PRIME GRANT GUIDELINES

DepED
DEPARTMENT OF EDUCATION

Australian AID

Philippines' Response to Indigenous Peoples' and Muslim Education (PRIME) Program

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ACRONYMS AND ABBREVIATIONS

ADM	Alternative/Appropriate Delivery Mode
AI	Academic Institution
ALS	Alternative Learning System
ARD	Assistant Regional Director
ASDS	Assistant Schools Division Superintendent
AusAID	Australian Agency for International Development
Aus$	Australian Dollar
BEAM	Basic Education Assistance for Mindanao
BESRA	Basic Education Sector Reform Agenda
CDA	Cooperatives Development Authority
CEIP	Community Education Improvement Plan
CHED	Commission on Higher Education
CLC	Community Learning Center
CO	Central Office
CO-EC	Central Office-Evaluation Committee
CSO	Civil Society Organization
CSR	Corporate Social Responsibility
DepED	Department of Education
DEDP	Division Education Development Plan
DO	Division Office
DO-EC	Division Office-Evaluation Committee
DPD	Deputy Program Director
D-PIP	Division PRIME Implementation Plan
DQMT	Division Quality Management Team
EC	Evaluation Committee
EDPITAF	Educational Development Projects Implementation Task Force
EFA	Education for All
ES	Education Supervisors
GoA	Government of Australia
GoP	Government of the Philippines
IPs	Indigenous Peoples
IPO	Indigenous Peoples' Organization
LGU	Local Government Unit
LoA	Letter of Award
KRT	Key Results Thrust
M&E	Monitoring & Evaluation
MC	Managing Contractor
MDG	Millennium Development Goals
M/IP	Muslim/Indigenous People
MTB-MLE	Mother Tongue-based Multilingual Education
NCIP	National Commission on Indigenous Peoples
NCMF	National Commission on Muslim Filipinos
NGA	National Government Agency
NGO	Non-Government Organization
N-PIP	National PRIME Implementation Plan
OPS	Office of Planning Service
PBO	Private Business Organization
PCR	Project Completion Report
PD	Program Director
PDD	Program Design Document
PDED	Program Development & Evaluation Division
PO	People's Organization
PPA	Programs, Projects and Activities
PPD	Planning and Programming Division
PhP	Philippine Peso
PRIME	Philippines' Response to Indigenous Peoples' and Muslim Education
QA	Quality Assurance
QMS	Quality Management System
RA 9155	Republic Act 9155 – An Act on the Governance of Basic Education
RD	Regional Director
RO	Regional Office
RO-EC	Regional Office-Evaluation Committee
R-PIP	Regional PRIME Implementation Plan
RSD	Research and Statistics Division
RQMT	Regional Quality Management Team
SBM	School-based Management
SDS	Schools Division Superintendent
SEC	Securities & Exchange Commission
SIP	School Improvement Plan
SOBE	Support Options to Basic Education
STRIVE	Strengthening the Implementation of Basic Education in Selected Provinces in the Visayas
TOR	Terms of Reference
TWG	Technical Working Group

1 INTRODUCTION

1.1 Background & Rationale

The Department of Education (DepED) has been providing grants to support school-based management (SBM) especially among disadvantaged and low-performing schools since 2006. The primary purpose is to help accelerate improvements in basic education outcomes that will contribute to the achievement of the Philippine Millennium Development Goals (MDG) and Education for All (EFA) targets by 2015.

Among the communities that continue to be underserved with respect to basic education services are the Muslim and Indigenous Peoples' (M/IP) communities. To address this gap, the DepED, with the assistance of AusAID, launched the Philippines' Response to Indigenous Peoples' and Muslim Education (PRIME) Program designed "to improve equitable access and quality of basic education for girls and boys in disadvantaged M/IP communities." The program is expected to contribute specifically to the achievement of MDG Goal 2 – universal access to primary education (PRIME Inception Plan, 13 May 2011).

PRIME has a grant facility that provides opportunities at central, regional, division, and school-community levels to improve basic education services to the M/IP communities. These opportunities correspond to the mandates at each level as outlined in Republic Act (RA) 9155. The facility is effectively an enabling mechanism for the development of appropriate and inclusive basic education policies, programs and projects that are cognizant of and responsive to the varying cultures and contexts of the targeted communities.

To facilitate the implementation of the grant facility, these guidelines have been developed to help the potential proponents in preparing their respective proposals for grant funding. Inputs were provided in the preparation of these guidelines by various stakeholders within DepED as well as by external stakeholders. These inputs were obtained through formal and informal meetings and validation workshops.

1.2 Purpose

The PRIME grant facility essentially provides a form of School-based Management (SBM) Grant targeted to provide support to M/IP learners and communities. As such, the grants provide opportunities for collaborative work among stakeholders to improve access to and quality of basic education for M/IP communities.

1.3 Guiding Principles

The implementation and management of the PRIME Grant Facility is guided by the following set of principles:

1. Alignment with DepED thrusts, policies, and processes

RA 9155 provides the mandates of the different offices at each governance level from the national to the school level. Eligible proponents at each level are guided by these mandates in the identification of projects. This is to ensure that projects complement and reinforce each other rather than duplicate, while at the same time enhancing internal and external stakeholders' awareness of the varying mandates.

To ensure the accomplishment of the MDG commitments and EFA goals, DepED has to rationalize its development efforts, integrate its human and financial resources, and find convergence amongst its different grant and funding mechanisms. PRIME contributes to this by ensuring that other grant mechanisms most especially the SBM Grants are considered in the formulation of these guidelines.

2. Outcomes-oriented

Considering the potentially broad range of strategies needed to improve the delivery of basic education services to various M/IP communities, it is vital that PRIME Grants produce evidence-based outcomes. With recognition of indigenous knowledge systems, cultures, and practices of different M/IP communities, PRIME shall adhere to a differentiated approach in the implementation of the grant facility. Flexibility and relevance have to be exercised in the various processes involved in project planning, implementation, and management. The PRIME Grant Facility is open to multi-year or one-time disbursement projects, as well as variable project costs but within a pre-established ceiling. In general, PRIME shall promote an environment for creative and appropriate interventions to ensure the attainment of desired outcomes.

3. Stakeholder participation and support

A key element in sustaining the benefits of development initiatives is stakeholder participation and support from project identification, conceptualization, and implementation up to completion. Stakeholder analysis helps in determining common interests on which meaningful and productive collaboration and partnership can be anchored. This implies a decentralized form of governance with stakeholders being actively involved in the decision-making process.

A concrete manifestation of stakeholders' support is the provision of counterpart funding and other resources to a project. PRIME promotes the use of the grant as a leverage fund for generating more resources to a project through cost/resource-sharing arrangements. This will increase the resources for the project and the sense of ownership by the stakeholders; thus, will have productive and sustainable results.

4. Proportionality

The principle of proportionality as applied in the PRIME Grant Facility refers to observing a balance between effort and scale, costs and benefits. Suffice to say that the

effort to be exerted in preparing a proposal has to be commensurate to the resources being proposed for a project. For example, if the proposed project is to reproduce and distribute learning materials, a 3-page proposal might be enough and might involve only a one-time fund release rather than multi-year. The assumption is that the appropriate learning materials have already been identified and evaluated. Costs versus benefits simply refer to ensuring value for money in a project endeavour. Research and creative thinking is necessary to identify and evaluate various possibilities based on cost efficiency and effectiveness.

1.4 Total Grant Amount, Allocation and Duration

The total AusAID-funded portion of the PRIME grant amount is Aus$ 5,915,499, which is approximately PhP 266 Million (at an exchange rate of PhP 45 is to Aus $1). The AusAID-funded portion of the fund is to be disbursed and utilized during the remaining 3-year period of AusAID support. Programs, projects, and activities (PPAs) to be funded may have variable start and end dates and grants may be disbursed at one time or spread over several months/years until the release of the last grant amounts in April 2014.

