance, while school-based management has been enshrined in policy documents, implementation has been lackluster in practice. Surveys reveal that most elementary and high schools have put in place only the lowest level of school-based management, meaning that they "had only a minimum number of arrangements in place for community participation and for taking action to improve learning outcomes" (Al-Samarrai, 2016). Juan Miguel Luz, who served as undersecretary for finance and administration in DepEd from 2002 to 2005, identifies four primary issues hindering the functioning of school-based management:

- A number of schools, particularly smaller schools, do not have principals, and head teachers do not have the time or resources to fully engage in school-based management processes. In addition, where principals and school heads are engaged, they have not been fully empowered with management training.

- Superintendents, who are at the front line for organizing outcomes and providing direction at the division level, focus on procedures rather than on management.

- Regions continue to exert control over schools and take on operational decisions that should be at the level of divisions or schools, because this is where managerial talent is lodged. Regional offices, however, are too far removed from local schools to act effectively. Moreover, regional directors tend to focus their attention upward toward the central office rather than concentrate on the needs of divisions and schools.

- The DepEd central office remains involved in direct management and operations, including decisions in procurement, health and nutrition, project management, and building of physical facilities, when it should be performing a more directive role. DepEd continuously issues memos as the basis for action even for very local decisions, perpetuating a culture of compliance and reliance (PIDS, 2009).

1.2 Data collection and availability

The Philippines government has undertaken a number of initiatives to respond to the pressing need for local, high-quality data to inform the decentralization of education management and accountability processes and to facilitate citizen engagement in school-based management practices. The following section provides an overview of what data are collected and made available to the public.

1.2.1 School-level data

School-level data collection and management processes were standardized with the establishment of the Basic Education Information System (BEIS) in 2003, which integrated and replaced a number of standalone information systems that generated conflicting and incompatible data.

In its first form, however, significant delays in data collection and dissemination and inconsistent cooperation from schools made the data collected with the BEIS of little actual value to decisionmakers. In response, DepEd rolled out an Enhanced Basic Education Information System (E-BEIS) during the 2011-2012 school year, which is a web-based platform that automated these data collection and management processes. The web-based system was first piloted during the previous school year in Regions VI, VII, and VIII under the Strengthening the Implementation of Basic Education in Selected Provinces in the Visayas (STRIVE 2) program funded by AusAid, responding to demands from officials for more timely and automated information.

School-level data from both public and private schools are input into the E-BEIS twice yearly by school heads. Information input at the beginning of the school year is extensive and captures detailed data on:

- Enrollment figures, disaggregated by monograde and multigrade, indigenous learners, alternative delivery learners, Muslim learners, repeaters, and transfer students.
- Age profile of students.
- Number of classes by shift.
- Number of monograde and multigrade classes.
- Number of "gifted and talented" learners.
- Number of learners with "exceptionalities" (physical and emotional disabilities).
- Student specializations (in high schools).
- Personnel information (number of positions assigned and actual number of teachers working in school).
- Number of functional computers, disaggregated by funding source and type.
- Maintenance and other operating expenses (MOOE) allocation, utilization, and liquidation (aggregate figures).
- Internet connectivity, including cost and provider.
- School site acquisition and ownership details.
- Disasters and disaster preparedness, including armed conflict.
- Inclusion of disaster risk reduction and management-related concepts in curricula.
- Health and nutrition of students.
- Availability of water supply and number of wash facilities.
- Feeding programs.
- Solid waste management and menstrual hygiene.
- Travel distance to division and municipal offices.
- Stakeholder feedback and contributions.

Interviews reveal that no compromises were made in the beginning of E-BEIS implementation, forcing teachers and school heads in schools that lacked internet

access to find the nearest school or division office to upload their data, sometimes even through the night. As an incentive, resources are withheld from the schools until the data are input.

Data collected at the end of the school year capture information on which students have been promoted (those who have achieved a grade of 75 percent or higher), those who have been conditionally promoted (with an expectation of taking remedial classes) or retained in the same grade, and those who have transferred or dropped out. Most student and personnel data are disaggregated by grade and gender.

In addition to the school profile data captured with the E-BEIS system, DepEd recently instituted the Learner Information System (LIS), a registry of learners that tracks students using a unique identification number. The system is in place to improve data accuracy, since data are more difficult to misstate or overestimate when tied to the profile of a specific learner.

However, despite a large amount of data being collected on numerous indicators, enrollment and OOSC figures remain the two most important indicators used for planning purposes; they are used to anticipate financing and infrastructure needs and also to develop practices for getting children into school. This can be partially explained by ease of use—the E-BEIS has been online only since 2012 and, prior to its inauguration, the lag time between the availability of information and budget decisionmaking was three years.

Even now with data online, interviews confirm that the lag time is still nearly two years. As such, when up-to-date information is not available, officially simply extrapolate enrollment numbers based on past trends.[3] Interviews reveal that the online system still does not provide access to school-based data, of particular interest to school and local officials, and it is not capable of providing comparative analyses. If officials desire such information, they request a report directly from the EMIS office, which is often delayed due to the limited department staff.

1.2.2 Assessment data

During the transition to the implementation of K-12 basic education curriculum beginning in 2012, the government of the Philippines mandated the National Achievement Test as the sole tool to assess student performance, disallowing existing regional- and district-level assessment processes (DepEd, 2012). The National Educational Testing and Research Center administers the test in both public and private schools in English, science, math, Filipino, and social studies. It is difficult, however, to compare year-to-year results.

Effective during the 2016-2017 school year, DepEd adopted new guidelines on assessment, in line with a new focus on understanding the effectiveness of education delivery in improving learning. Under the Bureau of Education Assessment, DepEd plans to administer the following assessments of student learning:

- Early Language, Literacy, and Numeracy Assessment: administered at the end of grade 3 to determine if students are meeting learning standards early in schooling.
- Exit Assessments: administered in grades 6, 10, and 12 to determine if learners are meeting learning standards of elementary, junior high, and senior high school curricula.
- Career Assessment: administered in grade 9 to determine aptitudes and occupational interests.
- Accreditation and Equivalency Assessment: taken by out-of-school youth and adults to certify completion of elementary and secondary education.

- Grade Level Placement Assessment: taken by learners in special circumstances to determine their appropriate grade level (DepEd, 2016).

DepEd plans to disseminate these test results in various ways, including on the DepEd website (with restricted access), through the media, and during stakeholder forums. Assessment data and reports are also provided directly to region and division offices, which are then forwarded to schools (ibid).

DepEd also mandated the use of classroom assessment practices, effective during the 2015-2016 school year. While it is not clear whether formative or summative assessments are yet being used systematically across all schools, the recent creation of Learning Action Cells, which function as professional learning communities for teachers, aim to develop teachers' formative assessment expertise.

1.2.3 Financing data

The national government has numerous, interlinked efforts to collect and publish detailed fiscal data at both the national and local levels. At the national level, data from the General Appropriations Act/National Expenditure Program can be downloaded from the Department of Budget and Management website. Local government financial data are also available from the Department of Finance's Bureau of Local Government Finance website, and the Department of the Interior and Local Government's Full Disclosure Policy Portal.

The collection of local government financial data is relatively new and suffers from weaknesses in standardization, comparability, and accessibility. The Full Disclosure Policy, a recent national government initiative to incentivize the disclosure of local government financial data, does not yet require web posting and execution is spotty. In some cases, documents that are available are not up to date, are labeled inconsistently, and are at times indecipherable because of the font or the quality of the scan (Alampay & Bautista, 2016).

Similarly, data on local government education spending are often absent or inconsistent (ibid). In a recent tracking exercise, a team of researchers found that financial data on the Special Education Fund reported at the national level (under the Bureau of Local Government Finance) did not match locally reported data in local school board offices. They found that data were available and consistent in only 16 percent of these offices (ibid).

Absent information is of particular concern for lower-level DepEd officials. School heads and district officials have stated that they do not know what schools are receiving as support, have no access to district local school board budget reports, and are often not notified when requests have been approved or denied (Manasan, Celestino, & Cuenca, 2011).

1.3 Data transparency

Both LIS and E-BEIS data can be accessed through an online portal, but only by school administrators and DepEd staff. DepEd publishes select data sets covering 2012-2016 on the website in spreadsheet format, including basic enrollment figures, MOOE allocations per school, teacher lists, and information on water and electricity supplies. Pursuant to the Transparency Seal provision issued by the Department of Budget and Management, DepEd also publishes on its website in PDF format the agency's mandates and functions, names of its officials with their position and designation, and contact information; annual reports for the past three years; approved national budgets and corresponding targets; a list of major programs and projects; beneficiary divisions; status of implementation and program evaluation and/or assessment

reports; and annual procurement plan, contracts awarded, and the name of contractors and suppliers.

It is also mandated that schools provide access to financing information and student indicators such as test scores and dropout rates on a "transparency board" placed on school property. However, a recent study found that while around 70 percent of elementary and high schools have some type of transparency board, "many were not visible to the public—including the one-third in elementary schools that were located inside the principal's office or the staff room" (Al-Samarrai, 2016). Moreover, fewer than two-thirds of schools publicize information on operating expenditures, and those that did had boards with information that was more than three months old (ibid).

As such, only a small percentage of parents are aware that schools receive operational funding from the national government, and even fewer know how those funds are allocated (ibid). In addition, only a small percentage of schools—41 percent of elementary schools and 12 percent of high schools—shared information on National Achievement Test results and school dropout rates on transparency boards.

1.4 Summary

In response to demand for higher quality, timely, local data, DepEd has mandated the collection of highly detailed data at the school level and has automated data input processes. This has resulted in the availability of a wealth of data on school personnel, student characteristics, financing, school quality, and student learning. In addition, the introduction of unique IDs for students has strengthened data validity and reliability by reducing instances of data manipulation and misreporting.

However, because of the time lags, inadequate data sharing policies, and lack of transparency, data are not being used to their full potential. Only a small number of input figures are being used to inform policy and resource allocation decisions, and citizens have limited access to data to make schooling decisions or hold teachers and school officials to account. Data are often guarded by local government officials, particularly financing data, and are shared only upward, making them unavailable for use at local levels by either parents or school personnel.

2. ENHANCED SCHOOL MANAGEMENT

To align with structural reforms in the education sector, DepEd underwent a major restructuring of its office functions and staffing in 2015, including an effort to strengthen policies of school-based management. Details of the new structure are outlined in DepEd Order No. 52, New Organizational Structure of the Central, Regional, and Schools Division Offices of the Department of Education, which organizes the central office (the Office of the Secretary) according to five strands, each with associated bureaus and divisions.

One of the more drastic restructurings came with the creation of the School Effectiveness Division within the Bureau of Human Resource and Organizational Development. The new division was tasked with the oversight of the Enhanced School Improvement Planning Process and all school-based management reforms. Previously, there had been no proper office or agency to manage schools, even though school-based management practices had been in place for over a decade.

The following section outlines the mandate of the new division and the recent implementation of accountability and citizen engagement structures, including the Enhanced School Improvement Plan, School Report Cards, School Governing Councils, Parent-Teacher Associations, and the Results-based Performance Management System.

2.1 School planning

Alongside the official restructuring of roles and offices, DepEd issued new guidelines to improve access, quality, and governance by implementing an updated school-led planning approach that is "evidence-based, results-based, and child or learner-centered" (DepEd, 2015(b)). Included in this broad portfolio of guidelines are the Enhanced School Improvement Plan (E-SIP) and improvements to the School Report Card (SRC) processes, instituted during the most recent school planning cycle in January 2016.

While SIPs and SRCs have existed since 2001, this most recent "enhancement" seeks to strengthen the relationship between the SIP and the SRC and harmonize planning with the Continuous Improvement Process,[4] the Results-based Performance Management System, and other performance incentive programs. Modifications were based on a comprehensive review of the 2009 SIP and SRC, which identified weaknesses and a sharp misalignment between the existing processes. In interviews, stakeholders within DepEd identified the following gaps in implementation:

- Lack of ownership from DepEd since principles of decentralized school planning and management were first introduced by external consultants from the World Bank and the Asian Development Bank under the auspices of the Third Elementary Education Project and Secondary Education Development and Improvement Project (SEDIP).

- Lack of a dedicated office or organization to handle the roles of oversight and capacity building and to ensure sustainability. Much of the work was taken on by a technical working group, in which each member was already part of a separate office with existing responsibilities and time constraints.

