Terminal Evaluation of Development Support Service (DSS) to DepEd's Computerization Program (DCP) to K to 12 Basic Education Program of the Department Education of the Philippines

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Ramon Noriel B. Sicad Independent Evaluation Consultant

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	Philippines					
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CDP Output ID	00099082					
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Evaluator	Ramon Noriel B. Sicad					
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Source: UNDP Philippines

¹ It is the entity that has overall responsibility for implementation of the project (award), effective use of resources and delivery of outputs in the signed project document and workplan.

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Acronyms and Abbreviations

ABC	Agency Budget Ceiling
ABN	Agency Budget Notes
ARMM	Autonomous Region for Muslim Mindanao
AWP	Annual Work Plan
CAR	Cordillera Administrative Region
СО	Capital Outlay
COA	Commission on Audit
CIPS	Charter Institute on Procurement and Services of UNDP
CPaGs	Citizens Participating in Governance
CPBRD	Congressional Planning, Budget and Research Department
CSO	Civil Society Organization
CSS	Client Satisfaction Survey
DBM	Department of Budget and Management
DBM	Department of Budget and Management
DCP	DepEd Computerization Program
DedEd	Department of Education
DILG	Department of Interior and Local Government
DO	Division Office of DepED
DOH	Department of Health
DSS	Development Service Support to K to 12
DSWD	Department of Social Welfare and Development
ECQ	Enhanced Community Quarantine due to COVID19
GAA	General Appropriations Act
GAD	Gender and Development
GCSA	Government Cost Sharing Agreement
G-HUBS	Host Universities Bridging Solutions for Governance
GPPB-TSO	Government Procurement Policy Board – Technical Support Office (of DBM)
HEI	Higher Education Institutions
ICT	Information and Communication Technology
ICTS	Information and Communication Technology Service
ITO	Information Technology Officer
LAC	Learning Action Cells of DepEd
LTA	Long Term Agreement (pre-qualified suppliers with UNDP)
M&E	Monitoring and Evaluation
MCGA	Micro Capital Grant Agreement
MOA	Memorandum of Agreement
MOOE	Maintenance and Other Operating Expenses
NAM	National Acceleration Modality (or Flagship Government Financing)
NCR	National Capital Region
NEDA	National Economic and Development Authority
OER	Open Educational Resources/Digital Literacy
РВ	Project Board

PBAC	Pre-qualification Bid and Awards Committee
PBM	Project Board Meeting
PFM	Public Financial Management
PIMME	Project Implementation, Management, Monitoring and Evaluation
PIRA	Procurement Integrity Risk Assessment
PMI	Project Management Institute of UNDP
QPR	Quarterly Progress Report
RO	Regional Office of DepEd
ROW	Right of Way
SBAA	Standard Basic Assistance Agreement (between Government and UNDP)
SHS	Senior High School
SUC	State Universities and Colleges
ТА	Technical Assistance
TAF	Technical Assistance Facility
LTA	Long-Term Agreements
ТОС	Theory of Change
TOR	Terms of Reference
TPM	Third Party Monitoring
TWG	Technical Working Group
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme

Executive Summary

The Department of Education (DepEd) of the Government of the Philippines (GoP) entered into a partnership agreement with the United Nations Development Programme (UNDP) Philippines in March 2016 for the implementation of the "Development support services to DepEd's Computerization Program (DCP) in support to the K to 12 Program of the Department of Education (DepEd) of the Government of the Philippines." This partnership agreement was conceived due to the constraints encountered by the DepEd in its procurement programs that resulted in delays of its service delivery and in slowing down of budget utilization at a time when the fiscal resources of the government was increasing.

The objective of this partnership was to improve the timely delivery of information and communication technology (ICT) packages to its recipient schools that will promote access to computers for the students' learning as well as in aiding in implementing reforms. Fully funded by the Government of the Philippines under the National Acceleration Modality (NAM) with the amount of about US\$ 61 million, the UNDP has become the implementing partner of DepEd through this partnership. Thus, UNDP procured, delivered, and instaled ICT packages in selected public schools using the allocations for DepEd under the General Appropriations Act of 2016. Also, as a provision of the agreement, the UNDP utlized 2 percent of the total package for technical assistance to DepEd to (1) implement public financial management (PFM) reforms, (2) scaling up of citizen monitoring teams to ensure timely and quality service delivery up to the beneficiary level, and (3) conduct trainings related to project management, monitoring and evaluation.

The partnership resulted in the installation of ICT packages to 4,767 schools and 209 Division Offices located across the Philippines. The participation of the civil society organizations (CSOs) and citizenry was integral in promoting transparency and greater support of citizen-volunteers. The CSOs and citizenry were actively involved in the monitoring and facilitating the readiness assessment of schools as well as with the delivery and installation of ICT packages. As an enabling measure, the capacity development on the PFM was also carried out to improve the capacity of DepEd and its personnel on procurement².

In terms of the DSS project expenses, the acquisition, delivery and installation of ICT packages accounted for about 98% of the financial resources used, and in supporting the CSO and citizen-volunteer participation in implementing the Project. The capacity development on PFM was supported by some 2% funding of the overall management allocation for the UNDP.

The project under the above-mentioned agreement is the focus of this terminal evaluation and was undertaken to help UNDP and DepEd make informed decisions and plan strategically. The purposes of this project terminal evaluation include the following: 1) to show the level of change in the project outputs indicators and the project's contribution to outcome level changes, which normally are shown as the performance of institutions or behavior changes, 2) to know whether the resources have been properly and judiciously used during implementation including the delivery of stated outputs and the extent in which these outputs contributed to observed results, and 3) to identify any operational issues that may be improved to facilitate better program. The result of this evaluation shall serve as part of the documentation on the experiences and learnings of the DepEd, the UNDP and the Philippine Government in carrying out the following: (1) to assess their approaches to development assistance; (2) to design future

² This includes procurement planning, setting of specifications and realistic costing, bid evaluation and awards as well as in contract management

interventions; (3) to ensure accountability; and (4) to generate knowledge for wider use.

A mixed of both quantitative and qualitative assessment was used in the evaluation of DSS through the following: (a) document review; (b) consultation meetings with key personnel involved in the implementation; (c) key informant interviews; and (d) online survey questionnaire. Due to the COVID-19 pandemic, focus was given on research and document review. Virtual meetings, through the zoom facility, were done for consultation meetings with the UNDP Team and in the conduct of key informant interviews (KII) with fifteen (15) respondents from DepEd, UNDP, CSO and the Supplier.

The evaluation focused on the two (2) phases of implementation of the DSS: (a) processes on procurement of ICT packages, as well as its delivery and installation; and (b) feedback from schoolteachers, school ICT focal persons, personnel of Division Offices and CSO-DepEd partnership, on the implementation experience and usefulness of ICT packages.

Information on the most critical aspects of the Project was generated on the following: (a) procurement of 4 lots of ICT packages; (b) assessment of readiness of computer classroom in schools for the ICT packages; and (c) delivery and installation of ICT packages in recipient schools. Insights from individuals involved in the implementation helped in understanding the context, experiences and challenges encountered. For greater participation of teachers and personnel of recipient-schools and offices, 4 sets of survey questionnaires using Google Forms were developed for different respondents: schoolteachers, schools' ICT Focal Persons, CSO-DepEd partnership, and DepEd's Division Offices personnel.

The online survey generated about 3,600 respondents and validated since survey respondents were from both DSS and non-DSS schools. In categorizing the non-DSS from DSS school-recipients as well as the respondents into Lots 1, 2, and 4 (of the DSS Project), a 3-stage validation process was done through the following: (a) comparing the school and school ID with the list of schools that received ICT packages through DSS Master list; (2) through the Basic Education Information System (BEIS) database; and (3) through the web pages of schools (including Facebook). The Division Offices had a separate survey form. Some degree of difficulty was encountered during the validation due to changes of names of some schools and school IDs since 2016.

<u>On the Usefulness of the ICT Packages</u>. The project delivered ICT packages to a total of 4,767 schools and to 209 DepEd Division Offices, which was procured in 4 separate lots or batches. Of the 4 lots, Lot 4 covered 3,964 schools located in far-flung and un-energized areas across 13 regions of the country. Varying challenges were encountered in transporting the equipment due to the difficulty in reaching the schools due to its problematic accessibility along with the weather condition and peace and order situation. The role of the CSOs and community-based volunteers was recognized by all the stakeholders as the key success factor in surmounting all these challenges. The respondents to the KIIs and surveys highlighted the responsiveness of the CPaGs and community volunteers. As noted by one of the respondents to the KII, "The most crucial factor in the success of the field implementation was proper coordination with all stakeholders. If we make every concerned citizen in a certain locality feel that he is a part of the project, he will make use of all his influence to help make the project succeed. Without that, the problem on delivery, peace and order issue, and other related concerns may be an obstacle to the implementation of the project."

From the results of the online survey, many survey respondents indicated their appreciation on the provision of ICT packages, with many of their students experiencing for the first time in touching and using

the computers. On hindsight, the provision of ICT packages as well as the undertaking of OER trainings prior to the onset of the Covid19 pandemic, has helped hasten the shift to blended learning. The ICT packages provided support to teachers' and students' learning by helping overcome the constraint of regular face-to-face learning.

<u>Enabling Policy Support.</u> The DepEd Memorandum in December 2017 reinforced the participation of the CSO and community-based volunteers and has clearly defined the coordination mechanism with DepEd field offices across the country in relation to school readiness assessment as well as with the delivery and installation of ICT packages. The Project Document (March 2016), DepEd Memorandum No. 208, s. 2017 (December 2017) and the Micro Capital Grant Agreement (MCGA) in support to the CSO/CPaGs (August 2017) served as the enabling instruments (or the catalytic steps) in moving forward and facilitating the implementation of the DCP in bringing the ICT packages to 4,767 schools and to 209 Division Offices, but most specially to the 3,694 unenergized schools in 13 regions and 70 provinces.

The stipulated initiatives covered in this partnership agreement was in line with the Philippine Development Plan (PDP) 2011-2016 and PDP 2017-2022 which provided an overall framework and roadmap to achieve quality, accessible, relevant, and liberating basic education for all, through the provision of assistance to the full implementation of the K to 12 Basic Education Program.

<u>Timeliness of Procurement, Delivery and Installation of ICT Packages:</u> As an overall assessment, the procurement process was carried out efficiently under the National Acceleration Modality (NAM). The procurement of 3 lots of computer sets were carried efficiently. The contract award was done earlier than the 110 days target timeline: with 64 days for Lot 1 (184 stand-alone senior high school (SHS), 86 days for Lot 2 (889 Specialized SHS), and 35 days for Lot 3 (209 DepEd Division Offices). As to the contract implementation, all 3 ICT packages were implemented within the target of 310 days (2015 baseline was 450 days) with 167 days for Lot 1, 291 days for Lot 2, and 102 days for Lot 3.

The contract awarding for Lot 4 that covered 3,694 un-energized schools took about 217 days due to the complexities encountered in matching the specifications of the ICT packages with the solar energy system. There were four (4) rounds of clarifications issued/undertaken with the bidders, responding to a total of 138 procedural and technical questions. An extended implementation period of 789 days was also experienced because while the ICT packages were ready to be delivered, the validation of school readiness has yet to be completed due to the challenges encountered on road access, peace and order, climatic and weather condition, among others. Nonetheless, all ICT packages were delivered to recipient- schools.

<u>Achievement of Project-Level Outcomes.</u> The project level outcome of "timely and quality of DCP implementation improved" was achieved. From the survey, 93% ICT Focal Persons (323 out of 348) indicated that the ICT packages significantly/very significantly contributed to improving the teachers' teaching methods that will enhance students' learning. Also, 83% of teacher respondents (310 out of 375) indicated that the ICT packages were useful/very useful in the transition to mixed/blended learning approach during the pandemic. Furthermore, 96% of teacher respondents (361 out of 376) indicated that the OER topics were helpful in teaching the students, specifically with the mixed learning approach.

With the PFM capability building on procurement, the DSS Project supported the DepEd in preparing the enabling environment through two (2) modules of training out of the 4 modules of the Chartered Institute on Procurement and Services (CIPS), while studies and assessment of PFM processes in six (6) regions were also carried out. The study recommended for a sustained learning and development on PFM. It is

recommended that the remaining 2 modules on CIPS be pursued for the capability development at DepEd on procurement. The PFM capability building was pursued as part of the broader government initiative and included as part of the legislative agenda on Budget Reform Act. The intended outcome, therefore, on PFM capability building should be considered as broader than the DSS Project but as a long-term organizational endeavor by DepEd and the Government.

The delivery and installation of ICT packages, with the catch-up OER Trainings for Teachers in 2019, contributed to a better school foundation for teaching and students' learning. With the hastened shift to blended learning by DepEd due to the COVID-19 pandemic, the relevance and usefulness of the ICT packages and the OER trainings served as an enabling mechanism for continued teaching and learning. The DepEd has continued the OER and digital literacy trainings to the teachers and has trained about 500,000 teachers.

The implementation of the Project has successfully navigated through the transition between two (2) administrations after the 2016 national election. It was started in 2016 and completed in 2019. With the emergence COVID-19 pandemic in the 2020, the ICT packages that were installed in recipient-schools took on a greater role in the transition to mixed modalities in teaching and in students' learning.

<u>Conclusion</u>: Based on the evaluation criteria used, the DSS Project successfully and satisfactorily carried out the procurement and delivery and installation of ICT packages to its intended recipients. It directly supported DepEd's Computerization Program (DCP) to the K to 12 Basic Education Program towards promoting improved learning even in the remote areas. The significance was most especially recognized at the time when both the computer sets and the OER trainings were most useful due to the challenges brought about by the COVID-19 pandemic.

<u>Recommendations</u>: All things considered, the following are the recommendations: (1) replicate the list of qualified suppliers and facility on long term agreement (LTA) for faster turn-around time from solicitation to contract award; (2) replicate the deployment of CSOs and community volunteers in the monitoring and facilitating school readiness as well as in the delivery and installation of ICT packages to ensure that the procured ICT packages are delivered and installed to recipient schools; (3) proper hand-over of complete documentation between UNDP and DepEd; (4) continue the current practice of integrating the performance guarantee and 3-year warranty as part of quality assurance; (5) establish a help-desk facility at DepEd to ensure the prompt repair and maintenance services by the suppliers (within the 3-year warranty) and even for those ICT packages beyond the 3-year warranty period; and (6) continue the teachers' training on the use of ICT for teaching and promoting students' learning.

It is also important to strengthen the timing of procurement planning and technical specification preparation to align with the annual cash budgeting system through the following: (1) packaging the procurement lot by specific regions or cluster of adjacent regions to avoid extending project implementation due variability of climatic conditions as well as leveraged the relationship and coordination mechanism of CSOs with LGUs; (2) strengthen the alignment of the readiness of schools as part of the supporting document of procurement package; and (3) consistent alignment of budget for MOOE and CO of Division Offices and schools to ensure upgrading of computer rooms for the ICT packages. One respondent to survey noted, that "there's no point in arguing of why the computer room is not compliant to the readiness requirement, if there is no budget, in the first place, for its upgrading". It was mentioned by the DepEd member of the ERG that at present, a safe storage cabinet would suffice for the readiness requirement.

Introduction

The Department of Education (DepEd) of the Government of the Philippines (GoP) entered into a partnership agreement with the United Nations Development Programme (UNDP) Philippines in March 2016 for the implementation of the "Development support services to DepEd's Computerization Program (DCP) in support to the K to 12 Program of the Department of Education (DepEd) of the Government of the Philippines." This partnership agreement was conceived due to the constraints encountered by the DepEd in its procurement programs that resulted in delays of its service delivery and in slowing down of budget utilization at a time when the fiscal resources of the government was increasing.

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The partnership resulted in the installation of ICT packages to 4,767 schools and 209 Division Offices located across the Philippines. The participation of the civil society organizations (CSOs) and citizenry was an integral part in promoting transparency and greater support of citizen-volunteers. These group were actively involved in the monitoring and facilitating the readiness assessment of schools as well as with the delivery and installation of ICT packages. As an enabling measure, the capacity development on the PFM was also carried out towards improving the capacity of DepEd and its personnel in procurement³. The participation of the CSOs and capacity development on PFM were aligned with the continuing government-wide PFM reforms.

In terms of the DSS project expenditures, the acquisition, delivery and installation of ICT packages accounted for about 98% of the financial resources used, and in supporting the CSO and citizen-volunteer participation in implementing the Project. The capacity development on PFM was supported by some 2% funding of the overall management allocation for the UNDP.

The project under the above-mentioned agreement was the focus of this terminal evaluation and was undertaken to help UNDP and DepEd make informed decisions and plan strategically. The purposes of this project terminal evaluation included the following: 1) to show the level of change in the project outputs indicators and the project's contribution to outcome level changes, which normally were shown as the performance of institutions or behavior changes, 2) to know whether the resources had been properly and judiciously used during implementation including the delivery of stated outputs and the extent in which these outputs contributed to observed results, and 3) to identify any operational issues that may

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be improved to facilitate better program. Also, the result of this evaluation shall serve as part of the documentation on the experiences and learnings of the DepEd, the UNDP and the Philippine Government in carrying out the following: (1) to assess their approaches to development assistance; (2) to design future interventions; (3) to ensure accountability; and (4) to generate knowledge for wider use.

A mixed method of both quantitative and qualitative assessment was used in the evaluation of DSS through the following: (a) document review; (b) consultation meetings with key personnel involved in the implementation; (c) key informant interviews; and (d) online survey questionnaire. Due to the COVID-19 pandemic, more focused were given on research and document review. Virtual meetings, through the zoom facility, were done for consultation meetings with the UNDP Team and in the conduct of key informant interviews (KII) with fifteen (15) respondents from DepEd, UNDP, CSO and the Supplier.

The evaluation focused on the two (2) phases of implementation of the DSS: (a) processes on procurement of ICT packages, as well as its delivery and installation; and (b) feedback from schoolteachers, school ICT focal persons, personnel of Division Offices and CSO-DepEd partnership, on the implementation experience and usefulness of ICT packages.

Information on the most critical aspects of the Project was generated on the following: (a) procurement of 4 lots of ICT packages; (b) assessment of readiness of computer classroom in schools for the ICT packages; and (c) delivery and installation of ICT packages in recipient schools. Insights from individuals involved in the implementation helped in understanding the context, experiences and challenges encountered. For greater participation of teachers and personnel of recipient-schools and offices, 4 sets of survey questionnaires using Google Forms, were developed for different respondents: schoolteachers, schools' ICT Focal Persons, CSO-DepEd partnership, and DepEd's Division Offices personnel.

This Terminal Evaluation Report shall discuss the following: (a) description of the intervention where pertinent information about the project is described that includes the project's results framework, implementation strategies, total resources, analysis on the factors that make the phases of project implementation successful or have been found to need improvement; (b) description of the scope and objectives of the evaluation; (c) the evaluation approach and methodology which would show the type of evaluation used and the medium used such as document review, interviews, and conduct of online surveys; (d) data analysis on what was gathered through the document review, interviews, and online surveys; (e) presentation of the evaluation findings based on the analysis made; (f) pertinent conclusion as to what was ascertained about the project, (g) presentation of recommendations for future implementation of similar projects; and (h) presentation of lessons learned identified.

Description of the Intervention

This evaluation focused on the agreement made in 2016 on the implementation of DepEd Computerization Program (DCP) between the Department of Education (DepEd) and the United Nations Development Programme (UNDP), in support to the K-12 Basic Education Program. Under the partnership, the UNDP procured, delivered, and installed ICT packages in public schools using the allocations for DepEd under the General Appropriations Act (GAA) of 2016. As such, the partnership supported DepEd in accelerating the implementation of its DCP while also providing technical assistance in implementing reforms on public financial management (PFM), with emphasis in the procurement system.

The respondents to the KII mentioned that the Philippine government have encountered procurement constraints in 2015. This was at a time when there was greater availability of fiscal space. With this, the provision of goods and services were not at the planned levels. This situation was also experienced by DepEd, with its increasing annual budget and with high levels of unused appropriations comprising of about 14% of its 2015 annual budget, as shown in **Table 1** below.

Fiscal Year (FY)	PH₱ Billion	₽	•10 B	ŧ	₽ 20 B	ŧ	*30 B	ŧ	40 B	ŧ	₽50 B	% Total Available Appropriation
2011	19.485											8
2012	28.229											10
2013	18.612											6
2014	33.818											11
2015	50.822											14

Table 1: Unused Appropriations (Ph₱ Billion) of DepEd, 2011-2015⁴

It is worth noting, however, that by the end of 2017, the DepEd reduced its unutilized allotment to only 3% or ₱15.7 billion of its total allotment of ₱471.98 billion, as reported by the Congressional Planning, Budget and Research Department CPBRD), of the House of Representative.

Expected Results Framework, Implementation Strategies, and the Key Assumptions Underlying the Strategy

The implementation of the DepEd and UNDP partnership agreement was carried out with five (5) expected outputs: (1) Procurement and delivery of ICT Packages fast-tracked through use of UNDP Systems (Lots 1, 2, 3 and 4); (2) Provision of effective project management team, including monitoring, reporting and evaluation; (3) Provision of support for government and civil society capacity development to strengthen public financial management (PFM); (4) Scaling up of functional community and school-based monitoring teams; and (5) Conduct of PFM and procurement assessment and development of capacity development action plan.

The Evaluator noted and subsequently confirmed with the UNDP Team⁵, that these outputs could be neatly categorized into three (3) major strands, namely: (1) fast-tracking of procurement, delivery and installation of ICT packages; (2) scaling up functional school and community monitoring; and (3) strengthening PFM capacity and action plans. The consolidated Theory of Change (TOC) for a more developmental synergy of the 3 strands, is shown in **Figure 1**, which is the combination of two (2) original TOCs on the Development Service Support (DSS) to K to 12, as shown in **Annex B**, and the technical assistance to the DSS as shown in **Annex C**.

The results framework, with output indicators, is shown in **Figure 2**, while the assumptions, risks and strategies, are listed in **Figure 3**.

⁴ Congressional Policy and Budget Research Department (CPBRD). September 2016. Agency Budget Notes (ABN) – Department of Education.

⁵ The consultation meeting between the UNDP Team and the Evaluator, was conducted through the Zoom Teleconference, last 19 March 2020. The move "beyond procurement" consensus was the subject of discussions between DepEd and UNDP in 2016, and reiterated during the January 2017 meeting of the Project Board (PB).

Figure 1. Updated/Combined Theory of Change (TOC)

Inter-	Time	eliness and quality of DCP impl	ementation Improved					
mediate Outcomes	 Capacity of DepEd to implement DCP enhanced Communication and coordination with DepEd with CPaGs enhanced DepEd PFM Improvement Roadmap formulated and Implemented 							
Immediate Outcomes	Preparedness of schools to receive and maintain ICT packages improved	 Information-sharing between DepEd and CPaGs improved Participation of community/ school-based citizen monitors increased 	 DepEd technically equipped to formulate and implement the PFM Roadmap PFM assessment results shared with DepEd partners and feeds into the roadman 					
	۸۸۸	۸۸۸		~~				
	(1 st strand)	(2 nd Strand)	(3 rd S	trand)				
Outputs and Indicators	 1a: Procurement and delivery of ICT Packages fast-tracked through use of UNDP Systems (Lots 1, 2, 3 and 4) Number of beneficiary schools & DepEd Offices Average number of days of procurement process Average number of days of contract implementation 	 4. Scaling up of functional community and school-based monitoring Teams Number of Community/School-based volunteers engaged and deployed thru community organizing & social preparation Number of regions where volunteers are deployed Number of schools monitored 	 3. Provision of support for government and civil society capacity development to strengthen PFM Number of PFM assessment Number of training modules 85% participation rate of invitees Number of training roll- outs No. of DepEd/staff sent to int'l learning experiences 	 5. Conduct of PFM and Procurement Assessment and Development of Capacity Development Action Plan Number of Procurement Integrity Risk Assessment Number of Capacity development Action Plans Number of National Government Agencies covered 				
	2. Provision for Effective Proje	ect Management Team, includi	ng monitoring, report	ing and evaluation				
	 Extent of functional Project Management Team (PMT) Percentage of required reports are completed and delivered on time <u>Strategies:</u> Use of existing, and Entry into, Framework Agreement (LTAs on goods and services) Expert Advisory services in defining requirement Third Party Monitoring Lessons Learning 							

Development Support Services (DSS) and Technical Assistance (TA) to the K to 12 Basic Education Program

Figure 2. Results Framework

Development Support and Technical Assistance to the K to 12 Basic Education Program

Project Title: Development Support Service 2016 K to 12 Basic Education Program of the Philippine Department of Education

Output 1: Procurement of ICT Packages for 4,956 Public Schools and DepEd Offices, including 3,694 Unenergized Schools

Indicators:

1.1 Number of beneficiary schools and DepEd offices

1.2 Average number of days of the procurement process from solicitation to award

1.3 Average number of days of contract implementation period

Output 2: Provision for Effective Project Management Team, including Monitoring and Evaluation Indicators:

2.1 Extent to which a functional and monitoring reports are completed and delivered in a timely manner

2.2 Percentage of required progress, financial and monitoring reports are completed and delivered in a timely manner

Project Title: Technical Assistance Facility – DepEd DSS K to 12

Output 3: Provision of support for government and civil society capacity development to strengthen public financial management

Indicators:

3.1 Number of PFM Assessment conducted

3.2 Number of training modules developed

3.3 Participation rate in training program is at least 85% of targeted invitees

3.4 Number of training roll-outs

3.5 Number of DepEd officials/staff sent to international Learning Exchange

Output 4: Scaling up of functional community and school-based monitoring teams

Indicators:

4.1 Number of community volunteers engaged and deployed through community organizing and social preparation activities

4.2 Sustainability and Resource Generation

As indicated in the Project Document, the project pursued the following strategies: (a) use of existing, and entry into, framework agreements⁶ in the procurement of ICT packages; (b) expert advisory services in defining the requirements (being the most critical stage of any procurement process); (c) third party monitoring to ensure the goods supplied would go only to the intended beneficiaries (which would be carried out by tapping the State Universities and Colleges (SUCs) and/or civil society organizations (CSOs); and (d) lessons learning (with the documentation of best practices and lesson learned for innovative methods that will improve any succeeding partnerships with DepEd or any other Government Agency.