As indicated in the PRIME Inception Plan, the total amount will be allocated to three (3) types of grant funds, namely:

1. School/Community Grant – the largest portion of the available funds will be directed to this category
2. Schools Division Grant – to provide a funding source for initiatives which are multiple school (cluster) or community directed and/or to support activities which are aligned to the mandate of the Division (e.g., in-service training of teachers)
3. Regional/Central Office Grant – to provide a funding source to support activities which are aligned to the mandate of the Regional/Central Office (see RA 9155) which could include policy research, studies, and/or development/adaptation of curriculum and learning materials.

Approximately seventy percent (70%) of the total amount is allocated to the school/community grant while the balance of thirty percent (30%) is allocated equally to the central, regional, and division levels. These grants are planned to be released over six (6) tranches during the duration of the program (April and October of each year) with the amounts varying depending on the implementation requirements and schedules of the approved proposals.

1.5 Structure of the Guide

To facilitate the use of the guide by the eligible proponents, the first and second sections contain general information for use at all levels while succeeding sections are organized by level (i.e., national, regional, division, and school/community) for use at their specific levels.

The final section of the guide focuses on overall grant management to include organization and program support, financial management, and monitoring and evaluation.

The set of annexes referred to in the guide contains specific guidelines and tools intended to help both the proponents and the grant facility management. For ease of use by proponents, these annexes have been provided in electronic format on an enclosed CD and may be available in print format upon request.

2 GENERAL GUIDELINES

2.1 Eligible Proponents

There are two general categories of eligible proponents: (1) offices within DepED; and, (2) non-DepED organizations/groups. Belonging to each of these categories are the following:

1. Offices within DepED

At each level under this category, the following are eligible:

- National Level: Central Office (CO) – all offices/units
- Regional level: 9 PRIME Regional Offices (RO)
- Division Level: Approximately 24 PRIME Division Offices (DO)[1]
- School/Community level: estimated 370 PRIME schools/cluster of schools/ community learning centres (within the PRIME Divisions)

2. Non-DepED

Under this category are the following eligible proponents:

- ***Civil Society Organizations (CSOs).*** These are essentially the not-for-profit organizations. Examples are non-government organizations (NGOs), people's organizations (POs), socio-civic organizations, coalitions or networks of POs/ NGOs, organized indigenous cultural communities.
- ***Private Business Organizations (PBOs)/Corporate Foundations.*** These are for-profit organizations and not-for profit foundations that undertake social development projects as part of their corporate social responsibility (CSR). Some of these organizations organize foundations for this purpose.
- ***Academic Institutions (AIs).*** These may be government-owned universities/ colleges or privately owned universities/colleges/schools.
- ***Muslim/Indigenous People's Organizations.*** These are the targeted M/IPOs under the program.
- ***National Commission on Indigenous Peoples (NCIP)***
- ***National Commission on Muslim Filipinos (NCMF)***

For projects proposed at the central level by a non-DepED organization that are to be implemented in a particular region, the RO should be consulted and participate in the project evaluation process.

[1]*The exact number of Schools Divisions that will be eligible for PRIME Grants will be dependent on the prioritization of Schools Divisions by DepED based on a research study that will ascertain the 'relative' disadvantage of Schools Divisions with respect to providing access to basic education for IPs and Muslim communities.*

To access the PRIME Grant Facility, the non-DepED proponents will have to include certain documents in the proposal essentially attesting to the organization's capability to undertake the proposed project (See Annex A).

2.2 Eligible and Non-eligible expenditures

The PRIME Grant Facility is designed as a flexible funding support to initiatives that will contribute to the achievement of the program's goals and objectives. However, certain restrictions and limits apply. These are as follows:

1. Requested funding shall not exceed the maximum allowable amount
2. Proposed projects and/or any expense items may replicate but not duplicate existing or programmed PPAs of DepED and other stakeholders; and,
3. Expense items that do not serve the purpose nor that have no direct benefit to the learners or beneficiaries of the proposed project shall not be allowed.

2.3 Suggested Project Proposal Contents

Consistent with the principle of proportionality, project proposals presented shall be commensurate to the costs and benefits associated with the proposed project. Annex B contains the suggested contents of a proposal with brief annotations. For M/IPOs/NGOs, flexibility will be observed most especially in terms of form and style. Technical assistance shall be provided by the concerned Regional or Division Office to these POs/NGOs.

Annex D presents the checklist by which proposals are to be evaluated. This checklist can also serve as a reference in the project proposal preparation process. It should be noted that one of the criteria is stakeholder participation in the project proposal preparation process. A brief description of their participation is to be included in the proposal.

2.4 Reporting Requirements

The proponent will be required to submit progress reports. A progress report shall be submitted quarterly to the DepED as per the requirements noted in the letter of award (See Annex E). This report essentially contains the physical and financial accomplishments vis-à-vis targets. A narrative report may be added should there be significant changes in strategies. Existing DepED reporting requirements shall be met to the extent possible.

A Project Completion Report (PCR) will be required upon completion of the project (See Annex F).

3 NATIONAL LEVEL GRANTS

3.1 Grant Amount

The grant amount available at the national level is approximately PhP 27 Million. It should be noted, however, that grants at the national level will be utilized for activities indicated in the PRIME Project Design Document (PDD) to support the activities proposed by DepED during project design. Additionally, the activities identified in the BESRA Implementation and Accountability Plan (BIAP) will be used as the basis for determining the eligibility of proposed PPAs at the national level.

3.2 Eligible Proponents

The eligible proponents may be any office or unit within DepED Central Office, the National Commission on Indigenous Peoples, the National Commission on Muslim Filipinos, civil society organizations, academic institutions, and private business organizations/ corporate foundations. It should be noted that all non-DepED proposals for projects at the Division and Regional levels will be submitted to the Central Office for review.

3.3 Eligible Programs, Projects, Activities (PPAs)

Based on the PDD, the grant at the national level shall be utilized for the implementation of programmed activities, namely: (1) the baseline survey to be undertaken by the Office of Planning Service (OPS); (2) review of the Madrasah Program; (3) assessment of IP education issues; and, (4) development of an IP Education Action Plan. Should there be any overlap or duplication of these activities with other DepED initiatives (in particular the activities proposed in the BIAP), PRIME shall re-allocate the corresponding grant funds according to the direction of the OPS-PDD at the Central Office.

This does not preclude however, the submission of proposals by eligible proponents at this level for PPAs that can contribute to the attainment of PRIME goals and objectives and that support or are consistent with DepED's Central Office mandates in RA 9155. Examples Include: proposals for policy studies; other baseline studies; joint initiatives between DepED and NCIP/NCMF; capacity building for the regional staff and supervisors, Schools Division Superintendents and Assistant Schools Division Superintendents; and, an inventory and evaluation of completed pilot projects related to the provision of basic education for M/IPs communities for the purpose of informing policy. It should be noted however, that Central Office activities proposed for funding under the PRIME Grant Facility must be indicated in the national plans of DepED (e.g., BIAP). If there is a need to conduct activities to adjust the national plans, a PRIME grant may be utilized for this purpose.