- Too much focus on designing a single template for school planning documents rather than promoting contextual implementation. As a result, some school heads would simply copy and paste the plan with zero community or stakeholder feedback.

- Lack of harmonization between School Report Cards and school planning. In many cases, school heads and principals did not realize the processes were linked.

2.2 Enhanced School Improvement Plan

The E-SIP is a "roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, will undertake within a period of three consecutive school years" (DepEd, 2015(b)). The E-SIP is prepared by the School-Community Planning Team and acts as the basis for the school's annual implementation plan, which is a more detailed document that contains the specific activities, outputs, required resources, schedule, and details about who will be accountable.

Both the E-SIP and annual implementation plan follow three phases: assess, plan, and act:

Assess: Priority Improvement Areas are identified, and general objectives of the school are set. This phase emphasizes stakeholder involvement and "listening to the voice of the learners" to ensure the process is inclusive and sustainable. School-level data and processes are analyzed to determine the root cause of each Priority Improvement Area.

Plan: The SIP and annual implementation plan are prepared and written, including formulation of project designs.

Act: Small-scale testing takes place, followed by implementation of solutions identified in the plan phase. This phase integrates continuous improvement processes, which emphasize regular checking of progress against stakeholder needs and performance.

2.2.1 Preparatory phase

School heads are responsible for gathering and consolidating data and information needed for the assessment phase, as well as the preparation of the school profile. Data are gathered from the E-BEIS as well as from secondary sources, such as the Barangay[5] Disaster Risk Reduction and Management Council and other community agencies. Additional data collection tools used during this phase include the Child-Friendly Schools Evaluation, Child Protection Policy Implementation Checklist, and Student-led School Watching and Hazard Mapping. These localized data are then organized using the School-Community Data Template (see Appendix 1).

In addition, school heads are encouraged to use a Child Mapping Tool at least once every three years (aligning with the start of a new SIP cycle) or after an event causing major population changes (see Appendix 2). This involves gathering information from barangays on the number of school-aged children and comparing it to enrollment figures, or if this information is not available from the barangays (which is often the case), teachers are expected to physically visit households to count children.

This process of data collection and consolidation is expected to take two weeks (DepEd, 2015(b)).

2.2.2 Phase 1: Assess

During the initial phase of the school improvement process, school heads invite a group of seven stakeholders—school head, student representative, teacher representative, parent representative, barangay/local government representative, member of the Barangay Disaster Risk Reduction and Management Council, and a member of the School Child Protection Committee—to form a School-Community Planning Team.

Planning teams are convened to review data, assess how the school fares compared to the overall performance of the division, and then identify and review Priority Improvement Areas. Importantly, Priority Improvement Areas are not limited to issues within the school, but also address community situations, such as flooding or having an unsafe school water source.

DepEd suggests posing the following questions to the planning team for discussion to assist in identifying priority areas:

- What surfaces as the most pressing need/problem?
- For indicators with three-year data, what trends surfaced from your data for the past three years?
- Did your school improve? Stagnate? Worsen?
- What is alarming for the data?
- What needs the most improvement?

Following discussions, the school planning team ranks the improvement areas on a scale of 1 to 5 according to strategic importance, urgency, magnitude, and feasibility. Based on average rankings, each improvement area is then interpreted on a scale from "very high priority" to "very low priority" (see Figure 1). Project teams are organized by the school planning team to address individual or multiple Priority Improvement Areas, depending on the size of the school and magnitude of issues. The members of the project team may be drawn from the community, teachers, and students, with at least one member coming from the planning team.

Project teams are enlisted to interact with students and stakeholders to determine the success of existing interventions to gain insight on school processes and needs. "Listening" is done through interviews, surveys, home visits, direct observations, and focus group discussions with learners, parents, and other stakeholders. Project teams use these tools to construct process maps on existing school processes, allowing the team to identify "storm clouds"—specific, measurable, and observable problems. These storm clouds determine the areas of focus targeted interventions.

Project teams are also expected to conduct root cause analysis to identify underlying issues. Tools provided to the teams include the Fishbone diagram, Why-why diagram, and the Problem Tree (see Appendix 3). Importantly, a problem can have several root causes, which will have to be prioritized by the team. The work of the project team is then presented to the school planning team for comment, including supporting data, process flowcharts, and results from the root cause analysis. This process is expected to take approximately two months (DepEd, 2015(b)).

Figure 1: Identifying Priority Improvement Areas

Rubrics

Criteria	Description	Scale
Strategic Importance	The number of other areas that will benefit when the improvement area is addressed	5 – Very High 4 – High 3 – Moderate 2 – Low 1 – Very Low
Urgency	The urgency or need to improve the area as soon as possible	
Magnitude	The number of learners that will benefit when the improvement area is addressed	
Feasibility	The degree to which the improvement area is within the school's mandate and control	

Sample Matrix

Improvement Areas	Strategic Importance	Urgency	Magnitude	Feasibility	Average	Interpretation
High absenteeism	5	5	3	5	4.5	Very High Priority
Lack of Professional Development	2	3	3	5	3.25	Moderate Priority
High dropout	2	5	4	4	3.75	High Priority
Low intake of 5 year old children in Kindergarten	3	3	4	4	3.5	High Priority
Flooding	3	5	5	5	4.5	Very High Priority

Interpretation:

4.5 – 5.0	Very High Priority
3.5 – 4.49	High Priority
2.5 – 3.49	Moderate Priority
1.5 – 2.49	Low Priority
1.0 – 1.49	Very Low Priority

Source: http://www.deped.gov.ph/sites/default/files/order/2015/DO_s2015_44_0.pdf

2.2.3 Phase 2: Plan

During the second phase, the project team brainstorms solutions to the root cause(s) identified in the assessment phase. Solutions are determined according to whether they:

1. Address the root cause(s).
2. Are within the control of the school.
3. Are economical.
4. Are sustainable.
5. Have the support of the concerned stakeholders/ process owners.

The team develops project designs for the identified solutions using a project work plan and budget matrix. In this template, the team determines the problem statement, project objective statement, activities, and output. Each project is meant to be monitored by the school planning team at least twice—during the middle of the implementation period and at the end of it. Based on individual project designs, planning teams write their school improvement and annual implementation plans and submit them to the school's division office.

2.2.4 Phase 3: Act

Each solution and project in the annual implementation plan is first piloted on a small population, so

necessary adjustments can be made in implementation. Data are meant to be compared before and after this testing, and only after successful testing can a project be rolled out to an entire school. Importantly, this step is not done by the project team, but by the "process holders"—concerned stakeholders within the community—since they are the ones who will actually use the solution (DepEd, 2015(b)).

Depending on the timeline of the project, the school planning team is expected to monitor progress at the middle and end of the implementation period. Progress reports are consolidated and serve as inputs to the School Report Card, which is presented to stakeholders mid- and end-year. Project monitoring reports are also submitted to the school's division office. After three years, the office conducts a visit to the school to do a summative evaluation of the SIP.

2.2.5 Weaknesses

Despite the thoroughness of process guidelines, instructions provided to project teams contain no information on how to address issues that do not have stakeholder support, have minimal funds available to address, or fall outside of the control of the school.

Also, the time that is mandated to be spent on these school management processes by principals is 30 percent, yet interviews reveal that the time needed to fulfill these obligations is in actuality quite a lot more, leaving less time for other duties.

2.3 School Report Card

Stakeholder engagement is a key element of school-based management and is heavily encouraged with the wide dissemination of the School Report Card (SRC). As stated in government documents, the inclusion of stakeholders is motivated by research from Bruns, Filmer, & Patrinos (2011) as well as similar studies, which find that the involvement of multiple stakeholders contributes to better management of schools.

However, while it is understood that the SRC is harmonized with the school planning process, it is distinctly promoted as an advocacy and communication tool rather than a planning or accountability tool. Interviews reveal that this choice is based in a fear that establishing an outward-facing document as an accountability tool would incentivize principals to manipulate school data.

Instead, the intent of the SRC is to increase community participation by providing a snapshot of the school and advocating for the community's involvement in areas that need improvement. Data in the SRC are of three types:

- School profile: Enrollment; health and nutrition status; learning materials; teachers' professional development; funding sources; school awards and recognitions.
- Performance indicators: Number and rate of dropouts with cause; share of learners who completed the school year (promotion rate); National Achievement Test mean percentage score; literacy level of students; school-based management assessment level; child-friendly school survey result; stakeholders' participation; learner-teacher ratio; learner-classroom ratio; learner-toilet ratio; learner-seat ratio.
- Status of school projects.

Quantitative and qualitative information is extracted from the School-Community Data Template, E-BEIS, and project monitoring reports. Dissemination is meant to occur through the following:

- Presentation to stakeholders during school meetings and assemblies in October and March.
- Posting of SRC in school or division websites, bulletin boards, and other public areas.
- Inclusion in school journal or newsletter.
- Reproduction of enough hard copies for distribution to the general public.

A recent study found, however, that "only around half of parents of elementary and high school students said that they had been given such a card or even any information in previous two school years" (World Bank Group & Australian Aid, 2016(c)). This is around the same number that had received a report card on their own child's progress (Al-Samarrai, 2016).

Yet, somewhat surprisingly, parents do not see the lack of transparent information to be a hindrance in having a responsive relationship with the school. In fact, "over 85 percent of parents either agreed or strongly agreed that schools provided opportunities for parents to file complaints on school-related issues…[and] a similar proportion of parents of elementary and high school students felt that their school worked well with other stakeholders to respond to the needs of learners" (World Bank Group & Australian Aid, 2016 (c)). This is because other mechanisms—specifically School Governing Councils and Parent-Teacher Associations—are in place for parents to offer feedback.

2.3.1 School Governing Councils

The School Governing Council is a forum for parents, students, teachers, and community stakeholders to participate in development, approval, and monitoring of the SIP. A recent survey found that approximately 90 percent of elementary schools and 80 percent of high schools have such councils, and that they meet, on average, every quarter (ibid). According to that same survey, the most frequently discussed topics at meetings are student discipline, school improvement planning, school finances, and student academic performance (ibid). However, stakeholder interviews revealed that parental interests are not uniform—parents in wealthier neighborhoods appear more interested in educational standards and the performance of students, while parents in poorer neighborhoods are more concerned with school safety and whether students graduate.

The council's explicit role is to assist in developing and monitoring the implementation of the SIP and also to endorse it to the division superintendent for approval. Principals reported that the council's support is primarily through providing financial contributions and time and labor to school activities.

Despite the almost universal establishment of councils, focus group interviews and surveys conducted in 2014 reveal that very few parents are aware that their child's school had a School Governing Council. In fact, nearly three-quarters of parents who were interviewed in a random sample of student households were unaware of its existence (ibid). Not surprisingly, fewer than half knew that their school had an improvement plan and had been invited to directly participate in its preparation (ibid). More specifically, "only about one-third of parents reported participating in discussions about the school's use of financial resources in general and fewer than a quarter reported participating in decisions about how to use the school's MOOE funds" (World Bank Group & Australian Aid, 2016(d)).

2.3.2 Parent-Teacher Associations

Interviews conducted by the World Bank and AusAid showed that parents are relatively more active in PTAs—a more ambiguous forum for parental engage-

ment—than they are in School Governing Councils. DepEd guidelines suggest that PTAs focus on procedures for collecting and reporting on use of funds, but many PTAs include representatives from barangay and local government officials so they also provide a valuable opportunity for parents to raise concerns.

In fact, 60 percent of principals reported receiving comments and complaints from the PTA (World Bank Group & Australian Aid, 2016(c)). In addition, approximately 85 percent of elementary and high school PTAs reported participating in the development and monitoring of the SIP. However, their role in planning may be more limited than that response suggests. The primary type of support provided by PTAs is in the form of additional financing and labor—"only 32 percent of elementary schools and 41 percent of high school PTAs mentioned planning as one of their main areas of support" (ibid).

As such, decisions on the use of school funds are largely confined to the school principal and teachers. In 2014, more than 80 percent of elementary schools reported that teachers had been consulted about how to use the schools' MOOE funds, but PTAs had input in fewer than 30 percent of schools (World Bank Group & Australian Aid, 2016(d)). This is not surprising since DepEd's guidelines explicitly prohibit PTAs from "interfering in schools' administrative management."