⁶ "Framework Agreement", also known in UNDP policies as Long-term Agreements (LTAs), refer to a written agreement between a buyer (UNDP) and a supplier/service provider that is established for specific goods or services at prescribed prices or pricing provisions for a defined period of time, against which specific orders (known as "call-offs") can be placed at any given time during the defined period. Under the Framework Agreement, no financial commitment nor a legal obligation to order any minimum or maximum quantity is being made by the buyer. (Project Document, p.5)

During the implementation, the participation of the SUCs was initially pursued, as part of their research function, in tandem with the CSO, for the support to the PFM, particularly in monitoring the delivery and installation of ICT packages. Eventually however, only the CSO component moved forward and the mobilized community-based volunteers in the monitoring and facilitating school readiness as well as in the delivery and installation of ICT packages, particularly with the un-energized schools. As gathered through the KII, the SUCs initially expressed interest but were not able to fully commit to such role.

Assumptions and Risks	Development Support Service 2016 K to 12	Technical Assistance Facility – DepEd DSS K to 12			
Assumptions ⁷	 School readiness criteria for Lot 4 will be markedly different from previous lots. DepEd officials continue to strongly support citizen participation. Funding for Citizens Participating in Governance (CPaGs) secured. CPaGs are present in the 13 regions to directly cover at least 30% of schools. 	 Citizens have sustained interest in monitoring and PFM DepEd receptive to PFM reform and to feedback from TPMs Resources sufficient for TPM Private sector willing to lend help in developing business plans DepEd and HUBs willing to enter into formal partnerships (i.e. MOA) 			
Risks	 There will be far-flung areas with no cellular phone and internet coverage Many schools are in ARMM and other conflict-affected areas. Natural disasters may delay deliverables / installations. 	 Security of Third-Party Monitors Volunteers lose interest in TPM Universities lose interest No business plan developed; or the business plan is not viable Change in DepEd leadership (at the very top and the regional officials) 			
۸۸۸	۸۸۸	۸۸۸			
Strategies ⁸	 a. Use of existing, and Entry into, Framework Agreement (LTAs on goods and services) b. Expert Advisory services in defining requirement c. Third Party Monitoring d. Lessons Learning 				

Linkage to National Priorities, UNDAF Priorities, and Programme Specific Plans and Goals

The DSS Project was in line with the Philippine Development Plan (PDP) 2011-2016 and PDP 2017-2022. The PDP, for both planning period, provided the overall framework and roadmap to achieve quality, accessible, relevant, and liberating basic education for all through the provision of assistance to the full implementation of the K to 12 Basic Education Program of the DepEd.

The PDP 2017-2022 established the mixed performance in basic education highlighting the need to focus on the sectors that were behind, improve the quality of education and address the disparities across regions. Among the four (4) priority elements that were identified in the PDP, emphasis was given on the

⁷ UNDP. 2019. Terms of Reference (TOR) on Terminal Evaluation - Assumptions and Risks as indicated in two (2) separate Theory of Change (TOC) on the (1) Procurement of ICT packages with CSO Participation and (2) PFM Assessment and Capacity Development.

⁸ UNDP. 2016. Project Document – Development Support Services 2016 K to 12 Basic Education Program of Department of Education (DepEd)

provision of learning materials such as textbook, libraries, tools and equipment, and ICT-assisted learning.⁹

This Project contributed to the achievement of Sustainable Development Goal (SDG) No. 4, i.e., in ensuring inclusive and equitable quality education and in promoting lifelong learning opportunities for all. Specifically, the Project is contributing to SDG 4.4.1 on the proportion of youth and adults with information and communication and

ICT Packages Distribution through DSS:

- Lot 1: 184 Stand-alone Senior High Schools (SHSs);
- Lot 2: 889 Specialized SHSs;
- Lot 3: 209 DepEd Division Offices; and
- Lot 4: 3,694 unenergized schools across 13 regions and 70 provinces.

technology (ICT) skills and to SDG 4.6 of ensuring that all youth and a substantial portion of the adults, both men and women, achieve literacy and numeracy by 2030.

The DSS project provided ICT packages a total of 4,976 schools and DepEd Offices as listed below while the regional coverage is shown in **Table 2.**

Lot 1	Lot 2	Lot 3	Lot 4
184 Stand-alone SHS	889 Specialized SHS	209 Division Offices	3,694 Unenergized Schools
ARMM	ARMM	• CAR	• ARMM
• CAR	• CAR	CARAGA	• CAR
CARAGA	 CARAGA 	 Region I 	CARAGA
 Region I 	 Region I 	 Region II 	Region I
 Region II 	 Region II 	 Region III 	Region II
 Region III 	 Region III 	 Region IVA 	Region III
 Region IVA 	 Region IVA 	 Region IVB 	Region IVA
 Region IVB 	 Region IVB 	 Region V 	 Region IVB
 Region VII 	 Region V 	 Region VI 	Region V
 Region VIII 	 Region VI 	 Region VII 	Region IX
 Region IX 	 Region VII 	 Region VIII 	Region X
 Region X 	 Region VIII 	 Region IX 	 Region XI
 Region XI 	 Region IX 	 Region X 	 Region XII
 Region XII 	 Region X 	 Region XI 	
NCR	 Region XI 	 Region XII 	
• NIR	 Region XII 	NCR	
	NCR	• NIR	
	• NIR		
Total: 16 Regions	18 Regions	17 Regions	13 Regions, 70 provinces

Table 2. Regional School Coverage of 4 Lots of ICT packages

Refinements on the Sequencing of Outputs that Retained the Original Objectives and Outputs

Initially, the 2016 Project Document indicated three (3) project outputs. However, during project implementation, Outputs 2 and 3 in the original Project document was enhanced and expanded to cover

⁹ NEDA. 2016. Accelerating Human Capital Development. Philippine Development Plan (2017-2022). National Economic and Development Authority (NEDA). Pasig City, Philippines. p. 143

four outputs as shown in **Figure 4**. Thus, 5 project outputs were defined and covered during project implementation. One of the outputs highlighted the importance of the participation of civil society organizations (CSOs) in monitoring and delivery and installation of ICT packages to intended school-beneficiaries.

While the procurement, delivery and installation of ICT packages were being carried out, the PFM capacity building was also carried out. This was part of the original output number 2 of the Project Document and output number 5 in the figure below. Thus, the support of the Project Board (PB) in pursuing the synergy of the 3-strands was demonstrated during discussion on its meetings as shown in **Annex D**.

Towards the end of project implementation in 2019, a series of trainings for teachers on the Open Educational Resources/Digital Literacy (OER) was carried out to improve the teachers' capability in the use of ICT for the preparation of learning modules and for the improvement of the students' access to computers for learning.

Initial Output Statement	Output Statement as Implemented						
(2016 Project Document)	(as indicated in 2017 Annual Progress Report)						
Output 1:	Output 1:						
Quality and timely provision of	Procurement of ICT Packages for 4,956 public schools and DepEd Offices						
development support services	nationwide, including 3,694 un-energized schools.						
effectively provided to the DepEd in	 Number of beneficiary schools and DepEd offices 						
support of the 2016 Philippine K to 12	• Average number of days of procurement process from solicitation to						
Basic Education Program.	award						
	 Average number of days of contract implementation period 						
Output 2:	Output 3:						
Technical and functional capacity of	Provision of support for government and civil society capacity						
DepEd to conduct timely and efficient	development to strengthen public financial management (PFM)						
procurement addressed and	 Number of PFM assessment conducted 						
strengthened.	 Number of training modules developed 						
 Capacity assessment on 	Participation rate in training programs is at least 85% of targeted						
procurement planning,	invitees						
management and monitoring	 Number of training roll-outs by G-HUBS 						
undertaken in DepEd Offices	 Number of DepEd officials/Staff sent to International Learning 						
(Central, Bureaus and Regional	Exchange						
levels	Output 5 (New):						
• One institutional capacity response	Conduct of a PFM and Procurement Integrity Risks Assessment and						
plan on procurement planning,	Development of a Capacity Development Action Plan						
management and monitoring	 Number of procurement integrity risk assessment reports produced 						
developed	and presented to high-level govt stakeholders						
Institutional and individual capacity	Number of capacity development action plans developed to address						
on procurement planning,	integrity and service delivery risks						
management, and monitoring	 Number of national government agencies covered by the 						
enhanced.	assessment and capacity development plans						

Figure 4: Matrix on Comparison of output statement (K to 12 Program)

Initial Output Statement	Output Statement as Implemented
(2016 Project Document)	(as indicated in 2017 Annual Progress Report)
Output 3: Effective provision of	Output 2:
project management including	Effective provision of Project Management Team including
monitoring, reporting and evaluation	monitoring, reporting and evaluation
 Project Management Team (PMT) 	 Extent to which there is a functional PMT
established	 Percentage of required reports are completed and delivered on
 Project Board convened on a 	time
regular basis	
 Required progress, financial and 	
monitoring reports completed and	
delivered in a timely manner	
• Third party monitors organized and	Output 4:
capacitated for procurement	Scaling up of functional community and school-based monitoring
monitoring	Teams
 Social audits resulting into 	 Number of community volunteers engaged and deployed through
confirmation that the	community organizing and preparation activities
goods/services went to the properly	 Number of regions where volunteers are deployed
designated beneficiaries	 Number of schools monitored

Key Partners Involved in the Implementation and Their Roles

The Office of the Secretary, through the Office of the Undersecretary for Administration, acted as the lead office for the DepEd-UNDP Partnership. For sites in the Autonomous Region of Muslim Mindanao (ARMM), the project officially coordinated with the Office of the Assistant Secretary for Special Programs and Projects. The details of the organizational structure used in the implementation of the project is shown in **Annex E** while the roles and responsibilities of DepEd and UNDP on the procurement of ICT packages are shown in **Annex F**.

The roles and responsibilities included the following: (1) Preparation of requisition plans; (2) Determination of specifications, TORs and SOWs; (3) Preparation of Procurement Action Plan; (4) Selection of procurement method and preparation of solicitation documents and advertising; (5) Conduct Prequalification of Vendors (if required); (6) Management of procurement processes; (7) Evaluation of bids; (8) Submission to the appropriate UNDP Procurement Review Committee with oversight role to the case (for review and approval); (9) Contract Negotiations (if applicable); (10) Preparation and finalization of the contract; (11) Award of contract; (12) Management of Vendor Protests, if required; (13) Conduct debriefing, if required; (14) Receipt of Goods/Services; (15) Contract Administration and Management; (16) Performance Evaluation.

Towards promoting school readiness prior to the delivery of ICT packages, the DepEd also issued guidelines with a checklist on School Readiness Assessment, as shown in **Annex G**. The CSOs provided support to DepEd and UNDP in the validation of school readiness as well as in the delivery and installation of ICT packages to intended schools.

The implementation of Lot 4, including the relationship of CSOs and the various field units of DepEd was further defined and clarified with the issuance of DepEd Memorandum No. 208, s. 2017 (dated 21 December 2017) on "Preparatory Activities for the DepEd Computerization Program Batch 34 -ICT Packages for Unenergized Public Elementary and Secondary Schools in Luzon and Mindanao".

The support of the DSS Project to the services of civil society organizations (CSOs) was implemented

through the Micro-Grant Agreement (MCGA). These CSOs, known as Citizen Participating in Governance (CPaG), served as the conduit in broadening the governance landscape of the local communities by encouraging and empowering citizens and community-based organizations, to participate in the budget accountability phase of the financial management system. The CPaGs were involved in the validation of the school readiness assessment as well as the delivery and installation of ICT packages in beneficiary-schools. This support by CPaGs were mainly for Lot 4 recipient schools with its wide geographic coverage of 13 regions and 70 provinces.

Scale of the Intervention on ICT Packages, CSO Participation and PFM Assessment

The ICT packages procured by UNDP for the DepEd covered four (4) lots. These were distributed and installed in schools and at the DepEd Division Offices, in the 13 regions of the country. Lots 1, 2, and 3 were fully delivered in 2016. A total of 1,282 computer packages were procured and delivered, disaggregated into: Lot 1 with 184 Senior High school packages (SHS), Lot 2 with 889 specialized SHS packages, and Lot 3 with 209 packages for the DepEd offices. The delivery and installation of Lot 4, consisting of 3,694 ICT packages and solar power systems for un-energized schools was carried out in CY 2018 and was completed in July 2019.

The summary of distribution of ICT packages to schools for Lots 1, 2 and 4 is shown in **Table 3**, and the summary distribution of computers to Division Offices is shown in **Table 4**, while the details are shown in **Annex H** and **Annex I**, respectively.

Lot 1 Host Desktop Personal Computer Acer X4640G; Laptop Acer TMP248-M
Lot 2 Desktop Personal Computer Dell Vostro 3900; LCD Projector; Projector
Screen; Multimedia Speakers; UPS; Networking Switch; Multifunction 3-in-
Inkjet Printer; Digitizer / Pen Tablet
Lot 3 Desktop Personal Computer; Laptop

ICT Computer Packages Description

Lot 4 Laptop (Hewlett-Packard HP 240 G5 Notebook PC); 2 in 1 Tablet (Hewlett-Packard HP x2 210 G2 Detachable PC); Wireless router; Photovoltaic Panel; Charge Controller and Inverter Unit; Energy Storage Battery; Cables and Peripherals

					Lot 4 (by	tranche)			Grand
REGION/PROVINCE	Lot 1	Lot 2	5 th	6 th	7 th	8 th	9 th	Total (Lot 4)	Total
ARMM (8)	2	11	461	347	324	132	21	1,285	1,298
CAR (6)	4	13		23	15	40	93	171	188
CARAGA (5)	3	34			27	116	4	147	184
Region I (4)	4	71				5	1	6	81
Region II (4)	1	32		1	29	43	58	131	164
Region III (7)	8	102			7	39	22	68	178
Region IV-A (5)	70	68	11	4	3	57	42	117	255
Region IV-B (5)	3	54	177	288	63	64	1	593	650
Region V (6)		117	118	168	61			347	464
Region VI (5)		38							38
Region VII (2)	8	61							69

Table 3. Summary Distribution of ICT	packages in Schools	(Lots 1, 2 and 4), by Regions
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	Lot 1		Lot 4 (by tranche)						Grand
REGION/PROVINCE		Lot 2	5 th	6 th	7 th	8 th	9 th	Total (Lot 4)	Total
Region VIII (5)	12	25							37
Region IX (4)	1	28	174	40				214	243
Region X (6)	12	42		77	71		17	165	219
Region XI (5)	10	41				220	76	296	347
Region XII (5)	1	36		1	143		10	154	191
NCR (4)	40	66							106
NIR (2)	2	50							52
Grand Total	184	889	941	949	743	716	345	3,694	4,767

Table 4: Summary Distribution of Computers to Division Offices, by Regions

No.	Regions	Division Offices
1	CAR	8
2	CARAGA	12
3	NCR	16
4	NIR	16
5	Region I	14
6	Region II	9
7	Region III	20
8	Region IV-A	19
9	Region IV-B	7
10	Region IX	8
11	Region V	13
12	Region VI	8
13	Region VII	13
14	Region VIII	13
15	Region X	14
16	Region XI	10
17	Region XII	9
	Grand Total	209

The 3rd Quarter 2019 Progress Report reflected that the provision of ICT packages reached about 494,790 enrollees. The CPaGs based this on the number of school-enrollees they have profiled. Also, the eleven CPaGs¹⁰, engaged through the MCGA, partially accomplished their respective deliverables in implementing the monitoring system in around 13 regions.

A total of 3,260 volunteers were involved in the monitoring, delivery, installation, readiness compliance

¹⁰ The eleven CPAGs were as follows: (1) Concerned Citizens of Abra for Good Government (CCAGG); (2) Affiliated Network on Social Accountability in East Asia and the Pacific (ANSA-EAP); (3) Naga City People's Council, Inc. (NCPC); (4) Fellowship for Organizing Endeavors (FORGE); (5) Mindanao Coalition for Development NGO Networks (MINCODE); (6) Rural Enterprise Assistance Center Foundation, Inc. (REACH); (7) Kadtuntaya Foundation Inc.; (8) Mindanao Action for Peace and Development (MAPAD); (9) Mahardika Institute of Technology, Inc. (MIT); (10) Nagdilaab Foundation Inc.; and (11) Maranao People Development Center, Inc. (MARADECA).

assessment and in data uploading of the KoBo Tool. An online Development Live (DevLIVE) mobile application was utilized in the conduct of the consumer satisfaction survey during the implementation phase. A total of about 300 schools were covered by the survey. The initial feedback from the teachers revealed that the students were more motivated in attending their classes when the ICT packages were installed. The increase in school participation, with the availability of ICT packages, was also confirmed by the member of the ERG, who represented the recipient-schools.

As part of the Technical Assistance Facility (TAF), trainings on PFM and procurement reforms addressing fiscal wastage and capacity development were provided for officials and personnel of DepEd, other government agencies and development partners of the UNDP.

DepEd and UNDP also conducted the Digital Literacy/Open Educational Resources (OER) training to 316 subject matter specialist teachers. These trained teachers served as the first level trainers. These teachers were able to roll out the OER training to over 3,000 teachers in Learning Action Cells (LAC) in their respective Division Offices.

The summary on the targets and progression of actual outputs are shown in **Table 5**, using the indicators identified in the results framework using the Annual Progress Reports (APRs) for the period 2016-2018 and of the 3rd quarter of 2019. The summary on the chronology of events related to the project is shown in **Annex J** while the details on the progression of key milestones and delivery of outputs are shown in **Annex K**.

	Baseline	TARGET		ACTUAL Accomplishment				
OUTPUTS and INDICATORS	2015	Original 2019	Re- vised	2016	2017	2018	3 rd Q 2019	Remarks
1 Procurement of ICT Packages								
1.1 Number of beneficiary schools and DepEd Offices (modified 2016)	0	4,976						
Lots 1, 2 & 3 (Cumulative)				1,055 ¹¹	1,282 ¹²			
Lot 4 (Cumulative						2,843	3,694	
1.2 Average # of days from solicitation to award (modified 2016)	0	110		Lot 1: 64 days Lot 2: 86 days Lot 3: 35 days	Lot 4: 217 days ¹³			Lot 4 responded to 138 procedural and technical questions
 1.3 Average # of days of contract implementation¹⁴ (modified 2016) 	450	310		Lot 1: 167 days Lot 2: 291 days	Lot 3: 137 days		Lot 4: 789 ¹⁵ days	All 3 lots were within target

Table 5: Targets and Progression on Actual Delivery of Outputs (cumulative, as specified)

¹¹ Total of 1,055 consisting of 846 schools received computer packages for lots 1 and 2 plus 209 Division offices nationwide

¹² This figure represents the full delivery and installation of Lot 2 (Batch 38), including 5 schools with pending activations/installations

¹³ Four (4) rounds of clarification to bidders were issued, responding to a total of 138 procedural and technical questions.

¹⁴ Contract Implementation involves delivery, installation and testing of ICT packages

¹⁵ Lot 4 has the most number of schools (3,694), which are unenergized spread over 13 regions and 70 provinces with many schools located areas affected by conflict (peace and order), difficult terrain, among others

		Baseline	TAR	GET	ACTUAL Accomplishment				
	OUTPUTS and INDICATORS	2015	Original 2019	Re- vised	2016	2017	2018	3 rd Q 2019	Remarks
2	Effective provision of Project Mgt Team, M&E & reporting on time								
	2.1 Extent to which functional Project Mgt Team is established	Adequate PMT Established	Largely all PMT members engaged		Adequate PMT Established	Largely- all PMT Member engaged	Adequate PMT established	Adequate PMT established	
	2.2 % progress, financial & monitoring reports completed & delivered	0	100%		100%	100%	100%	100%	
3	Provision support for govt and CSO capacity to strengthen PFM								
	3.1 Number of PFM Assessment Conducted (annual)	0	9		2 ¹⁶	2 ¹⁷	1 ¹⁸	0	
	Cumulative				2	4	5	5	
	3.2 Number of training modules developed (annual)	0	3		2	2	0	0	
	Cumulative				2	4	4	4	
	3.3 Participation rate in training program at least85% of invitees	0%	85%		85%	85%	95%	66%	
	3.4 Number of training roll outs (annual)	0	4		0	0	2 ¹⁹	4 ²⁰	
	Cumulative				0	0	2	6	
	3.5 Number of DepEd Officials/Staff sent to Intl learning exchange	0	30 (50)						
	CIPS Trainings						40		
	Project Management Trainings						30	35	29 (2020)
	3.6 OER Training for Teachers							717 ²¹	2 OERs
4	Scaling up functional community & school-based monitoring team								

¹⁶ Titles of two (2) PFM assessment on Indicator 3.1 were not mentioned in 2016 AP

¹⁷ Names of two (2) PFM Assessment in 2017: PFM/Procurement Integrity and service delivery risk assessment

 ¹⁸ Name of one (1) PFM Assessment in 2018 - Rapid Assessment Study on the Mitigating Integrity Risks in Service Delivery
 ¹⁹ Names of Training Roll-outs in 2018 – (1) CIPS Procurement Training; and (2) UNDP-CIPS level 2 Workshop (conducted in Manila with 40 officials and staff from DepEd, GPPB-TSO, DBM and other agencies (as international training)

²⁰ Names of three (3) Training Roll-outs in 2019: (1) Introductory Project Management training for 34 trainees in Sept 2019; (2) Intensive 5-day Project Management Training; and (3) Joint M&E workshop with DepEd ICTS and CPaGs on 15-17 July 2019

²¹ OER Trainings: 316 subject specialist teachers were trained on Basic Open Educational Resources (OER) in May 2019 and 401 teachers were trained on Advanced OER in October 2019.

		Baseline	TAR	GET	ACTUAL Accomplishment				
	OUTPUTS and INDICATORS	2015	Original 2019	Re- vised	2016	2017	2018	3 rd Q 2019	Remarks
	4.1 No. of community volunteers engaged/deployed thru CO & social preparation (Cumulative)	0	2,000	3,260	548	1,768 ²²	1,768	3,260	
	4.2 Number of regions where volunteers are deployed	0	13		6	13	13	13	
	4.3 Number of schools monitored (cumulative)	0	3,600		332	1,197 ²³	2,696	3,696	
5	Conduct of PFM and Procurement Integrity Assessment and Development of Capacity Development Action Plan								
	5.1 No. of procurement integrity risk assessment reports produced and presented to high-level stakeholders in government	0 (2016)	-	-		124	-	-	
	5.2 No. of capacity development action plans developed to address integrity and service delivery risks	0 (2016)	-	-		1	-	-	
	5.3 No. of national government agencies covered by the assessment and capacity development action planning exercise	0 (2016)	-	-		3	-	-	

Total Resources

Under the government financing arrangement, DepEd allocated US\$60,750,267.58 for the UNDP to procure ICT packages for more than 4,976 schools as well as some of the DepEd Offices. Moreover, under the partnership agreement, the UNDP shall use 2 percent of the total amount for the technical assistance package to DepEd to support the latter's efforts to (1) implement public financial management (PFM) reforms, (2) scale up the citizens monitoring teams to ensure timely and quality service delivery up to the beneficiary level; and (3) conduct trainings related to project management, monitoring and evaluation.

The annual total disbursement shown in Table 6 (DCP budget, plus TA budget), and the actual project

²² As of 28 December 2017, 1,768 volunteers have been deployed for Batch 34. The headcount of volunteers includes 548 volunteers deployed under Batch 38.

²³ An additional 865 schools were so far monitored (i.e. with at least a school profile form) as of 28 December 2017.

²⁴ Note (for indicators 5.1 and 5.2): the rapid assessment has been concluded and the assessment reports and capacity development action plans were already submitted by the consultants.

disbursement of the DCP budget, shown in **Table 7**, indicates that the procurement and delivery of ICT packages accounted for 98% of the total expenditure of the funds for the DCP in support to the K to 12 Basic Education Program with about 2% for project management and participation of citizen-volunteers. On the other hand, **Table 8** shows the CSO participation and PFM capacity development accounted to 100% of the TA budget (US\$1.662 million).

The Social, Political, Economic and Institutional Factors Which the Intervention Operates

On December 7, 2015, DepEd officially requested UNDP for their assistance in providing services for the procurement of computer packages and for capacity building services to enable the DepEd to fully implement the K-12 Basic Education Program.

It was reckoned in 2015, that DepEd has, over the years, been facing limitations in its capacity and reach of suppliers in its procurement activities. These constraints directly impacted not only the timeliness of the procurement of goods but also the overall quality of results. With the agreed partnership, UNDP then provided the necessary direct procurement services as well as capacity building support to DepEd. In undertaking this assistance, UNDP assisted DepEd in strengthening its procurement capabilities and gave access to procurement options to the organization.

The official partnership between DepEd and UNDP is consistent with GPPB Resolution No. 29-2015. The DepEd engaged the services of UNDP because of its capability in delivering the procurement requirements of DepEd in an efficient, economical, and timely manner through a wider range of participants/bidders who could provide quality goods and services. It had been the experience of DepEd that due to limited number of bidders participating in its procurement of ICT equipment, the occurrence of failed bids was quite high. Thus, it adversely affected the timely provision of these goods to the schools. Moreover, the procurement assistance covered by this Project involved highly technical and complex procurement projects, which have posed some challenges to DepEd.