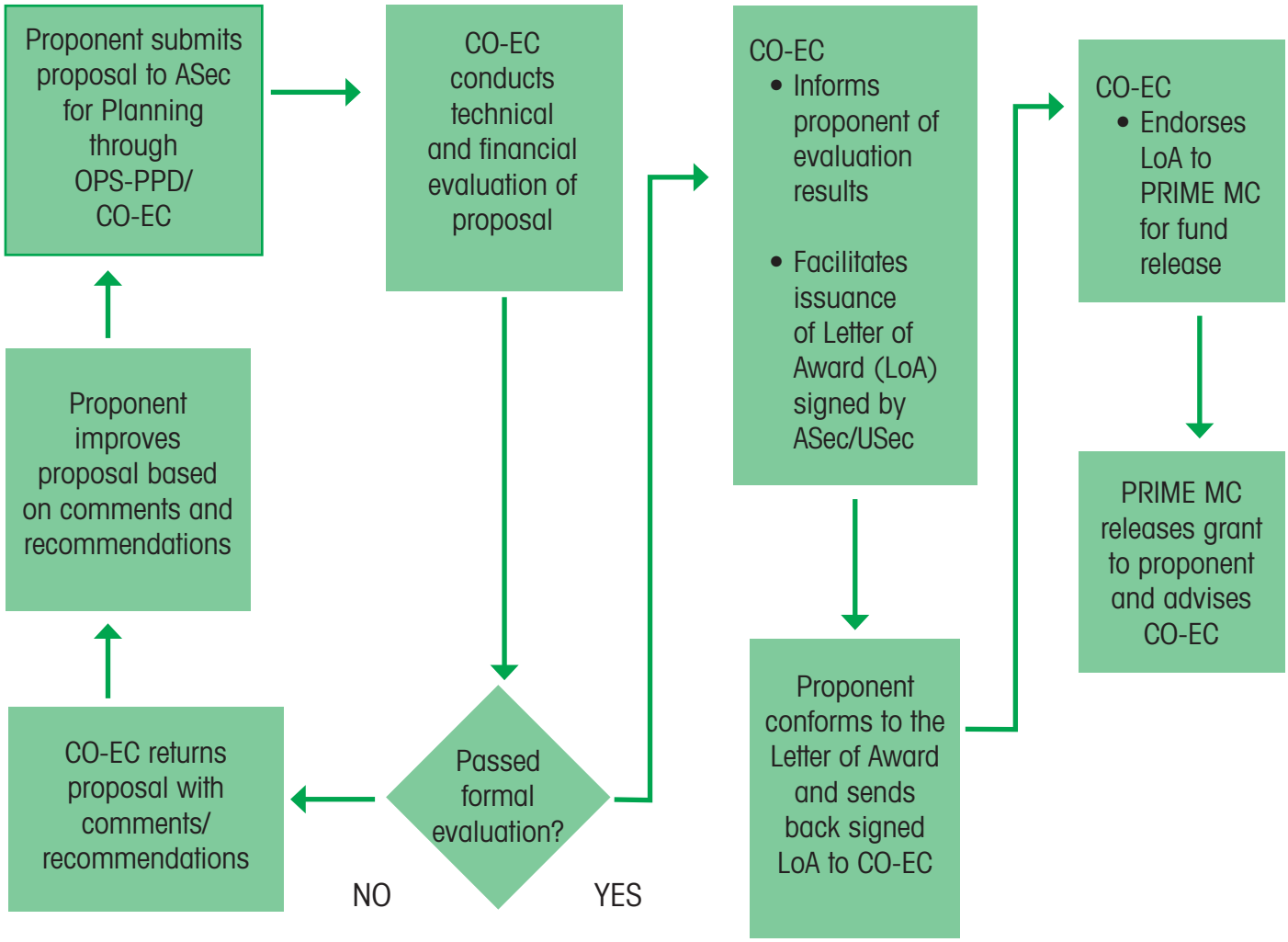
3.4 Project Proposal Preparation, Processing and Approval

The DepED Central Office through the OPS-Planning and Programming Division (PPD) shall issue a call for proposals to potential proponents at the national level. Proponents shall be oriented on the guidelines and will be given a reasonable amount of time (to be indicated in the call for proposals) to prepare their respective proposals. These are to be submitted to the Office of the Assistant Secretary for Planning through the OPS-PPD.

The OPS-PPD convenes the Central Office-Evaluation Committee (CO-EC) composed of the Division Chiefs of PPD, Program Development and Evaluation Division (PDED) and Research and Statistics Division (RSD), and the CO SBM Grants Coordinator. The Chief of OPS-PPD shall act as the chairperson of the committee. Proposed terms of reference for the CO-EC are included as Annex C. Meetings of the CO-EC will be dedicated to evaluation of projects being proposed for grant funding using the project evaluation guide (Annex D). Proponents with approved proposals shall be issued a Letter of Award (LoA) signed by the Undersecretary for Regional Operations. A sample LoA is provided in Annex G. The conditions indicated in the LoA may be modified as deemed necessary by the CO-EC. Figure 1 shows the flow of activities leading to project approval and fund release for national level proposals

FIGURE 1

CO AND RO LEVELS
GRANT PROPOSAL EVALUATION AND AWARD



4. REGIONAL LEVEL GRANTS

4.1 Grant Amount

The total grant amount available to the nine (9) PRIME regions is approximately PhP 27 Million. Each region may access approximately PhP 3 Million over the duration of the program.

4.2 Eligible Proponents

Eligible proponents at this level are the 9 regional offices, and civil society organizations, private business organizations/corporate foundations, and academic institutions within the 9 regions.

4.3 Eligible Programs, Projects, Activities

Programs, projects, and activities to be proposed at the regional level must be consistent with the mandate of the regional offices as specified in RA 9155, and should contribute to the DepED EFA targets and MDG commitments. Moreover, the proposed project will have to be based on those PPAs identified in the approved DepED Regional PRIME Implementation Plan (R-PIP). Major areas of concern for PPAs at the regional level include regional policy development, quality assurance, and technical assistance to the divisions.

Examples of possible programs, projects, and activities are:

- Policy research and development to accelerate implementation of Mother Tongue-based Multilingual Education (MTB-MLE) in M/IP schools/communities
- Development or indigenization of learning materials in coordination with concerned Divisions
- Development of a regional database related to M/IP basic education
- Studies related to developing standards for accrediting different types of schools (e.g., IP schools)
- Development and production of M/IP learning or instructional materials
- Capacity Building of SBM Regional Task Force on provision of technical assistance to PRIME Divisions
- Capacity building of Division supervisors and principals/school heads
- Advocacy/awareness raising activities/programs
- Access studies concerning M/IP children
- Capacity building of division personnel in providing technical assistance to predominantly M/IP schools

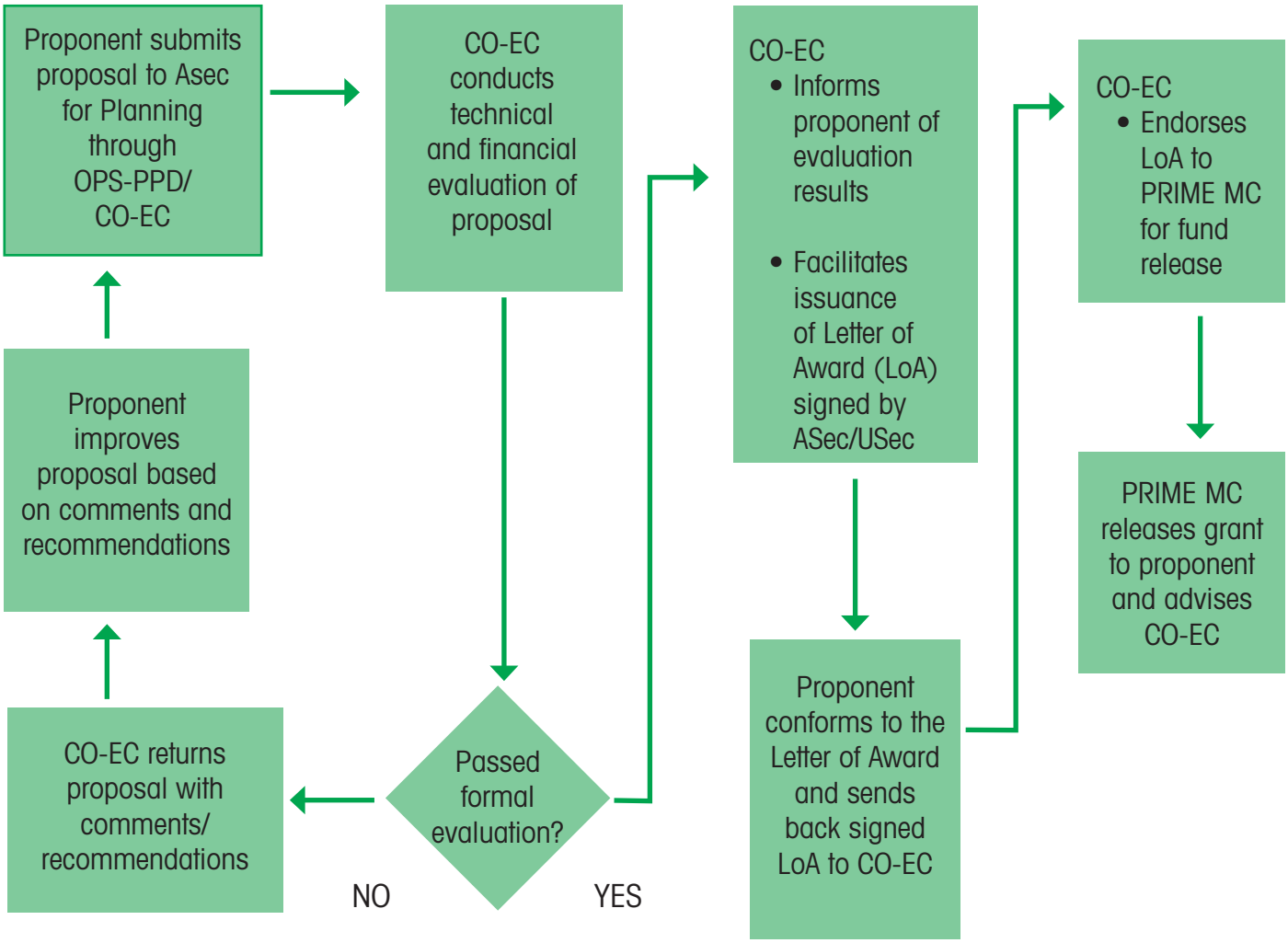
4.4 Project Proposal Preparation, Processing, and Approval