2.4 Results-based Performance Management System

Unlike the School Report Card, the recently established Results-based Performance Management System (RPMS) incorporates explicit accountability mechanisms. It rewards individual contributions in planning and implementing the annual implementation plan by school heads, teachers, and other staff. The formation of RPMS is an attempt to reinforce the Strategic Performance Management System, which was adopted in 2012, by strengthening its linkage to organizational goals and by cascading individual accountabilities to all levels.

For non-school-based personnel, RPMS provides an objective rating system for granting the Performance-based Bonus, a reward program implemented in 2015. However, for school-based personnel, RPMS is meant to be used as an appraisal tool and as the basis for training and development, and not as a basis for performance bonuses.

To begin the process, the principal and assistant superintendent complete the Office Performance Commitment and Review Form, in alignment with district goals. Then all school personnel complete an Individual Performance Commitment and Review Form (IPCRF) that outlines specific objectives and performance indicators that will demonstrate progress in key result areas (see Figure 2).

Figure 2: IPCRF Example (a single key result area)

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM

EMPLOYEE:_____
RATING PERIOD:_____
SERVICES/DEPARTMENT:_____

NAME OF RATER: _____
POSITION: _____
DATE OF REVIEW:_____

TO BE FILLED DURING PLANNING								
Major Final Outcomes (MFO)	**Key Result Area (KRA)**	**Objectives**	**Timeline**	**Weight per KRA**	**Performance Indicators (Quantity, Quality, Timeliness)**	**Actual Results**	**Rating**	**Score**
Skillful, productive and employable H.E. students	**I. STUDENT DEVELOPMENT**	1. Train students in various skills / competencies	JUNE – MARCH		• 75% of the students shall attain 80% proficiency in the required competencies • 30 (50 items) MPS in the quarterly test • 75% of the students to pass the subject with 80% proficiency level (final average)			
		2. Participate in one memorandized contest category			• 1 pupil to be in Top 10 in one Skills Contest within the school year			
		3. Implement entrepreneurial activities (such as Ecosavers, Gulayan sa Paaralan, EWYL)			• 75% of pupils to post earnings within the year			

INDIVIDUAL PERFORMANCE COMMITMENT AND REVIEW FORM FOR **REGULAR TEACHERS**

Source: http://www.slideshare.net/RaiBlanquera/ipcrf-for-he-teachers

The principal, in coordination with the assistant superintendent, defines the school's key result areas (general outputs or outcomes for the school), determines their weights, and assigns specific tasks as well as a timeline for completion. The principal and assistant superintendent then identify a performance indicator for each objective, which is expressed through a five-point rating scale in three dimensions: quality, efficiency, and timeliness.

At the end of the performance cycle, each objective is rated based on actual accomplishments and results of the school and staff, and it is then combined to provide a final score on a scale from 1 (poor) to 5 (outstanding). Final assessments are submitted to the district office. This rating serves as an input for:

- Identifying and providing interventions based on development needs and for employees who obtain an unsatisfactory or poor rating.
- Coordinating interventions as part of the human resources plan in DepEd offices.
- Identifying nominees for various award categories.
- Determining top performers of the agency who qualify for incentive awards such as promotions, training, and scholarship grants.

In practice, however, the key results areas and indicators are often picked by DepEd (for example, based on set targets for enrollment and test scores) and are rarely

customized at the school level. In addition, there is little guidance on how to calibrate targets and objectives. For instance, responses during stakeholder interviews suggest that principals and teachers overestimate their abilities to achieve DepEd goals and need to revise IPCRF forms multiple times so as to not receive a poor rating for their performance. Moreover, the rubric for grading is not made explicitly clear in that getting, say, a 4 in quality does not carry an objective meaning.

2.5 Summary

In 2016, DepEd established the School Effectiveness Division with a mandate to oversee and strengthen school-based management and decentralization processes. Alongside this restructuring, DepEd introduced or enhanced multiple planning, accountability, and citizen engagement processes, including the Enhanced School Improvement Planning Process, the Results-based Performance Management System, School Governing Councils and Parent-Teacher Associations, and School Report Cards.

While the goal of these processes is to bolster school decisionmaking and autonomy, head teachers and school principals are often unable to satisfy elaborate data collection, analysis, and implementation processes as demanded by DepEd guidelines. Although instructions are explicit, training is provided to school heads, and planning and analysis tools are provided, project teams often do not have the time, resources, or capacity to undertake all steps, resulting in a continuation of previous practices of simply copying and submitting information found on templates rather than deeply engaging with data analysis to support decisionmaking. The different planning (E-SIP), advocacy (SRC), and accountability (RPMS) tools also remain purposely disconnected, leading to inefficiencies in execution.

3. CHECK MY SCHOOL

Beyond government-led institutions, social accountability initiatives such as Check My School (CMS) exist as a complementary effort to enhance evidence-based planning, accountability mechanisms, and parental engagement at the school level. The following section outlines the history of the initiative, including recent strategic shifts that prioritize use of data by local stakeholders beyond data transparency.

3.1 Overview

CMS is a participatory monitoring initiative that helps promote quality education through constructive engagement of communities in the governance of schools. The initiative was established in 2011 as a joint project between the Affiliated Network for Social Accountability in East Asia and the Pacific (ANSA-EAP) and the Department of Education, with assistance from the World Bank. CMS is operating with financial support from the Open Society Foundation during the 2013-2018 period.

CMS builds on efforts by civil society to provide third-party monitoring of public services, such as by Textbook Count, Bayanihang Eskwela, and Bantay Eskwela.[6] The initiative was conceived as an experimental project of ANSA-EAP with the aim to advocate data transparency and accessibility, including the use of online technology. Its strategy has recently evolved and expanded to include three main tasks:

1. Facilitating access to school information for community stakeholders, including parents, students, civic groups, local governments, and school officials.

2. Establishing mechanisms for feedback between governments and communities.

3. Empowering the use of information for issue resolution at the school level.

The first stage of the process involves data updating and validating. This is done by volunteers who visit schools to collect data on enrollments, classroom conditions, seats, textbooks, budget, achievement, and other data relevant to the community. Importantly, data are not taken just from official school records, but the effort involves the physical counting of observable characteristics where possible to validate and diagnose the condition of services in the school (see Appendix 4). This serves to correct inaccuracies in official statistics, either due to human error or incentives to misrepresent data, and it can also provide a more accurate interpretation of school quality than captured by DepEd standards. For instance, a textbook with torn or missing pages might be considered "serviceable" by DepEd but be deemed unusable by CMS volunteers.

During this stage, volunteers and school heads are also oriented on what CMS is, what the initiative is designed to do, and what its goals are, and courtesy calls and introductions are made with school administrators and local DepEd officials.

The second—"feedbacking"—stage consists of facilitating meetings with key community stakeholders. Updated school data are used as a basis for raising issues to DepEd and local government officials, as well as members of the community. Through this process, CMS provides a venue to discuss, analyze, and address school issues. In addition, reports and results are forwarded to the central CMS database.

The final stage involves facilitated efforts to resolve identified issues or problems as revealed by the updated school data. Based on an action plan formulated through stakeholder meetings, the responsible official or agency is identified through a mapping process

and approached to address the problem. Because responsibilities often lie both at the local and central levels, CMS applies a "bibingka approach"; just as the rice cakes are cooked with fire on both the top and the bottom of the tray, issues that are forwarded to CMS are followed up by the national team in DepEd's central office and, at the same time, local teams work with their local DepEd offices to address school issues in their area (CMS, Volunteer's Toolkit).

At this stage, CMS employs a "three-strike rule" where school issues and needs are first sent to DepEd or another concerned government agency in an effort to solve the problems. However, if after three attempts there are no replies from the government agencies, the school issue is forwarded to NGOs, private groups, and, as a last resort, the media.

As of February 2016, CMS partnered with 1,103 schools within 32 different geographic areas in the Philippines and trained 25 chapter coordinators whose role is to train and oversee infomediaries (school coordinators) and volunteers (data gatherers, encoders, checkers) within a particular area. Coordinators can be assigned to handle anywhere from 10 to 100 schools, depending on demand.

3.2 Shifting strategies

The recent shift in strategy to focus on data use and issue resolution came in response to weaknesses in the way CMS was initially envisioned as an online data repository. Despite being showcased early on in the press as an example of "good practice" in the field and spurring international adaptations of the model in various developing country contexts, CMS found little traction in its pilot year (Shkabatur, 2012). This was partly due to the fact, as early assessments recognized, that there were significant limitations in incorporating information and communication technology into activities as originally planned.

For one, internet penetration in the Philippines at the time was estimated at only around 30 percent, with low associated technological literacy (ibid). In addition, stakeholder interviews revealed that the CMS website faced technical challenges during its pilot year, partly due to expected technological issues (speed issues, errors in loading, technical glitches), but also because the design of the website was too ambitious and prioritized quantity of data over relevancy to the user.

In addition to technology issues, there were weaknesses in the originating theory of change—that "community-driven data validation and easy access to data via the Internet will enable government officials and citizens to highlight issues of concern in the education sector and identify potential solutions" (ibid). Embedded in this line of thinking was the wrongful assumption that the mere presence of data would spur citizen action. However, CMS organizers found that producing data did not mean that citizens or governments would proactively use it, because data were intimidating, difficult to understand in context, or simply uninteresting. In some cases, even volunteers were unclear on the aims of CMS and assumed that the process was simply about gathering data for the CMS Secretariat rather than making the data available to citizens and government stakeholders.

Thus, recognizing the limitations of a technology-based data transparency initiative, CMS adopted a blended approach with a plan to increase constructive engagement with communities. The blended approach combined an online component, consisting of a leaner web-based information system, and an offline platform that motivated community mobilization and monitoring activities through the use of "infomediaries"—socially active community leaders who are tasked with bridging the gap between data and data users by posting information on the CMS platform on behalf of citizens and helping them establish their online presence. In practice, infomediaries took on substantial responsibilities,

including organizing the entire CMS validation process (Shkabatur, 2012).

However, this shift did not solve a principal issue that if citizens wanted to engage with data, often there were no clear avenues for complaints or discussions. As a result, as CMS enters its fifth active year, the organization is making concerted efforts to identify and map officials and agencies and their associated responsibilities related to school-level service delivery. This includes officials and agencies that fall outside DepEd, such as utility companies and other local government agencies. Emphasis is placed on answering the following questions:

- How do communities tap into existing resources?
- How long and how difficult is the process for requests?
- Who has the power to effect certain decisions on resource allocations?

CMS has also reiterated to volunteers that the process is intended to encourage data use at local levels, and not primarily by the CMS Secretariat. CMS changed earlier requirements that volunteers upload data to the CMS website and now requests volunteers to simply submit reports stating how data have been used at their school to resolve known issues. A key redesign of the CMS website now includes "stories of change" meant to highlight success stories and motivate commitment from both citizens and governments. The secretariat has hired a staff of editors and provided cash incentives to volunteers for stories to mitigate capacity issues in terms of developing narratives and writing. However, incentives have been only mildly effective and interviews suggest that fieldwork by the CMS Secretariat is still necessary to gain access to school-level processes.

CMS has also taken more care to ensure that demand exists from the community before providing training to area coordinators and volunteers. A recent meeting of area coordinators to assess the fifth cycle of Check My School revealed that partnership building is "by far the most challenging thing to do in most of the areas due to skepticism from different stakeholders."[7] CMS has employed an open call process where potential volunteers have to demonstrate awareness of school-level issues and stakeholder concerns prior to receiving assistance or trainings.

CMS also plans to introduce community scorecards, modeled after similar initiatives attempting to improve social service delivery. Steps for the Check My School community scorecard are described as follows:

1. **Conduct data updating:** Volunteers review relevant policies or information and prepare a matrix for inputs, standards, and indicators. The matrix serves as baseline information and reference for them.

2. **Develop input tracking matrix:** The school stakeholders are divided into two groups: beneficiaries and service providers. Each group is asked to prioritize three inputs and to identify standards and indicators per input.

3. **Rate the indicator:** Each group rates each indicator based on a scale of 1) acceptable, 2) low, 3) alarming, and 4) critical, and explains its rating with concrete details.

4. **Interface meeting:** Beneficiaries and service providers present their respective inputs, standards, and indicators matrices with their ratings and reasons. They discuss and, if possible, reconcile gaps and issues. Ratings may change based on discussion.

5. **Action planning and monitoring:** After the respective assessment, the participants formulate recommendations and an action plan. The action plan will be monitored within 100 days (Check My School, CMS Community Score Card Process).