The DBM report also emphasized that the Agencies are expected to carry out all the preparatory activities for procurement as part of the preparation of budget proposal. Upon the signing of the President of the National Expenditure Program (NEP) for submission to Congress, the agencies would then proceed with invitation of bids to the point of short to contract award could be undertaken. Upon approval of Congress of the GAA, the Agencies could then proceed in the awarding of contracts, as supported by the general provisions of the 2016 GAA on the early procurement policy. Thus, facilitating the implementation at the start of the year and its subsequent completion.²⁵

	Total	Expenses by Period (US\$)								
Project	Resources (US\$)	2016	2017	2018	2019	2020	Total	Balance (US\$)		
K to 12 Basic Education Program (GCS)	60,799,083	19,422,595	17,010,626	21,233,567	1,923,754	46,710	59,637,252	2,630		
DSS K-12 TA Facility	2,162,651	0.00	248,195	342,607	468,009	603,249	1,662,060	267,008		
TOTAL		19,422,595	17,258,821	21,576,174	2,391763	649,959	61,299,312	269,718		

Table 6: 2016 to 2020 Annual Expenditures

²⁵ DBM. 2016. Kwento sa Bawat Kwenta: A Story of Budget and Management Reforms, 2010-2016. Department of Budget and Management (DBM). Manila, Philippines. p. 131

	Total	Expenses by Period (US\$)						Remaining
Project	Resources (US\$)	2016	2017	2018	2019	2020	Total	Balance (US\$)
Distribution		32%	28%	35%	4%	1%	100%	

Source: DSS/UNDP

Table 7	· K to	12 Basic	Education	Program	GCS	Proi	oct Ev	nenditures	ner Out	nut as o	f November	1 2020
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Year	Output 1 Procurement of ICT packages	Output 2 Effective Project Management including monitoring, reporting and evaluation	Output 3 Provision of support for government & civil society capacity development to strengthen public financial management	Output 4 Scaling up of functional communities and school-based monitoring teams	Total
2016	19,422,594.89	-	-	-	19,422,594.89
2017	16,144,357.76	877,274.93	69.29	(11,076.00)	17,010,625.98
2018	20,918,314.31	288,983.39	26,269.36	-	21,233,567.06
2019	1,690,360.10	173,130.73	60,262.91	-	1,923,753.74
2020	2,298.19	34,968.93	9,443,26	-	46,710.38
Total	58,177,925.25	1,374,357.98	86,601.56	(11,076.00)	59,637,252.05
Distribution	97.6 %	2.3 %	0.14 %		100%

Source: DSS/UNDP

Table 8: DSS K-12 TA Facility Project Expenditures per Output as of 19 February 2020

Year	Output 1 Procurement of ICT packages	Output 2 Effective Project Management including monitoring, reporting and evaluation	Output 3 Provision of support for government and civil society capacity development to strengthen public financial management	Output 4 Scaling up of functional communities and school-based monitoring teams	Total
2016	-	-	-	-	-
2017		57,606.81	151,145.33	39,442.53	248,194.67
2018		107,984.90	221,705.88	12,916.62	342,607.40
2019		391,087.12	74,288.03	2,634.30	468,009.45
2020	9,334.61	257,326.16	345,200.73		603,248.67
TOTAL	9,334.61	814,004.99	792,339.97	54,993.45	1,662,060.19
Distribution	0.5%	49%	47.7%	3.3%	100%

A DBM Report highlighted the challenges of institutionalizing and deepening the participation of citizens in the budget process.²⁶ This DBM report, however, acknowledged that citizen participation in the budget process leads to a responsive allocation, enhances good governance, and improves the delivery of public services. With this, the Philippines gained some headway in promoting citizen participation.

The implementation of this project was in conformance with the abovementioned DBM policy as the Project Document (2016) indicated that CSO participation will help promote "effective provision of project management including monitoring, reporting and evaluation" through the following roles: (a) third party monitors organized and capacitated for procurement monitoring; and (b) social audits resulting into confirmation that the goods/services went to the properly designated beneficiaries. The CSO participation was pursued, during the implementation phase as one of the key outputs towards the "scaling up of functional community and school-based monitoring Teams" (Project's Output No. 4).

Implementation Constraints on PFM Capacity Building

Regarding the support to PFM, the DBM report for the period 2010-2016, highlighted the following areas that require intervention for capacity building: (a) preparation of project specifications; (b) realistic cost estimates; and (c) preparation of the annual procurement plans. The GPPB-TSO also reported that poor procurement planning accounts for a huge chunk of delays in the procurement process.²⁷

To address the challenges encountered on procurement, the Project Document in 2016 indicated that one of the project's outputs is addressing and strengthening the "technical and functional capacity of DepEd to conduct timely and efficient procurement." This output was expected to be addressed through the following: (a) capacity assessment on procurement planning, management and monitoring undertaken in DepEd Offices (Central, Bureaus and Regional levels); (b) institutional capacity response plan on procurement planning, management and monitoring developed; and (c) institutional and individual capacity on procurement planning, management and monitoring enhanced.²⁸

On the complementary output of the PFM capability building, the DSS Project supported the DepEd through two (2) stages of training on the Chartered Institute on Procurement and Services (CIPS). However, the envisioned group of procurement professionals have only been trained or capacitated with only 2 out of the 4 modules of the CIPS. With this, the PFM capability building initiative on procurement was not fully realized. The ERG suggested that the remaining 2 modules on the CIPS should be pursued in support to DepEd's capability building on procurement.

It is worth noting that the PFM strengthening, while partly covered in this project, is a broader government initiative and currently being pursued as part of the legislative agenda of the government through the proposed Budget Reform Act. As such, the intended outcome on PFM capability building need not be confined to the interventions carried out by the Project but should be considered as a long-term organizational endeavor by DepEd and the Government.

²⁶ DBM. 2016. Kwento sa Bawat Kwenta: A Story of Budget and Management Reforms, 2010-2016. Department of Budget and Management (DBM). Manila, Philippines. p. 229ff

²⁷ DBM. 2016. Kwento sa Bawat Kwenta: A Story of Budget and Management Reforms, 2010-2016. Department of Budget and Management (DBM). Manila, Philippines. p. 128

²⁸ UNDP. 2016. Project Document – Development Support Services 2016 K to 12 Basic Education Program on the Philippine Department of Education. pp. 13-14

Scope and Objectives of the Evaluation

Evaluation Scope

The Terminal Evaluation was carried out under the overall guidance of the Evaluation Reference Group, and reporting to the UNDP Evaluation Manager. The Evaluator rated the project with reference to the criteria of relevance, effectiveness, efficiency, and sustainability of the *Development Support Services to the K to 12 Basic Education Program of the Philippine Department of Education (DepEd)*. The evaluation has been done by reviewing its progress towards project results (outputs and outcomes) based on the available project document and annual work plans.

During the evaluation, review was undertaken on the project's theory of change (TOC) vis-à-vis the project's outputs and outcomes, as well as the challenges encountered, and the lessons learned. With the TOC as the program framework, recommendations were made in replicating good practices and in encouraging further improvements in the design and implementation of the next cycle of similar projects, particularly in responding to the requirements in preparing procurement packages in the context of the annual cash budgeting system.

The evaluation focused on the two (2) phases of implementation of the DSS: (a) the processes used in the procurement of ICT packages, delivery, and installation; and (b) the implementation experience and usefulness of ICT packages of the teachers and students through feedback from schoolteachers, school ICT focal persons, personnel working at the Division Offices and CSO-DepEd partnership.

Evaluation Objectives

The project terminal evaluation was intended to achieve the following: (1) to demonstrate the level of change in project outputs indicators and the project's contribution to outcome level changes, which are normally demonstrated as changes in the performance of institutions or behavior changes; (2) to consider whether resources have been properly and judiciously harnessed towards implementation and delivery of stated outputs and the extent to which these outputs contributed to observed results achieved; and (3) to identify any operational issues that may be improved to facilitate better program implementation and delivery for similar programs in the future.

The evaluation identified the extent of achievement of the project outputs and outcomes including unintended positive and negative results. Also identified during evaluation were key lessons learned and good practices used during project implementation.

The results of the evaluation would be useful to DepEd, UNDP and other government agencies in assessing approaches to development assistance and to design future interventions as well as ensure accountability and to generate knowledge for wider use.

Evaluation Criteria

The evaluation used the OECD-DAC criteria of relevance, efficiency, effectiveness, and sustainability, as shown in **Table 9**. Assessed during the process are the following: (a) relevance of the project; (b) effectiveness of the achievement of results at the output levels; (c) the level of efficiency in the use of

project resources; and (d) sustainability of the results for the project beneficiaries. These 4 criteria were assessed with reference to the project's scope and objectives.

Pertinent feedbacks were also provided with regards to UNDP's performance as a development partner as well as UNDP's added value to the expected results.

Evaluation Criteria	Description ³⁰
Relevance	The extent to which the intervention design and intended results were consistent with local and national environmental priorities and policies and to the GEF's strategic priorities and objectives, and remained suited to the conditions of the context, over time.
Effectiveness	The extent to which the intervention achieved, or expects to achieve, results (outputs, outcomes and impacts, including global environmental benefits) taking into account the key factors influencing the results
Efficiency	The extent to which the intervention achieved value for resources, by converting inputs (funds, personnel, expertise, equipment, etc.) to results in the timeliest and least costly way possible, compared to alternatives
Sustainability	The continuation/likely continuation of positive effects from the intervention after it has come to an end, and its potential for scale-up and/or replication; interventions need to be environmentally as well as institutionally, financially, politically, culturally and socially sustainable.

Table 9: UNDP Evaluations using OECD-DAC Criteria and Description²⁹

Evaluation Questions

The assessment of the evaluation criteria was guided through the set of evaluation questions, as outlined below. These questions served as the guide in the preparation of the data gathering tools (document review, key informant interview and simple surveys) and generating the inputs and responses from key stakeholders that were involved during project implementation. The Evaluation Matrix, as shown in **Annex L**, outlines the linkage of the questions with data sources, data gathering tools, indicators, among others. The evaluation matrix served as the guide in carrying out the evaluation.

- 1. Relevance
 - a. Did the project design and choice of activities and deliverables properly reflect and respond to specifically identified needs of the government and of the beneficiaries? How were the needs determined and assessed?
 - b. How valid is the Theory of Change? Were the planned and actual activities and outputs of the project consistent with the intended outcomes?
- 2. Efficiency
 - a. To what extent was the project managed and delivered in a cost-effective way?
 - b. How was the project managed in terms of timeliness?

²⁹Independent Evaluation Unit-UNDP. 2019. UNDP Evaluation Guidelines. pp. 4-12; and Independent Evaluation Office – Global Environment Fund (GEF). 2019. The GEF Evaluation Policy. page 13

³⁰ The GEF format on description of the four evaluation criteria is being reflected in the report, since it is presented in a sentence format, as compared to UNDP's question format. The definitions are the same on all criteria for both GEF and UNDP.

- c. How did project risks influence the efficiency of project implementation? Were all major risks adequately identified before and during project implementation?
- 3. Effectiveness
 - a. To what extent is the project successful in achieving results, both expected and unexpected?
 - b. How effective was the project in building the capacities of partners and beneficiaries?
 - c. To what extent has the use of UNDP systems accelerated the implementation of the project in the following areas: budgeting, procurement, HR augmentation, partnerships and CSO engagement, finance, and monitoring?
 - d. Is the project reaching the intended beneficiaries, rights holders and duty bearers?
 - e. To what extent has the project been effective in policy/systems influencing at the national and local level?
 - f. What value has UNDP added? Both expected and unexpected?
 - g. Did the project build effective synergies with other existing initiatives?
 - h. To what extent does the project integrate gender equality, women's empowerment, and human rights?
- 4. Sustainability
 - a. To what extent can project results be continued without the project's further involvement?
 - b. To what extent has DepEd been capacitated to improve financial management and service delivery through the project?
 - c. To what extent has the project built in resilience to future risks? (e.g. wastage, over-budgeted specs)
 - d. What are the learnings and best practices?

The evaluation questions were used in assessing the intermediate outcome of "timeliness and quality of DCP Implementation Improved" along with the support from each of the 3-strands of major outputs. The results framework and the indicators with survey findings, are shown in **Figure 5.**

Figure 5: Results Framework and Outcomes Indicato	ors
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Overall	Timeliness and quality of DCP Implementation Improved						
Outcome	 Capacity of DepEd to implement DCP enhanced Indicator: Increased on overall annual procurement of ICT packages: The DCP showed great improvement in 2019. It was able to increase its obligation from a low of 13.6% in 2018 to a high of 84.9% in 2019. However, the disburse for DCP remains low at 31.0%. (Source: CBPRD, 2020 Agency Budget Note on DepEd) 						
	 DCF remains row at \$1.0%. (source: CBPRD, 2020 Agency Budget Note on DepEd) DSS Project Level Outcomes 93% of respondents (323 out of 348 Schools' ICT focal persons) indicated that the ICT packages significantly/very significantly contributed towards improving teachers' methods to enhance students' learning. 79% of respondents (274 out of 348 Schools' ICT focal persons) indicated that they were satisfied/very satisfied on the quality of computers and equipment. 82% of respondents (640 out of 780 Schoolteachers) indicated that the ICT packages were useful/very useful in the transition to mixed learning with the pandemic. 95% of respondents (368 out of 386 Schoolteachers who were trained in OER) indicated that the OER topics were helpful in teaching the students specifically in the mixed 						
	٨٨٨	٨٨٨	٨٨٨				

Immediate Outcome	Preparedness of schools to receive and maintain ICT packages improved.	Participation of community and school-based citizen monitors increased.	DepEd technically equipped to formulate and implement the PFM Roadmap.
	 Indicator 1.1: % replacement school with citizen monitors, reduced in lot 2 (energized schools) and for lot 4 (unenergized schools) About 10% of schools were replaced in Lot 4 due to various reasons that 	Indicator 2.1 increased of schools covered by CSO monitors for lots 2 and 4 • 332 schools in 2016 (Lot 2) and a total of 3,364 schools in 2017-2019 (Lot 4) were monitored • 91% of respondents (39	 Indicator 3.1 Number of PFM Assessment shared with DepEd Procurement Integrity Risk Assessment ³¹ Fiscal Wastage Study³² Public Finance Management (PFM) Assessment.³³
	include: non-readiness of schools, peace and order situation, and difficulty in accessing the location. These are reasons prevalently mentioned in the KII and in the reports of the CSOs who supported the Lot 4 ICT Package distribution and installation.	out of 43) agree/strongly agree that the DSS Project was effective in building capacities of partners (DepEd, UNDP, CSO/CPaGs) towards reaching the beneficiary- schools, teachers and students (Personnel involved in DepEd-CSO partnership)	 Indicator 3.2: % of recommendations of PFM assessment were fed into Roadmap Generally, the recommendations will form part of the government-wide PFM reforms at DepEd, as part of the Budget Modernization Act. As such, follow-up interventions are paged to tacklog
	 Indicator 1.2: % of ICT installed and tested on same day of delivery improved. 46% (158 out of 343 schools) of the ICT packages were installed and tested within the days of delivery; 20% (67 out of 343) were installed and tested the next day from date of delivery (Schools' ICT Focal Persons survey) 	 Indicator 2.2: Increased in participation of members of PTA as part of citizen monitors All – The participation of PTA members was considered as a key success factor in resolving issues and challenges on school readiness, and delivery of ICT packages. 96% of respondents (41 out of 43) agree/strongly 	 organizational change and development. 91% of respondents (39 out of 43) agree/strongly agree that mobilization of UNDP strengthened the partnership of CSO-DepEd in support to procurement (Personnel involved in DepEd-CSO partnership). 91% of respondents (39 out of 43) agree/strongly agree that CSO and DepEd

³¹ A 2017 study on risk-based procurement internal control framework, procurement information dashboard and PFM citizen participation roadmap, carried out with DBM. GPPB-TSO, with three (3) pilot-agencies (DepEd, DILG, DOH). Results are expected to enhance a high-level procurement planning and risk management reform. DepEd is one of the pilot agencies with the implementation of DSS to the DCP, through the National Acceleration Modality (NAM) with the UNDP had mobilized citizen engagement, towards strengthening procurement, quality assurance and accountability of stakeholders (DSS - Project Management Unit)

³² UNDP has partnered with the Commission on Audit (COA) to research on quantifying possible fiscal wastage within top spending agencies, including DepEd, DILG, DOH, DSWD, DPWH. Findings showed common financial management issues observed by auditors from 2006 to 2015. Results are envisioned to help enhance COA's procurement audit plans, DBM's budget performance monitoring system of government agencies and the implementing agencies' internal audit systems (DSS-Project Management Unit)

³³ A rapid assessment and with recommendations on planning, budgeting, accounting, auditing, cash management, procurement, and public reporting on other financial operations; as well as citizen participation in PFM processes in the six (6) DepEd regional offices, namely the Cordillera Administrative Region (CAR), Region IV-A (CALABARZON), Region IV-B (MIMAROPA), Region V, Region X, and Region XI (DSS-Project Management Unit).

	 86% of respondents (299 out of 348 Schools' ICT focal persons) were satisfied/very satisfied (School ICT Focal Persons 84% of respondents (36 out of 43) agree/strongly agree that the timeliness of the delivery of ICT packages was satisfactory. (Personnel involved in DepEd-CSO partnership) 	agree that the DSS Project integrated inclusive development through gender equality, women's empowerment, and human rights (personnel involved in DepEd-CSO partnership)	partnership was effective in enhancing policy/systems at national level towards improving timeliness and quality of DCP implementation (personnel involved in DepEd-CSO partnership).
	۸۸۸	^^^	۸۸۸
	Output 1: Procurement of ICT packages Output 2: Effective provision of Project management, M&E and Reporting	Output 4: Scaling up functional community and school-based monitoring team	Output 3: Provision of support for government and CSO to strengthen PFM Output 5: Conduct of PFM and Procurement Integrity Assessment and Development of Capacity Action Plan
	۸۸۸	۸۸۸	۸۸۸
Challenges at the start of the Project (2016)	 Limitations indicated in the Prodoc (2016) DepEd limitations in capacity on procurement DepEd limitations on reach to suppliers 	 Capacity Needs - DBM 2016 Report on PFM) Need for deepening participation of citizens in budget process Need for measuring the engagement of CSOs and Agencies 	 Need for capacity building to address poor planning (DBM 2016 PFM Report) Preparation of project specifications Preparation of realistic cost estimates Preparation of annual procurement plan

Evaluation approach and methodology

The Evaluation used the mixed approach of qualitative and quantitative evaluation methods, consisting of the following: (a) document review; (b) semi-structured interview guides with key stakeholders including key government counterparts (DepEd, GPPB-TSO, etc.), UNDP, representatives of key civil society organizations (CSOs), and other implementing partners; (c) simple surveys and questionnaires to those involved from DepEd field offices CSO representatives and other stakeholders; and (f) data review and analysis of monitoring and other data sources and methods.³⁴

The procurement with the delivery of ICT packages was the main deliverable of the project. This accounted for the bulk of the project cost of about 98%. The project also provided technical assistance towards improving the PFM capacity development, with emphasis on procurement.

³⁴ The planned field visits and on-site validation of key tangible outputs and interventions at DepEd and schools in Abra and Davao, as originally intended in the TOR, may no longer be pursued considering the limitations of the Enhanced Community Quarantine (ECQ) and Enhanced Community Quarantine (GCQ) due to COVID19

With the above observation, the evaluation carried out a process evaluation on the procurement of ICT packages and with the "small wins" evaluation approach (on enabling policy instruments) covering the capacity development aspects on citizens' participation and the PFM initiatives. The complementation of both process and "small wins" evaluation is shown in **Figure 6**.



Figure 6. Schematic Diagram on Evaluation Framework

DSS and TA on DCP on Kto12 Program

The evaluation framework through "small wins" was premised on the idea that the accumulating small wins (through enabling policy instruments) would eventually result into significant changes in the implementation of policies. This framework consisted of three steps: (1) identifying and valuing the small wins; (2) analyzing whether the right propelling mechanisms were activated into transformative change; and (3) organizing that results that feed into the policy process that eventually activate new small wins.³⁵ This framework would then consider the contribution to the project's expected outcomes related to the procurement, delivery and installation of ICT packages, with CSO participation and also on PFM capacity development.

The small wins approach is consistent with the strategies of the project (use of existing framework agreements, expert advice, party monitoring and learning by doing) and the nature of continuous improvement in CSO participation and PFM capacity development. The gradual progression on the achievement of outcomes was expected to collectively result to the improved timeliness and quality of DCP implementation.

In general, the implementation of the DSS Project was propelled by three (3) major policy and operational instruments, namely: (a) the partnership agreement of DepEd and UNDP in carrying out the DSS project

³⁵ Catrien J.A.M Termeer & Art Dewulf (2019). A Small wins framework to overcome the evaluation paradox of governing wicked problems, Policy and Society, 38:2, 298-314, DOI: 10.1080/14494035.2018.1497933

through the National Acceleration Modality (NAM) in March 2016; (b) the issuance of the DepEd Memorandum No. 208, s. 2017 (dated 21 December 2017) entitled "Preparatory Activities for the DepEd Computerization Program Batch 34 – ICT Packages for Unenergized Public Elementary and Secondary Schools in Luzon and Mindanao"; and (c) the use of Micro Capital Grant Agreement (MCGA) in providing logistic and financial support to the operational requirement on the participation of CSOs and community-volunteers in monitoring and facilitating school readiness assessment as well as the delivery and installation of ICT packages in recipient-schools.

Based on the review of documents and the conduct of key informant interviews (KIIs) with fifteen (15) personnel and officials (DepEd, UNDP, CSO and Supplier) involved in project implementation, information was generated on most of the critical aspects in relation to the following: (a) procurement of 4 lots of ICT packages; (b) assessment of readiness of computer classroom in schools for the ICT packages; and (c) delivery and installation of ICT packages in recipient schools.

The evaluation also generated feedback using 4 survey questionnaires with 4 categories of respondents, namely: (1) School Teachers; (2) ICT focal persons; (3) personnel involved in the DepEd-CSO partnership; and (4) personnel for the Division Offices.

The questionnaires were administered through online means using Google Forms and are open to respondents who have access to the internet using mobile phone and computers. The expected respondents were from schools who were recipients of ICT packages under Lots 1, 2 and 4 and from the DepEd Division Offices covered under Lot 3. The survey questionnaires were distributed to all DepEd field Offices and schools through the issuance of UOA Memorandum 00-0121-0011, dated 5 January 2021.

The findings on these two (2) phases provided insights on the implementation of the DSS Project, as a subset of the whole DepEd's Computerization Program (DCP). The findings need not represent the overall implementation of the whole DCP, in its support to the K to 12 Basic Education Program.

These 3 policy and operational instruments provided the enabling environment in gaining for the gradual momentum in the procurement of four (4) lots of ICT packages. These policy instrument also clearly define the roles and responsibilities of DepEd, at the Central, Regional and Division Offices, with schools and the CSOs/CPaGs, in the monitoring and facilitating the delivery and installation of ICT packages in beneficiary-schools, especially in 3,694 unenergized schools.

Initially, the tandem with the small wins approach, the capability aspects assessment of Alford and O'Flynn (2012)³⁶, was intended to serve as basis in assessing the changes on the capability of agencies and personnel, at the following three levels of capability aspects: (a) enabling environment; (b) capabilities of public sector organizations; and (c) competencies of individual public servant.

The assessment however, on the changes and progression of behaviors in relation to the PFM capability building faced some constraints, considering that the intended cohort of procurement professionals did not materialized with only 2 of the 4 CIPS modules completed. The limitations in carrying out more consultation meetings on this aspect, as brought about by the pandemic, were also considered due to health and safety protocols. The conduct of the 4 surveys provided additional information in overcoming the limitations on field visits. However, the data cleaning and analysis of about 3,600 survey respondents

³⁶ Janine O'Flynn (2019) Rethinking relationships: clarity, contingency, and capabilities, Policy Design and Practice, 2:2, 115-136, DOI: 10.1080/25741292.2019.1621046
required more time, as part of the activities of the evaluation.

In summary, the evaluation framework as shown in **Figure 6**, is consistently aligned with the Theory of Change (TOC) shown in **Figure 1** and Results Framework shown in **Figure 2**, with the indicators as outlined in the results chain and indicators (**Figure 7**).

Data Sources

The gathering of data and information for the evaluation was carried out through document review, key informant interviews (KIIs), and the conduct of online survey for the 4 different types of users or different involvement in the project implementation.

Project-related documents from its inception and its implementation were reviewed and validated. These documents include the project design documents, quarterly and annual reports, minutes of meeting of the Project Board, report of the PFM assessment covering six (6) regions, among others. The validation was carried out through the virtual meetings with the UNDP personnel as well as through the key informant interviews (KIIs) made with the officials and personnel from the DepEd, UNDP, and CSOs/CPaGs involved in the DSS project.

There were 4 survey questionnaires developed and disseminated using Google Forms, so that the survey can be done through online means. Each survey questionnaire was designed for different sets of respondents: 1) public school teachers, 2) schools' ICT Focal Persons, 3) ICTS and non-ICTS personnel of the DepEd Division Offices, and 4) CSOs and DepEd personnel or officials involved in the monitoring of the delivery of ICT packages to schools.

The different sources of information clarified the experiences in the delivery of outputs and their synergy towards achieving the immediate outcome which consist of the following: (a) preparedness of schools to receive and maintain ICT packages improved; (b) information-sharing between DepEd and CPaGs improved; and (c) on extent of DepEd as technically equipped to formulate and implement the PFM roadmap. The use of data from different sources provided information on the procurement, delivery and installation of ICT packages, gaps or challenges, good practices, innovative approaches and lessons learned.

Sample and Sampling Frame

The DSS Project have three major outputs: (1) procurement and delivery of ICT packages; (2) promoting functional school and community-based citizen-monitors on the distribution of ICT packages; and (c) assessment and preparation of capacity action plans on PFM, with emphasis on procurement. All these outputs were intended to improve the capacity of DepEd in the implementation of the DCP.

The sampling strategy was purposive, with focus on those who were directly involved in the project implementation. The intended respondents are described below.

• For the procurement of computers and ICT packages. Those officials and personnel involved in the procurement of ICT packages at the DepEd Central Office and UNDP with reference to their respective roles and responsibilities.