The DepED Central Office through the OPS-PPD shall issue a call for proposals to potential proponents at the regional level. Proponents shall be oriented on the guidelines and will be given a reasonable amount of time (to be indicated in the call for proposals) to prepare their respective proposals. These are to be submitted to the Office of the Assistant Secretary for Planning through OPS-PPD.

The OPS-PPD convenes the Central Office Evaluation Committee (CO-EC) composed of the Division Chiefs of PPD, PDED and RSD, and the National SBM Grants Coordinator. The Chief of OPS-PPD shall act as the chairperson of the committee. Proposed terms of reference for the CO-EC are included as Annex C. Meetings shall be dedicated to the review of grant proposals using the project evaluation guide (Annex D). Proponents with approved proposals shall be issued a Letter of Award (LoA) signed by the Undersecretary for Regional Operations. A sample LoA is provided in Annex G. The conditions indicated in the LoA may be modified as deemed necessary by the CO-EC. Figure 2 shows the flow of activities leading to project approval and fund release for Regional level proposals.

FIGURE 2

CO AND RO LEVELS
GRANT PROPOSAL EVALUATION AND AWARD



5. DIVISION LEVEL GRANTS

5.1 Grant Amount

The total grant amount at this level is approximately PhP 27 Million. The amount of funding available to each Division is estimated at PhP 1 Million over the duration of the program.

5.2 Eligible Proponents

All Schools Divisions identified as priority Schools Divisions by DepED are eligible to submit proposals. A Division may submit a proposal focusing on a cluster of schools or on a district within which there are a number of schools and where there is a predominance of M/IP learners.

For non-DepED, the eligible proponents are locally-based CSOs, PBOs, corporate foundations, academic institutions, and provincial/city level organizations of M/IP (POs & NGOs). Proposals from non-DepED proponents will be reviewed and approved by the Central Office.

5.3 Eligible Programs, Projects, Activities

Proposed PPAs from Divisions must be consistent with the mandate of Divisions under RA 9155. The proposed project will have to be based on those PPAs identified in the approved DepED Division PRIME Implementation Plan (D-PIP). Focal areas include instructional leadership, technical assistance to schools, monitoring and evaluation, and teaching-learning resource development and management.

Examples of eligible PPAs at this level are the following:

- Appropriate in-service training of school heads and teachers (with learning-instructional materials provided)
- Awareness raising activities or advocacy programs
- Support programs/projects to M/IP community learning centers (CLCs)
- Development/Testing of strategies in formulating a School Improvement Plan (SIP) or a Community Education Improvement Plan (CEIP) appropriate to a M/IP school community
- Enhancement of a group of existing SIPs to address PPAs for identified M/IP learners/ communities
- Enhancement of an existing Division Education Development Plan (DEDP) of a division with a significant M/IP population

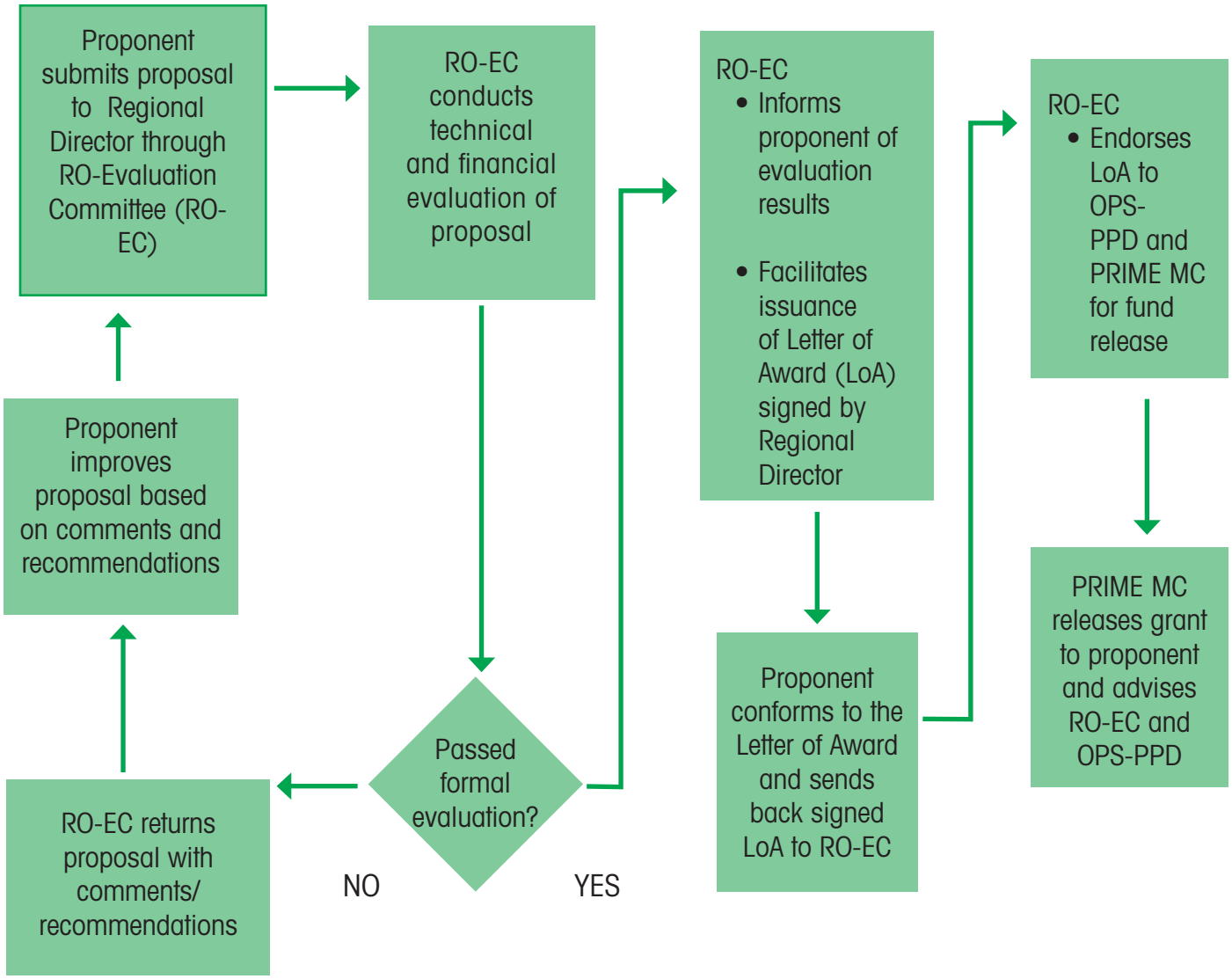
5.4 Project Proposal Preparation, Processing and Approval

The Regional Office (RO) shall issue a call for proposals to potential proponents at the division level. Proponents shall be oriented on the guidelines and thereafter will be given two (2) weeks to prepare their respective proposals. The RO shall act on the proposals within ten (10) working days from receipt of the proposal. These are to be submitted to the Office of the Regional Director (RD) through the RO-Evaluation Committee (RO-EC).