3.3 Impact

To date, it is clear that CMS has had limited impact within the Philippine education system. A 2016 study by the World Bank revealed that "only 15 percent of elementary school principals and 20 percent of high school principals were aware of CMS, and only a small proportion of these schools had had any direct dealings with the initiative" (Al-Samarrai, 2016).

While breadth of impact has been limited, there does seem to be anecdotal evidence, provided by CMS's "stories of change," where CMS has had a positive effect on school operations (see Table 1).

However, a comprehensive list of issues provided during a recent meeting of area coordinators reveals that the vast majority of the identified issues had not been fixed, and, in many cases, no efforts were even made to address the problems. It is not clear whether this is a reporting issue from volunteers or whether it is indeed the case that few local efforts have been made to address issues.

Findings from this recent CMS analysis reveal that the most common issue identified by stakeholders is the need for additional classroom construction (mentioned 150 times), followed by a need for chairs and tables (87) and classroom repairs (75).[8] The next most common issues were a lack of books and learning supplies (66) and difficulties with water and/or sanitation

Table 1: Selected stories of change

Location	Type	Details
Carmen, Cotabato	Access	CMS pressured the school division superintendent, principals, and the local government unit to secure boats for Bai Matabai Plang Memorial Primary School students, who previously had to swim across a river to access the school.
Kalilangan, Bukidnon	Water supply	CMS partnered with a local civil society organization, the local government, and DepEd to build water tanks to supply schools with better access to water for both drinking and sanitation. This followed a survey of the municipality by CMS in 2014 that identified access to water as the most pressing problem in schools in Kalilangan.
Cardona, Rizal	Infrastructure repairs	After three years of being in a queue for repairs under the Bottom-up Budgeting Process initiated by the Department of Budget and Management, CMS coordinated with the local government to secure necessary documents to release the school's allotment for needed classroom repairs.
Kalibo, Aklan	Awareness	The provincial board of Aklan issued a resolution urging DepEd to take action on school issues identified by CMS, including shortage of classroom, below-average student test performance, and insufficient number of chairs.
Cagayan De Oro	School supplies	CMS worked with a local civil society organization to provide students with basic school supplies such as pencils, notebooks, crayons, colored papers, and bond paper.

Source: Check My School Stories of Change: http://www.checkmyschool.org/?s=.

(51 and 46, respectively). Perhaps surprisingly, most issues with budgets, school personnel, and student achievement were mentioned infrequently (on average, by officials at only one or two schools) and issues with operating expenses were cited by officials at only 12 schools.

3.4 Institutionalization

Penetration within DepEd also appears to be quite limited. While DepEd was considered an official partner in the initiative's inauguration, support from DepEd is provided mostly on a case-by-case basis and there is no guarantee that CMS is able to receive a memorandum of understanding from the central office to relay to potential CMS areas as a show of legitimacy.

DepEd officials stated that there may be plans to engage CMS in school-level monitoring in cases where DepEd capacity is insufficient due to limitations in staff. Because DepEd already has data collection, monitoring, and verification systems in place, however, there is no talk of formally adopting the CMS model within the central education system.

3.5 Summary

Check My School is a community-led effort that verifies and supplements official data to provide stakeholders with a better characterization of school quality. The CMS Secretariat trains local "infomediaries" to collect information during school visits and also to interact with communities, school officials, and government stakeholders to promote engagement to address local school issues.

While initial difficulties, such as low technological penetration and a weak theory of change, limited the impact of the organization during its pilot years, a strategic shift that prioritizes data use over data collection and dissemination offers greater potential to resolve issues with school quality and student learning. The organization has recently demonstrated concrete successes on access, school inputs, and infrastructure, albeit limited in number and scope. However, impact remains limited especially in cases where no clear "fix" is present, especially as DepEd provides inconsistent support and the organization faces resistance from local governments and school principals.

4. CHALLENGES AND OPPORTUNITIES

Information-based reforms in the Philippine education system are aimed to promote a focus on learning and results, facilitate citizen engagement, and strengthen systems of accountability that are undermined by corruption and mismanagement. Interviews with stakeholders point to several enabling conditions that underpin the implementation of both the Enhanced School Improvement Planning Process and social accountability initiatives like Check My School, such as a favorable policy window, a paradigm shift toward transparency and citizen engagement, institutional integration, and a large supply of data. At the same time, several challenges threaten to undermine the success of these initiatives, including frequent leadership changes, resistance from midtier officials, inadequate financing, inadequate decentralization, a misalignment of accountability mechanisms, and communication gaps. This section briefly discusses each of these enabling and constraining factors.

4.1 Enabling conditions

4.1.1 Policy window

Reform processes implemented in just the past few years are supported by a fortuitous policy window and an alignment of national priorities. The Philippines was one of the eight founding states of the Open Government Partnership in 2011, which mirrors other national policies committed to encouraging greater transparency and accountability, such as the Department of the Interior and Local Government's Seal of Good Local Governance. In line with these reforms, the government also launched an open data portal in 2014 that is managed by the Open Data Philippines Task Force. Transparency policies have also been enshrined by President Rodrigo Duterte, who issued an executive order in 2016 establishing a Freedom of Information law. In addition, the national government has introduced a full disclosure policy to incentivize the disclosure of local financial data to encourage the trickling down of these transparency and accountability initiatives.

Education reforms are also coming at an opportune time, as the government is preparing strategy plans for the 2017-2023 period. These longer-term strategic plans can uphold the large shift in focus toward learning quality and entrench major initiatives such as K-12 reform.

4.1.2 Paradigm shift toward transparency and community engagement

Coupled with an opportune policy window is a national paradigm shift that values evidence-based policies and the inclusion of communities and external stakeholders in decisionmaking processes, seen across all agencies. This is partially due to the penetration of new technologies, such as computers and mobile phones, which have empowered feedback and speedier processes as well as a thriving civil society and independent media.

Stakeholder interviews also suggest that this shift has come through a realization, stimulated by re-examining the system during the initial stages of the K-12 reform, that transparent and inclusive processes are empowering. This paradigmatic shift is compounded by major aid programs, which have included provisions to ensure that evidence-based accountability processes are adopted in order to receive large grant payments.

4.1.3 Dedicated agency for implementation and oversight

DepEd's recent restructuring of national offices has created a dedicated agency in charge of institutionalizing school-based management reforms and bolstering

the effectiveness and efficiency of education service delivery at the school level. Previously, reforms were administered and managed by external consultants or DepEd officials with competing responsibilities in other offices. The creation of the School Effectiveness Division provides needed focus and management capacity to undertake such a large shift in priority toward decentralization.

The establishment of a new office for oversight has also enabled the creation of extensive training programs for teachers, principals, and school planning teams on the Enhanced School Improvemnet Planning and School Report Card processes. As of September 2016, the School Effectiveness Division had successfully trained 44,154 schools out of a targeted 46,624 (95 percent), with many regions exceeding their target. Only two regions, Region X and ARMM, fell below a 50 percent achievement rate, though data were still being input and processed as this report was being written. Of those regions that exceeded target goals, many were able to broaden their reach to include private schools based on recommendations by regional counterparts.

4.1.4 Large supply of data

While data have not been utilized to their fullest potential at all levels, a wealth of granular data on a wide variety of indicators are being collected within schools and communities, including input, output, and financing data. Recent reforms have automated school-level data collection and input processes and created incentives for school heads to input and upload extensive amounts of data, which has reduced gaps in coverage. In addition, DepEd has instituted the Learner Information System, which strengthens the quality and validity of student and school-level data. So, too, new local government procedures have attempted to increase transparency and validity of financing data. This existing supply can be a powerful tool in decisionmaking, targeting of reforms, agenda setting, and monitoring of program effectiveness.

4.2 Constraints

4.2.1 Political

Frequent leadership changes: Since 2005, the government of the Philippines has had seven different secretaries of education. The disruptive nature of the political system hinders reform continuity and sustainability as administrators and implementers often adopt a "'wait-and-see' attitude for instruction and survival" (PIDS, 2009). The Philippine Institute for Development Studies (2009) identifies three distinct ways this affects the reform process:

- New secretaries often refocus reform structures based on their own personal background and interest. For instance, on the one hand, secretaries "coming from an academic background tend to prioritize reforms in curriculum, achievement testing, grading, and school-based management. Politically appointed secretaries, on the other hand, favor additional subjects in the curriculum, prefer diagnostic tests, and focus on shortages through additional budget allocation as the measures of success." Stakeholder interviews reveal that it is also not uncommon for incoming secretaries to adopt new minimum standards and benchmarks (such as enrollment rates, out-of-school rates, and student-teacher ratios).

- In many instances, field decisions and reforms are delayed in anticipation of new instructions from the top. As an example, this was evidenced in a two-year delay in the Secondary Education Development and Improvement Project when a newly installed secretary of education objected to decentralization of the education system.

- Frequent changes in top leadership positions perpetuate an incentive system that is based on fostering connections and political clout over merit or professional conduct.

At the school and division level, as well, frequent changes in school administration and division leadership disrupt reform processes. In a recent meeting, Check My School area coordinators noted that the primary barriers in sustaining relationships with schools were changes in school heads and division superintendents.

Resistance from midtier officials: Progressive data and information-based reforms in the education sector are being implemented because they are being championed at the highest levels. Teachers also appear to see the value in using data in reform processes and everyday decisionmaking. However, stakeholder interviews suggest that reforms face resistance from education officials at the school, division, and regional levels. During the implementation of the E-BEIS system, for instance, trainers encountered issues where school heads did not allow teachers to upload data into the system.

Reasons mentioned include that principals are traditionally from an older generation that emphasizes more control over resources and ideas, and that the positions of superintendent and regional director are typically very powerful and so there is resistance to ceding status and authority.

4.2.2 Financial

Aside from broader political factors that enhance or constrain the implementation of school-level reforms, success depends more simply on schools having discretionary funding available to allocate resources, target reforms, and introduce solutions to local problems.

The government transfers a significant share of funds to schools in the form of maintenance and other operating expenses. These funds are allocated on the basis of student enrollment and other school characteristics (for example, number of classrooms and teachers) and are meant to cover costs not covered by the central office, such as school supplies, utilities, minor school repairs, implementation of E-SIP programs, and training activities. In line with an elevated focus on decentralization, MOOE funds nearly tripled, from PHP 4 billion in 2005 to PHP 12 billion in 2013 (World Bank Group & Australian Aid, 2016(a)).

Detailed estimates suggest that MOOE allocations account for nearly 70 percent of funding in elementary schools and over 80 percent in high schools (Al-Samarrai, 2016).[9] The remaining funds are primarily provided by local governments through the Special Education Fund (SEF), which is levied from a 1 percent property tax, as well as a small amount of support from the general fund and community and PTA contributions. SEF allocations to schools within provinces (or large municipalities) are determined by local school boards, with approval by the secretary of education. SEF funds are meant to augment national allocations, and spending is restricted to certain activities. In many cases, however, limitations on SEF allocations are not clear. For instance, some local school boards allot some amount of funds for the purchase of vehicles despite directives that disallow it, and some inconsistently allow funds to support preschool education (Manasan et al., 2011).

Availability of funding at the school level: A detailed costing study has revealed that MOOE funding remains insufficient despite increases and would need to more than double to satisfy existing service standards (Al-Samarrai, 2016). Adding extra strain, local government funding has not kept pace with rapid increases in spending by the national government—decreasing from an 11 percent share of total spending

on basic education in 2006 to only 6 percent in 2013 (ibid).

In addition, funding is not clearly aligned with need and there remain vast differences in spending between regions. For example, spending by the national government in 2012 ranged from PHP 4,500 per school-aged child in the National Capital Region to more than PHP 7,600 in the Cordillera Administrative Region (World Bank Group & Australian Aid, 2016(a)). In another case, Region XII (Soccsksargen) receives a budget that is below the national average despite being one of the poorest regions in the Philippines (ibid).

Local SEF allocations tend to reinforce these inequities by nature of its design—poorer regions with lower property values are unable to levy as much in taxes as richer areas with higher proportions of commercial property. This can also lead to shocks in funding in cases where natural disasters lead to significant drops in tax revenue.

So, too, allocation decisions by local governments are inconsistent, opaque, and not clearly aligned with need. For example, in some areas schools are given the same amount of funding regardless of their size, whereas in other areas funding is pro-rated based on enrollment. In other cases, school performance is taken into consideration. Most worryingly, it does not appear that SIPs are taken into account in the preparation of the local school board budget. In a recent study, a school head admitted that school heads "prepare their [plans] in a "hit or miss" fashion…because they find it difficult to predict the amount of support from the SEF and other sources" (Manasan et al., 2011).