ACTIVITIES AND PROCESSES	OUTPUTS	IMMEDIATE OUTCOMES	INTERMEDIATE OUTCOME (After the Project)	LONG TERM OUTCOME (After the Project)	
 Joint readiness validation/ assessment Procurement, delivery and 	 Output 1a: Procurement of ICT Packages for 4,956 Public Schools and DepEd Offices, including 3,694 Unenergized Schools fast-tracked through use of UNDP Systems Number of beneficiary schools and DepEd offices 	Preparedness of schools to receive and maintain ICT packages improved Planned Indicators • % replacement of schools with	Capacity of DepEd to implement DCP enhanced Planned indicators • increased of overall annual procurement of	Students' access to quality computer education improved	
 installation of IT packages (Lots 1, 2, 3 & 4) with solar panels (Lot #4) Learning and meetings 	 (lots 1, 2, 3 and 4) Average number of days of the procurement process from solicitation to award Average number of days of contract implementation period (delivery, installation and testing) 1b. Number of Teachers trained on Open Educational Personance (OEP) 	 citizen monitors, reduced in lots 2 (energized schools) and for Lot 4 (unenergized), (by document review) % of ICT installed and tested on the same day of delivery improved (by survey) 	 ICT packages, by amount and number of ICT packages (by document review) Increased in number of subjects with interface on use of ICT (by survey) 	Indicator Timeliness and Quality of DCP Implementation Improved 1. Improvement on computer	
 Community organizing, volunteer recruitment and orientation of CSO partners Deployment of community-based volunteers in the regions 	 Output 4: Scaling up of functional community and school-based monitoring teams Number of community volunteers³⁷ engaged and deployed through community organizing and social preparation activities Number of community/School-based volunteers prepared and mobilized Number of Schools Monitored 	 Information-sharing between DepEd and CPaGs improved Participation of community/ school-based citizen monitors increased Monitoring tools improved based on past DepEd Computerization Program (DCP) experience 	Communication and coordination with DepEd with CPaGs enhanced Planned Indicators • Extent that mobilization of UNDP strengthened the partnership of CSO- DepEd in support to procurement (survey)	to student ratio 2. Increased number of School IT Coordinator trained and/or certified on computer proficiency	

Figure 7. Results Chain of Development Support Service and Technical Assistance to K to 12 Basic Education Program

³⁴ Partnership forged with the Civil Society Organizations (CSO): (1) Concerned Citizens of Abra for Good Government; (2) Affiliated Network on Social Accountability in EAP; (3) Naga City People's Council, Inc.; (4) Fellowship for Organizing Endeavors; (5) Mindanao Coalition for Development NGO Networks; (6) Rural Enterprise Assistance Center Foundation, Inc.; (7) Kadtuntaya Foundation, Inc.; (8) Mindanao Action for Peace and Development; (9) Nagdilaab Foundation, Inc.; and (10) Maranao People Development Center, Inc. While partnership was also forged with the Academe, namely: (11) Jesse M. Robredo Center for Good Governance; (12) Mahardika Institute of Technology; and (13) La Salle Institute of Governance.

ACTIVITIES AND PROCESSES	OUTPUTS	IMMEDIATE OUTCOMES	INTERMEDIATE OUTCOME (After the Project)	LONG TERM OUTCOME (After the Project)
 Coaching and mentoring of new CMTs by original TPMs Conduct monitoring missions by UNDP Sustainability and resource generation Post Assessment of FGDs and regional forum on CPaG contribution to improve service delivery 	Sustainability and Resource Generation Plans prepared	 Planned Indicators Increased of % of schools covered by CSO monitors for lots 2 and 4 (by document review & survey) Increased in participation of members of PTA as part of citizen monitors (by survey) 		Students' access to quality computer education improved Indicator Timeliness and Quality of DCP Implementation Improved 1. Improvement on computer to student
 Identify possible G- HUBS International trainings for DepEd staff development Packaging and printing of training materials Community of learners Public Finance management PIRA Technical Assistance Technical Assistance to 	 Output 3: Provision of support for government and civil society capacity development to strengthen public financial management Number of PFM Assessment conducted Number of training modules developed Participation rate in training program is at least 85% of targeted invitees Number of training roll-outs Number of DepEd officials/staff sent to international Learning Exchange 	DepEd technically equipped to formulate and implement the PFM Roadmap Planned Indicators • Number of PFM Assessment Result (Reports) shared with DepEd partners (by document review and interview)	DepEd PFM Improvement Roadmap formulated and Implemented Planned Indicators • Good practices in procurement integrated into DepEd's processes (by interview)	 ratio 2. Increased number of School IT Coordinator trained and/or certified on computer proficiency

ACTIVITIES AND PROCESSES	OUTPUTS	IMMEDIATE OUTCOMES	INTERMEDIATE OUTCOME (After the Project)	LONG TERM OUTCOME (After the Project)
address Fiscal				
wastage				
 Capacity 				
development				
trainings				
Conduct of rapid	Output 5: Conduct of PFM and Procurement			
assessment to	Assessment and Development of Capacity			
identify PFM and	Development Action Plan			
procurement risks				
and capacity	• Number of procurement Integrity Risk Assessment			
development	completed			
action planning	 Number of capacity development Action Plans 			
	prepared			
	 Number of National Government Agencies 			
	covered			
	Output 2: Provision for Effective Project Managemen	t Team, including Monitoring and E	valuation	
	• Extent to which a functional and monitoring reports are completed and delivered in a timely manner			
	• Percentage of required progress, financial and monitoring reports are completed and delivered in a timely manner			

- For the CSO participation on school readiness assessment, delivery and installation of ICT packages. The conduct of the corresponding online surveys to cover the 11 CPaGs, 13 DepEd Regional Offices, and 70 Divisions Offices.
- For the PFM Capacity Development. Officials and personnel of DepEd and UNDP who were involved in the PFM-related trainings and PFM capacity assessment.

The conduct of online surveys generated about 3,600 respondents from schools across different regions,

with the voluntary participation of schoolteachers, school ICT Focal Persons, personnel from Division offices, and those involved in DepEd-CSO personnel. Since the online surveys generated responses even from those schools

Although the online surveys were intended for respondents from schools who received ICT packages through DSS, more than 50% of the respondents are from non-DSS schools. The reason or reasons behind this can only be perceived through the open-ended questions in the survey questionnaire. These non-DSS respondents have expressed the need for replacement, repair, or upgrading of their existing computers as well as the need for a good Internet connection. Further, the





respondents have not known through whom the ICT packages were provided.





For a purposive sample of respondents, some validation of survey records was undertaken. The name of schools or school ID were used to validate whether the respondent is from a school supported through the DSS project. Validation was done using the excel file provided on the list of schools and DepEd Division Offices that received ICT packages through DSS, the BEIS, and FB pages of schools. There was some degree of difficulty doing the validation for the following reasons: a) the name of schools was either abbreviated or incompletely reflected in both the survey response and the DSS database in Excel file, b) the name of school has since been changed, c)

the school IDs of some schools were changed through the past years.

A total of 2,166 School Teachers responded to the online survey for Teachers. With the validation of schools from both the BEIS and with the DSS databases, the classification of respondents are as follows: Lot 1 with 99 respondents; Lot 2 with 320 respondents; Lot 4 with 394 respondents; and non-DSS with 1,353 respondents (62%). Only the respondents for Lots 1, 2 and 4 of 813 (38%) were considered in the data analysis of this

"Far-flung areas CAN BE reached if there is willingness to reach out." (Online survey respondent)

evaluation (**Figure 9**). The respondents were from 239 schools (46%) who were recipients of the DSS project out of the total 518 schools, with Teachers who participated in the survey (**Figure 8**).

A few of the respondents to the surveys indicated that their school did not receive the ICT packages. The ICT packages which may have been intended for their school were reallocated to schools which qualified the readiness assessment criteria in other locations, considering the difficult terrain and peace and were replaced due to reasons as indicated earlier. Generally, however, the respondents from order situations. The KII respondents estimated that about 10% of the schools in Lot 4 far-flung and difficult-to-reach communities provided positive feedback on the timeliness and quality of ICT packages. One of the survey respondents noted that "Far-flung areas CAN BE reached if there is willingness to reach out".

Data Collection Procedures and Instruments

Relevant data and information were generated through the review of documents, guide questions for key informant interview (KII), and simple online surveys, with the following data gathering tools: (1) Interview Guide (KII) on Procurement of ICT Packages (**Annex M**); (2) Simple Survey on the Linkages between DepEd and CSO on School Readiness Assessment, Delivery, and Installation of ICT Packages (**Annex N**); and (3) Interview Guide (KII) - Capacity Development on PFM, with emphasis on procurement (**Annex O**).

The conduct of the interviews, however, was modified and carried out through Zoom application facility (about 1 hour per KII). The topics were summarized as follows:

(Annex Q), School ICT Focal Person (Annex R) with participation in terms of respondents and number of schools, as shown in Figure 11, Figure 12 and Figure 13, personnel from Division Offices (Annex S), and

- Context and background at the design and start of the Project (2015/2016);
- Context and background at the handover and transition to the new national administration (2016/2017);
- Achievements at the implementation stage;
- 4. Challenges encountered and remedial measures taken;
- 5. Good practices for sustainability;
- 6. Lessons learned.

The responses generated through the 15 KIIs are shown in **Annex P**.

In generating feedback from the field and at the school level, four (4) online survey questionnaires were used using Google Forms. These include survey questionnaire for School Teachers









those involved in DepEd-CSO partnership (Annex T).

Considering the limitations in undertaking field visits due to the Covid19 pandemic, most of the data gathering activities were carried out through exchanges of emails, online survey using Google Forms as well as video conference facilities (Zoom and/or Google Meet). As such, one of the priority considerations, in the final selection of respondents, besides knowledge and participation in the project, would be his/her accessibility to emails and the Internet. The selection of respondents was coordinated with the UNDP and DepEd's ICTS Office and the Office of the Undersecretary for Administration.



Figure 13. Schools' ICT Focal Persons Survey Respondents (Per DCP Type/DSS Lot No.





The survey questionnaires were sent to all Regional and Field Offices of the DepEd (Annexes Q, R, S, and T), in coordination with DepEd and UNDP. The Office of Undersecretary for Administration issued Memorandum 00-0121-0011, dated 5 January 2021, on the conduct of the 4 sets of online survey.

Performance Standards

The use of quantitative and qualitative information enhanced the robustness of the evaluation with reference to the various sources of data (document review, KII, simple surveys), involving all the stakeholders at DepEd, CSOs, and UNDP. The information and data that were generated during the evaluation were helpful in assessing the influence and/or effects of key processes and refinements that were carried out during implementation on the delivery of outputs and its contribution towards the achievement of intermediate outcome of timely and quality of DCP implementation improved.

In terms of rating each of the OECD/DAC evaluation criteria, the UNDP-GEF rating scales³⁸ served as the reference, as indicated in Table 10 below.

Ratings for Relevance, Effectiveness, Efficiency	Ratings for Sustainability
 6 = Highly Satisfactory (HS): exceeds expectations and/or no shortcomings 5 = Satisfactory (S): meets expectations and/or no or minor shortcomings 4 = Moderately Satisfactory (MS): more or less meets expectations and/or some shortcomings 3 = Moderately Unsatisfactory (MU): somewhat below expectations and/or significant shortcomings 2 = Unsatisfactory (U): substantially below expectations and/or major shortcomings 1 = Highly Unsatisfactory (HU): severe shortcomings Unable to Assess (U/A): available information does not allow an assessment 	 4 = Likely (L): negligible risks to sustainability 3 = Moderately Likely (ML): moderate risks to sustainability 2 = Moderately Unlikely (MU): significant risks to sustainability 1 = Unlikely (U): severe risks to sustainability Unable to Assess (U/A): Unable to assess the expected incidence and magnitude of risks to sustainability

Table 10. Terminal Evaluation (TE) Rating Scale³⁹

Overall, the complementation of these indicators and various sources of data were helpful in applying the UNDP rating scale, i.e., *highly satisfactory, satisfactory, moderately satisfactory moderately unsatisfactory, unsatisfactory, and highly unsatisfactory,* in assessing the delivery of outputs and the achievement of outcomes.

It is interesting to note, however, that 98% of the project funds were used on procurement, which was process-based, while the 2 other interventions such as the functional CSO and PFM capacity development, used about 2% of funds. The activities funded with the 2% were on capacity development and were viewed with gradual progression. As such, the evaluation ratings on the process procurement, delivery, and installation of the ICT packages, with partnership of the CSOs and the interventions of strengthening the PFM, provided meaningful insights on the overall rating for the project.

Stakeholder Engagement

The evaluation was carried out with the participation of the different stakeholders and under the guidance of the Evaluation Reference Group (ERG). The stakeholders included DepEd officials and personnel at the regional and Division Offices as well as CSO volunteers at the regional and provincial levels and representatives from schools and community.

³⁸ UNDP. 2012. Guidance for Conducting Terminal Evaluations of UNDP-supported, GEF-financed Projects, Evaluation Office, 2012, United Nations Development Programme, pp.15-25

³⁹ United Nations Development Programme (UNDP). 2020. Guidance for Conducting Terminal Evaluations of UNDP-Supported, GEF-Finance Projects. United Nations Development Programme (UNDP). One United Nations Plaza, New York, NY, 10017 USA. <u>www.undp.org</u>. p.36.

The selection of the respondents to the additional scope of using online survey questionnaires at the school level, was through voluntary participation of schoolteachers, ICT Focal Persons, personnel from Division Offices and those involved with DepEd-CSO partnership. The survey respondents were preferably with strong internet connections as they were to respond to survey questionnaires using Google Forms facility. The data from survey responses were subsequently cleaned and validated through a 3-step validation process in selecting those who were recipients of ICT packages (lot 1, 2, 3 and 4). The stages on the cleaning and validation were as follows: (a) validate the respondents' school name and/or school ID against the recipient-schools listed in the DSS database, (b) validate the school's name and/or school ID with the BEIS database, and (c) validate with the FB page of schools.

Background Information on Evaluator:

Noriel has over 30 years' experience with various development work at the national, regional and local levels in the Philippines as well as in the ASEAN region. His work involved the integration of results-based management (RBM) approaches in the mainstreaming of results-orientation and working across agencies/stakeholders towards achieving outcomes in rural and urban development, social development, better governance, disaster risk reduction and management (DRRM), among others.

His expertise covers the following thematic areas: (1) Managing for Results and Aid Effectiveness with GPH, ADB, UNDP, USAID; (2) Results-based Public Sector Management with GPH, ADB, UNICEF, IFAD, AusAID, GTZ, WB; (3) Social Development with GPH, UNICEF, ADB, MCC/MCA-P; (4) Post-disaster recovery and rehabilitation, with ADB, EU-UNDP, UK/DFID, Finland, GAC/Canada, Government of the Philippines (GPH); (5) Rural Development with GPH, IFAD, AusAID, FAO, WB; (6) Assessment of Country Programs: ADB, IFAD, UNDP, DFATD/Canada; (7) Urban Development with GPH, ADB; and (8) International Relations and Institutional Development with the H.J. Heinz Fellow and University of Pittsburgh (USA). He worked with the Project Monitoring Staff of the National Economic and Development Authority (NEDA) for more than 15 years in the monitoring and evaluation of projects across sectors.

He has a multi-disciplinary perspective and is comfortable in working with colleagues with diverse knowledge and skills. He completed his Bachelor's degree in Agricultural Engineering at the University of the Philippines at Los Baños (Philippines), and the Masters in Business Administration (MBA) at the Ateneo Graduate School of Business (Philippines). He also completed the Advanced Certificate in Urban and Regional Development at the Graduate School of Public and International Affairs and the Certificate in Program Management and Institutional Development at the University Center for International Studies while on a Heinz Fellowship Program at the University of Pittsburgh (USA).

He completed two (2) evaluation studies, both are available in the internet, which were as follows: (1) Terminal Evaluation of the UNDP-EU funded Recovery and Resilience in Selected Typhoon Yolanda-Affected Communities in Visayas (Project RECOVERY) in 2017, as Lead of the 3-person Evaluation Team, and (2) Summative Evaluation of the Strengthening Community Resilience to Natural Disaster in Southeast Asia Project, funded by Global Affairs Canada, in 2018, as a member of the 2-person Evaluation Team, specifically covering the Philippines and Cambodia.

Major limitations of the methodology

The evaluation focused on the two (2) phases of implementation of the DSS project. These two (2) phases include: (a) processes on procurement of ICT packages, delivery and installation; and (b) feedback from

schoolteachers, school ICT focal persons, personnel of Division Offices and CSO-DepEd partnership, on the implementation experience and usefulness of ICT packages to the teachers and students.

The evaluation was quite a challenge considering that it was a "hybrid-approach" on the process on procurement of ICT packages, its delivery and installation, and with developmental aspect on the capacity development on PFM at DepEd, in support to the government-wide policy on PFM and with the ongoing Budget Modernization Act. Because of this "hybrid-approach" in implementation, the evaluation focused on the procurement, delivery and installation of the ICT packages, considering the limitations in evaluating the PFM capacity building at DepEd.

The conduct of the evaluation was carried out without the benefit of actual field visits to recipient-schools due to the pandemic. As such, the data generated were mainly through document review, remote conference Zoom application facility, and the conduct of online survey questionnaires.

On the output of the PFM capability building (that focused on procurement), the DSS Project supported the DepEd in preparing the enabling environment by carrying out the two (2) stages of training out of the intended four (4) modules of the Chartered Institute on Procurement and Services (CIPS). A deeper assessment, therefore, on the progress of the PFM capability building has not been covered in this study considering that the earlier interventions were not completely pursued coupled with the limitations due to the pandemic. The assessment report that was carried out as part of the technical assistance of the project on PFM related concerns of 6 regional offices of DepEd has provided an overview on the status of PFM as applied in the 6 regional offices of DepEd.

The PFM capability building, while partly covered in this project, is a continuing Philippine governmentwide initiative and currently being pursued as part of the legislative agenda of the government through the proposed Budget Reform Act. As such, it would require more resources and orchestrated effort beyond the DSS Project. The intended outcome, therefore, on PFM capability building need not be confined to the interventions carried out by the project but should be considered as a long-term organizational endeavor by DepEd and the Government.

The online survey questionnaires were intended to generate feedback from personnel of schools and CSOs that were involved in the DSS Project covering Lots 1, 2, 3 and 4. With this, the survey findings have limited applications only to schools who were recipient of ICT packages through the DSS Project. The responses that were generated from non-DSS recipient schools were not highlighted in the study since these were not representative of the whole implementation experience of the schools outside of the DSS Project coverage. The results of the survey of respondents from DSS and non-DSS schools are included in this report, as part of the Annexes.

Data Analysis

The data and information generated from document review, interviews with key informants and the responses from the online survey questionnaires provided coherence on the progress made on the delivery of outputs and contribution to outcomes. Both quantitative and qualitative data analysis were employed in evaluation of the project in terms of relevance, efficiency, effectiveness, and sustainability.

The stages in the procurement process of the ICT packages served as the basis in the assessment of procurement milestones for Lots 1 to 4. The analysis involved the comparison on the timelines in the procurement, delivery, and installation of ICT packages of Lots 1, 2, and 3, with smaller quantity of ICT packages, as compared to Lot 4 with about 3,694 ICT packages to un-energized schools. The responses of

the key informants of the ICT packages provided more information and context towards establishing the contribution to the outcome of improved DCP implementation.

While the evaluation on the procurement of the ICT packages was guided by the procurement process itself, the evaluation of the CSO participation and the PFM capacity development was guided through the KII and conduct of online survey on the CSO participation. These 2 evaluation mechanisms provided a picture with the help of the Likert-scale for a quantitative analysis on items related to the evaluation criteria. The results of the survey were complemented with information generated through key informant interviews in relation to lessons learned, good practices, gaps and recommendations. All these outputs collectively contributed to the achievement of the intermediate outcome of "timeliness and quality of DCP implementation improved".

With the data that was generated, as well as the findings and preliminary analysis were presented to the personnel involved and the ERG for factual confirmation and correction. As such, the subsequent evaluation on the relevance, efficiency, effectiveness, and sustainability would have sufficient and adequate data as the basis on the findings and conclusion as well as lessons learned.

The results of the surveys, covering Lots 1, 2, 3 and 4 with total of 1,600 respondents, are shown in the four (4) Annexes, namely: (1) survey results on School Teachers with 813 respondents (Annex U); (2) survey results on the School's ICT Focal persons with 348 respondents (Annex V); (3) survey results on personnel of Division Offices with 397 respondents (Annex W); and (4) survey results on personnel involved in DepEd-CSO partnership with 42 respondents (Annex X).

Evaluation Findings

The findings presented were based on the synergy of facts and observations which were generated through document review, KII, and conduct of simple online surveys with reference to the OECD/DAC evaluation criteria of relevance, efficiency, effectiveness, and sustainability as well as on the value added by the UNDP.

Relevance (Rating: Satisfactory, 5)

Project design and choice of activities and deliverables properly reflect and respond to specifically identified needs of the government and of the beneficiaries.

The Project was conceptualized and designed in 2015/2016 to support the implementation of the K to 12 Basic Education Program. This was at a period when DepEd was facing some limitations in its capacity regarding its procurement activities. These limitations can be observed in the high level of unobligated budget of about 14% in 2015. It was the highest level during the period 2011-2015, as reported by the Congressional Planning, Budget and Research Department (CPBRD) in the 2016 Agency Budget Notes (ABN) on DepEd. These constraints directly affected not only the timeliness of the procurement of goods but also on the overall quality of results of teaching and students' learning.

At that time, there were also discussions among the National Government Agencies (DBM, NEDA, DSWD, DepEd) in increasing the availability of budget but giving constraints with the utilization of financial resources for services delivery, such as procurement. As such, the agreement between DepEd and UNDP was timely in bridging the gap and in providing a solution in addressing the constraints on procurement.

The implementation of the DSS in support to DCP for K to 12 Program was also approved by the Executive Committee of DepEd in 2015.

The PDP 2017-2022 reflected the mixed performance in basic education highlighting the need to focus on the sectors that were behind as well as improve quality and address disparities across regions. Among the four (4) priority elements that were identified in the PDP, emphasis was given on the provision of learning materials such as textbook, libraries, tools and equipment, and ICT-assisted learning. ⁴⁰ As such, this highlights the importance of the role of ICT-assisted learning towards addressing the gaps on quality of education across regions.

With the agreed partnership with DepEd (entered in 23 March 2016), UNDP then provided the necessary direct procurement services as well as capacity building support to DepEd. In undertaking this assistance, UNDP assisted DepEd in strengthening its procurement capabilities and gave access to procurement options to the organization.

Furthermore, DepEd has also sought to promote greater integrity in its governance processes by enhancing citizen participation, as indicated in the Micro Capital Grant Agreement (MCGA) document between the UNDP and CPaGs. The deployment of the CPaGs ensured the timely and quality delivery of ICT packages to schools by promoting integrity and accountability, facilitating communication and cooperation among stakeholders, and supporting government in implementing service delivery reforms.

The DepEd-UNDP Agreement therefore, converged in addressing the challenges being faced by National Government Agencies (NGAs) that includes DepEd as outlined in the 2016 PFM Report issued by DBM. These challenges identified are the following: (a) limitations on procurement amid increasing fiscal space; (b) need for deepening the participation of citizens in the budget process; and (c) need for capacity building on PFM to address poor planning, budgeting and procurement.

The DepEd enhanced the implementation mechanism through the issuance of DepEd Memorandum No. 208, s. 2017 (dated 21 December 2017) on the "Preparatory Activities of the DepEd's Computerization Program (DCP) Batch 34 ICT Packages for Unenergized Public Elementary and Secondary Schools in Luzon and Mindanao".

Taking all these 3 challenges as the key components in the design of the Project, the partnership between DepEd and UNDP, through the National Acceleration Modality (NAM), its relevance was satisfactory in responding to the need of accelerating the procurement of the ICT packages in support to DCP for the K to 12 Basic Education Program.

Validity of theory of change and consistency of planned and actual activities and outputs of the project with the intended outcomes

In terms of the validity and coherence of the Theory of Change (TOC), the intended intermediate outcome of improving timeliness on the delivery of ICT packages was appropriately supported through three (3) major outputs of the project: (a) procurement, delivery, and installation of ICT packages; (b) CSO participation for readiness assessment of schools; and (c) capacity development in support to PFM reforms, focusing on procurement. The relevance of the CSO participation in overcoming the initial difficulties on school readiness of recipient schools was acknowledged by both the schools and the CSO representatives, as prominently mentioned in the KII as well as in the feedback from the surveys.

⁴⁰ NEDA. 2016. Accelerating Human Capital Development. Philippine Development Plan (2017-2022). National Economic and Development Authority (NEDA). Pasig City, Philippines. p. 143

The relevance of the DSS Project was further strengthened with the two OER trainings for schoolteachers which were carried out by ICTS-DepEd. These trained teachers served as the initial Resource Persons and trainers during the transition to mixed learning in response to the pandemic. The OER trainings enabled DepEd in gaining headway on enhancing the digital literacy of teachers in scaling up and responding to the challenges brought about by the pandemic.

With the COVID-19 pandemic situation, the DSS has become more relevant particularly with distance learning, including the holding of online classes. This is recognized in the COA Report as cited in the 2020 Agency Budget Notes (ABN) on DepEd, as prepared by CPBRD of the House of Representatives.

The relevance of the Project was further confirmed from the feedback gathered through the online survey: (a) 83% of respondents (310 out of 375) indicated that the ICT packages were useful/very useful in the transition to mixed learning, especially at present with the pandemic being experienced worldwide; and (b) 96% of respondents (361 out of 376) indicated that the OER topics were helpful in teaching the students specifically in the mixed learning approach.

Overall, this Project is rated as "Relevant" (rating of 5). The DSS project components are found to be in the local and national development priorities as well as in the organizational policies priorities. This can also be seen in the changes brought about in responding to the current Covid-19 pandemic as well as the requirement of the annual cash budgeting system.

Efficiency: Rating "Satisfactory" (5)

On timeliness

The procurement of the first 3 lots (Lots 1, 2, and 3) were carried efficiently since the respective contracts were awarded way than the earlier 110 days target. Procurement was carried out for Lot 1 ICT packages covering 184 stand-alone Senior High School (SHS) in 64 days, while Lot 2 covering 889 Specialized SHS in 86 days, and Lot 3 covering 209 Division Offices in 35 days. In terms of contract implementation, all 3 packages were implemented within the target of 310 days (the 2015 baseline is 450 days) with 167 days for Lot 1, 291 days for lot 2 and 102 days for Lot 3, as shown in Table 11.