The RD/Assistant RD convenes the (RO-EC) composed of the Regional SBM Coordinator, Regional SBM Task Force Representative(s), Regional Quality Management Team (RQMT) Representative, and the Regional PRIME Focal Person. The ARD shall act as the chairperson of the committee. Proposed terms of reference for the RO-EC are included in Annex C. Meetings shall be devoted to review of Division proposals using the project evaluation guide (Annex D). Proponents with approved proposals shall be issued a Letter of Award (LoA) signed by the Regional Director. A sample LoA is provided in Annex G. The conditions indicated in the LoA may be modified as deemed necessary by the RO-EC. Figure 3 shows the flow of activities leading to project approval and fund release at the Division level.

FIGURE 3

DO LEVEL
GRANT PROPOSAL EVALUATION AND AWARD



6. SCHOOL - COMMUNITY LEVEL GRANTS

6.1 Grant Amount

The total grant amount at this level is approximately is PhP 185 Million. These grant funds will be available for about 370 school-community level proponents. A maximum amount of PhP 500,000 grant can be accessed by one proponent over the duration of the program. The amount of individual fund releases (tranches) will vary according to the project requirements, but will not exceed PhP 200,000 for any single tranche.

To respond to the basic education needs of M/IP communities that are currently not served (or underserved) by schools, thirty-five percent (35%) or PhP 65 Million of the total grant amount is set aside for proposals that may be submitted by CSO/PO/NGO. This is to ensure a broader reach to those M/IP learners that are currently outside of the public school system.

6.2 Eligible Proponents

Eligible proponents at this level are schools, cluster of schools, community learning centers, and M/IPOs/NGOs.

6.3 Eligible Programs, Projects, Activities

Proposals on programs, projects, and activities (PPAs) from the school-community level must be consistent with the mandates of schools as outlined in RA 9155. Potential PPAs submitted for funding by schools must be included as part of the School Improvement Plan (SIP)[2] and may be those related to curriculum implementation, school-based management, action research and school-based teacher training. Innovative, creative, and appropriate PPAs that integrate indigenous knowledge, systems, and practices are encouraged. The different guides found in the annexes may be modified or enhanced to support the achievement of the desired outcomes.

Examples of possible programs, projects and activities at this level are the following:

- Development of appropriate support teaching-learning materials/strategies
- School-based teacher training
- School enterprise development (income-generating activities) to support access initiatives for M/IP
- Action research to develop appropriate delivery modes (ADM) of basic education to M/IPs
- Community actions to further basic education

[2] *In communities not served by a DepED school, the community may be supported to develop an appropriate Community Education Improvement Plan (CEIP) which can be used as the basis for community-based grant funding.*

- Preparation of an appropriate SIP or Community Education Improvement Plan (CEIP) by M/IP communities that are not served/underserved by schools
- Programs/Projects of M/IP community learning centers
- Drop-out reduction programs

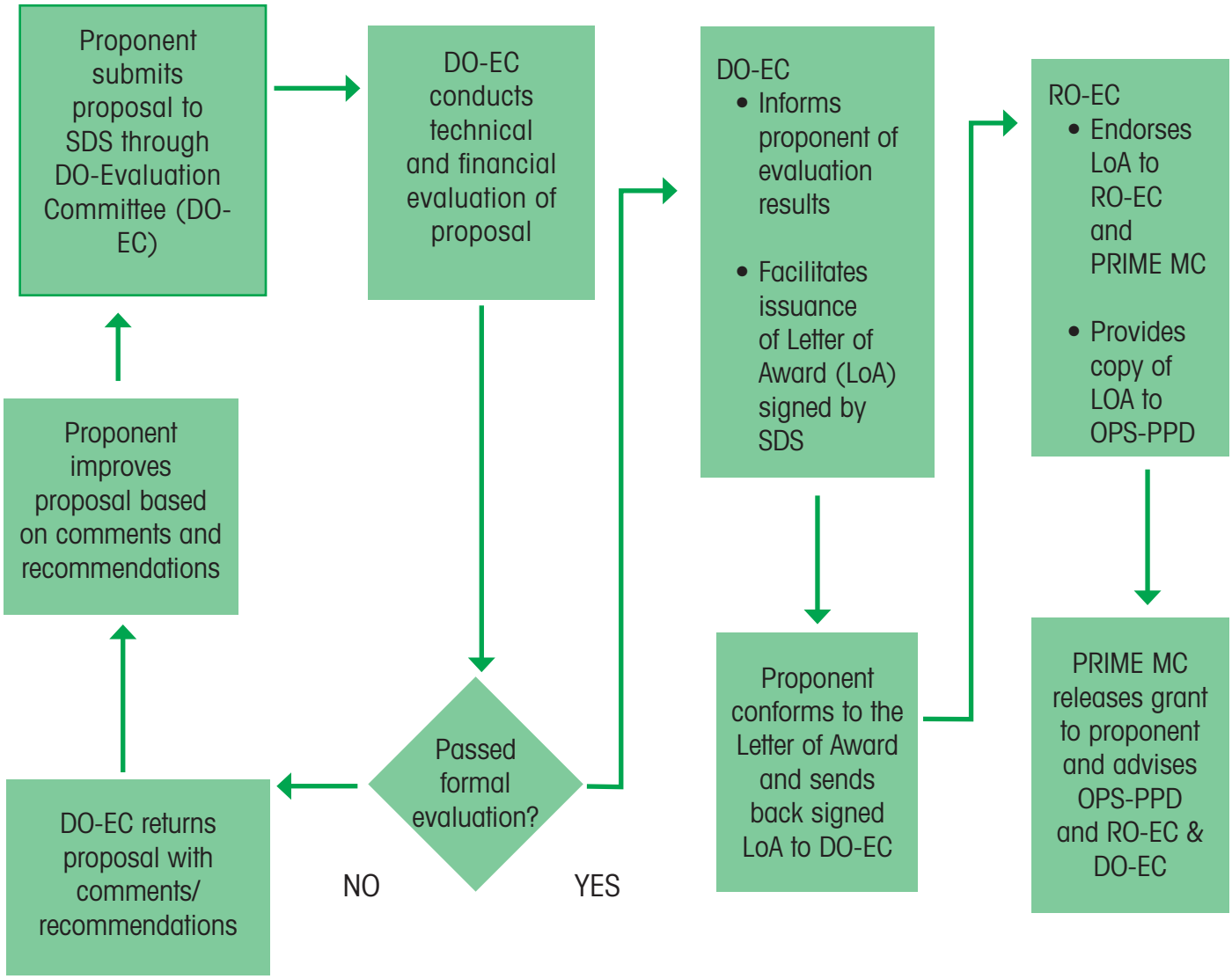
6.4 Project Proposal Processing and Approval

The Division Office shall issue a call for proposals to potential proponents at the school-community level. Proponents shall be oriented on the guidelines and will be given a reasonable amount of time (to be included in the call for proposals) to prepare their respective proposals. These are to be submitted to the Office of the Schools Division Superintendent (SDS) through the Division Office Evaluation Committee (DO-EC).

The Schools Division Superintendent designates an ASDS to organize the DO-EC composed of the Division SBM Coordinator, Division SBM Task Force Representative(s), Division PRIME Coordinator, Division Quality Management Team Representative, and external stakeholder's representative. The ASDS shall act as the chairperson of the committee. A representative of the RQMT may sit as an observer or non-voting member of the DO-EC to provide technical assistance and guidance. Proposed Terms of Reference of the committee are included as Annex C. Proponents with approved proposals shall be issued a Letter of Award (LoA) signed by the Schools Division Superintendent (SDS). A sample LoA is provided in Annex G. The conditions indicated in the LoA may be modified as deemed necessary by the DO-EC. Figure 4 shows the flow of activities leading to project approval and fund release for the level of school-community.