Discretion over funds: Complicating financing issues further, fluctuating budget execution rates mean that increased allocations by the national government have not always led to commensurate increases in spending at the school level. For instance, in 2013 only about three-quarters of MOOE funds were actually downloaded to the school (World Bank Group & Australian Aid, 2016(d)). This is partially explained by a stark misalignment in the timing of budget allocation decisions, which is not structured around the school year, as well as significant delays in transfers, which leave school heads with insufficient time to follow complicated procurement procedures.

The main reason for insufficient transfers, however, appears to be the retention of funds by division offices. A recent tracking exercise revealed that "over 60 percent of division offices held onto some MOOE funds in 2013 in order to procure items for schools, pay their utility bills, or fund other services for schools," even though DepEd forbids division offices to procure items as it significantly reduces school-level discretion (Al-Samarrai, 2016).

Moreover, the study revealed that only an estimated 60 percent of local government funds are spent on activities that directly benefit the schools (World Bank Group & Australian Aid, 2016(e)). Worryingly, there is little information on how missing funds are spent, and what little information is available is unreliable and patchy. In some cases, it can be surmised that local governments are incentivized to hold funds to reduce the risk of having a deficit of funds at the end of the budget cycle. In other cases, however, the reason behind the gap in execution rates is less clear. For instance, "24 percent of elementary schools to which local governments claimed to have provided in-kind support for salaries denied ever having received this support" (Al-Samarrai, 2016).

When funds do reach the schools, a significant proportion is devoted to salaries for teachers and staff, who are hired by the central office, leaving only a small proportion of total funds (7 percent in the case of elementary

schools and 12 percent for high schools) free for discretionary use by school heads (World Bank Group & Australian Aid, 2016(c)). Even so, some schools reveal that they find it difficult to use the funds that they do receive because of complicated or burdensome procurement and reporting requirements. In some cases, principals reported "spending six to eight hours a week on administrating MOOE funds, including procuring goods and services and preparing liquidation reports" (Al-Samarrai, 2016). As a result, discretionary funds are sometimes left unspent.

Not surprisingly, inequity in funding and insufficient transfers are a key determinant of the level of school-based management implementation at the school level. A recent study found that "students from the poorest 20 percent of households were more likely to attend elementary and high schools that had the lowest level of self-assessed [school-based management] implementation than students from the wealthiest 20 percent of households" (ibid).

4.2.3 Organizational

Inadequate decentralization: Despite the long-standing impetus to enhance school-based management, DepEd remains highly centralized; the central office maintains the overall administration of basic education policies, plans, and procedures, while associated field offices and schools are responsible for the regional and local coordination and administration of the department's mandate.

Stakeholder interviews suggest that a pervasive "memo" culture ensures that full decentralization is not realized at the local level, and the retention of the bulk of planning and funding decisions at the central level limits discretion within schools and regions to implement contextualized reforms based on local needs. "Decentralization," in this sense, is an administrative process involving little or no real transfer of authority among levels of government and "involves only a shift in responsibilities from DepEd central officials to those stationed in regions, divisions, and schools" (BEST, 2012).

This "administrative" decentralization is particularly burdensome on teachers, school heads, and district officials, who are tasked with demonstrating measurable progress toward priority areas, often without the means or resources to implement targeted responses. In addition, a reliance on a memo process often means that reforms and targets aren't sufficiently integrated into strategic plans at other levels of governance, leading to overlaps and contradictions among plans.

Misalignment of accountability mechanisms: The Enhanced School Improvement Planning Process includes a number of measures to ensure that teachers, school staff, principals, and district officials are generating positive outcomes in schools, particularly through the Results-based Performance Management System. Schools are also mandated to make their spending fully transparent and accountable to local stakeholders, including parents, students, and communities, through the use of "transparency boards" and the School Report Card.

However, there appears to be a lack of needed accountability at the regional and local government levels, stemming from a lack of transparency in funding allocation decisions and insufficient clarity regarding roles and responsibilities. These issues are compounded by gaps and misalignments between RA 9155 and the 1991 Local Government Code[10]—which provides that a province or city may collect a 1 percent property tax that is put toward a Special Education Fund managed by local school boards. This has created a general lack of clarity in the implementation of both laws. More specifically:

- Under RA 9155, school heads are responsible for administering and managing fiscal resources while division superintendents are largely limited to curriculum and instructional supervision, in addition to implementing the division education development plan. However, the Local Government Code provides that district supervisors evaluate the personnel, physical, and fiscal needs of the school compared to the total amount of resources available, which creates confusion between the division of roles and responsibilities.

- District supervisors are not fully informed about how many resources schools actually receive from the DepEd budget, resulting in difficulties since supervisors are meant to represent the schools in local school boards.

- Use of the term "operation and maintenance of public schools" in the Local Government Code gives school boards needed flexibility to respond to actual needs at the school level but lacks clarity in the assignment of functions across levels of government—a key tenet of decentralization that allows for accountability in relationships (Manasan et al., 2011).

Communication gaps: While it is clear that the Philippines has a wealth of data at its disposal, particularly now that the collection process has become automated, these data are often not disseminated widely or used to their fullest potential. A primary issue in the dissemination process is that data are not shared in a timely fashion from the central office down to school level. Schools fill out data collection forms, and this information is sent directly to the central office, which comes up with official interpretation and analysis of data, then disseminating this down to regional and district offices, and then finally to schools. However, stakeholder interviews reveal that neither regions nor schools receive official aggregate figures (for example, net enrollment rates, gross enrollment ratios, cohort survival rates, completion rates) in time for their use in the design or implementation of projects. Moreover, local officials do not have easy access to information from DepEd, including the results of the assignment of new teachers, and the allocation of new classroom construction.

In addition, memos released by the central office are not effectively disseminated to offices or schools. There is anecdotal evidence that some schools are implementing the provisions of a memo that has already been superseded two or three times.

There is also a significant mismatch in budget timing, making it difficult to link budgetary expenditures with the performance or outcomes of programs and activities funded under MOOE or SEF funds. The national budget is based on the annual calendar year starting in January, while the school year starts in June. Similarly, while the national budget cycle is 12 months, the DepEd cycle—from budget preparation until the initial release of funds—is 18 months.

This can partially explain why critics have stated that there appears to be "no conscious effort on the part of many [local government] officials to relate or link budgetary expenditures with the performance or outcome of their programs, projects, and activities" (ibid). Instead officials are focusing primarily on input data for planning purposes.

5. CONCLUSION

The complementary efforts of the civil society organization-led Check My School initiative and the Enhanced School Improvement Planning Process directed by DepEd have produced a wealth of data on school personnel, student characteristics, financing, school quality, and student learning. In addition, the introduction of unique IDs for students and third-party verification processes has strengthened data validity and reliability. This drive to collect more and better quality education data in the Philippines is motivated by a desire to enhance school-based management, bolster monitoring and accountability, motivate parental engagement, and advance student learning.

A broad reading of the literature shows that the success of information-based initiatives depends on the presence of enabling conditions to facilitate data-informed processes as well as the ability to overcome inevitable barriers to uptake and institutionalization (Read & Atinc, 2017). More specifically, countries require incentives to release high-quality data and they require the political capacity to respond to demands for reforms; a strong civil society and public demand for information; and adequate technological and legislative foundations (ibid).

In the case of the Philippines, a number of social, political, and technological conditions enabled improvements to transparency, citizen engagement, and systems of accountability. First, efforts in the education sector were able to build on national policies to improve transparency and accountability, such as Freedom of Information laws and participation in the Open Government Partnership. Second, the penetration of new technologies, a thriving civil society and independent media, and donor commitments bolstered the value and feasibility of evidence-based policies and inclusive decisionmaking processes. Third, the creation of a dedicated agency for oversight and management of school affairs supported the strengthening of decentralization processes and capacity to implement reforms. And fourth, the data collected on a wide variety of indicators are of high quality and are granular enough to be a powerful tool in decisionmaking, targeting of reforms, agenda setting, and monitoring.

Even with such a highly enabling environment, however, information-based initiatives in the Philippines face political, financial, and organizational barriers that threaten to undermine their potential success. Political challenges include frequent leadership changes at national, division, and school levels that disrupt reform processes by implementing new standards and benchmarks for success, suspending the implementation of ongoing projects, and perpetuating an incentive system based on political connections rather than merit. In addition, resistance from midtier officials at the division and regional levels interrupts ongoing reform efforts despite support from teachers and from officials at the national level.

In terms of financing, funding from both national and local governments is often inadequate, inconsistently provided, and not clearly aligned with need, meaning it is insufficient to satisfy existing service standards. Moreover, even where funds are made available to schools, discretion is hindered by misalignment in the timing of budget allocation decisions and the retention of funds by division offices.

Lastly, inadequate decentralization processes have left the bulk of planning and funding decisions at the central level, which limits discretion by schools to implement contextualized reforms. In addition, school-based accountability mechanisms are inadequate in the absence of transparency and clarity of responsibilities at the regional and local government levels and, despite the extensive collection of data, the bulk are

shared upward and not effectively disseminated to schools in a timely fashion.

The end result is that data are not being used to their full potential. While data quality is commendable, collection and management processes are extensive, and the value of data is detailed in policy documents at the highest levels, barriers to effective data use persist. Misaligned incentives, ineffective communication, and lack of discretion at the school level prevent data from being used to support wider goals of improving education service delivery and advancing student learning. As such, continued efforts to enhance information-based initiatives will likely be inadequate in the absence of structural changes to school-based management and associated accountability practices.

NOTES

1. These rate statistics are in comparison to the total number of children between the ages of 5 and 15.
2. It should be noted that, while the government of the Philippines has made commendable increases to the level of education spending, spending per student remains low compared with other middle-income countries. In 2014, the country spent just under 3 percent of GNP on education, compared with a 2012 average of nearly 5 percent for lower-middle-income countries (World Bank Group & Australian Aid, 2016(a)).
3. Current government practice assumes 2 percent yearly growth in enrollment rates.
4. The Continuous Improvement Process is a methodology to continuously assess, analyze, and act on the performance improvement of key processes and service delivery, focusing on both stakeholder needs and the desired performance.
5. Barangays are the smallest administrative division in the Philippines, akin to a village.
6. Textbook Count launched in 2003 as an anti-corruption joint initiative between the Ateneo School of Government and the Department of Education to monitor the procurement and delivery of textbooks. Bayanihang Eskwela is a citizen monitoring initiative designed to reduce corruption in school building construction projects. The program was launched in 2006 as a collaborative public-private partnership between the Government Watch of the Ateneo School of Government, the Department of Public Works and Highways, the Department of Education, the Office of the Ombudsman, and Girl and Boy Scouts of the Philippines. Bantay Eskwela, introduced in 2010 by Procurement Watch Inc., empowers volunteers to monitor the contract process for the procurement of school armchairs, as well as the repair and rehabilitation of classrooms.
7. Harbor Town, Iloilo City, May 25-26, 2016.
8. CMS tabulated 740 issues submitted by volunteers within 261 schools. There could be more than one issue identified per school.
9. In about 10 percent of schools, MOOE funds were their only source of operational funding.
10. The Local Government Code was passed to promote decentralization in most social development sectors. The education sector was left out of this initial decentralization push due to fear of corruption, since election votes were manually counted by teachers at the time. In 2014, elections became automated, lessening the risk of manipulation by local elites.

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APPENDIX 1: SCHOOL-COMMUNITY DATA TEMPLATE

I. SCHOOL PROFILE/DATA

Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school. This template aims to organize existing school and community data from different sources. If you find it useful to lift data from other templates and transfer it here, you may do so. Otherwise, you can just attach the other data templates to this form.

IDENTIFYING INFORMATION

School ID: _____ **Name of School:** _____
Address: _____ **Barangay:** _____
District: _____ **Municipality:** _____
Division: _____ **Region:** _____

A. GEOGRAPHY

A.1 Location of the School. *Check the appropriate description.*

☐ Along the highway ☐ Near a river or waterway ☐ On top of a mountain
☐ Near the coastline ☐ By the hillside

A.2 Relative Distance of the School

	Distance in km	Mode of Transportation
a. From the poblacion		
b. From the nearest public elementary school		
c. From the nearest private elementary school		
d. From the nearest public secondary school		
e. From the nearest private secondary school		
f. From the District Office		
g. From the Division Office		

A.3 Incidence of crimes and other human-induced hazards

A.3.1 Check if there have been incidences of the following in the last 3 years.