The awarding of Lot 4 (3,694 unenergized schools) took about 217 days considering the complexities inherent in the matching of specification of the ICT packages with the solar energy system. There were four (4) rounds of clarification from the bidders that were issued, responding to a total of 138 procedural and technical questions. It also experienced an extended implementation period of 789 days, as shown in **Table 11.** This was mainly due to concurrent validation on the school readiness while the ICT packages are already at the delivery and installation stage. Validation and delivery activities also faced challenges on access, peace and order, climatic and weather condition, among others, across 13 regions and 70 provinces.



Figure 15. Number of Days ICT Packages Installed & Tested from Date of Delivery (ICT Focal Persons)

In terms of the installation of the ICT, about 70% of ICT were installed within the 1st three days after the delivery of the ICT packages to the recipient-schools as shown **Figure 14** and **Figure 15**

Table 11: Procurement Milestones

		Lot 1 (Batch 37) 184 Stand-Alone SHS	Lot 2 (Batch 38)Lot 3889 Specialized209 DivisionSHSOffices		Lot 4 4,060 (original) Un-Energized; (Revised & Actual: 3,594)
1	Milestones/ Parameters				
2	Duration	April 2016 to Nov 2016	April 2016 to July 2017	May 2016 to Oct 2016	Sept 2016 to June 2019
3	Start date of Solicitation	4 April 2016	4 April 2016	26 May 2016	20 Sept 2016
4	Date Awarded	7 June 2016	29 June 2016	30 June 2016	25 April 2017
5	Date of Notice to Proceed (NTP)	7 June 2016	30 June 2016	30 June 2016	2 May 2017
6	Date on Final Validated List of Schools	DepEd and UNDP called each school to validate	DepEd and UNDP called each school to validate	25 May 2016	6 March 2018

		Lot 1 (Batch 37) 184 Stand-Alone SHS	<u>Lot 2 (Batch 38)</u> 889 Specialized SHS	<u>Lot 3</u> 209 Division Offices	Lot 4 4,060 (original) Un-Energized; (Revised & Actual: 3,594)
		readiness while delivery was ongoing	readiness while delivery was ongoing		*not 100% validated, there were still double entries or non- existent schools
7	Orig. Completion date	15 Nov 2016	7 March 2017	5 Sept 2016	20 Sept 2018
8	Extension	n/a	17 April 2017	n/a	19 March 2019; 30June2019
9	Date of Completion	21 Nov 2016	17 April 2017 ⁴¹	10 Oct 2016	30 June 2019
10	Speed: (Solicitation to Award)	64 days (2 months)	86 days (3 months)	35 days (1 month)	217 days (7 months)
11	NTP to Full Delivery	167 days (6 months)	291 days (10 months)	102 days (3 months)	789 days (26 months)
12	Bid-Award /Bid Completed (Solicitation to Full Delivery)	231 Days	377 Days	137 Days	1006 days

Based on the feedback generated from the surveys, there was general satisfaction on the timeliness on the delivery of ICT packages, as reflected in the results provided by the schools' ICT Focal Persons and the personnel involved in the DepEd-CSO partnership. The feedback are as follows: (a) 86% of respondents (299 out of 348 School ICT Focal Persons) were satisfied/very satisfied; and (b) 84% of respondents (36 out of 43 personnel in DepEd-CSO partnership) agree/strongly agree that the timeliness of the delivery of ICT packages was satisfactory.

As a complementary output to the ICT packages, the training of teachers on the OER towards the end part of the DSS implementation, paved the way of having an initial pool of trained teachers, that supported the shift to blended learning for students in response to the covid-19 pandemic. The initial group of teachers was only about 12 Teachers under EdTech Unit of ICTS in 2018. Two trainings were conducted by DepEd, with the support of the DSS Project in 2019. The Teachers who have undergone the training became more familiar on the use of ICT packages and were no longer hesitant in accessing information either for instruction or for training (KII).

Cost-effectiveness on management and delivery

The procurement of the ICT packages covering 4 lots achieved an overall savings of US\$2.132 M, with substantial savings of up to 41% for Lot 3 as compared to the Agency Budget Ceiling (ABC). It achieved comparable procurement outcome and faster procurement and implementation timelines, including

⁴¹ The supplier (Planson) agreed to wait for the 6 non-ready schools for installation. In return should show on record that they finished as per contract all the ready schools. The remaining schools were completed in 25 July 2017.

nationwide coverage on deliveries of ICT packages. The procurement contract also assured the availability of substantive amount of bank guarantee in favor of DepEd, in event of Supplier's default.

		<u>Lot 1 (Batch 37)</u> 184 Stand-Alone SHS	<u>Lot 2 (Batch 38)</u> 889 Specialized SHS	<u>Lot 3</u> 209 Division Offices	Lot 4 4,060 (original) Un-Energized; (Revised & Actual: 3,594)
1	Financial Status				
2	Budget (DepEd ABC)	Ph₱ 150.8 M (US\$ 3.232 M)	Ph₱ 1.146 B (US\$ 24.576 M)	Ph₱ 396.3 M (US\$ 8.494 M)	Ph₱ 1.107 B (US\$ 22.588 M)
3	Actual Cost (w/Freight etc.)	US\$ 2.667 M (Ph₱ 123.4 M)	US\$ 26.720 M (Ph₱ 1.246 B)	US\$ 5.049 M (Ph₱ 235.6 M)	*US\$ 21.83 M (Ph₱ 1.094 B) *for actual 3,694 schools ** for original 4,060 schools the price was US\$24M
4	Variance (%)	18%	-8.7%	40.6%	1%
5	Savings	\$585 K (Ph₱27.3M)	\$-2.144 M (Ph₱-98.6M)	\$3.445 M (Ph₱161.5)	\$246 K (Ph₱12.3M)
	Source: UNDP-Philippines				

Table 12. Financial Status

The extended implementation of Lot 4 has affected the implementation cost due to warehousing, insurance, and personnel, among others. The incremental expenditures, however, were accommodated within the original funds provided by DepEd to UNDP for the implementation of this Project, as shown in **Table 12**.

The monitoring of the delivery and installation of the ICT packages was also facilitated with the use of smart phones and the KOBO tools which enabled real-time monitoring regarding the delivery and installation of ICT packages and solar panels. With this, the DepEd-ICTS/DepEd and the UNDP Teams are provided with real time access of information.

The participation of the CSOs and its network of volunteers, including parents of the students as well as community members, was identified as one of the positive lessons learned. These CSOs and volunteers ensured that the ICT packages were delivered to identified schools listed in the DepEd priority list for the DCP on Lot 4.

Assessing the readiness of schools to receive the ICT packages in terms of having a secured computer room had been challenging due to various reasons: 1) Teachers of recipient-schools were not aware that their school was included in list to receive ICT packages, 2) Designated schools were transferred or closed down due to peace and order problem or were damaged by a typhoon, 3) Designated computer rooms were made of light materials which are deemed unsafe and unsecured for the ICT packages, among many other reasons. With the help and persistence of the CSO volunteers and local volunteers, measures were taken in coordination with schoolteachers, LGU officials, parents who are members of the PTA, to ensure that the computer room would meet the standards set for school readiness. For Lot 4, the list of validated

schools was turned over to the DSS in March 2018 and only about 50% of recipient-schools were validated at this time while the contract was about to close by September 2018.

The CSO volunteers and the members of the PTA, and in some cases with the help of the LGUs and other stakeholders, supported the supplier in facilitating the delivery and installation of ICT packages to schools. The supplier acknowledged the support provided by the CSO volunteers during the KII. The participation of the CSOs in ensuring that the ICT packages were delivered to the recipient schools was considered a key factor in the successful implementation of the DSS Project.

The participation of the CSOs in ensuring that the ICT packages were delivered to the recipient schools was considered a key factor in the successful implementation of the DSS Project. This was in contrast to one of the COA findings, as cited by the CPBRD in its 2018 Agency Budget Notes, that there were ICT packages procured (non-DSS) through DBM-PS that were still in the GPPB warehouse awaiting distribution.

Project risks and influence on efficiency of project implementation

The project document identified three (3) major risks during the design stage of the project: (a) there will be far-flung areas with no cellular phones and internet coverage; (b) many schools are in ARMM and other conflict-affected areas; and (c) natural disasters may delay deliverables / installations.

Considering the wide geographic coverage and inherent risks, **the CSOs**, **DepEd personnel**, **UNDP staff** and the suppliers considered as priority, the safety of the volunteers and the DepEd personnel during travels in the validation for school readiness assessment as well as in the delivery and installation of ICT packages. This was mentioned by one of the CSO respondents of the KII. The CPaGs provided safety gears (helmets and life vests, among others) to its volunteers.

Persistence and patience shown during the coordination of schedules among all concerned, helped a lot in overcoming difficulties in communication with lack of internet connection in far-flung areas. In conflict affected areas, the conduct of courtesy visits to LGU officials, the military and other groups were carried out as part of the logistical arrangements in the delivery and installation of ICT packages. The CSOs and community volunteers were also cautious and requested that there would be no uniformed police or military personnel that will accompany the delivery of ICT packages in conflict affected areas, as mentioned in the KII and by survey respondents.

The feedback from the 93% personnel-respondent (or 40 out of 43) involved in the CSO-DepEd partnership indicated that they agree/strongly agree "the risks associated with the specific schools were adequately discussed by the CSO volunteers and DepEd personnel (Division Offices) before and during the actual delivery of ICT packages," with 93% of respondents (40 out of 43) indicating that they agree/strongly agree.

As a complementary output to the ICT packages, the training of teachers on OER towards the end part of the DSS implementation, paved the way to having an initial pool of trained teachers, that supported the shift to blended learning for students in response to the Covid-19 pandemic. There was an initial of 12 trained teachers under the EdTech Unit of ICTS in 2018. Two trainings were conducted by DepEd, with the support of the DSS Project in 2019. The teachers who attended the training became more familiar on the use of ICT packages and were no longer hesitant in accessing information either for instruction or for training, as mentioned during the KII.

These trained teachers on OER became part of the trainers for the replication of the OER trainings during the transition to mixed learning as a response to the limitations brought about by the pandemic. As of December 2020, about 150,000 teachers were trained on the use of the materials available through the OER, as mentioned in the KII and reported in the DepEd website. These trained teachers on OER eventually served and constituted the initial pool of trainers. They provided assistance to their fellow teachers in the reloading of teaching modules, with the shift to blended learning in response to the COVID-19 pandemic (KII-DepEd). Based on the survey, 96% of respondents (361 out of 376 schoolteachers) indicated that the OER topics were helpful in teaching the students specifically in the mixed learning approach. The tools and apps provided makes their class interaction active because of the graphics and easy transfer of information.

Overall, the procurement process was carried out efficiently under the National Acceleration Modality (NAM) covered in the partnership agreement between DepEd and the UNDP signed in March 2016, as well as in the delivery of other components of the DSS Project.

The rating on efficiency is "Satisfactory" (5), with shortcomings mostly associated, beyond the control of the DSS Project.

Effectiveness Rating: "Satisfactory" (5)

Extent of successfully achieving results, both expected and unexpected

As discussed under Efficiency, the project generally achieved its targets in terms of timelines as well as in the procurement, delivery, and installation of ICT packages to recipient-schools. The project, as well, incurred fund savings while supplying good quality ICT packages. The activities undertaken also strengthened the capacities of partner CSOs, community volunteers and DepEd personnel at the field and school levels, as reflected in the feedback generated through the survey, as shown below.

- 91% of respondents (39 out of 43) agree/strongly agree that mobilization of UNDP strengthened the partnership of CSO-DepEd in support to procurement (Personnel involved in DepEd-CSO partnership).
- 93% of respondents (323 out of 348 Schools' ICT focal persons) indicated that the ICT packages significantly/very significantly contributed towards improving teachers' methods to enhance students' learning.
- 82% of respondents (640 out of 780 Schoolteachers) indicated that the ICT packages were useful/very useful in the transition to mixed learning with the pandemic.

 95% of respondents (366 out of 386 schoolteachers who were able to attend the OER trainings) indicated that the OER topics were helpful in teaching the students specifically in the mixed learning approach, as shown in Figure 16 and Figure 17.

On hindsight, the resulting effect was the pre-positioning of the ICT packages to recipient schools and DepEd Division Offices supported the eventual shift to blended learning. The provision of ICT packages prior to the pandemic, resulted into the unintended benefit in providing support to teachers' and students' learning by helping overcome the physical constraint for regular face-toface learning.

Project reach with the intended beneficiaries, rights holders and duty bearers as well as in building the capacities of partners and beneficiaries

The project reached its intended beneficiaries, rights holders and duty bearers, such as the following: (a) Schools, schoolteachers and students who are the ultimately beneficiaries as the end-users of the ICT packages, in support to blended learning; (b) **CSOs and volunteers were provided**

Figure 16. Teacher-Respondents Who Participated in OER Trainings Conducted by DepEd & UNDP



Figure 17. Teacher-Respondents Find the OER Topics Helpful in Teaching Students Specifically in the Mixed Learning



opportunities in ensuring better school readiness, while also linking up with LGUs for funds and logistic support in making repairs to designated computer laboratories and/or rooms; and (c) mobilization of PTA and community members in helping and making ready the needed room as part of the school readiness and facilitate the delivery and installation of ICT packages and solar panel system. An example includes where in cases the schools have small or no budget for MOOE, the PTA willingly helped in securing and/or contributing the financial needs for improving the computer room for school readiness. The PTA President and members have interest in helping the school since their children will benefit on the use of ICT packages. (KII CSO Luzon).

In terms of establishing effective communications with the volunteers, the following good practices were noted: (a) regular consultation with local officials, UNDP and DepEd; (b) constant communication through group's chat and text messages; (c) monthly meetings for face-to-face discussion to resolve issues and

share best practices; and (d) UNDP facilitated the release of financial support through tranche-release based on performance milestones of CSOs.

The respondents to the KII noted the following feedback from schoolteachers: (a) they were very happy that the CSOs were monitoring the delivery and installation of ICT packages; (b) they were looking forward that all other projects in the locality will also be monitored by the CSOs.

Based on the survey responses from schoolteachers, it was noted that these schoolteachers access the computer room/laboratory for the following: accessing resources using online database, computing grades, creating and updating lesson plans, developing digital content for learner use, developing teaching resources, keeping track of students' learning progress, teach both IT and non IT-related subjects, work on projects, use computer application software such as MS PowerPoint, MS Excel, MS Word, and use the Internet for research. For those who use the Computer Room/Laboratory for teaching, teachers have taught from Grades 5 to 12 the following subjects: TLE, TLE-Industrial Arts, Media and Information Literacy, General Math, Statistics and Probability, Physical Science, Disaster Readiness and Risk Reduction, Computer Literacy, Computer Fundamentals, Computer Science, Digital Arts, among others.

It was mentioned by some teachers in the survey that **the computer sets/laboratory provided an engaging learning experience using the tools that capture and maintain the attention of the students**. Also, these provides a wealth of learning resources.

On the OER Training, the teachers affirmed that all of these applications (Wondershare, Quiz Creator, Be a Millionaire, Canva, Hot Potato, The Hat, Kotobee, Office 365 and Google Suite apps) made their class interaction active because of the graphics and easy transfer of information. (Source: Online Survey for School Teachers)

As to Internet connectivity of schools, much have yet to be done. Only 56% (190 out of 337 ICT Focal Persons) mentioned that their school has Internet connection. Out of the 269 that responded on the type of Internet access their school has, the most common Internet connection was through mobile with 145 responses, broadband with 52, dial-up with 1 only, DSL with 23, fiber optic 42, and satellite 6. Only 20 respondents mentioned that their school was a recipient of the DepEd-DICT Pipol Konek/Free Wi-fi Project.

Improvements are continually being made on the contents of the OER which were initially from international community and was adapted by DepEd. At present, new materials were developed by DepEd through different platforms, including DepEd TV, in support to teachers and students' learning. As such, materials are being shared and provided to all schools and students, even in far-flung areas, for better teaching and learning materials. The providing of increasing set of learning and reference materials for teachers and students would help bridge the limitations for those who are situated in far-flung areas, towards narrowing the educational disparities across regions. (ERG).

Extent of effectively influencing policy/systems at the national and local level

The DSS Project was implemented nationwide that has delivered ICT packages to recipient-schools in farflung areas across the country. In terms of enabling policy support, the DepEd Memorandum in December 2017 reinforced the participation of the CSO and community-based volunteers in relation to school readiness assessment as well as in the delivery and installation of ICT packages. This Memorandum also clearly defined the coordination mechanism between the CSOs and the DepEd field offices across the country. On the other hand, the Micro Capital Grant Agreement (MCGA) in support to the CSO/CPaGs (August 2017) served as the enabling instruments (or the catalytic steps) in moving forward and facilitating the implementation of the DSS in bringing the ICT packages to 4,767 schools and to 209 Division Offices, most specially to 3,694 un-energized schools.

The project was also supported by policy/systems influencing at the national and local level, namely: (a) GPPB issued a Resolution on the importance of NAM as part of the options in procurement; (b) COA issued a directive for the auditors in relation to the implementation of the DSS (Lots 1, 2, 3 and 4); (c) COA recognized the importance of the ICT packages in support to the teachers and students, in responding to the challenges brought about by the Covid-19 pandemic; and (d) support of LGU and other local stakeholders to the schools towards ensuring a better computer room with appropriate safety and operational processes.

Extent of UNDP's systems had accelerated the implementation of the project

The facilitating factors in the process of procurement, delivery and installation of ICT packages to recipient schools are noted: (a) international procurement with pre-qualified suppliers which has existing long-term contract agreement and the wide experiences of UNDP on procurement, as well as with the impression for a fair procurement process; (b) the procurement period was faster as compared to the baseline; (c) participation of CSOs in the working of the list of schools in the readiness assessment and installation as well as the performance of ICT packages after the procurement and delivery was due to their dedication in serving the schoolteachers and schools, as recognized by the KII respondents; and (d) strong coordination between the CSO representatives and the DepEd personnel at the field level, in resolving different perspective, as well as in linking and mobilizing resource with the LGUs, and local communities, among others.

Some of the feedback from the supplier on school readiness and delivery include the following: (a) the presence of CPAGs helped a lot in identifying the right people, in providing information in the area, in the planning and delivery to the correct school; (b) close coordination with direct recipients (DepEd Regional and Division Offices; teachers); and (c) help of network of friends and other groups.

In addition, the suppliers have encountered challenges in delivering the ICT packages: (1) very far location of the school from the drop-off point where they sometimes need to do some animal hauling and even risk their lives as they sometimes have to pass through a 100 feet cliff (bangin); (2) in Mindanao area where about 60% are in ARMM, the personnel from the DepEd ARMM, DepEd Division Offices and teachers have provided help; (3) waiting for the identification of replacement schools for abandoned schools that were affected in areas with armed groups; (4) in Luzon area where some areas in Masbate and Batangas have NPA presence has the need to wait for clearance; (5) schools in areas where they were required to cross rivers and seas; (6) location of some schools (in Gen. Nakar, Quezon) where they would be required to walk for 3 days, the suppliers needed to discuss and agree with the DepEd officials and schools on the reassignment of ICT packages to other schools (with supporting documents); and (7) about 10% of schools were replaced due to location, peace and order concern, or abandoned which were done with proper protocol and documentation with DepEd.

In some instances, the school that has been classified as un-energized but later connected to the electric grid were initially considered for delisting through a process of negotiation, however, the need for ICT packages for the school was given priority over newly installed electricity.

Extent of integration of gender equality, women's empowerment, and human rights

The mobilization of community-volunteers by partner CSOs provided opportunities for the development of sectoral representatives in local communities, including the youth, peace advocates and

representatives of community groups, in addition to the members and officers of parent-teachers associations (PTA). The respondents to the KII noted that the commitment of community-volunteers was directed not just on helping the DepEd and Schools, but also on the opportunities of their children in learning with the help of the ICT packages.

In terms of integration of gender and inclusive development, the feedback from the survey indicated that 96% of respondents (41 out of 43) agree/strongly agree that the DSS Project integrated inclusive development through gender equality, women's empowerment, and human rights (personnel involved in DepEd-CSO partnership).

On building effective synergies with other existing initiatives

In terms of synergies, the feedback from the survey indicated the following: (a) 81% of respondents (35 out of 43) agree/strongly agree that the DSS Project built effective synergies with other existing initiatives towards promoting internet connectivity (DICT-UNDP Project) at the school level (Personnel involved in DepEd-CSO partnership); and (b) 91% of respondents (39 out of 43) agree/strongly agree that the participation of community and school-based monitors would continue after the implementation of the DepEd-UNDP partnership on the DCP (Personnel involved in DepEd-CSO partnership).

The Effectiveness of the Project is rated "Satisfactory" (5), with shortcomings related to school readiness, among others, which are beyond the control of the Project.

Sustainability - Rating: "Moderately Likely" (3)

Extent can project results be continued without the project's further involvement

The processes introduced and used in the procurement, delivery and installation of the ICT packages through the DSS project served as a learning experience for the personnel of DepEd who were involved in the procurement and delivery process of Lots 1, 2, 3 and 4. The "learning by doing" on procurement were carried out through the mentoring and coaching of DepEd personnel involved in the PBAC and TWG.

The policies and mechanisms were incorporated in memoranda that were issued, as exemplified by the following, among others: (a) DepEd Memorandum No. 208, S. 2017 (21 December 2017) on the "Preparatory Activities for the DepEd Computerization Program Batch 34 – ICT packages for Unenergized Public Elementary and Secondary Schools in Luzon and Mindanao;" and (b) OUA Memo 00-0820-0093 (17 August 2020) on the "Guidelines for the Deployment/Delivery of Various IT Packages under the FY 2019 DCP". The procurement and delivery of ICT packages considered the provisions of warranty and bank guarantees.

As part of the continuing support on operation and maintenance, the supplier was committed in abiding with service level agreement, including the claim for warranty. Though, they encountered difficulties in areas with weak internet signal. Before pandemic, service was well-taken care of in serving schools in Mindanao and Luzon. The supplier had a dedicated Team, responsible in the administration of warranty, and periodically submitting reports to UNDP. It was noted however, that with the pandemic, fewer claims were being received from the schools. The protocol in providing service after installation is through phone, if the area is reachable by phone, in rectifying the needed repairs on solar panels and in servicing the ICT packages.

For on-site maintenance of ICT packages, the school personnel also carried out simple repair and maintenance of ICT packages. It was reported that there are schools who used electric fans to cool the ICT packages. The community members were also willing to invest their time and money in improving the classrooms and the ICT packages since their children and loved ones were DCP/DSS beneficiaries. The DepEd had also instituted measures for simplified safe-keeping of ICT packages in schools with the use of cabinets, with adequate safety locks or other features, as reported by the ERG. Most of the respondents with the School's ICT Focal Persons survey questionnaire on the open-ended question for the DepEd Central Office to develop Teachers' Training plans, expressed the following: computer-related troubleshooting and maintenance, training on software management, advanced trainings such as Google Educator certification and Microsoft Certification.

In the implementation of subsequent ICT packages, the participation of volunteers was reiterated as a



viable mechanism in the conduct of third-party monitoring (TPM). The big help provided by the volunteers was recognized in helping through the following services: (a) guide to the schools in the delivery of ICT packages (location of school, whom to talk at the school for the turn-over of ICT packages, know where to store if temporary storage would be required); and (b) locating and arranging for transportation – not just ordinary

vehicle but by a 4X4 vehicle, etc. due to the difficult terrain and roads as well as traversing mountains and crossing rivers. With the difficult terrain to travel, the common problem was the very high cost of transportation that remains as a discussion point.

The feedback from the survey, indicated that the following mechanisms would contribute to sustainability: (a) 91% of respondents (39 out of 43 of personnel in DepEd-CSO partnership) agree/strongly agree that the participation of community and school-based monitors would continue after the implementation of the DepEd-UNDP partnership on the DCP; and (b) 81% of respondents (35 out of 43 of personnel in DepEd-CSO partnership) agree/strongly agree that the DSS Project built effective synergies with other existing initiatives towards promoting internet connectivity (DICT-UNDP Project) at the school level (Personnel involved in DepEd-CSO partnership).

To optimize or maximize the use of the ICT packages during the pandemic, DepEd issued a memorandum that allowed the teachers to bring out the ICT equipment from the schools for the use of teachers and students. (KII and ERG). The DepEd also made an adjustment for the school to have secured cabinets for safe storage instead of a secured computer room considering budget constraints (ERG).

While the project was carried out through different local conditions, some measures and policies were put in place to cover the whole continuum of activities from procurement, delivery, installation, as well as the operation and maintenance of the ICT packages for teachers and students' learning. Sustaining all the elements in support to improved timeliness and quality would be a continuing responsibility of DepEd, the field offices and the schools. As such, the Project is rated "Moderately Likely" (3).

Extent of building capacity to improve financial management and service delivery through the project and extent built in resilience to future risks

On the ICT packages, the procurement of 4 lots achieved an overall savings of US\$2.132 M, a substantial savings as compared to Agency Budget Ceiling (ABC), as shown in **Table 12**. The increase in cost arising from the additional warehousing, insurance and other cost due to the extended time of implementation of Lot 4, was covered within the original funds from DepEd. As such, there was no additional cost on the part of DepEd as explained by the respondents to the KIIs.

In improving capacity on financial management, service delivery and building resilience to future risks at the Agency level, some training activities and capacity building on PFM were pursued but has not been fully carried out under the DSS project. Therefore, the capability building would need for the continuing support through the government-wide PFM reform initiatives to further strengthen procurement. As noted by the CPRBD, "the DCP showed great improvement in 2019 as it was able to increase its obligation rate to 84.9% from a low of 13.6% in 2018 to 84.9%. However, the disbursement rate for DCP remains low at 31%."⁴²

The low disbursement rate of the DCP, was at a similar level compared to some of the infrastructure agencies: (a) DPWH at 36% in 2017 and 43% in 2018 (CPBRD, 2017-2018); and (b) DOTr OSEC at 32% in 2017 and 27% in 2018 (CPBRD, 2017-2018 ABN).

A study was carried out as part of the Project implementation entitled "A Public Financial Management (PFM) Assessment in DepEd Regional Office (UNDP/Quilinguing. 2019, 64)." This study noted that "generally, the regional offices have the technical capacity to prepare plans and execute and monitor the budget. However, they needed the following: (1) continuous education and capacity building initiatives for both finance and non-finance personnel on public financial management, which would help strengthen linkages between planning and budgeting; and (2) performance monitoring and improve knowledge management at different governance levels. The study suggested that the "sustained learning and development would retool and upskill PFM personnel so they can keep with frequent policy changes and effectively address the financial management requirements under the new normal".