FIGURE 4

SCHOOL LEVEL
GRANT PROPOSAL EVALUATION AND AWARD



7. GRANT MANAGEMENT

7.1 Organization and Program Support

In general (and as applicable), management of the PRIME grant shall be covered by the provisions of DepED Order 55, s. 2011, section 9.0 on SBM Management Support in terms of the implementing structure and program support funds. This is consistent with PRIME's principle of working through existing DepED mechanisms and structures. This approach is expected to contribute to DepED's rationalization of overall grants management, optimal use of support funds, and facilitation of grants convergence at different management levels.

7.2 Financial Management

Presented below is a general view of the PRIME grants financial management. An orientation-cum-training on financial management shall be conducted among the proponents with approved proposals. This is to ensure proper fund management and transparency in project operations. The set of templates to guide the proponent in its finance-related transactions shall be provided during the orientation.

As a general practice, the proponent shall open a dedicated project account with a major bank nearest to its official address. There shall be two signatories, each of which will have an alternate signatory. Bank account details shall be forwarded to the PRIME Managing Contractor (MC) through the Program Director. For proponents at the school/community level particularly those in remote areas, PRIME is open to using alternative and/or existing mechanisms (e.g., Division management of funds on behalf of a school) or pilot testing mechanisms that will facilitate the flow and appropriate management of grant funds. Details may be included in the conditions set in the Letter of Award to the proponent. For the Central Office proponents, financial management will be handled directly by the AusAID managing contractor in consultation with DepED OPS.

PRIME shall release funds based on the approved project proposal. Fund releases will be treated as cash advances and shall be released in pre-determined tranches (April and October of each year) and will take into account the cash flow requirements in the approved proposal. In the event that the cash advance will be made in more than one tranche, the second and any subsequent releases shall be done upon acceptance of the liquidation report on seventy percent (70%) of the previous fund release. Deviations to this requirement will be specified in the conditions outlined in the Letter of Award (LOA).

Upon receipt of the Notice of Fund Release and being informed by the bank of the availability of the fund, the Treasurer or the designated Disbursing Officer shall enter the amount in the Resource Generation Form and shall disburse the grant amount in accordance with approved proposal. The Disbursing Officer shall record and compile receipts/documents to support disbursements from the cash advance. The Disbursing Officer shall prepare the

liquidation ensuring completeness of supporting documents and shall submit to the concerned Head of Office/ Organization prior to submission to PRIME. The Disbursing Officer shall provide a status of the project's finances during regular meetings of the concerned offices/ organizations.

On-site assistance will be supported by PRIME as deemed necessary. A project mid-term audit shall be undertaken to assist the proponents in maintaining a proper fund management system. As the project maintains a zero tolerance for fraud as per AusAID guidelines, Annex H provides a guide in the preparation of a fraud report.

7.3 Monitoring and Evaluation

The proponent shall implement the internal monitoring and evaluation (M&E) scheme as described in its approved project proposal. It is crucial that project stakeholders be involved in monitoring the progress of the project to enable the organization to make adjustments or corrections as necessary.

Other requirements for monitoring and evaluation will follow the requirements for reporting progress and results by both DepED and AusAID. Importantly, quarterly progress reports will serve as the basis for monitoring progress (See Annex E). Critical elements for reporting on progress will be outlined in the Letter of Award.

Currently there are discussions on the establishment of a Grant (or Funds) Management Information System in DepED. PRIME intends to develop and test this system for monitoring all grants provided under PRIME. The system is also intended to provide information on the need for technical assistance to ensure proper and effective utilization of grant proceeds. Information and reports generated from the system will help PRIME review its strategies and processes to ensure its continuing relevance and effectiveness in achieving the desired outcomes.

8 REFERENCES

Appendix 18 of the Revised Implementing Rules and Regulations (IRR) of Republic Act 9184: Guidelines for Shopping and Small Value Procurement

DepED Memorandum No. 443, s. 2007. Unified Guidelines for the Alternative LearningSystem (ALS) Contracting Scheme

DepED Order No. 8, s. 2011. Policies and Guidelines on the Implementation of the Government Assistance to Students and Teachers in Private Education (GASTPE) Effective SY 2011-2012

DepED Order No. 55, s. 2011: Guidelines for School-based Management (SBM) Grants

JSSF Grants Management Guidelines

Manual of Procedures on Contracting of Service Providers and Management of Access Programs, Philippines-Australia Basic Education Assistance for Mindanao (BEAM), July 2005

Philippines National EFA Action Plan

Regional Implementation Support and Enhancement (RISE) Fund: A Concept Note. Prepared by OPS-PDED, Technical Secretariat, TWG-QAA/M&E, July 22, 2010

SBM Grants Evaluation, Commission on Audit

SOBE Operations Manual, Second Edition

SOBE Program Pilot Implementation Report, June 2010

SOBE Sourcebook, May 2011

8 ANNEXES

A. Eligibility Requirements for Non-DepED Proponents

B. Suggested Project Proposal Outline

C. Composition and Terms of Reference of Evaluation Committees

D. Evaluation Checklist

E. Quarterly Progress Report Form

F. Project Completion Report Template

G. Sample Letter of Award

H. Guidelines in the Preparation of Fraud Report

ANNEX A

ELIGIBILITY REQUIREMENTS FOR NON-DEPED PROPONENTS

Requirement	Evidence	Action by Concerned DepED Office
1. Official Recognition		
Civil Society Organization & Private Business Organization/Corporate Foundations	• Registration Papers with the Securities Exchange Commission (SEC) or Cooperatives Development Authority (CDA) • Accreditation papers with Local Government Units (LGUs) or National Government Agencies (NGAs) • Business Permit	Validate
Privately-owned academic institutions	• Accreditation/Recognition with DepED/CHED • Permit to operate from DepED/ CHED	
M/IP-NGOs/POs	• Registration Certificate from NCIP/NCMF	
2. Capability to undertake project		
Civil Society Organizations & Private Business Organization /Corporate Foundations	• Track record - List of projects undertaken including contact persons for each project • For those proposing projects for communities (including research to be undertaken in the community) – get endorsement from target community	Validate
Privately-owned academic institutions		
M/IP-NGOs/POs		
3. Functional Organization		
Civil Society Organizations & Private Business Organization	• Profile of Organization containing information on the following: - List of key officials - Organizational chart - Vision, Mission, Goals - Activities (refer to evidence under capability) - Latest audited financial statement	Check convergence or commonality of purpose between PRIME and proponent organization Validate
Privately-owned academic institutions		
M/IP-NGOs/POs		

SUGGESTED PROJECT PROPOSAL OUTLINE

1. Identifying Information

This section presents identifying information about the project and the proponent

The Project

1.1 Project Title – may be 1-3 words; not a sentence; not the project objectives; can be a "call-to-action" around which the stakeholders can work; a sub-title may be added.

1.2 Target Beneficiaries – refers to those that will directly benefit from the project; may be quantified

1.3 Project Time Frame – start date (month / year) and end date (month / year)

1.4 Total Project Cost – Total amount and % proposed for PRIME grant

The Proponent

1.5 Proponent – official name of school/organization/office/M/IP-PO/NGO

1.6 School Identification Number – include if proponent is a school

1.7 Address – official address

1.8 Contact Person – usually the head of office/organization/leader of M/IP-PO/NGO

1.9 Contact Number – landline and/or mobile phone

2. Justification for grant request

This section presents the context of the proposed project, its rationale and objectives. Essentially answering the questions why, where, and what.

2.1 Brief Background & Rationale – presents the situation within which the problem/ opportunity exists, and the potential contribution to the achievement of specific outcomes

2.2 Objectives - must be specific, measurable, attainable, results-oriented, and time-bounded (SMART). Objectives are to be achieved within the project time frame.

Include a brief description of stakeholder participation in the project identification and proposal preparation process.