☐ Armed conflict as a result of organized crime (terrorism, siege, etc.)
☐ Crime against school head/s (murder/homicide, physical injury, rape, sexual harassment, etc.)
☐ Crime against school property (theft, robbery, arson)
☐ Crime against student/s (murder/homicide, physical injury, rape, sexual harassment, etc.)
☐ Crime against teacher/s (murder/homicide, physical injury, rape, sexual harassment, etc.)
☐ Fire (Electrical wiring failure, etc.)
☐ Health Threat (i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)
☐ Oil Spill
☐ Security threat as a result of civilian violence (bomb threats, kidnapping threats, hostage taking, shooting, etc.)
☐ Structural collapse (as a result of engineering failures)
☐ Others. Pls. Specify: _____

A.3.2 What are the 3 most frequent crimes/human-induced hazards?

1st most frequent: _____
2nd most frequent: _____
3rd most frequent: _____

A.4 Incidence of natural hazards

A.4.1 Check if there have been incidences of the following in the last 3 years.

☐ Drought
☐ Earthquake
☐ Fire (includes forest fires and fires due to natural disasters)
☐ Flood
☐ Landslide
☐ Storm surge
☐ Tropical Cyclones (Storm, Typhoon, Tropical Depression, etc.)
☐ Oil Spill
☐ Tsunami
☐ Volcanic eruption
☐ Others. Pls. specify: _____

A.4.2 What are the 3 most frequent natural hazards?

1st most frequent: _____

2nd most frequent: _____

3rd most frequent: _____

A.5 Result of disaster incidents

☐ School used as an evacuation center in the last 3 years

B. LEARNING ENVIRONMENT

B.1 Classrooms and seats

B.1.1 Classroom quantity [SRC.15.]

Level	Total Enrollment, Current SY	No. of Classrooms			
		In Good Condition	For Repair/ Rehabilitation	Total	Learner:classroom ratio [1]
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
TOTAL					

[1] Learner:classroom ratio = Total enrollment divided by the total number of classrooms

B.1.2 Classroom seat quantity [SRC.17.] ***Indicate the total number of seats in all classrooms.***

Number	Learner:seat ratio [2]

[2] Learner:seat ratio = Total enrollment divided by the total number of seats

B.2 Water, Sanitation and Hygiene (WASH) facilities

B.2.1 Water supply/source. ***Check as appropriate.***

☐ Local piped water ☐ Rainwater catchments ☐ Without available water supply

☐ Water well/deep well ☐ Natural source

Is the main source of water functional at present?

☐ YES ☐ NO Pls. cite reasons why: _____

B.2.2 Handwashing. ***Is there space for handwashing?***

☐ YES If YES: ☐ with soap ☐ without soap

☐ NO

B.2.3 Functional toilets [SRC.16.]

Male		Female	
Number	Ratio [3]	Number	Ratio [3]

B.2.4 Toilet bowls

Male		Female	
Number	Ratio [4]	Number	Ratio [4]

[3] Learner:toilet ratio = Total enrollment divided by number of toilets

[4] Learner:toilet bowl ratio = Total enrollment divided by number of toilet bowls

B.3 Textbooks. Indicate number of textbooks per grade level and subject [SRC.3.]

Level	*Subject: _____*		*Subject: _____*		*Subject: _____*		*Subject: _____*		*Subject: _____*	
	Number	**Ratio**	**Number**	**Ratio**	**Number**	**Ratio**	**Number**	**Ratio**	**Number**	**Ratio**
Kindergarten										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										
TOTAL										

B.4 Library:

No. of books: _____

No. of tables: _____

No. of chairs: _____

Give additional information and qualitative descriptions of the library (on the lighting, space, other fixtures present, etc.)

_____

_____

B.5 Other learning facilities/materials *(Example: computers, science equipment. Insert new rows if necessary.)*

Facility/Material	Number	Qualitative description/condition

B.6 Availability of electrical supply. What is the school's source of electricity?

- ☐ Grid supply
- ☐ Off-grid supply
  - ☐ Solar power
  - ☐ Generator
  - ☐ Others. Pls. specify: _____
- ☐ No source of electricity

B.7 Internet connectivity

B.7.1 Are there Internet service providers in the area?

☐ YES ☐ NO

If YES, check the appropriate Internet service provider/s servicing the area:

☐ BAYANTEL ☐ GLOBE ☐ SMART ☐ WIT Global (Satellite)

☐ DIGITEL ☐ PLDT ☐ SUN ☐ Others. Pls. specify: _____

B.7.2 Does the school subscribe to any of the Internet service provider/s listed above?

☐ YES ☐ NO

B.7.3 Are there Internet café/shops/WiFi-enabled stations in the area?

☐ YES Pls. specify: _____

☐ NO

C. TEACHERS

C.1 Number of teachers [SRC.14.]

C.1.1 Number of nationally-funded teachers (current SY)

Male	Female	TOTAL	Learner:teacher ratio [5]

[5] Learner:teacher ratio = Total enrollment divided by number of nationally-funded teachers

C.1.2 Number of locally-funded teachers and subsidized/volunteer teachers (current SY):

No. of Locally-funded Teachers: _____

No. of Subsidized/ Volunteer Teachers: _____

C.2 Quality of teachers

C.2.1 Number of master teachers

Position	Number	Carries Full-Time Class Teaching Load (YES/NO)	Assigned Grade Levels	Assigned Part-Time to Class Teaching (YES/NO)	Assigned Full-Time to Ancillary Services (YES/NO)
Master Teacher IV					
Master Teacher III					
Master Teacher II					
Master Teacher I					

C.2.2 Number of teachers meeting the desired competencies based on NCBTS

	SY Before Previous SY: _____	Previous SY: _____	Current SY: _____
Total No. of Teachers			
No. of Teachers meeting the standards			
% meeting the standards			

C.2.3 Projects/interventions implemented to improve basic competencies of teachers

	YES	NO	If YES, please describe
a. Does the school have mechanisms for sustained school-based training?			
b. Does the school use the result of the NCBTS-Teacher's Strength and Needs Assessment as basis for planning?			
c. Are there other interventions implemented to improve competencies of teachers?			

C.2.4 If the response to C.2.3.b is YES, list down the top 3 training needs mentioned and indicate the number of teachers trained on these [SRC.4.]

Training Needs	SY Before Previous SY: _____		Previous SY: _____		Current SY: _____	
	No. of Teachers trained	% of teachers trained	No. of Teachers trained	% of teachers trained	No. of Teachers trained	% of teachers trained
Top 1: _____						
Top 2: _____						
Top 3: _____						

C.2.5 If teachers weren't trained based on identified needs (as seen in C.2.4), cite reasons for the lack of training.

D. CHILDREN HEALTH AND SAFETY

D.1 Nutritional status [SRC.2.]

D.1.1 Number of malnourished children for the current SY

Level	Wasted			Severely Wasted		
	Total	Male	Female	Total	Male	Female
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total						
Percent of Total						

D.1.2 Projects/interventions implemented in the previous SY addressing malnourished children (insert new rows if necessary)

Project/intervention	Number of Children Covered

D.2 Health status [SRC.2.]

D.2.1 Number of children who have other health problems for the current SY. Indicate common ailments and corresponding number of children per type of ailment based on results of physical and dental examinations. Insert new columns if necessary.

Level	Types of Ailments (Current SY)								
	Ailment:	*Ailment:*	*Ailment:*	*Ailment:*	*Ailment:*	*Ailment:*	*Ailment:*	*Ailment:*	*Ailment:*
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

D.2.2 Projects/interventions implemented in the previous SY addressing needs of children with other health problems (insert new rows if necessary)

Project/intervention	Number of Children Covered

D.3 Children reported as victims of abuse and violence

D.3.1 Number of children who were recorded victims of abuse and violence (physical, verbal, and sexual). Should be supported by data from the Guidance Office/teachers.

Level	Previous SY ___			Current SY ___		
	Total	Male	Female	Total	Male	Female
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
TOTAL						
Percent of Total						

D.3.2 Projects/interventions implemented for children that were victims or suspected victims of abuse

	YES	NO	If YES, please describe the mechanisms	Number of Children Covered
a. Does the school have mechanisms to promote safe and protective practices based on DepED's Policy on Child Protection in School?				
b. Other interventions implemented for children that were victims or suspected victims of abuse (insert new rows if necessary)				

E. STATUS OF PRIORITY IMPROVEMENT PROJECTS OR CI PROJECTS [SRC.18. & SRC.19.]

These projects include those implemented by the school and other stakeholders. Insert new rows if necessary.

Implementer	Program/Project Title	Duration		Target	Status/Accomplishments *Indicate progress of the program/ project, and its effect/impact on children's access to quality education.*
		Start	End		

F. STAKEHOLDER SUPPORT TO EDUCATION [SRC.13.]

Indicate the amount of contributions made by parents/guardians and other stakeholders for co-curricular activities, extra-curricular activities, and other major activities (such as meetings and assemblies), as well as stakeholder attendance during these activities.

Activity	Contributions			Attendance		
	Volunteer hours	Cash	In Kind	No. of attendees	No. invited	Attendance rate
Co-Curricular Activities						
Extra-curricular Activities						
Other Major Activities						

G. FUND SOURCES [SRC.5.]

Fund Source	Amount
General Appropriations Act (School MOOE)	
General Appropriations Act (Subsidy for Special Programs)	
Local Government Unit funds	
Canteen funds	
Donations	

II. SITUATION OF CHILDREN / LEARNERS: ACCESS - IN AND OUT OF SCHOOL

Instruction: Please input required data/information in unshaded cells. Fill-in only the age groups/grade levels that are applicable to your school.

1. CHILDREN NOT IN SCHOOL

1.1 Population of children in the barangay where school is located (current SY)

Age	Total Population			No. of children NOT in School			% of children NOT in School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
GRAND TOTAL									

1.2 Reasons for not attending school in the current SY [6]

Age	No. of school-aged children not in school	No. of children NOT in school according to reasons							
		Financial Matters	Health and Nutrition	Child Labor	Distance of School from Home	Affected by Disaster	Affected by Conflict	Disability	Other Reasons
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
TOTAL									
Percent of Total									

[6] School Project Teams are encouraged to conduct interviews or focus group discussions with parents/guardians/community members to probe deeper on reasons cited

1.3 Number of children in the barangay NOT in school the last two SYs, depending on data availability

Age	SY Before Previous SY _____			Previous SY _____			No. of Out-of-school Children Attending Other Forms of Learning in Previous SY		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
TOTAL									

1.4 Projects/interventions implemented to ensure that out-of-school children are reached or mainstreamed in school

	YES	NO	If YES, please describe the mechanism/ intervention used by the school-community
a. Does the school-community have a mechanism to actively seek out children not in school and give them access to education (e.g., family mapping, Community-Based Management System, etc)?			
b. Did the school use interventions in the previous SYs to ensure that out-of-school children have access to education?			

2. CHILDREN ENROLLED IN SCHOOL [SRC.1.]

2.1 Enrollment for the last 3 SYs

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									
Percent of Total									

2.2 Number of children with disabilities by type of disability (insert new columns if necessary)

Level	No. of Children with Disabilities	Type of Disability (Current SY)							
		Disability: _____	*Disability: _____*	*Disability: _____*	*Disability: _____*	*Disability: _____*	*Disability: _____*	*Disability: _____*	*Disability: _____*
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									
Percent of Total									

2.3 Other data

Level	No. of Over-aged Learners	No. of IP Learners	No. of Muslim Learners	No. of 4Ps Learner-recipients
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
TOTAL				

III. SITUATION OF CHILDREN / LEARNERS: ACCESS - ATTENDANCE AND RETENTION

Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school.

3. ATTENDANCE

3.1 Number of children regularly attending classes (at least 90% attendance) for the last three SYs [7]

Level	SY Before Previous SY ___			Previous SY ___			Current SY ___		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									
Percent of Total									

3.2 Percentage of children regularly attending classes (at least 90% attendance) for the last three SYs [7]

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
OVERALL									

[7] no. of children regularly attending classes divided by the total enrollment x 100

3.3 In the previous SY, how many children were frequently absent (below 90% attendance) and how many of them were recipients of the Conditional Cash Transfer Program (Pantawid Pamilya) of DSWD?