The ERG recommended that trainings should be undertaken for the two remaining modules of the Charter Institute on Procurement and Services of UNDP (CIPS) after noting that these were not pursued after the completion of the first two (2) CIPS modules. This suggestion recognizes that the CIPS trainings would help build capacity in overcoming constraints and challenges in procurement and in increasing the disbursement rate of the DCP.

Learnings and best practices

During the implementation of the Project, the various key stakeholders noted the following good practices on procurement: (a) the participation of DepEd personnel in the different stages of the procurement process (specification, solicitation, clarification, evaluation of offer, and managing the contract); (b) **good communication with DepEd personnel during the transition considering the need for collaboration, resolving gaps in problem solving, and monitoring and parallel deployment**; (c) lots of potentials for best

⁴² Congressional Budget, Planning and Research Department (CBPRD). 2020. Agency Budget Note (ABN)on Department of Education (DepEd)

practices, when pursued such as procurement planning (start with planning, then scope, then bill of quantities and others).

Another good practice noted pertains to the coordination with local stakeholders in the delivery and installation of ICT packages. These protocols are: (a) courtesy calls made at the Office of the Governor and the Office of the Mayor, for safety purposes; (b) it is advantageous when the CSO representative speak the local language, is aware of the schedule, and makes courtesy call to the Barangay Captain; (c) in schools that were not covered by the CSOs, the schoolteachers and representatives from the suppliers carried out the coordination.

Progress was also made in integrating OER modules into the procurement of ICT package. Initially, the ICT packages covered only the computer-related hardware and software. OER was integrated with the ICTS - EdTech (DepEd) in April 2018 starting with 13 schoolteachers. Subsequently, new adjustments were made by the TWG on Procurement at the DepEd with the needs of EdTech being incorporated with the ICT specifications. With the integration of OER modules, the EdTech Unit served as the "middleware" unit, in connecting curriculum and technology into the DCP, starting at the earlier part of 2018.

There were also good practices noted with the OER training of teachers: (a) removal of barrier between subject matter specialists and use of ICT, including the teaching of Pilipino; (b) use of ICT for all grade levels; (c) even for older teachers, they learn to use the ICT packages; (d) the teachers were searching and looking forward for more trainings (not difficult if carried out with a step by step integration into the process of training, with actual teaching by using actual instruction materials); and (e) teachers who were trained on OER, were now immersed in their areas – in cities, in remote areas – even before the Covid-19 pandemic. All trainings, after the UNDP-assisted OER Trainings, were conducted by DepEd. It should also be noted that there has been a significant number of schoolteachers (a total of 1,711 out of 2,166 or 79% of the total schoolteacher respondents) has computers sets in their homes, as shown in Figure 18.

While the project was carried out through different local conditions, measures and policies were put in place to cover the whole continuum of activities starting with procurement, delivery, installation as well as the operation and maintenance of the ICT packages for teachers and students' learning. Sustaining all the elements in support to improved timeliness and quality would be a continuing responsibility of DepEd, the field offices and the schools. As such, the Project is rated "Moderately Likely" (3).

Value Added by UNDP

The valued added by UNDP was grounded around its collective experience with the market globally, with considerations of the following: (a) global standards of specifications with minimum standards that are comparable with the other countries; (b) simplification of the process with its international expertise; (c) access to suppliers, both from abroad and locally, which have long-term agreement (LTA) with access to good quality ICT packages and solar panel; and (d) the leverage of UNDP with COA's perspective on the reliability of UNDP procurement procedures considering the tendency with most of the local processes being questioned and in some cases, losing bidders file court cases.

In terms of supporting the capacity at DepEd in the procurement of four (4) ICT packages, the UNDP provided the following: (a) supported the TWG on procurement at DepEd in improving the specifications of ICT packages and solar panels; and (b) provided the services of two (2) additional consultants in

supporting the UNDP procurement unit in ascertaining the specification of ICT packages and solar panel system.

The quality of ICT packages, its delivery and installation were recognized by the respondents to the survey, as expressed in the following statements: (a) "tangible results in the delivery and quality workmanship worth emulating in the installation of ICT packages in schools"; (b) "quality machines should be the same with all the DCPs. Our learners deserve the best products/brands that the government can provide, not brands with low quality"; and (d) "far-flung areas CAN BE reached if there is willingness to reach out".

The UNDP has access to internationally certified trainers on procurement (CIPS) and project management, among others, who were deployed as part of the PFM capacity building that focused on procurement. It has also an existing financing instrument through micro capital grant agreement (MCGA), which supported the mobilization of CSO and volunteers in helping the DepEd on the school readiness assessment and the monitoring the delivery and installation of ICT packages. The monitoring covered larger percentage of recipient schools and most with the participation of volunteers in the deployment of DCP packages in their own community. It also provided real-time updates on the status of the delivery and installation through a mobile technology (KOBO Tool) in the monitoring of projects.

The financing arrangements carried out through the NAM had also the built-in flexibility in handing incremental increase cost resulting from an extended implementation due to challenges related to school readiness and logistic requirements on wide-ranging requirements covering 13 regions with 70 provinces, as in the case of Lot 4 of ICT packages.

The overall rating of the Project based on the criteria on relevance, efficiency, effectiveness, and sustainability is "Satisfactory", as shown in the **Table 13** below.

Criteria		Overall
Relevance		Satisfactory (5)
Effectiveness		"Satisfactory" (5)
Efficiency		"Satisfactory" (5)
Sustainability		"Moderately Likely" (3).
	Overall	Satisfactory

Table 13: Overall Rating

Conclusions

As the evaluation focused on two (2) phases of implementation of the DSS project covered by the partnership agreement between DepEd and UNDP, key conclusions were noted in key areas in support to the achievement of the intermediate outcome on the "timeliness and quality of DCP implementation improved". These key areas include: (a) successful procurement, delivery, and installation of ICT packages; (b) strategic importance of CSO participation and citizen-volunteers for monitoring; (c) continuing challenges on PFM reforms, focusing on procurement; and (d) expanded scope of utilization of ICT packages for learning.

Successful Procurement, Delivery and Installation of ICT Packages

The DSS Project delivered on its intent in accelerating procurement timelines and good quality of ICT packages in support to teachers' and students' learning. The option in carrying out the DSS Project, through NAM, greatly contributed in maintaining the relevance, efficiency, effectiveness and sustainability of the 4 lots that were procured in support to the K to 12 Basic Education Program.

The procurement, delivery and installation of ICT packages served as the core deliverable output of this DSS Project in support to the DCP of the K to 12 Basic Education Program. Procurement, delivery, and installation were undertaken in 4 lots. With this, the procurement process was fast-tracked with the suppliers under a long-term agreement (LTA).

The bundling of the services on procurement, delivery and installation ensures that ICT packages were delivered and installed to recipient-schools. Positive feedbacks were also reported by the CSOs that the school teachers were more appreciative that ICT packages were delivered and installed in their respective schools.

Besides DepEd gaining the goodwill of Teachers, the bundling of delivery and installation with the procurement of ICT packages also removed the risk of procured ICT packages staying in warehouses for extended period of time, if a separate delivery contract would be pursued.

As reported in the findings on efficiency, all 3 lots were carried out efficiently with contracts awarded within the 110 days target (except for lot 4), with 64 days for Lot 1, 86 days for Lot 2 and 35 days for Lot 3. The awarding of contract for Lot 4 took about 217 days (for 3,694 unenergized schools) due to the complexities in matching the ICT packages with solar energy system, with 4 rounds of clarification to bidders issued, responding to a total of 138 procedural and technical questions.

In terms of contract implementation, all 3 packages were delivered and installed within the target of 310 days (2015 baseline of 450 days), except for lot 4, with 167 days for Lot 1, 291 days for Lot 2 and 102 days for Lot 3. The completion of the delivery and installation of ICT on Lot 4 took about 789 days considering the challenges encountered with the concurrent timeline on the validation of school readiness as well as in surmounting the difficulties related to access, peace and order, climatic and weather conditions, among others, across 1school 3 regions and 70 provinces.

The quality of ICT packages, its delivery and installation were recognized by the respondents to the survey, as expressed in the following statements: (a) "tangible results in the delivery and quality workmanship worth emulating in the installation of ICT packages in schools"; (b) "quality machines should be the same with all the DCPs. Our learners deserve the best products/brands that the government can provide, not brands with low quality"; and (d) "far-flung areas CAN BE reached if there is willingness to reach out".

As such, the validation of the school readiness list must be given priority as part of the preparation of bid documents and must be included as part of the bid and contract to ensure that delivery and installation would not be the cause of delay. The option of smaller lots of procurement covering 1-2 adjacent regions, to help ensure that procurement, delivery and installation completed within the year, and consistent with the annual cash budgeting system. A more definitive timeline would ensure that no additional cost would be incurred from warehousing as well as the salary of the support personnel.

Strategic Importance of CSO Participation and Citizen-Volunteers for Monitoring

With all the challenges regarding the geographic spread, peace and order situation, accessibility constraints in reaching the schools with difficult road conditions, river crossings, travelling to schools in islands, the implementation experience through the DSS project demonstrated the strategic importance of the citizen's participation in monitoring.

While the procurement was facilitated with the use of the list of accredited suppliers, the next step of delivery and installation to schools encountered some challenges which resulted in extended time period of implementation on procurement, delivery, and installation of ICT Packages. The complementary measure to such constraint was the involvement of local volunteers for the monitoring of school readiness, delivery and installation of ICT packages in schools. These volunteers were given modest support for expenditures that were incurred during the school visits on readiness assessment and delivery and installation of ICT packages.

The participation of the CSO and its network of volunteers, therefore, including the parents of the students as well as some community members, was identified as one of the positive lessons learned. It ensured that the ICT packages were delivered to identified schools listed in the DepEd priority list for the DCP/DSS on Lot 4.

The respondents to the KIIs and survey respondents highlighted the crucial role of the CPaGs and community volunteers. "The most crucial factor in the success of the field implementation is proper coordination with all stakeholders. If we make every concerned citizen in a certain locality feel that he is a part of the project, he will make use of all his influence to help make the project succeed. Without that, the problem on delivery, peace and order issue, and other related concerns may be an obstacle to the implementation of the project."

Continuing Challenges on PFM Reforms, Focusing on Procurement

The study on the assessment of PFM noted the following: (1) continuous education and capacity building initiatives for both finance and non-finance personnel on public financial management, which would help strengthen linkages between planning and budgeting; and (2) performance monitoring and improve knowledge management at different governance levels.

While initial trainings on PFM were carried out under the project, it was noted that the PFM capacity building would require a broader government initiative and included as part of the legislative agenda of the government through the proposed Budget Modernization Act. The intended outcome, therefore, on PFM capability building should be considered as a long-term organizational endeavor by the DepEd as part of the government-wide PFM reform initiative.

It is recommended that the remaining 2 modules on the 4-module CIPS be pursued in support to DepEd's capability building on procurement.

The need for capacity building on procurement at DepEd could be viewed from the current low disbursement of the DCP at 31% in 2019, as reported in Congress. The Agency Budget Notes (ABN) on DepEd, as prepared by the Congressional Planning, Budgeting and Research Department (CPBRD, 2020), reported that "the DCP showed great improvement in 2019 with obligation rate of 85% from a low of 14% in 2018 but with a disbursement of 31%". As such, the intermediate outcome on "timeliness and quality

of DCP implementation improved", on the part of DepEd still needs to be pursued towards better teachers' and students learning

Expanded Scope on the Utilization of ICT Packages for Learning

The policies and mechanisms that are in place (procurement, citizen-volunteers, support/help desk on ICT maintenance, and inclusion of OER) would contribute in sustaining the continuing improvements in the DCP implementation.

Nearing the end of the project (2019), a series of three (3) trainings for schoolteachers on the Open Educational Resources/Digital Literacy (OER) was carried out with the objective of improving the teachers' capability on the use of ICT for the preparation of learning modules and improving students' access to computers for learning.

The delivery and installation of ICT packages in 2019, with the catch-up OER training for teachers, also contributed in setting up a better foundation of schools which were part of the DSS project in support to the DCP. With the shift to blended learning by DepEd due to the COVID-19 pandemic, the relevance and usefulness of the ICT packages as well as the OER training served as part of key enabling mechanisms for the continued teaching and learning.

On hindsight, the resulting effect was the pre-positioning of the ICT packages to recipient schools and Division offices, in support to the eventual shift to blended learning. The provision of ICT packages prior to the pandemic, resulted into the unintended benefit in providing support to teachers' and students' learning by helping overcome the constraint of regular face-to-face learning.

The importance of the use of ICT packages for teachers' and students' learning would require a continuing training for teachers. As reported by one of the members of the ERG, the DepEd has expanded its training and learning program through on-line and mobile technology covering about 500,000 teachers that were trained. This ensures the spread of new and challenging ways to prepare lessons, basic computer maintenance and repair to promote the continuing use of ICT packages for teachers' and students' learning.

Recommendations

In terms of recommendations, the implementation experiences, gains and insights of the stakeholders, as generated through document review, KII and surveys highlighted the processes, as listed below.

On Procurement, Delivery and Installation

- Replicate the process of generating a list of qualified suppliers and mobilizing the facility on long term agreement (LTA), for faster procurement turn-around time from solicitation to contract award thereby improving disbursement rate on the procurement, delivery and installation of ICT packages.
- 2. Ensure the proper hand-over of complete documentation between UNDP and DepEd.
- 3. Continue the current practice of integrating the performance guarantee and 3-year warranty as part of quality assurance for the benefit of teachers and students; and
- 4. Establish and/or strengthen a help-desk at DepEd, that will help ensure that repair and maintenance requirement are promptly acted upon by the suppliers, within the 3-year warranty,

as well as updating the list of schools that would need replacement of ICT packages that are beyond the 3-year warranty period;

5. Continue the remaining 2 modules of the Chartered Institute on Procurement and Services, to fully realize the project's PFM capacity building outputs, in support of broader government initiatives.

On Participation of CSO and Community-volunteers

6. Continue the deployment of CSOs and community volunteers in the monitoring and facilitating school readiness as well as on delivery and installation of ICT packages to ensure that procured ICT packages would be delivered and installed to recipient schools.

On Continuing Teachers' Training on Digital Literacy

- 7. Continuing teachers training of the use of ICT for teaching and promoting students' learning, as currently being undertaken by DepEd.
- 8. Further training for the same teachers who accepted the ICT package and initial training for the newly assigned teachers to the DCP package recipient for the sustainability of the project. The DepEd is continually carrying out the training for teachers on the use of ICT packages and learning modules using OER and new modules developed by DepEd as highlighted by the ERG.
- 9. Training and orientation to the recipient schools' teachers given by the suppliers/installers must be done extensively, then reinforced and followed up by the DepEd. The importance on training of teachers by suppliers/installers was highlighted by one of the CSO member of the ERG as well as reported in the CPAGs reports.

On Linkage with DOE and DICT on electricity and internet

10. Continuing advocacy and partnership of DepEd with DOE and DICT on the provision of reliable electricity and internet connectivity of all schools towards overcoming disparities on quality of education across regions and provinces.

Further recommendations would include further strengthening of procurement planning and technical specification to align with the requirements of the existing annual cash budgeting system, as listed below.

- Explore the packaging of procurement lot by specific regions or cluster of adjacent regions to avoid extending project implementation due variability of climatic conditions as well as leveraged the relationship and coordination mechanism of CSOs with LGUs and members of Regional Development Councils (RDCs);
- 2. Strengthen the alignment of readiness of schools that are confirmed, for each of the regions, that are prepared to receive the ICT packages and possibly, tagged in the BEIS, as part of the supporting document of each of the procurement package to fast-track procurement, delivery and installation.
- 3. Ensure consistency and alignment of budget of MOOE and CO of Divisions and schools for the upgrading of computer rooms for school readiness as well as maintenance and replacement ICT packages.

One respondent to survey noted that there is no point in arguing of why the computer room is not compliant to the readiness requirement, if there is no budget, in the first place, for its upgrading. It is, therefore, important to ascertain school readiness before sending out bids to avoid ROW-type of problems that delayed the implementation of infrastructure projects. As such, each procurement ICT package would be procured, delivered, and installed to schools within a year, in support to the annual cash budgeting system of the Government.

Lessons Learned

Based on the interviews (KIIs) and feedback from the respondents to the 4 sets of survey questionnaires, the lessons learned in the procurement, delivery and installation of ICT packages and capacity building on PFM, are listed below.

On Faster Procurement, Delivery and Installation of ICT Packages

- 1. The presence of an international agency (UNDP) creates an atmosphere that the procurement transactions were considered as "above ground". As such, it makes it difficult for suppliers to be causing delays.
- 2. Improvements on the procurement process of equipment and ICT packages; through the following: (a) broaden the specification (indicate range) to allow wider competition; (b) added features in procurement process with (i) inspection; (ii) shipment; (iii) insurance; and (iv) training of users; (c) packaging was improved, with pallets and crates; (d) integration of warranty – performance warranty (full cost of warranty) and timeframe warranty (3 years); and (d) coordination with Supplier on the timing of delivery
- 3. Key aspects on implementation consisting of: (a) post-delivery visits in checking on the quality of ICT packages, (b) use of warranty, if needed; and (c) learning on the part of the School Principal in asserting their right of receiving properly working equipment.
- 4. Emphasis to the recipient schools on the use of 3 -year warranty card, as part of ensuring proper utilization of ICT packages (not just for teachers to accept the ICT packages, on whatever condition).
- 5. With the delay implementation due to large scope in the updating of school readiness, cost escalation was incurred due to warehousing of ICT packages, that could not be delivered yet to the schools which were not yet ready. Though the financing on the cost escalation, was covered by the overall financing under the framework of NAM.

On Completeness of Documents

6. Ownership of Assets – the standard template refers to UNDP owning the assets. As such, it must be ensured that our Project Documents state that "the ownership of the goods is automatically transferred to the beneficiary/Government upon acceptance of the goods/completed services. Where a Deed of Transfer of Rights/Ownership is required to be issued by UNDP and accepted by the beneficiary/Government, the same shall be immediately issued by UNDP". This turn-over of documents is especially important where the goods will go to thousands of public schools, hundreds of LGUs, security risk areas, among other factors that may make inventory and asset management impossible for us to do.

Financial Support to Volunteers

7. Volunteers should have financial support – not necessarily financial compensation, but at least reimbursement of travel and food expenses, when travelling outside their respective community. It is important that the stakeholders were the volunteers such as members of the PTA since the project will benefit their children. Though important to provide financial compensation as payment on cost of internet for report, transportation in going to schools and guiding the delivery trucks for the ICT packages, support for food expenses when travelling outside their community. There was a need to refund the expenses of the volunteers. Hopefully, this concern could be given or addressed in the next projects.

Use of Mobile Technology for Monitoring

8. Use of technology for real time monitoring on: (a) use of KOBO Tool (free application), use of barcode in pallets for easier scanning on delivery of ICT packages and location of schools; (b) use of Devlive (Development live) software – for location (GPS – longitude and latitude), photos to be plotted in maps; (c) continuous improvement on use of technology – submission and uploading of reports usually on weekends, upon return of Teachers to their homes.

On Crucial Support and Partnership with CSO and Community Volunteers

9. The most crucial factor in the success of the field implementation was proper coordination with all stakeholders. "If we make every concerned citizen in a certain locality feel that he/she is a part of the project, he will make use of all his influence to help make the project succeed. Without that, the problem on delivery, peace and order issue, and other related concerns may be an obstacle to the implementation of the project".

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ANNEXES
Annex A. <u>Terms of Reference of Independent Evaluator</u>

TERMS OF REFERENCE

Terminal Evaluation of Project 95022 Development Support Services to the K to 12 Basic Education Program of the Philippines Department of Education

1. Background and context

Project Information				
Project title	Development Support Services to the K to 12 Basic Education			
	Program of the Philippine Depart	ment of Education		
Atlas ID	Project ID 00095022; Output ID 0	009082		
Corporate outcome and	UNDP Strategic Plan Output 3.2:	Functions, financing and capacity		
output	of sub-national level institutions	enabled to deliver improved		
	basic services and respond to pri	orities voiced by the public		
Country	Philippines			
Region	Asia Pacific			
Date project document	23 March 2016			
signed				
Project dates	Start	Planned end		
Project dates	13 July 2020	03 November 2020		
Project budget	US\$ 60,750,267.58			
Project expenditure at the	US\$ 59,406,116			
time of the evaluation				
Funding source	Government of the Philippines			
Implementing party	United Nations Development Pro	gramme		

To support the K-12 Basic Education Program, the Department of Education (DepEd) and the United Nations Development Programme (UNDP) entered an agreement in 2016 for the implementation of the DepEd Computerization Program (DCP). Under this partnership, the UNDP procures, delivers, and installs ICT packages in public schools using the allocations for DepEd under the General Appropriations Act of 2016. The partnership is meant to support DepEd in accelerating the implementation of its programs while providing it with assistance in implementing reforms.

Under the government financing arrangement, DepEd allocated USD\$60,750,267.58 for the UNDP to procure and deliver ICT packages to more than 4,976 schools as well as to other DepEd offices. The ICT packages for procurement and delivery by UNDP for the DepEd consists of four (4) lots. In 2017, Lot 1 (184 Senior High School Packages (SHS), Lot 2 (889 Specialized SHS Packages) and Lot 3 (209 DepEd offices) have been fully delivered. The delivery and installation of Lot 4, which consists of 3,694 ICT packages and solar power systems for un-energized schools, was completed in July 2019.

Moreover, under the agreement, UNDP will utilize 2 percent for technical assistance package to DepEd to support the latter's efforts to (1) implement public financial management (PFM) reforms, (2) scaling up of citizen monitoring teams to ensure timely and quality service delivery up to the beneficiary level; and (3) conduct trainings related to project management, monitoring and evaluation.

The initiatives are in line with the Philippine Development Plan 2017-2022, which provides an overall framework and roadmap to achieve quality accessible, relevant, and liberating basic education for all through the provision of assistance to the full implementation of the K to 12 program. Furthermore, the project contributes to the achievement of Sustainable Development Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, specifically, 4.4.1: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill and 4.6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Key partners involved in the intervention

The Office of the Secretary, through the Office of the Undersecretary for Administration, act as the lead office for the DepEd-UNDP Partnership. For sites in the Autonomous Region of Muslim Mindanao (ARMM), the project is officially coordinating with the Office of the Assistant Secretary for Special Programs & Projects.

The project engaged civil society organizations through the Micro-Capital Grant Agreement (MCGA). These CSOs, known as the Citizen Participating in Governance (CPaG) act as conduit to changing the governance landscape of the local communities by encouraging and empowering citizens and community-based organizations such as parent-teachers' associations (PTAs), and people's organizations to participate in the budget accountability phase of the financial management system. This is done by through contract implementation monitoring of the DepEd ICT package managed and procured by UNDP for the DepEd.

2. Evaluation purpose, scope and objectives

a. Purpose

Evaluations are critical for UNDP to progress towards advancing human development. Through the generation of evidence and objective information, evaluations enable UNDP to make informed decisions and plan strategically.

This project terminal evaluation is intended to demonstrate the level of change in the project outputs indicators and the project's contribution to outcome level changes, which are normally demonstrated as changes in the performance of institutions or behavior changes. It must also consider whether resources have been properly and judiciously harnessed towards implementation and delivery of stated outputs and the extent to which these outputs contributed to observed results achieved. The evaluation must also identify any operational issues that may be improved to facilitate better program implementation and delivery for similar programs in the future.

The evaluation will be used by all main parties (UNDP and partner government agency) to assess their approaches to development assistance and to design future interventions. It is expected to ensure accountability and to generate knowledge for wider use.

b. Scope

Under the overall guidance of the Evaluation Reference Group, and reporting to the UNDP Evaluation Manager, the Evaluator, shall assess the relevance, effectiveness, efficiency, and

sustainability of the *Development Support Services to the K to 12 Basic Education Program of the Philippine Department of Education* Project by reviewing progress towards project results based on the project document and annual work plans. The evaluation will review the project's theory of change vis-à-vis the project's achievements and risks and assess the project's potential effects on the target groups. It will likewise highlight strengths, weaknesses/gaps, good practices, and provide forward looking recommendations for the design and implementation of future government financing projects.

The evaluation will also provide an analysis of the data generated from the client satisfaction surveys that were collected by partner CSOs.

c. Objective

The evaluation will identify the level of achievement in project outputs and the contribution to results at the outcome level, including unintended positive and negative results. The evaluation will also aim to identify the key lessons learned and best practices.

The evaluation will assess:

- The relevance of the project
- The effectiveness of the achievement of results at the output levels and the level of efficiency in the use of project resources
- The usefulness and sustainability of the results for the project beneficiaries
- Gender, exclusion sensitivity and rights-based approach used by the project
- UNDP's performance as a development partner
- UNDP's added value to the expected results

3. Evaluation criteria and key guiding questions

a. Relevance

- a. Did the project design and choice of activities and deliverables properly reflect and respond to specifically identified needs of the government and of the beneficiaries? How were the needs determined and assessed?
- b. How valid is the Theory of Change? Were the planned and actual activities and output of the project consistent with the intended outcomes?

b. Efficiency

- a. To what extent was the project managed and delivered in a cost-effective way?
- b. How was the project managed in terms of timeliness?
- c. How did project risks influence the efficiency of project implementation? Were all major risks adequately identified before and during project implementation?

c. Effectiveness

- a. To what extent is the project successful in achieving results, both expected and unexpected?
- b. How effective was the project in building the capacities of partners and beneficiaries?
- c. To what extent has the use of UNDP systems accelerated the implementation of the project in the following areas: budgeting, procurement, HR augmentation, partnerships and CSO engagement, finance, and monitoring?
- d. Is the project reaching the intended beneficiaries, rights holders and duty bearers?
- e. To what extent has the project been effective in policy/systems influencing at the national and local level?
- f. What value has UNDP added? Both expected and unexpected?
- g. Did the project build effective synergies with other existing initiatives?
- h. To what extent does the project integrate gender equality, women's empowerment, and human rights?

d. Sustainability

- a. To what extent can project results be continued without the project's further involvement?
- b. To what extent has DepEd been capacitated to improve financial management and service delivery through the project
- c. To what extent has the project built in resilience to future risks? (e.g. wastage, overbudgeted specs)
- d. What are the learnings and best practices?