3. General Strategies

This section presents the general strategies to be used to achieve the objectives. This describes the means to achieve a desired end(s). Strategies have to be based on the situation in the problem/ opportunity environment. The process in determining the strategies is equally important as the identified strategies. Care should be taken in proposing new ways of doing things most especially if these might replace or negatively affect existing indigenous practices.

As applicable, include strategies that can sustain the benefits that are expected to be derived from the project.

4. Description of Major Activities

This section translates the general strategies into concrete activities that will be undertaken. All projects will start with mobilizing and organizing for implementation, and will end with preparation of the completion report. Between these two are the major activities to be undertaken, not necessarily in chronological order.

4.1 Mobilizing and Organizing for Implementation
4.2 Activity
4.3 Activity
4.4 Activity
4.5 Activity
4.6 Internal Monitoring & Evaluation
4.7 Preparation of Completion Report

5. Indicative schedule of implementation

It is advised to use the standard Gantt chart. Please see Attachment 1.

6. Resource Requirements

This section presents the resource requirements of the proposed project. A simple matrix is recommended containing information on major expense items, corresponding budget, indicative counterpart funding from stakeholders, and when the resources are needed. For counterpart resources that are in kind, a monetary value is advised to be assigned to this item for purposes of making an initial estimate of the total counterpart funding. (See Attachment 2 for sample budgetary requirement matrix).

Note:

For proposals with an income generating component, it is advised that technical assistance be sought from those that have had experiences in implementing school-based enterprises. A useful reference in the preparation of the plan is the Support Options to Basic Education (SOBE) Sourcebook. For research and training or capability-building proposals, the proponent is encouraged to tap the professional resources within DepED for technical assistance, if deemed necessary.

INDICATIVE ACTIVITY SCHEDULE

Component/Activity	Year 1				Year 2				Year 3				Responsible Person	Other Involved Stakeholders
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Component 1														
Activity 1														
Activity 2														
Activity n														
Component 2														
Activity 1														
Activity 2														
Activity n														
Component n														
Activity 1														
Activity 2														
Activity n														

ESTIMATED BUDGETARY REQUIREMENT (PHP)

Component/Type of Expense	Year 1		Year 2		Year 3		Total	By Fund Source	
	Apr	Oct	Apr	Oct	Apr	Oct		PRIME	Others
Component 1									
Personnel Services									
MOOE									
Capital Outlay									
Component 2									
Personnel Services									
MOOE									
Capital Outlay									
Component n									
Personnel Services									
MOOE									
Capital Outlay									
Total									

Note: Specify fund sources other than PRIME including details of contributions in a separate table.

COMPOSITION AND TERMS OF REFERENCE OF EVALUATION COMMITTEES

<table>
<tr><th colspan="2">Evaluation Committees</th><th>Terms of Reference</th></tr>
<tr><td colspan="2">National</td><td rowspan="4">Objective:

To process proposals in accordance with the Grant Guidelines

Activities:

1. Review guidelines
2. Establish committee evaluation protocols
3. Agree on work schedules
4. Facilitate issuance of call for proposals
5. Orient potential proponents on the grants guidelines
6. Acknowledge receipt of proposals
7. Evaluate proposals using evaluation checklist
8. Validate information/contents in proposal as may be warranted
9. If necessary, invite technical resource person(s) to assist in evaluation
10. Mobilize necessary technical assistance to proponents to improve proposals</td></tr>
<tr><td colspan="2">Central Office-Evaluation Committee (CO-EC)</td></tr>
<tr><td><u>Chairperson</u>:

OPS-PPD Chief</td><td><u>Members</u>:

• SBM Grants Coordinator
• PDED Chief
• RSD Chief

<u>Technical Adviser</u>:

PRIME PD/DPD</td></tr>
<tr><td colspan="2">Region</td></tr>
<tr><td colspan="2">Regional Office-Evaluation Committee (RO-EC)</td></tr>
<tr><td><u>Chairperson</u>:

ARD</td><td><u>Members</u> :

• SBM Coordinator
• SBM Task Force Representatives
• RQMT Representative
• Regional PRIME Focal Person

<u>Technical Adviser</u>:

Regional Program Officer (GRM)</td></tr>
<tr><td colspan="2">Division</td></tr>
<tr><td colspan="2">Division Office-Evaluation Committee (DO-EC)</td></tr>
<tr><td><u>Chairperson</u>:

ASDS</td><td><u>Members</u>:

• SBM Task Force
• DQMT Representative
• PRIME Coordinator
• External Stakeholders' Representative

<u>Technical Advisers</u>:

Regional PRIME Focal Person
RQMT/RMEG Representative</td><td>Outputs:

1. Project proposal evaluation results
2. Consolidated evaluation results by level</td></tr>
</table>

EVALUATION CHECKLIST

Criteria	Yes	No	Comments
ELIGIBILITY			
1. Is the proponent eligible? 2. Is the proposed project eligible for financing under PRIME?			
☺ If the proponent is eligible but its proposed project is not, technical assistance may be provided by the concerned DepED office to the proponent in identifying an eligible project. ☹ If the proponent is not eligible, then the Evaluation Committee informs the proponent correspondingly. ☺ If both the proponent and the proposed project are eligible, then the Evaluation Committee proceeds with the technical and financial evaluation of the project proposal.			
TECHNICAL & FINANCIAL			
A. Alignment to DepED Policies & Thrusts			
1. Is the proposed project aligned with the corresponding mandate of the proponent under RA 9155?			
2. Is the proposed project aligned with the Millennium Development Goals (MDG)/Education For All (EFA) targets of DepED?			
3. For CO/RO/DO, is the proposal aligned with the BESRA KRT(s)?			
B. Clarity of Problem, Beneficiaries and Objectives			
4. Does the proposal clearly define an existing basic education problem/ opportunity directly affecting IP/Muslim learners?			
5. Are the direct beneficiaries specifically identified?			
6. Are the objectives clearly stated?			
C. Relevance and Timeliness			
7. Does the proposed			

project directly respond to the identified problem or opportunity?			
8. Is the timing of project implementation appropriate?			
D. Outcomes-oriented			
9. Are the interventions/ methods/strategies culturally sensitive, appropriate and considers the indigenous knowledge, systems and practices of the target beneficiaries?			
10. Is the implementing structure/mechanism appropriate?			
11. Do the strategies and objectives lead to the desired outcomes?			
E. Time Frame			
12. Is the schedule of activities realistic?			
F. Stakeholder Involvement & Acceptance			
13. Are the key stakeholders identified?			
14. Did the stakeholders contribute substantial inputs in the preparation of the project proposal?			
15. Are there provisions for stakeholder participation at specific stages in implementation and management?			
16. Are the roles and responsibilities of key stakeholders explicitly stated?			
17. Is there stakeholder counterpart (in cash or in kind)?			
18. Is the PPA accepted or approved by the concerned local M/IP community?			
G. Sustainability			
19. Are the means to sustain the project well- defined/ described?			

H. Monitoring & Evaluation			
20. Is there an internal monitoring and evaluation scheme?			
I. Financial			
21. Is the budget requested from PRIME within the maximum allowable limit?			
22. Are all the budget items eligible?			
23. Is the total budget reasonably proportionate to the expected benefits?			
24. Are there clear strategies for resource mobilization or generating counterpart resources from stakeholders?			
25. Does the proposal contain measures to ensure transparency and accountability in fund utilization?			
Items with "NO" answers indicate the areas of technical assistance to be provided to the proponent.			

(If question is not applicable, please write NA under Comments)

Name & Signature of EC Member

Name & Signature of EC Member

Name & Signature of EC Member

Name & Signature of EC Member

Name & Signature of EC Chairperson

ANNEX E

Grantee: _____
PRIME Grants Facility

QUARTERLY PROGRESS REPORT
Q_, YEAR 201_

Project Components/Activities	Physical		Financial (PhP)		Remarks
	Target	Actual	Target	Actual	
Component 1					
Activity					
Activity					
Activity					
Component 2					
Activity					
Activity					
Activity					
Component n					
Activity					
Activity					
Activity					

Prepared by: _____
Name & Signature, Designation

Noted by: _____
Name & Signature, OPS/RD/SDS

Date submitted: _____

SUGGESTED PROJECT COMPLETION REPORT (PCR) CONTENTS

1. Identifying Information

- This may be taken directly from the approved project proposal, except for the following:

    - The start and end dates should reflect the actual period of implementation
    - The total project cost should reflect the actual cost and percent share of PRIME. Details of the actual counterpart funding are to be included in section 2 on achievements.