Level	Total Enrollment in Previous SY	Number of children who were frequently absent			Number of frequently absent students that were recipients of Pantawid Pamilya		
		Total	Male	Female	Total	Male	Female
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
TOTAL							
Percent of Total							

3.4 What were the reasons why children were frequently absent in the previous SY? Please indicate number of children who are frequently absent according to reasons.

Level	Total No. of Children who were Frequently Absent in Previous SY	Number of children who are frequently absent according to reasons [8] (Previous SY)						
		Financial Matters	Health and Nutrition	Child Labor	Distance of School from Home	Affected by Disaster	Affected by Conflict	Other Reasons
Kindergarten								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
TOTAL								

[8] School Project Teams are encouraged to conduct interviews or focus group discussions with parents/guardians/community members to probe deeper on reasons cited

3.5 Projects/interventions implemented to address needs of children who are frequently absent (insert new rows if necessary)	Number of Children Covered

4. DROPOUT [SRC.7.]

4.1 Number of dropouts for the last three SYs

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

4.2 Dropout rates for the last three SYs

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
OVERALL									

4.3 Number of dropouts by cause (insert new columns if necessary)

Level	Total No. of Dropouts (Current SY)	Number of Dropouts by Cause (Current SY)							
		Cause: _____	*Cause: _____*	*Cause: _____*	*Cause: _____*	*Cause: _____*	*Cause: _____*	*Cause: _____*	*Cause: _____*
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									
Percent of Total									

4.4 Projects/interventions implemented for children at risk of dropping out

4.4.a Does the school have mechanisms to:	YES	NO	If YES, please describe the mechanisms used by the school
- track attendance and identify children at risk of dropping out and failing and design remedies to keep them in school?			
- anticipate and minimize disruptions of classes especially with respect to emergencies (disaster and conflict)?			
- track teachers' attendance and ways of ensuring their regular presence based on CSC policy?			

4.4.b What are the interventions implemented for children at risk of dropping out? Insert new rows if necessary.	Number of Children Covered

IV. SITUATION OF CHILDREN / LEARNERS: QUALITY

Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school.

5. PROMOTION/GRADUATION RATES [SRC.8.]

5.1 Number of promoted learners/graduates by grade level, for the last three SYs

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

5.2 Promotion/graduation rates for the last three SYs [9]

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
OVERALL									

[9] Promotion rate: no. of promoted learners divided by the total enrollment x 100;
Graduation rate: no. of graduates divided by the total enrollment x 100

6. MEAN PERCENTAGE SCORES (based on National Achievement Tests) [SRC.9.]

6.1 Mean Percentage Scores of NAT Grade 3 and 6 (or Grade 8 and Grade 10 for the Secondary Level), per subject for the last three SYs

Level	SY Before Previous SY: ____				
	English	Filipino	Math	Science	HEKASI
Grade 3					
Grade 6					
Grade 8					
Grade 10					
Level	**Previous SY: ____**				
	English	Filipino	Math	Science	HEKASI
Grade 3					
Grade 6					
Grade 8					
Grade 10					
Level	**Current SY: ____**				
	English	Filipino	Math	Science	HEKASI
Grade 3					
Grade 6					
Grade 8					
Grade 10					

6.2 Projects/interventions implemented to improve basic competencies of learners (insert new rows if necessary)

7. LITERACY LEVEL [SRC.10.]

7.1 Number of learners who are in the frustration, instructional, and independent levels for the current SY (ENGLISH) [10]

Level	Frustration Level			Instructional Level			Independent Level		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
	Pre-Test Results								
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Level	Post-Test Results								
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									

[10] Based on Phil-IRI pre-test results

7.2 Number of learners who are in the frustration, instructional, and independent levels for the current SY (FILIPINO) [10]

Level	Frustration Level			Instructional Level			Independent Level		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
	Pre-Test Results								
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Level	Post-Test Results								
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									

7.3 Projects/interventions implemented to improve reading skills of children (insert new rows if necessary)

8. AWARDS/RECOGNITIONS (TOP 3) [SRC.6.]

List down the awards/recognitions received by the school, the school head, teachers, and students. Insert new rows if necessary.

Category of Awardees	Title	Year	Award-giving Body (Please identify)				
			District	Division	Regional	National	International
Student							
Teacher							
School Head							
School							

APPENDIX 2: CHILD MAPPING TOOL

Before you go around your community to conduct your early registration activities, coordinate with the District or Division office and your barangay. If there are other schools in your barangay, coordinate with them as well.

Distribute this child mapping tool to your team of teachers and volunteers. They should fill this up as they move from house to house in the barangay. This will help you get important basic information on the status of 4-17 year old children in your community which you can use in school planning. You only need to cover your barangay unless majority of your students come from nearby communities, in which case, you need to conduct child mapping in those barangays as well. If there are no schools in a barangay, the District or Division office will initiate the child mapping in that area (following DO. No. 1 s. 2015).

Child mapping should be done at least every 3 years (preferably at the start of the SIP cycle), assuming that there are no major changes in the population of your community. After events causing major population changes (e.g. disasters), child mapping should be conducted to account for the children in your community.

After mapping, consolidate the data. You can encode it in the School-Community Data Template for easy reference. Share the data with your District and Division offices, barangay, and with nearby schools and communities.

Barangay: _____ Division: _____
Municipality: _____ Region: _____

TOOL FOR MAPPING OF 4-17 YR. OLD CHILDREN

NAME			DEMOGRAPHIC INFORMATION				RESIDENCE			DISABILITY		ECCD (FOR 4YO CHILDREN)		EDUCATIONAL STATUS					FUTURE ENROLLMENT		
Last	First	Middle	Gender	Age	Date of birth	With Birth Certificate? (YES/NO)	Present address	Number of years in present address	Is residence permanent?[1] (YES/NO)	Has a disability? (YES/NO)	If YES, specify type of disability[2]	Provided with ECCD Services? (YES/NO)	If YES, specify ECCD facility	Educational attainment[3]	Currently studying? (YES/NO)	If YES, specify name of school	If NO, state reason for not studying	If studying through ADM, specify type of ADM	Planning to study next school year? (YES/NO)	If YES, specify the name of prospective school	If NO, state reason for not planning to study next school year

[1]ASK: "Is the child a permanent resident?" (YES/NO) IF YES, follow up "do the residents plan on moving out?"

[2]TYPES OF DISABILITIES: *(see DepED Order No. 2, s 2014 for detailed descriptions)*

1- Visual Impairment
2- Hearing Impairment
3- Intellectual Disability
4- Learning Disability
5- Speech/language impairment
6- Serious emotional disturbance
7- Autism
8- Orthopedic impairment
9- Special health problems
10- Multiple disabilities

[3]EDUCATIONAL ATTAINMENT:

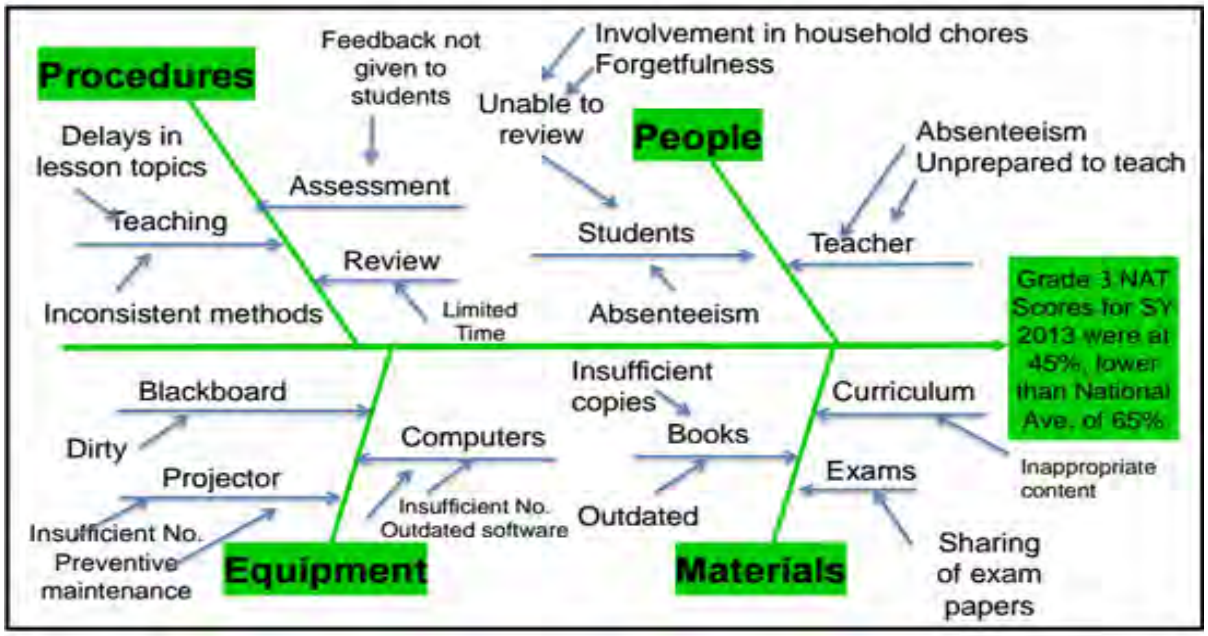
CK- Completed Kindergarten	C7- Completed Grade 7	SK- Some Kindergarten	S7- Some Grade 7
C1- Completed Grade 1	C8- Completed Grade 8	S1- Some Grade 1	S8- Some Grade 8
C2- Completed Grade 2	C9- Completed Grade 9	S2- Some Grade 2	S9- Some Grade 9
C3- Completed Grade 3	C10- Completed Grade 10	S3- Some Grade 3	S10- Some Grade 10
C4- Completed Grade 4	C11- Completed Grade 11	S4- Some Grade 4	S11- Some Grade 11
C5- Completed Grade 5	C12- Completed Grade 12	S5- Some Grade 5	S12- Some Grade 12
C6- Completed Grade 6		S6- Some Grade 6	