4. Methodology

Methodological approaches may include some or all of the following:

- **Evaluation** should employ a combination of both qualitative and quantitative evaluation methods and instruments.
- **Document review of all relevant documentation.** This would include a review of inter alia:
 - Project document (contribution agreement)
 - Theory of change and results framework
 - Programme and project quality assurance reports
 - Annual work plans
 - Activity designs
 - Consolidated quarterly and annual reports
 - Results-oriented monitoring report

- Highlights of project board meetings
- Technical/financial monitoring reports
- Semi-structured interviews (via digital or call interviews) with key stakeholders including key government counterparts, donor community members, representatives of key civil society organizations, UNCT members and implementing partners:
 - Development of evaluation questions around relevance, effectiveness, efficiency and sustainability and designed for different stakeholders to be interviewed.
 - Key informant and focus group discussions with men and women, beneficiaries and stakeholders.
 - All interviews should be undertaken in full confidence and anonymity. The final evaluation report should not assign specific comments to individuals.
- **E-questionnaires** including participants in development programmes, UNCT members and/or involving other stakeholders at strategic and programmatic levels.
- **E-validation** of key tangible outputs and interventions.
- The evaluator is expected to follow a participatory and consultative approach that ensures close engagement with the evaluation managers, implementing partners and direct beneficiaries.
- **Other methods** such as outcome mapping, e-dialogue & e-group discussions, etc.
- Data review and analysis of monitoring and other data sources and methods.
 - Ensure maximum validity, reliability of data (quality) and promote use; the evaluation team will ensure the triangulation of the various data sources.

The final methodological approach including interview schedule, field visits and data to be used in the evaluation should be clearly outlined in the inception report and be fully discussed and agreed between UNDP, stakeholders and evaluators.

5. Evaluation products

- Evaluation inception report (10-15 pages). The inception report should be carried out following and based on preliminary discussions with UNDP after the desk review and should be produced before the evaluation starts (before any formal evaluation interviews, survey distribution or field visits) and prior to the country visit in the case of international evaluators.
- Presentation of preliminary findings. Immediately following an evaluation, the evaluator will
 present preliminary debriefing and findings.
- Draft evaluation report. The programme unit and key stakeholders in the evaluation will review the draft evaluation report and provide an amalgamated set of comments to the evaluator within an agreed period of time, addressing the content required (as agreed in the TOR and inception report) and quality criteria.
- **Evaluation report audit trail.** Comments and changes by the evaluator in response to the data report should be submitted by the evaluator to show how they have addressed comments.

- Final evaluation report.
- Presentations to stakeholders and/or the evaluation reference group or participation of knowledge-sharing events.

6. Required competencies

a) Qualifications

The evaluator shall each have the following minimum qualifications:

- At least Master's degree in economics, political science, social science, public administration, business management, or other relevant fields. A higher degree as well as specialized training in M&E, project management, etc. are advantageous;
- At least five (5) years of work or consultancy experience in the monitoring and evaluation of development programs and projects, with preference to those with demonstrated specialization/ experience in evaluations, and those with work experience in the government or international organizations.
- A portfolio of at least two (2) published and unpublished research work in relevant policy/program areas and/or research output from consultancy projects in the last two (2) years. Research works may include applied research studies, e.g. evaluation, action research, policy papers, etc. At least one (1) of these should be an evaluation;
- Through the portfolio or work experience, demonstrated experience I the application of various quantitative and qualitative research methodologies, with demonstrated specialization in either quantitative or qualitative research, or both;
- Fluency in English at the minimum, and in Filipino preferred.

b) Competencies Core values

- Demonstrates integrity and fairness by modelling UN values and ethical standards;
- Demonstrates professional competence to meet responsibilities and post requirements and is conscientious & efficient in meeting commitments, observing deadlines and achieving results;
- Displays cultural, gender, religion, race, nationality and age sensitivity and adaptability;

Core competencies

- Results-Orientation. Plans and produces quality results to meet established goals, generates innovative, practical solutions to challenging situations;
- Communication: Excellent communication skills, including the ability to convey complex concepts and recommendations, both orally and in writing, in a clear and persuasive style tailored to match different audiences;

- Teamwork: Ability to interact, establish and maintain effective working relations with a culturally diverse team;
- Client orientation: Ability to establish and maintain productive partnership with national partners and stakeholders and pro-activeness in identifying of beneficiaries and partners' needs and matching them to appropriate solutions.

7. Evaluation ethics

This evaluation will be conducted in accordance with the principles outlined in the UNEG 'Ethical Guidelines for Evaluation'. The Consultant must safeguard the rights and confidentiality of information providers, interviewees and stakeholders through measures to ensure compliance with legal and other relevant codes governing collection of data and reporting on data. The Consultant must also ensure security of collected information before and after the evaluation and protocols to ensure anonymity and confidentiality of sources of information where that is expected. The information knowledge and data gathered in the evaluation process must also be solely used for the evaluation and not for other uses with the express authorization of UNDP and partners.

8. Implementation arrangements

The Evaluator will be hired for three (3) months, in accordance with the timetable set forth in Section E above and Annex 2.

The target start of work date is **03 August 2020** and the indicative end date of the contract is **03** November 2020.

Considering the COVID-19, the Evaluator should be able to conduct e-interview, e-consultations, and e-survey as required activities for the evaluation. The Evaluator may be asked to report and meet virtually (during ECQ of COVID-19) and send emails or through calls to UNDP (as agreed during the inception report) to consult with the stakeholders and Evaluation Reference Group (ERG).

The principal responsibility for managing this evaluation resides with the UNDP CO – RBM and Monitoring and Evaluation Analyst. PMU through the Project Coordinator will be responsible for coordinating and liaising with the Evaluation Team pertaining to required technical and financial documents, including coordination with stakeholders, setting up e-interviews, e-consultations, and e-meetings instead of the usual field visits given COVID-19 and looking after the evaluation budget and schedule. PMU shall likewise assist in distribution of draft reports to stakeholders for the review, consolidation of comments, and in organizing key stakeholders' e-meetings for presentation of the salient points of the draft/final reports. Both will provide support in the procurement process for the selection of a service provider i.e., publication of the TOR and assessment of proposals.

The UNDP RBM and/or M&E Analyst on the other hand will brief the Evaluation Team on UNDP evaluation norms and standards, reviewing and quality assuring the inception/draft and final reports, and in publishing findings and management responses at the UNDP Evaluation Resource Center.

The Terminal Evaluation Consultant will be responsible for implementing all evaluation-related activities and in producing the evaluation product results listed in the deliverables section of this TOR. While the PMU will provide the information required and support in coordinating with stakeholders, the Evaluator will have to manage its own schedule and logistical arrangements in the conduct of terminal evaluation.

Payment Schedule	Percentage of Contract Amount	Payment Conditions
1 st payment	30%	Upon submission and acceptance of the final inception report
2 nd payment	40%	Upon submission of the presentation materials of the terminal evaluation highlights Upon submission and acceptance of the draft evaluation report
3 rd & Final payment	30%	Upon submission and acceptance of final evaluation report and other related documents

The selected Evaluation consultant shall be remunerated based on the following payment schedule:

9. Time frame for the evaluation process

The Evaluator is expected to deliver the outputs outlined in Section 5, according to a set schedule below. The total length of the contract shall be three (3) months, with a tolerance of one (1) month depending on the value-added work to be proposed compared to the requirement. The total duration of the evaluation will be a minimum of 30 days spread over 3 months.

Deliverables / Outputs	Target Due Dates	Review & Approvals Required
Comments and/or	05 August 2020	To be reviewed by ERG & UNDP
recommendations submission		
Final Inception Report	10-14 August 2020	To be reviewed by ERG & UNDP
Submission		Evaluation Manager and/or I & P
		Programme Outcome Lead
		Approval: UNDP Evaluation Manager
		and/or I & P Programme Outcome Lead
Data collection, interview and	17 August 2020 to 18	To be presented by TE to ERG for
<u>consolidation</u>	September 2020	comments
		UNDP Dep-Ed Project Officer to provide
		needed project documents for the TE
Presentation of preliminary	21-22 September 2020	To be commented by ERG and UNDP
<u>findings</u>		Evaluation Manager
		Approval: UNDP Evaluation Manager
		and/or I & P Programme Outcome Lead

Deliverables / Outputs	Target Due Dates	Review & Approvals Required
Draft Evaluation Report	06 October 2020	To be reviewed by ERG and UNDP
submission		Evaluation Manager
(Include a matrix of key		Approval: UNDP Evaluation Manager
comments/ inputs from the		and/or I & P Programme Outcome Lead
ERG with feedback)		
Final Report and evaluation	03 November 2020	To be reviewed and approved by ERG
<u>audit trail</u>		and UNDP Evaluation Manager
(Refinement of the final draft		Approval: UNDP Evaluation Manager
with matrix of key inputs		and/or I & P Programme Outcome Lead
from the ERG with feedback)		

10. Application submission process and criteria for selection

UNDP seeks to engage the services of an Independent Evaluation Consultant to carry out the Independent Terminal Evaluation of Project 95022 Development Support Services to the K to 12 Basic Education Program of the Philippine Department of Education. The Consultant will have the overall responsibility during all phases of the evaluation, particularly in ensuring the high quality and timely completion of evaluation processes, methodologies, and outputs. In close collaboration with the PMU and UNDP, the Consultant will lead the implementation of the evaluation design, guide the methodology and application of data collection instruments, and lead the consultations with stakeholder.

At the reporting phase, the Consultant is responsible for putting together the first comprehensive draft and the final version of the evaluation report, based on inputs from the PMU, UNDP, and stakeholders. The applicant should possess the following qualifications:

Qualification	Points Obtainable (100 points max)
At least a Master's degree in economics, political science, social science, public	30
well as specialized training in M&E, project management, etc. are advantageous	
At least five (5) years of work or consultancy experience in the monitoring and evaluation of development programs and projects, with preference to those with demonstrated specialization/ experience in evaluations, and those with work	20
experience in the government or international organizations.	
A portfolio of at least two (2) published and unpublished research work in relevant policy/program areas and/or research output from consultancy projects in the last two (2) years. Research works may include applied research studies, e.g. evaluation, action research, policy papers, etc. At least one (1) of these should be an evaluation;	20
Demonstrated experience in the application of various quantitative and qualitative research methodologies, with demonstrated specialization in either quantitative or qualitative research, or both; and	20
Fluency in the English language and proven ability to write high-quality technical reports (applicant will be required to provide work samples).	10
TOTAL	100

11. TOR annexes

DepEd PMU will provide the following documents:

- A. Key stakeholders and partners.
- B. Outline of the evaluation report format.
- C. Project results framework and theory of change.
- D. List of important documents, links and web pages that the Consultant should read at the outset of the evaluation and before finalizing the evaluation design and the inception report.
- E. Other documents requested by Consultant during the Evaluation.

12. Criteria for Selection of the Best Offer

Qualification – 70% Financial Offer – 30%

This TOR is approved by:

Signature Name and Designation	:	: <u>SYED SABEEH</u>	(sgd)	RBM Analyst UNDP
Date of signed:		5/18/20	02	

Date of signed:





Project Theory of Change Development Support Services K-12 Basic Education

Assumptions:

- School readiness criteria for Lot 4 will be markedly different from previous lots.
- DepEd officials continue to strongly support citizen participation.
- Funding for Citizens Participating in Governance (CPaGs) secured.
- CPaGs are present in the 13 regions to directly cover at least 30% of schools.

Risks:

- There will be far-flung areas with no cellular phone and internet coverage
- Many schools are in ARMM and other conflict-affected areas.
- Natural disasters may delay deliverables/installations.

Annex B. 1

Results Framework

Project Title: Development Support Service 2016 K to 12 Basic Education Program of the Philippine Department of Education

Output 1: Procurement of ICT Packages for 4,956 Public Schools and DepEd Offices, including 3,694 Unenergized Schools

Indicators:

- 3.1 Number of beneficiary schools and DepEd offices
- 3.2 Average number of days of the procurement process from solicitation to award
- 3.3 Average number of days of contract implementation period

Output 2: Provision for Effective Project Management Team, including Monitoring and Evaluation

Indicators:

- 4.1 Extent to which a functional and monitoring reports are completed and delivered in a timely manner
- 4.2 Percentage of required progress, financial and monitoring reports are completed and delivered in a timely manner

Project Title: Technical Assistance Facility – DepEd DSS K to 12

Output 3: Provision of support for government and civil society capacity development to strengthen public financial management

Indicators:

- 5.1 Number of PFM Assessment conducted
- 5.2 Number of training modules developed
- 5.3 Participation rate in training program is at least 85% of targeted invitees
- 5.4 Number of training roll-outs
- 5.5 Number of DepEd officials/staff sent to international Learning Exchange

Output 4: Scaling up of functional community and school-based monitoring teams

Indicators:

- 6.1 Number of community volunteers engaged and deployed through community organizing and social preparation activities
- 6.2 Sustainability and Resource Generation

Annex C. <u>Theory of Change (TOC) on Technical Assistance to the DSS to K to 12</u>



Annex D. <u>Summary Highlights of Meetings of Project Board</u>

Milestones in Scope of the Project based on Project Document and Minutes of Project Board (PB) Meetings

Milestones for Each of the 3 Strands	2016	2017	2018	2019
General:				
7 December 2015: Letter of DepEd to UNDP on the intent of availing of the UNDP Services for procurement, as part of gearing for full implementation of the K-12 Program starting school year 2016, with initial priority list of equipment, including ICT.	23 March 2016: Signing of the Programme Document on UNDP's Support to the K to 12 Program. Other Milestones in 2016 ⁴³	 25 January 2017: Minutes of Project Board Meeting Restructuring the partnership DepEd appreciated the partnership because it complements the reform initiatives that it is undertaking 	<u>16 Nov 2018</u> Project Board Meeting (PBM)	29 March 2019 Project Board Meeting (PBM)
1 st Strand: Procurement of ICT packages (Output #1)	Conduct of competitive procurement processes for and on behalf of DepEd	The acceleration of the DCP is the foremost priority of the UNDP-DepEd partnership	 As of 10 November 2018, 2,590 out of 3,694 schools have already received the ICT packages, including the solar panels or a delivery rate of 70%. The target completion is on March 19, 2019. 	 As of 25 March 2019, 3,547 out of 3,694 schools received ICT packages, including solar panels, for a delivery rate of 96.02%.
	Physical delivery of the goods and services	Made sure that education inputs are adequately delivered on time.		

⁴³ Other Milestones include: (1) <u>9 May 2016</u> – National Elections; (2) <u>25 May 2016</u>: The amendment of Project Document: (1) 3% of management fee for UNDP General Support Management (GSM) services; and (2) 2% for Technical Assistance Activities in the Philippines; and (3) <u>1 July 2016</u> - Incoming new DepEd Officials with the Duterte Administration.

Milestones for Each of the 3 Strands	2016	2017	2018	2019
	Ensured availability of after-sales support were needed	(key output) acceleration of procurement of ICT packages ⁴⁴		
		 Status of Procurement Lot 1: Stand-alone SHS packages – already completed. Lot 3: Laptops and PCs for division offices – already completed. Lot 2: Specialized SHS packages – expected to be completed by April 2017. Lot 4: unenergized schools – final stage of post- qualification, for award within 1st quarter of 2017 		 Teachers Training on ICT Literacy As agreed in the last PB meeting, UNDP and DepEd ICT will coordinate to plan the trainings on teachers and principals by summer of 2019. About 90 trainers from DepEd will be trained with different e-learning resources to maximize the ICT equipment
2 nd Strand: CPaGs and Citizen Monitoring (Output 4)	Third party monitoring of deliveries	identification of ways to enhance the interface between the government and the citizens.	 (As of Nov 2018) The process flow of CPaG partners was presented and the accomplishment rate on the monitoring of the School Readiness and preparation phase of the project. 	 3,260 (55%) women volunteers were engaged and trained by the CPaGs. Director Abanil noted that the ideal is to have citizen monitoring on all schools nationwide.
		(key output) Community and school-based monitoring teams	The DevLive application, a platform developed by 98Labs will support the monitoring of the	The DevLive mobile application is the tool being used for the Client Satisfaction Survey (CSS) conducted to

⁴⁴ Undersecretary Pascua suggested that the technical meeting for the financial aspects should come first before the implementation aspect. Assistant Secretary Escobedo suggested to include the procurement office in these meetings.

Milestones for Each of the 3 Strands	2016	2017	2018	2019
		and Programme Management ⁴⁵	status of the project in the field level.	 selected teachers and students. To date, CPaGs accomplished CSS in 99 out of 300 schools
		 Presented background and findings of citizen monitoring (TPM) conducted in 6 regions alongside Lot 2 (Batch 38). Discussed One Map, which consolidates findings of citizen monitors on the following: (a) readiness assessment; (b) delivery; (c) installation; (d) post-delivery assessment; as well as (e) geotagged photos from monitoring activities. 		
3 rd Strand: PFM Capacity Development (Output 3)	2% for Technical Assistance Activities in the Philippines (Amendment- 25 May 2016)	 Enhancing the public financial management (PFM), with emphasis on the procurement system⁴⁶ Institutionalizing measures that would enhance transparency and accountability in 	 The different PFM baseline assessment conducted by UNDP was presented in support to the DepEd project. The training would include personnel from the DepEd 	Capacity Development Activities • Monitoring and Evaluation (M&E) Training was conducted last December 2018 at Clark, Pampanga with representatives from different DepEd Offices.

⁴⁵ Undersecretary Sevilla reiterated the coordination of citizen monitoring activities and PFM activities vis-à-vis DepEd initiatives.
 ⁴⁶ Undersecretary Pascua said that DepEd and UNDP should initiate a meeting with ARMM for the implementation of Lot 4.

Milestones for Each of the 3 Strands	2016	2017	2018	2019
		the utilization of public funds; • (key output) PFM risk assessment and capacity development for government and CSOs ⁴⁷	Central and Regional Offices. ⁴⁸	 Output of the training was presented to DepEd and some improvements were presented to the Board. Last February 2019, the Chartered Institute for Procurement and Supply Training Levels 2 and 3 were conducted for DepEd Procurement personnel, along with UNDP staff (in Tagaytay City).
		 A PFM benchmarking tool was developed to assess the PFM systems at the Regional and Division levels. A pilot test was conducted at the DepEd Central Luzon Regional Office, while an ongoing parallel test was being done at the Camarines Sur Schools Division. Report on the progress of the 2- 	The Project Board discussed the capacity development projects activities for different DepEd personnel nationwide. Among those discussed were the following: (1) Procurement and supply chain management training; (2) Project Management Training; (3) Monitoring and Evaluation Training; and	Director Abanil responded that the challenge is how to apportion the trainings between the Procurement and ICTS offices of DepEd. • Finalization of the training will be coordinated by UNDP and DepEd ICTS office.

⁴⁷ Undersecretary Catibog said that her office would like to review first the PFM Assessment Tool before its roll-out

⁴⁸ On trainings: (1) The concept of "training the trainers" was introduced, where the Regional Office personnel will be trained and they can train the personnel from Division Offices; (2) There will also be a batch of Project Management training for regional office personnel.

Milestones for Each of the 3	2016	2017	2018	2019
Strands				
		track PFM Capacity Development, which aims to enhance the capacity of civil servants and stakeholders to co- create better PFM outcomes	(4) Teachers' Training.	
		 Progress on PFM A procurement planning short course for DepEd has been designed and modules developed. The modules will be further enhanced, and pilot tested in 2017 with participants from DepEd Central Office end-user units. A foundational short course on PFM and social accountability has been designed ad piloted in December 2016 		
		In sustaining the partnership beyond 2017, the UNDP can support DepEd in co- creating PFM Reforms with its citizens (stakeholders), including the co- creating priority reforms, as listed below.		

Milestones for	2016	2017	2010	2010
Each of the 3	2016	2017	2018	2019
Stranus				
		(1) Broaden		
		participation:		
		expand citizen		
		notionwide %		
		environment to		
		sustain		
		participation.		
		(2) Expand Capacity		
		Development:		
		Towards a full		
		certificate		
		program; develop		
		specific technical		
		modules and		
		learning tools;		
		build a community		
		of practitioners		
		and learners		
		enabled by online		
		tools;		
		(3) a program		
		covered by G-		
		HUBS and		
		supported by		
		government		
		policy, and		
		(4) Support DepEd's		
		PFINI Reform		
		Roadmap,		
		the development		
		of DenEd's EMIS		
		and other		
		innovations.		
Project	Recruitment of	The technical	The whole project	Annual Workplan
Management	project personnel	assistance funds	however, would need	2019 on the Technical
and M&E (Output	and engagement of	are pooled	extension up to	Facility Fund:
#2 – Overall	consultants/experts	together and its use	December 2019 to	 Provision of
Support)	or individual	would be discussed	cater for the planned	support for
	contractors;	with NEDA and	activities under the	government and
Personnel	 Disbursement of 	DBM.	technical assistance	civil society on
Reporting on	personnel salaries		facility to be	capacity
Accomplishment			conducted by UNDP.	development to

Milestones for Each of the 3 Strands	2016	2017	2018	2019
during the meeting of the Project Board • 25 January 2017 - Ms. Caroline Belisario • 16 November 2018 - Mr. Edward Gacusana • 29 March 2019 - Mr. Edward Gacusana	 and payments to vendors of goods, services and works Timely reporting on the status of project funds (physical and financial) 	 The budget is expected to deliver the following in 2017⁴⁹ 	 Other Agreements: The Project Board agreed to put focus on training teachers and principals UNDP, together with DepEd, will develop and conceptualize the institutionalization of citizen monitors during the implementation of the activities in 2019 	strengthen PFM (PFM assessment, procurement integrity risk assessment, Fiscal Wastage, capacity development trainings); and Scaling up of functional and school-based monitoring system. Several activities were discussed with respective offices of DepEd.

⁴⁹ To be accomplished in 2017: (a) Procurement: Lot 2 completed & Lot 4 jumpstarted by April 2017; (b) Participation: Roll out citizen monitors for Lot 4 and co-creation of a policy environment to sustain citizens' engagement; (c) PFM Assessment: Expansion to all regional offices & more division offices and creation of baseline indicators that feed into PFM Reform and CapDev efforts; and (d) Capacity Development: completion of the foundational modules (Procurement planning, budget preparation), south-to-south learning exchanges, and integration of G-HUBS (Host Universities Bridging Services for Governance) in PFM Reform.

Annex E. Organizational Structure During Project Implementation



Service Item	Department of Education Responsibility ⁵⁰	UNDP Philippines Responsibility
 Preparation of requisition plans (included as Annex 1) 	 Needs identification Establish and update current and projected requisition plans of the office 	 Provide support and advice to the unit on the preparation of the requisition plans
 Determination of specifications, TORs and SOWs 	 Provide the Technical Specifications, TORs and SOWs as follows: Goods/Supplies: Specifications, drawings, technical requirements, delivery requirements, Evaluation Criteria Services: Terms of Reference, scope of work, payment terms, deliverables, target time, Evaluation Criteria and Technical Proposal Format Works: Bill of Quantities and technical drawings 	 If requested by DepEd, provide technical support in defining the requirements Review and comment on the specs, TORs and SOWs before launch of procurement process Advise on the Evaluation Criteria Issue and approve Atlas e-req. and budget check against the agreed requisition plan
 Preparation of Procurement Action Plan 		 UNDP Philippines will prepare an overall Procurement Action Plan for key components based on the CO Requisition Plan(s) UNDP Philippines will provide regular status updates on procurement case(s)
 Selection of procurement method and preparation of solicitation documents and advertising 	 Provide relevant information on the activity to assist UNDP Philippines in understanding the procurement requirement Provide technical clarifications as required Review the bidding documents and provide comments to relevant sections as may be requested by UNDP Philippines Support UNDP's sourcing by sharing their vendor rosters, if 	 Strategizing sourcing and undertake market research and prepare all bidding documents using UNDP templates and attachments Ensure proper procurement methods are conducted

Annex F. Roles and Responsibilities of DepEd and UNDP on the procurement

⁵⁰ Some of the work assigned to DepEd may be undertaken, or supported by UNDP-contracted personnel for this project

Service Item	Department of Education Responsibility ⁵⁰	UNDP Philippines Responsibility			
	any, to allow them to compete with UNDP-sourced vendors				
5. Conduct Prequalification of Vendors (if required)	 Define appropriate evaluation criteria Participate in the pre-qualification evaluation committee, if required by UNDP Philippines 	 Undertake market research and prepare a pre-qualification documents Review and comment on pre-qualification criteria Initiate all actions related to preparation and publishing invitations to pre-qualify Manage interactions with vendors Receive and log all proposals in response to invitations to prequalify Ensure vendor has been vetted against applicable sanctions lists (e.g. UN 1267 list) Coordinate for the formation of the pre-qualification committee who shall review of applications Lead and provide guidance to the evaluation committee in the course of evaluation Prepare evaluation report Communicate to vendors the result of the pre-qualification process 			
 Management of procurement processes 	 Where needed, provide technical inputs for responses to bidders queries/requests for clarification during the process Provide technical support for pre- bid conferences (if required) Participate in technical analysis of product samples (if required) 	 Manage procurement process in close relation with the client particularly in response to bidders questions and/or request for clarifications Manage sampling process (if required) 			
7. Evaluation of bids	 Participate, either as observer, or a minority voting member, in the evaluation of bids/proposals Provide technical and contextual advise to members of the evaluation team, as may be needed 	 Establish technical evaluation committee In consultation with the Client, identify the members of the evaluation committee, preferably subject matter experts 			

Service Item	Department of Education	UNDP Philippines Responsibility
	Responsionity	 Designate external subject matter experts and pay the related costs, if required by the process Act as secretary of the evaluation committee and prepare the evaluation report Approve the outcome of the technical evaluation and re- reconfirm availability of funds vis- à-vis the price of the successful bid selected
8. Submission to the appropriate UNDP Procurement Review Committee with oversight role to the case (for review and approval)		 Once the combined (technical and financial) evaluation report is completed, prepare the submission dossier to the appropriate UNDP Procurement Review Committee Respond to comments that the UNDP Procurement Review Committee may raise during the review process
9. Contract Negotiations (if applicable)	 Provide technical points for negotiations, if required Participate in the negotiations, if requested by UNDP Philippines 	 Arrange meeting, face to face or virtual, with vendor to include, as necessary, CO and relevant parties Prepare points for negotiation Communicate to the vendor the summary of agreements in the negotiation
10. Preparation and finalization of the contract	•	 Issue Notice of Award Prepare and finalize the contracts, following approval of the Procurement Review Committee recommendation to award contract
11. Award of contract	Authorize / Confirm Purchase	 Sign the contract, or issue / approve Purchase Orders in Atlas Obtain other documents to render the contract good to proceed (performance security, etc) Create vendor in ATLAS

Service Item	Department of Education Responsibility ⁵⁰	UNDP Philippines Responsibility
		 Upon vendor signature, publish contracts > US\$ 100k on UNDP Contracts Award website
 Management of Vendor Protests, if required 	 If needed, collaborate with UNDP Philippines in handling vendor protest, if any 	Handle vendor protests in close collaboration with the client
13. Conduct debriefing, if required		Upon request, debrief vendor
14. Receipt of Goods/Services	 Submit to UNDP certification of completion of services or acceptance of goods/works, and authorize payment 	 Forward to CO shipping and other supporting documents received from supplier for CO customs clearance Arrange customs clearance as required Received goods/services in Atlas based on issuance of client
15. Contract Administration and Management	 Monitoring vendor performance and ensuring that goods/services are satisfactorily provided in accordance with the contract's terms and conditions & agreed deliverables 	 Manage the contracts by monitoring the cumulative amount and validity of the contract/LTA Notify client of the expiration of the validity of contracts and LTAs and/or when the total expenditures reaches 75% of the authorized amounts Issue contract changes / amendments as needed in consultation with client
16. Performance Evaluation	 Conduct evaluation of vendor performance and report performance results to UNDP Philippines 	 Maintain records of vendor evaluations received from clients Ensure that before any contract renewal/amendment relevant performance evaluations are in place

Annex G. <u>Checklist on School Readiness Assessment</u>

Republic of the Philippines
Department of Education
Technical service
Pasig City, Philippines

SCHOOL ID: NAI	ME OF SCHOOL:						
Classification (if recipient, pls. check):						
	🗆 Main	🗆 Annex	🗆 Annex A	🗆 Annex B			
	🗆 Campus A	🗆 Campus B	🗆 Campus C				
Region: Province:	Distric	ct: City/Mu	unicipality:				
Division:	 Superin	itendent:	· /				
Principal/School Head:	· ·						
Contact No./Cellphone No.:		e-mail:					
School Property Custodian:		Contact No.:					
Name of Computer Laboratory In-Cl	narge:						
Contact No./Cellphone No.:							
Tel. No. (of the school):	Fax No	o.: e-mail:					

In compliance to DepEd Memo No. 280, series of 2011, the school's readiness for the DCP shall be assessed by the Division ICT Coordinator according to the following criteria. Please tick appropriate box.