2. Major Achievements

- Provide a summary of both projected and unanticipated achievements under the project. Link these with the project purpose and state verifiable evidence of the achievements.

3. Recommendation(s)

- This may include suggestions to better improve project implementation, or other types of projects that can be implemented to achieve the same purpose.
- Other recommendations may include formulation, review or changes in existing DepED policies related to the project purpose.

Note:
It is advisable that prior to the writing of the PCR, a meeting be conducted among those directly involved in project implementation, both internal and external stakeholders, to discuss project achievements and other items indicated in the suggested PCR contents.

ANNEX G

LETTER OF AWARD

(Date: MM/DD/YY)

(Name)
(Position/Designation)
(School/Office/Organization)

Dear _____

We are pleased to inform you that the project proposal entitled "_____" is approved and awarded a PRIME Grant Fund in the amount of _____ (PhP _____). In the implementation of the project, you are hereby advised to observe the following conditions:

a. Implement the project in accordance with the approved project proposal;
b. Maintain a file of all project-related documents;
c. Account for all disbursements made in accordance with project guidelines;
d. Render quarterly project status report (technical and financial) together with a liquidation of funds disbursed for the period to the concerned level;
e. Consult and seek approval from the [OPS-PPD/RD/SDS] before any modification in scope and/or phasing of the awarded project;
f. Render a Project Completion Report (PCR) that contains a brief description of accomplishments and lessons learned within thirty (30) calendar days from project completion; and,
g. In the event of non-implementation of the project, refund the full amount of the grant within five (5) working days upon receipt of the Notice of Termination.

To indicate your agreement to the above-cited conditions, kindly sign in the space provided in this Letter of Award (LoA). After which, please forward as soon as possible to my office.

The appropriate DepED office shall communicate with you regarding the details of fund releases based on your approved project proposal's work and financial plan.

Very truly yours,

_____

(Name & Designation)

Conforme:

_____

(Signature)

_____

(Date: mm/dd/yy)

Witness:

_____

(Name & Designation)

GUIDELINES IN THE PREPARATION OF FRAUD REPORT

PRIME regards and treats seriously any fraud involving project funds. All advisors and staff members are responsible for fraud prevention and detection. They are required to report any incident of suspected or detected fraud immediately to the Project Director (PD) of PRIME. In the instance where the PD is the one suspected of or detected of fraudulent activity, this should be reported immediately to the Australian Technical Director in GRM Brisbane.

In relation to Government of Australia funding, fraud is defined as: "dishonestly obtaining a benefit by deception or other means" (Commonwealth Fraud Control Guidelines 2002). The definition of benefits extends to benefits obtained directly or derived through another means and can be both tangible and intangible.

The project maintains a zero tolerance position towards fraud. Consistent with this position, and in accordance with its contractual obligations to AusAID, the PD is required to report in writing, in the first instance, all suspected or detected incidents to the Director, Performance Review and Audit Section of AusAID through the AusAID Activity Manager for PRIME at the Australian Embassy in Manila.

This report on suspected or detected fraud will initially include the following information:

- Name of activity;
- Name of individuals and/or agencies/offices/organizations involved;
- Details of the suspected/detected fraud, including a chronological account of the facts giving rise to the suspected/detected fraud;
- Contact details of any witnesses;
- Copies of relevant documents to support the allegation;
- References to any relevant legislation;
- A nominated person for further contact;
- Any other relevant information (e.g., possible local sensitivities, relevant in-country agencies that can assist with investigations); and,
- The current status of any action that may have been taken.

Subject to the decision of the Director, Performance Review and Audit Section on an agreed strategy, the project will investigate the suspected or detected fraud in accordance with Australian Government Investigation Standards (AGIS). The project will engage only persons with AGIS mandated qualifications to conduct any fraud-related investigation to avoid, inter alia, the contamination of evidence that may compromise action to obtain redress through criminal, civil or disciplinary proceedings. The project will maintain regular contact with the Director, Performance Review and Audit Section (or nominee) during the course of any fraud-related investigation it undertakes.

The project will consult with the Director, Performance Review and Audit Section on the outcome of the investigation and agree on a strategy to be followed to obtain redress, where appropriate, in light of the investigation's findings. The project will undertake the appropriate action, if and as required, in accordance with this agreed-upon strategy.

DepED
DEPARTMENT OF EDUCATION

Australian AID

PLEDGE OF COMMITMENT
to the
PHILIPPINES' RESPONSE TO INDIGENOUS PEOPLES' AND MUSLIM EDUCATION (PRIME) PROGRAM

We recognize that the right to basic education is fundamentally an enabling right--it is essential in claiming other rights, exercising self-determination, and expanding opportunities and choices.

We further recognize the urgency of responding to the need of Indigenous Peoples and Muslim communities for relevant and responsive basic education, one that removes barriers to meaningful participation in society and empowers learners to exercise their rights and duties as Filipino citizens.

Recalling our collective commitment to the achievement of the *Philippine Education for All (EFA) 2015* targets and the *Millennium Development Goals (MDG)*, we renew our pledge to strengthen our partnership in improving equitable access to and the quality of basic education for girls and boys in disadvantaged Indigenous Peoples and Muslim communities.

In the spirit of promoting shared accountability and multisectoral partnerships in support of EFA and MDG, we express our firm commitment to the implementation of the *Philippines' Response to Indigenous Peoples' and Muslim Education (PRIME) Program.*

With focus and our firm commitment, we believe that we can make serious progress in making Education for All a reality for Indigenous Peoples and Muslim learners.

Signed, this 6th day of July 2011 at the Department of Education, Pasig City.

PANUNUMPA NG PAGSUPORTA
sa
TUGON NG PILIPINAS SA EDUKASYONG PANGKATUTUBO AT PANG-MUSLIM ("PRIME")

Kinikilala namin na ang karapatan sa pangunahing edukasyon ay isang batayang karapatan na kinakailangan sa pag-angkin ng iba pang mga karapatan, pagganap ng sariling pagpapasya, at pagpapalawak ng mga oportunidad.

Kinikilala rin namin ang kahalagahan ng agarang pagtugon sa pangangailangan ng mga pamayanang Katutubo at Muslim sa makabuluhan at responsibong pangunahing edukasyon, edukasyong nag-aalis ng mga balakid sa makabuluhang pakikilahok sa lipunan at nagbibigay-kapangyarihan sa mga mag-aaral na tuparin ang kanilang mga karapatan at tungkulin bilang mamamayang Pilipino.

Inaalala ang aming kolektibong pangako sa pagkamit ng mga layunin ng *Philippine Education for All (EFA) 2015* at *Millennium Development Goals (MDG)*, sinasariwa namin ang aming pangako na pagtibayin ang aming pagtutulungan upang ang lahat ng mga batang Katutubo at Muslim, babae at lalaki, ay magkaroon ng pantay na pagkakataon na magkamit ng mataas na kalidad ng pangunahing edukasyon.

Sa diwa ng pagtataguyod ng pinagsasaluhang pananagutan at multisektoral na pagtutulungan sa pagsuporta sa EFA at MDG, ipinahahayag namin ang aming matibay na pagsuporta sa pagpapatupad ng programang *Tugon ng Pilipinas sa Edukasyong Pangkatutubo at Pang-Muslim* ("PRIME").

Sa pamamagitan ng pagbibigay tuon at matibay na pagsuporta naniniwala kaming kaya nating umunlad tungo sa kaganapan ng mga adhikain ng *Edukasyon para sa Lahat* para sa mga Katutubo at mga Muslim na mag-aaral.

Nilagdaan ngayong ika-anim ng Hulyo 2011 sa Kagawaran ng Edukasyon, Lungsod ng Pasig

EDUCATION FOR ALL
Support EFA 2015