_____
INTERVIEWER NAME AND SIGNATURE

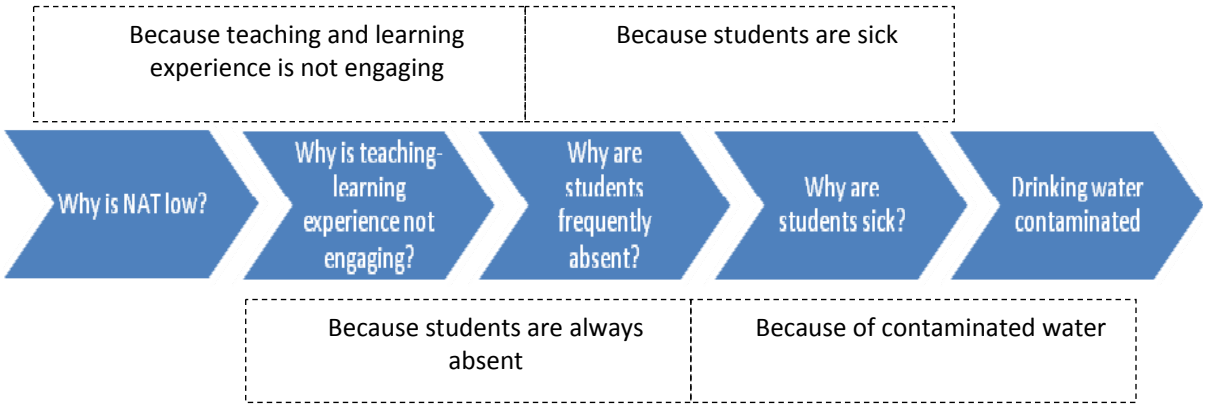
_____
DATE OF INTERVIEWS

APPENDIX 3: ROOT CAUSE ANALYSIS TOOLS

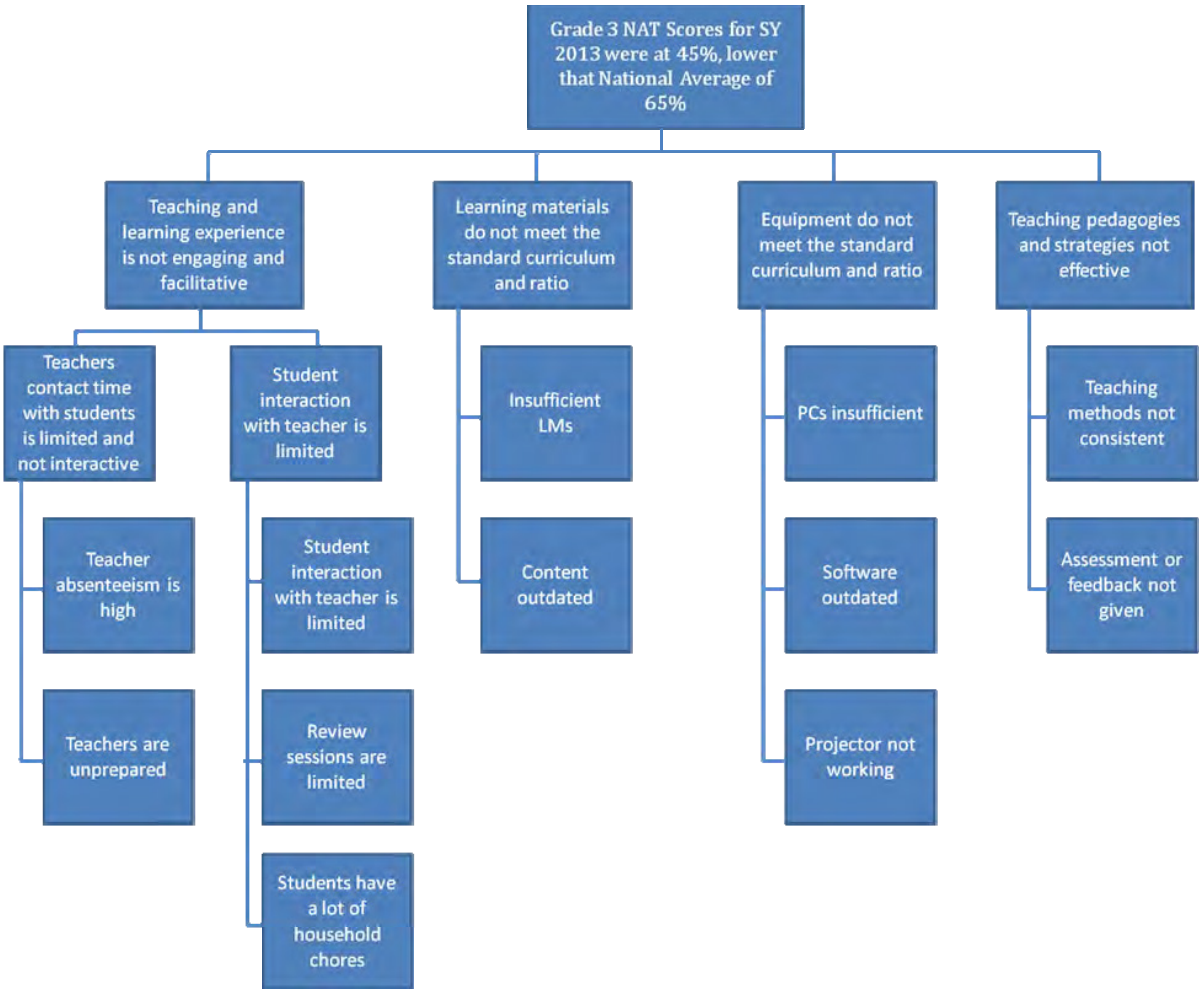
Fishbone Diagram



Why-why Diagram



Problem Tree



APPENDIX 4: CHECK MY SCHOOL UPDATING FORMS

Checkmyschool

UPDATING FORM
CLASSROOM

Date: _____

School: _____ Grade/Year & Section: _____
Teacher in Charge: _____ Contact Number: _____
Volunteer in Charge: _____ Contact Number: _____

A. Enrolment

	MALE	FEMALE	TOTAL
Total Enrolment			
CCT/4Ps Recipient			
Transferees In			
Transferees Out			
Dropouts			
Number of Shifts			
Monograde Class (mark X)			
Multigrade Class (mark X)			
Comments			

B. Seats

	Quantity	Seating Capacity
Armchair/Chair		
Desks		
TOTAL SEATING CAPACITY		
Comments		

C. Toilets

	Quantity
Toilet Bowls for Boys	
Toilet Bowls for Girls	
Common Toilet Bowls for Boys & Girls	
Urinals/Trough	
Comments	

D. Textbooks

	Quantity
Filipino (Insert Titles)	
Prescribed:	
Other Titles:	
Total	
English (Insert Titles)	
Prescribed:	
Other Titles:	
Total	
Math (Insert Titles)	
Prescribed:	
Other Titles:	
Total	
HEKASI/Araling Panlipunan (Insert Titles)	
Prescribed:	
Other Titles:	
Total	
Science (Insert Titles)	
Prescribed:	
Other Titles:	
Total	
Other Subjects(Insert Titles)	
Prescribed:	
Other Titles:	
Total	
Comments	

Certified true and correct by:
_____
Name & Signature of Volunteer
Contact Details: _____
Date: _____

Checked by (School Coordinator):
_____
Name & Signature of School Coordinator
Contact Details: _____
Date: _____

Verified by (Teacher in Charge):
_____
Name & Signature of Teacher
Contact Details: _____
Date:_____

Checkmyschool

UPDATING FORM
SCHOOLWIDE FORM
Date:_____

Name of School: _____ District: _____ Region & Division: _____
School ID: _____ School Address: _____
Email Address: _____ Contact Number: _____

A. Enrolment

ENROLMENT	Kinder		Grade 1/7		Grade 2/8		Grade 3/9		Grade 4/10		Grade 5/11		Grade 6/12		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL(M+F)
Total Enrolment																	
Transferees In																	
Transferees Out																	
Dropouts																	
CCT/4Ps Recipients																	
Number of Shifts																	
Total Number of Monograde Classes																	
Total Number of Multigrade Classes																	

COMMENTS

Page 1

Certified true and correct by:
_____
Name & Signature of Volunteer
Contact Details: _____
Date: _____

Checked by (School Coordinator):
_____
Name & Signature
Contact Details: _____
Date: _____

Verified by (School Head/EBEIS Coordinator):
_____
Name & Signature
Contact Details: _____
Date:_____

Checkmyschool

UPDATING FORM
SCHOOLWIDE FORM
Date:_____

B. SEATS

TYPE OF SEAT	Quantity	Total Seating Capacity
Armchairs/Chairs		
Desks		
	TOTAL	

COMMENTS

C. TOILETS & URINALS

Toilet Bowls & Urinals for Personnel					
	BOYS	GIRLS	COMMON	TOTAL (Toilet)	URINALS/ TROUGH
Inside the Classroom					
Outside the Classroom					
Toilet Bowls & Urinals for Students/Both Students & Personnel					
	BOYS	GIRLS	COMMON	TOTAL (Toilet)	URINALS/ TROUGH
Inside the Classroom					
Outside the Classroom					
TOTAL TOILET BOWLS & URINALS(Personnel + Students/Both Students & Personnel					
	BOYS	GIRLS	COMMON	TOTAL (Toilet)	URINALS/ TROUGH
Inside the Classroom					
Outside the Classroom					

COMMENTS

D. SCHOOL PERSONNEL

SCHOOL PERSONNEL		
Funding Source	Nationally Funded Teacher	
	Locally Funded Teacher	

COMMENTS

Page 2

Certified true and correct by:
_____
Name & Signature of Volunteer
Contact Details: _____
Date: _____

Checked by (School Coordinator):
_____
Name & Signature
Contact Details: _____
Date: _____

Verified by (School Head/EBEIS Coordinator):
_____
Name & Signature
Contact Details: _____
Date:_____

Checkmyschool

UPDATING FORM
SCHOOLWIDE FORM
Date:_____

E. INSTRUCTIONAL ROOMS

CATEGORY	Used as Academic Rooms	Used as Science Laboratory	Used as Computer Laboratory	Used as H.E. room	Used as I.A. / Workshop	Used for Kindergarten Classes	Used for SPED classes	Other use	Not Currently used	TOTAL
Standard										
Makeshift Rooms										
COMMENTS										

F. NON-INSTRUCTIONAL ROOMS

CATEGORY	Used as Libraries	Used as a clinic	Used as a canteen	Used as offices	Other uses	Not currently used	TOTAL
COMMENTS							

Certified true and correct by:	Checked by (School Coordinator):	Verified by (School Head/EBEIS Coordinator):
_____	_____	_____
Name & Signature of Volunteer	Name & Signature	Name & Signature
Contact Details: _____	Contact Details: _____	Contact Details: _____
Date: _____	Date: _____	Date:_____

Checkmyschool

UPDATING FORM
SCHOOLWIDE FORM
Date:_____

G. BUILDABLE SPACE FOR ADDITIONAL 7x9 CLASSROOMS

Does the school have available buildable space for additional 7x9 classrooms on a vacant lot?	**COMMENTS**
Yes ☐ *No* ☐ If Yes, how many additional 7x9 classrooms can be constructed? _____	

H. AVAILABILITY OF WATER SUPPLY

Water Supply Sources:(Check as appropriate)

☐ Local Piped Water ☐ Natural Source
☐ Water Well/Deep Well ☐ Without Water Supply
☐ Rainwater Catchments

If *Local Piped Water*:
Average Cost of Monthly Bills/Maintenance: (Amount) _____

Who pays the Cost of Monthly Bills/Maintenance: (Check as appropriate)

☐ School MOOE ☐ School Canteen Fund ☐ LGU
☐ PTA ☐ Others, Please specify _____

COMMENTS

I. AVAILABILITY OF ELECTRICAL SUPPLY

Electrical Supply Sources:

☐ Grid Supply ☐ Solar Power
☐ Generators ☐ No Source of Electricity

If Grid Supply:
Average Cost of Monthly Bills/Maintenance: (Amount)_____

Who pays the Cost of Monthly Bills/Maintenance:(Check as appropriate)

☐ School MOOE ☐ School Canteen Fund ☐ LGU
☐ PTA ☐ Others, Please specify _____

COMMENTS

Page 4

Certified true and correct by:	Checked by (School Coordinator):	Verified by (School Head/EBEIS Coordinator):
_____	_____	_____
Name & Signature of Volunteer	Name & Signature	Name & Signature
Contact Details: _____	Contact Details: _____	Contact Details: _____
Date: _____	Date: _____	Date:_____

Checkmyschool

UPDATING FORM
SCHOOLWIDE FORM
Date:_____

J. NAT SCORE (GRADE VI/4th Year High School)

NAT SCORE	MATH	SCIENCE	ENGLISH	FILIPINO	HEKASI
MEAN					
COMMENTS					

L. BUDGET

Maintenance and Other Operating Expenses (MOOE)	Special Education Fund (SEF)	PTA Cash Donation	Other Cash Donations

K. COMPUTER & INTERNET CONNECTIVITY

Computers

Computers	UNIT
Academic Use	
Administrative Use	
Computers Needing Repair	

Internet Connectivity

Availability of internet connection in school: **Yes** ☐ **No** ☐

Type of Connection	Use	
	Academic	Administrative
Wired		
Fixed Wireless		
Satellite		
USB Modem		

COMMENTS

Certified true and correct by:	Checked by (School Coordinator):	Verified by (School Head/EBEIS Coordinator):
_____	_____	_____
Name & Signature of Volunteer	Name & Signature	Name & Signature
Contact Details: _____	Contact Details: _____	Contact Details: _____
Date: _____	Date: _____	Date:_____

Checkmyschool

UPDATING FORM
SCHOOLWIDE FORM
Date:_____

M. TEXTBOOKS

Subject	Kinder	Grade 1/7	Grade 2/8	Grade 3/9	Grade 4/10	Grade 5/11	Grade 6/12
Filipino (Total)							
Prescribed:							
Other Titles:							
English (Total)							
Prescribed:							
Other Titles:							
Math (Total)							
Prescribed:							
Other Titles:							
HEKASI/Araling Panlipunan (Total)							
Prescribed:							
Other Titles:							
Science (Total)							
Prescribed:							
Other Titles:							
Other Subjects(Total)							
Prescribed:							
Other Titles:							
Comments							

Certified true and correct by:	Checked by (School Coordinator):	Verified by (School Head/EBEIS Coordinator):
_____	_____	_____
Name & Signature of Volunteer	Name & Signature	Name & Signature
Contact Details: _____	Contact Details: _____	Contact Details: _____
Date: _____	Date: _____	Date:_____

BROOKINGS

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Washington, DC 20036
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