	Criteria	Yes	No	Remarks		
1.	Multi-media Classroom					
2.	Computer Tables					
3.	Windows and Doors with grills					
4.	 Proper electrical wirings and outlets duly certified by the Municipal/City Electrician 					
5.	Provision of adequate security mechanisms					
6.	School Inspectorate team were organized					
7.	50 pieces mono chairs					
8.	At least 2 units of stand fan					
9.	Sufficient electrical lighting					
Bas	Based on the assessment above, the school is: Ready All criteria (109) were satisfactorily met Partially Ready Criteria 1-6 were met but criteria 7-9 are to be complied Not Ready At least one of critical 1-6 is not met Recommendations:					
ASS	SESSED BY:			CONCURRED BY:		
(No	ame and signature of Division ICT Coordinator)	(Na	me and signature of School Head)		

Annex H. Details on the Distribution of ICT Packages in Schools, by Region, by Province

	Lot	Lot	Lot 4 (by tranche)						Grand
REGION/PROVINCE	1	2	5 th	6 th	7 th	8 th	9 th	Total	Total
ARMM (8)	2	11	461	347	324	132	21	1,285	1,298
BASILAN			106					106	106
LANAO DEL SUR		1	234	86	31	64	7	422	423
MAGUINDANAO		8		244	7		3	254	262
SULU		1			284	68	10	362	363
TAWI-TAWI	2	1	120	17				137	140
TUBURAN			1					1	1
ZAMBOANGA DEL SUR					1		1	2	2
ZAMBOANGA SIBUGAY					1			1	1
CAR (6)	4	13		23	15	40	93	171	188
ABRA	1	1		8		22	13	43	45
ΑΡΑΥΑΟ				15	15	11	30	71	71
BENGUET		6				4	23	27	33
IFUGAO	1					2	16	18	19
KALINGA	1	4				1	3	4	9
MOUNTAIN PROVINCE	1	2					8	8	11
CARAGA (5)	3	34			27	116	4	147	184
AGUSAN DEL NORTE	1	5				9		9	15
AGUSAN DEL SUR	1	11				70	1	71	83
DINAGAT ISLANDS					14	2	3	19	19
SURIGAO DEL NORTE		11			13	7		20	31
SURIGAO DEL SUR	1	7				28		28	36
Region I (4)	4	71				5	1	6	81
ILOCOS NORTE	2	9							11
ILOCOS SUR		2							2
LA UNION	2	13					1	1	16
PANGASINAN		47				5		5	52
Region II	1	32		1	29	43	58	131	164
CAGAYAN		9		1	29	22	3	55	64
ISABELA	1	15				3	27	30	46
NUEVA VIZCAYA		2				11	22	33	35
QUIRINO		6				7	6	13	19
Region III (7)	8	102			7	39	22	68	178
AURORA		2				4	9	13	15

Distribution of Computer Sets and ICT Packages (Lots 1, 2 and 4), by Region and Province

	Lot	Lot			Lot 4 (by	t 4 (by tranche)			
REGION/PROVINCE	1	2	5 th	6 th	7 th	8 th	9 th	Total	Total
BATAAN		2							2
BULACAN	5	18			7	11		18	41
NUEVA ECIJA		37				1	5	6	43
PAMPANGA	3	22				4		4	29
TARLAC		9				7		7	16
ZAMBALES		12				12	8	20	32
Region IV-A (5)	70	68	11	4	3	57	42	117	255
BATANGAS	19	19	11					11	49
CAVITE	21	11		2			1	3	35
LAGUNA	25	12		2		2	3	7	44
QUEZON	1	11				35	25	60	72
RIZAL	4	15			3	20	13	36	55
Region IV-B (5)	3	54	177	288	63	64	1	593	650
MARINDUQUE	1	4			6			6	11
OCCIDENTAL MINDORO		3				34		34	37
ORIENTAL MINDORO		8				22	1	23	31
PALAWAN	2	31	177	288	51	8		524	557
ROMBLON		8			6			6	14
Region V (6)		117	118	168	61			347	464
ALBAY	3	46		23	7			30	79
CAMARINES NORTE	2	5			11			11	18
CAMARINES SUR	1	30			30			30	61
CATANDUANES		10			1			1	11
MASBATE		2	118	145	11			274	276
SORSOGON		24			1			1	25
Region VI (5)		38							38
AKLAN		14							14
ANTIQUE		9							9
CAPIZ		1							1
GUIMARAS		3							3
ILOILO		11							11
Region VII (2)	8	61							69
BOHOL		11							11
CEBU	8	50							58
Region VIII (5)	12	25							37
EASTERN SAMAR		3							3
LEYTE	8	10							18

	Lot	Lot			Lot 4 (by	t 4 (by tranche)			
REGION/PROVINCE	1	1 2	5 th	6 th	7 th	8 th	9 th	Total	Total
NORTHERN SAMAR	3	2							5
SOUTHERN LEYTE	1	9							10
WESTERN SAMAR		1							1
Region IX (4)	1	28	174	40				214	243
CITY OF ISABELA		1	4					4	5
ZAMBOANGA DEL NORTE		11	105					105	116
ZAMBOANGA DEL SUR	1	13	51	40				91	105
ZAMBOANGASIBUGAY		3	14					14	17
Region X (6)	12	42		77	71		17	165	219
BUKIDNON	1	10			44		3	47	58
CAMIGUIN		3					2	2	5
ILIGANCITY					7			7	7
LANAO DEL NORTE		11		71	17			88	99
MISAMIS OCCIDENTAL		7		6	3			9	16
MISAMIS ORIENTAL	11	11					12	12	34
Region XI (5)	10	41				220	76	296	347
COMPOSTELA VALLEY		14				39	1	40	54
DAVAO DEL NORTE	10	4				25		25	39
DAVAO DEL SUR		20				91	1	92	112
DAVAO OCCIDENTAL						65	18	83	83
DAVAO ORIENTAL		3					56	56	59
Region XII (5)	1	36		1	143		10	154	191
CITY OF COTABATO		2		1				1	3
NORTH COTABATO		15			49		1	50	65
SARANGANI		2			41		8	49	51
SOUTH COTABATO	1	16			30		1	31	48
SULTAN KUDARAT		1			23			23	24
NCR (4)	40	66							106
MANILA, NCR, FIRST DISTRICT	6	4							10
NCR, FOURTH DISTRICT	16	15							31
NCR, SECOND DISTRICT	9	38							47
NCR, THIRD DISTRICT	9	9							18
NIR (2)	2	50							52
NEGROS OCCIDENTAL	1	31							32
NEGROS ORIENTAL	1	19							20
Grand Total	184	889	941	949	743	716	345	3,694	4,767

Annex I. Details on the Distribution of Computers to the Division Offices by Region

List of DepEd Division Offices that Received Computer Sets

a. Luzon

CAR (8)

Region II (9)

Abra Apayao Baguio City Benguet Ifugao Kalinga Mt. Province Tabuk City

NCR (16)

Caloocan City City of San Juan Las Piñas City Makati City Malabon City Mandaluyong City Manila Marikina City Muntinlupa City **Navotas** Paranague City Pasay City Pasig City Quezon City Taguig Valenzuela City

Region I (14)

Alaminos City Batac City Candon City Dagupan City Ilocos Norte Ilocos Sur La Union Laoag City Pangasinan I, Lingayen Pangasinan II, Binalonan San Carlos City, Pangasinan San Fernando City, La Union Urdaneta City Vigan City Batanes Cagayan Cauayan City City of Ilagan Isabela Nueva Vizcaya Quirino Santiago City Tuguegarao City

Region III (20)

Angeles City Aurora Balanga City Bataan Bulacan Cabanatuan City City of San Fernando City of San Jose del Monte Gapan City Mabalacat City Malolos City Meycauayan City Nueva Ecija Olongapo City Pampanga San Jose City Science City of Muñoz Tarlac City Tarlac Province Zambales

Region IV-A (19) Antipolo City

Bacoor City Batangas **Batangas City Binan City** Calamba City Cavite Cavite City **Dasmarinas City** Imus City Laguna Lipa City Lucena City Quezon Rizal San Pablo City Sta. Rosa City Tanauan City Tayabas City

Region IV-B (7)

Calapan City Marinduque Occidental Mindoro Oriental Mindoro Palawan Puerto Princesa City Romblon

Region V (13)

Albay Camarines Norte Camarines Sur Catanduanes Iriga City Legaspi City Ligao City Masbate Masbate City Naga City Sorsogon Sorsogon City Tabaco City

b. Visayas

NIR (16) Bacolod City Bago City Bais City Bayawan City Cadiz City Dumaguete City Escalante City Guihulngan City Kabankalan City La Carlota City Negros Occidental **Negros Oriental** Sagay City San Carlos City, Negros Occidental Silay City Tanjay City

Region VI (8)

Aklan Antique Capiz Guimaras Iloilo Iloilo City Passi City Roxas City

Region VII (13)

Bogo City Bohol Carcar City Cebu Cebu City City of Naga, Cebu Danao City Lapu-Lapu City Mandaue City Siquijor Tagbilaran City Talisay City Toledo City

Region VIII (13)

Baybay City Biliran Borongan City Calbayog City Catbalogan City Eastern Samar Leyte Maasin City Northern Samar Ormoc City Samar (Western Samar) Southern Leyte Tacloban City

c. Mindanao

Region IX (8) Dapitan City Dipolog City Isabela City Pagadian City Zamboanga City Zamboanga del Norte Zamboanga del Sur

Region XI (10)

Compostela Valley Davao City Davao del Norte Davao del Sur Davao Oriental Digos City Island Garden City of Samal

CARAGA (12)

Agusan del Norte Agusan del Sur Bayugan City Bislig City Butuan City Cabadbaran City Dinagat Island

Zamboanga	Sibugay
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Region X (14)

Bukidnon Cagayan de Oro City Camiguin El Salvador Gingoog City Iligan City Lanao del Norte Malaybalay City Misamis Occidental Misamis Oriental Oroquieta City Ozamis City Tangub City Valencia City Mati City Panabo City Tagum City

Region XII (9)

Cotabato City General Santos City Kidapawan City Koronadal City North Cotabato Sarangani South Cotabato Sultan Kudarat Tacurong City Siargao Surigao City Surigao del Norte Surigao del Sur Tandag City

Division Regions Offices 1 CAR 8 2 CARAGA 12 3 NCR 16 4 NIR 16 5 Region I 14 6 Region II 9 7 Region III 20 8 **Region IV-A** 19 9 **Region IV-B** 7 10 Region IX 8 11 13 Region V 12 Region VI 8 13 Region VII 13 14 Region VIII 13 15 Region X 14 16 Region XI 10 17 Region XII 9 **Grand Total** 209

Regional Summary of Computer Sets Distributed to the Division Offices

Annex J. Chronology of Major Events and Milestones

Chronology of Events (K-to-12 Program)

Dates	Strand 1	Strand 2	Strand 3
	(Output 1 – Procurement of ICT & 2)	(Output 4 – School and Community)	(Output 3&5 -PFM Capacity Devt)
7 Dec 2015	Letter of DepEd to UNDP on the intent to		
	avail of UNDP services for procurement for		
	full implementation of Kto12 Program		
	starting SY 2016		
23 March 2016	Signing of the Program document on UNDP	(2) Third party monitoring of deliveries of	
	support to Kto12 Program; (1a) Conduct of	ICT packages	
	competitive procurement in behalf of		
	DepEd; (1b) Physical delivery of goods &		
	services		
25 May 2016			Amendment, highlighting 2% for Technical
			Assistance in the Philippines
2016	Approval of technical specifications		
	advertisement of RFQ, clarification of		
	bidders ⁵¹ and evaluation of bids completed		
	with 33 days		
2016	Awarding of contract for Lot 1 completed		
	17.5%savings; 64 days (within 2-3 months		
	standard time cycle)		
2016	Solicitation bids to Awarding for Lot 2		
	Bid to NTP completed in 86 days (with		
	90-day period)		
2016	Advertisement of RFQ, clarification to		
	bidders, evaluation of offers and contract		
	award for Lot 3 completed within 31 days		
30Aug2016	Lot 2 ICT packages was transferred from		
	UNDP to DepEd; four (4) pre-shipment		
	inspections conducted		

⁵¹ Initially established bidding period had to be extended upon request of al bidders, due to the volume of the requirement and complexity of the related services required. For upcoming similar processes involving partnerships with local companies, the UNDP will set longer submission deadlines from the start.

Dates	Strand 1	Strand 2	Strand 3
	(Output 1 – Procurement of ICT & 2)	(Output 4 – School and Community)	(Output 3&5 -PFM Capacity Devt)
31Aug2016	Lot 1 ICT packages was transferred from		
-	UNDP to DepEd; two (2) pre-shipment		
	inspections conducted at supplier's		
	warehouse		
2016	Lot 3 ICT packages was transferred from		
	UNDP to DepEd; pre-shipment inspections		
	conducted at supplier's warehouse in		
	Singapore Aug 10 & 11, 2016		
1Sep2016	Start of Delivery and Installation of Lot 1 ⁵² ;		
	completed within 2.5 months (184		
	packages), including trainings		
2016	Preparatory activities for Lot 4 included the		
	recruitment of solar technology expert;		
	technical specifications combined DOE's		
	initial draft and UNDP expert's inputs ⁵³		
20 Sept 2016	Invitations to Bid (ITB) on Lot 4 was		
	published, with 4 Nov 2016 as deadline for		
	submission eight (8) bids were received ⁵⁴		
	• main challenge on list of beneficiaries ⁵⁵		
	• independent market analysis conducted ⁵⁶		

⁵² The initial installation schedule had to be revised and adjusted in several occasions due to unpreparedness of schools. DepEd had to assign replacements for 5 schools in Manila and 2 in the regions. Full coordination of all parties was needed and required to quickly adjust to changes and maintain the project implementation timelines.

⁵³ Multiplier effect with DepEd and DBM-PS with the sharing of specifications of Lot #4 (Batch 34)

⁵⁴ Four (4) rounds of clarification to bidders were issued, responding to a total of 138 procedural and technical questions.

⁵⁵ The main challenge was that the list of beneficiaries was not accurate and not validated by DepEd, and therefore the variation of quantities that will be awarded may vary significantly. The right to vary the quantity at the time of award was limited to +-20%

⁵⁶ Independent market analysis was conducted by an external expert, to minimize the effects of budget shortage (of DepEd). The outcome was shared with DepEd Executive Office prior to the receiving of bids.

Dates	Strand 1	Strand 2	Strand 3
	(Output 1 – Procurement of ICT & 2)	(Output 4 – School and Community)	(Output 3&5 -PFM Capacity Devt)
30Sep2016	Start of Delivery and Installation of Lot 2 ⁵⁷ ; completed in April 2017 (889 packages) ⁵⁸ , including trainings		
15Oct2016	Completion on Delivery and Installation of Lot 3 ⁵⁹ ; (pre-shipment inspection on Aug 10 & 11, 2016; (209 packages) ⁶⁰		
25 January 2017	 Project Board Meeting – restructuring of partnership Acceleration of the DCP is foremost priority of UNDP-DepEd partnership⁶¹ 	 PB meeting Identify ways to enhance the interface between government and the citizens Make sure that education inputs are adequately delivered on time 	PB meeting DepEd appreciated the partnership, which complemented with reform initiatives of DepEd
		 Presented findings of citizens monitoring in 6 regions on Lot 2 Discussed One Map – consolidating the readiness assessment, delivery, installation, post-delivery assessment 	 Enhancing the PFM, with emphasis on the procurement system Undersecretary del Pascua instructed that DepEd and UNDP should initiate a meeting with ARMM on Lot 4
			2-track PFM Capacity Development for personnel and stakeholders to co-create better PFM outcomes
2017	Project kick-off with all stakeholders ⁶² to level off the roles and expectations		

⁵⁷ The overall project implementation is delayed due unavailability of complete list of beneficiaries. To overcome this issue and allow deliveries and installation to proceed even if in slower pace, UNDP revisited the project implementation strategy and worked with partial list of validated beneficiaries. DepEd also conducted on-site regional visits of specialized schools nationwide to complete the list of beneficiaries urgently.

⁵⁸ UNDP engaged a resource (person) to contact beneficiary schools and help in the verification process. However, the contact details provided in the list were not always accurate and it was extremely time consuming to get hold of the schools over the phone, as in most cases nobody answers the phone at first and several attempts are needed.

⁵⁹ As of 30 Sept 2016, deployment of Lot #3 was almost finalized and deliveries were completed faster than expected, even to the remote areas.

⁶⁰ The supplier pre-installed the required software in the computers, but the Windows Offices licenses were not activated. DepEd's expectation was all licenses would be activated before deployment, but this requirement was not clearly stated in the technical specifications. As a lesson learnt, the requirements set for Lot #4 clearly stated that both the pre-installation and activation must be performed by the supplier prior to deployment.

⁶¹Lot # 1 (stand-alone SHS package) completed; Lot 3 (Laptops and PCs for DOs) completed; Lot 2 (Specialized ICT packages, expected completion April 2017; and Lot # 4 (unenergized schools -final stage prequal, target for awarding 1Q 2017)

⁶² Stakeholders represented were DepEd Central, Regional and Division Offices, DepEd ARMM, CPaGs and Propmech
Dates	Strand 1	Strand 2	Strand 3
	(Output 1 – Procurement of ICT & 2)	(Output 4 – School and Community)	(Output 3&5 -PFM Capacity Devt)
April 2017	Completion on Delivery and Installation of		
	Lot 2; started in 30 Sept 2016		
19Jun2017	Contract awarded on Lot 4 ⁶³ consisting of		
	ICT packages, including solar panels		
1-4 August 2017			UNDP-CIPS level 2 Workshop conducted in Manila with 40 officials and staff from DepEd, GPPB-TSO, DBM and other agencies (as international training) ⁶⁴
270ct – 11 Dec	5 Pre-shipment inspection in warehouses on		
2017	ICT packages on Lot 4 ⁶⁵		
2017			Micro-capital grants (MCG) signed with 2
			GHUBs, plus another one, for conduct of
			PFM assessment on select ROs and DOs, but
			put on hold -for discussion at UNDP ⁶⁶ (3.1)
2017		Deployment of CPaGs in 6 Regions Pilot Run	
		on Lot 2 (Batch 38)	
2017		Joint site validation in 3 Regions (IV-A, IV-B	
		and V) ⁶⁷ conducted by DepEd, UNDP and	
		CPaGs	
2017		11 MCGAs signed with 10 CSOs and 1 HEI	CIPS Procurement Training ⁶⁸ (PFM Training
		(i.e. Mahardika Training Institute) to	#1 and Manual #1)
		organize community-based monitors in 13	
		regions (including 5 new partners covering ARMM)	

⁶³ With the delays in the provision of necessary project documents such as the validated list of beneficiary-schools, coupled with the later than expected award of contract on Lot #4, the project timetable had to be adjusted and the initial plan to complete the installation in 10% of schools was pushed back to 2018

⁶⁴ As part of International Training - Once certification to participants will be awarded in January or February 2018, the planned Levels 3&4 will be conducted.

⁶⁵ The arrival of imported goods (Lot 4) at the central warehouse was also delayed due to port congestion.

⁶⁶ UNDP's Democratic Governance Team intended to have a uniform approach on GHUBs across all UNDP programmes first before the project commences any engagement with potential universities being eyed as new GHUBS. DepEd decided to pursue training through UNDP's CIPS and PMI

⁶⁷ The key requirements for the project, such as detailed information and updated list of schools and DCP Manual/Handbook for Batch 34, have yet to be completely provided by DepEd. The UNDP and other stakeholders supported the fast-tracking on the release of these documents, through series of writeshops and consultation meetings.

⁶⁸ DepEd decided to pursue training through UNDPs CIPS and PMI, with deferment of G-HUBs

Datas	Strand 1	Strand 2	Strand 3
Dates	(Output 1 – Procurement of ICT & 2)	(Output 4 – School and Community)	(Output 3&5 -PFM Capacity Devt)
2017	The project coordination meetings have not	The project team was only able to conduct	
	yet taken place in a regular fashion	monitoring missions in three (3) regions due	
	(fortnightly) due to lack of a DepEd Memo	to time constraints and competing UNDP CO	
	creating the TWG ⁶⁹	activities. ⁷⁰ (4.4)	
30 Oct 2017			Assessment Team on PFM and procurement
			risk and capacity development action plan
			held a held a high-level inception dialogue
			to determine "burning issues" ⁷¹ that need
			to be addressed.
4Qtr 2017			PFM/Procurement Integrity and service
			delivery risk assessment ⁷² (PFM Training #2
			and Manual #2)
7 Dec 2017			Exit meeting was held where the
			preliminary findings were discussed, as
			gathered through key informant interviews,
			FGDs and other meetings on in fleshing out
			"burning issues"
11-14 Dec2017	Strategic Planning Session ⁷³ with all		
	stakeholders involved in the project		
22Dec 2017		DepEd Memo on Prep Activities (DM No.	
		208) ⁷⁴ ; importance of active involvement of	
		partner-govt agency in NAM	

⁶⁹ New DepEd Officials and staff have been designated to the project (i.e. in lieu fo the regional officials and staff, with whom the UNDP coordinated). They have been briefed about the pending deliverables, which they committed to act upon.

⁷⁰ Project Team asserts that monitoring missions are essential as these enables the project team to see on-the-ground issues that DepEd Central office are not able to report. It also enabled the project team to directly coach and mentor DepEd field personnel and the CPaGs on managing preparations of receipts of packages and in addressing issues.

⁷¹ Key government officials emphasized the following: (1) assessment should not just "merely confirm what we already know" but rather come up with innovative solutions to address the issues; and (2) assessment should build on the findings of existing assessments like PEFA and CPAR.

⁷² \$500,000 infused by RBAP (TRAC); 3 agencies are covered, including DepEd. Assessment will develop Capacity Development Action Plan as guide for the TA for 2018 onwards.

⁷³ During the planning session, DepEd, CPaGs, UNDP and Propmech shared lessons learned and best practices from the project implementation, aligned their schedules and activities, and defined ways to address critical gaps and risks in time for the first school-level delivery and installation in January 2018.

⁷⁴ The joint site validation activities, and other preparatory activities with the stakeholders, was set-back by the month-long delay in the release of the DepEd Memo on the project.

Datas	Strand 1	Strand 2	Strand 3
Dates	(Output 1 – Procurement of ICT & 2)	(Output 4 – School and Community)	(Output 3&5 -PFM Capacity Devt)
28 Dec 2017		 CPaGs⁷⁵ have recruited, oriented, and deployed 1,768 citizen monitors (58.8% female) for DCP Batch 34 (Lot 4) CPaGs covered 13 regions, an increase from 6 regions in Lot 2 Gathered 865 responses for School profile form and 832 for School Readiness form (target of 700) 	
2017 Annual	Need to identify and include budget on		
Report	project management as part of DPC and not on savings		
2017 Annual	Beneficial for project management and for		
Report	the client side to see the proforma charge		
	estimates (e.g. HR, T&E, transaction costs) in advance		
2018		Client satisfaction survey pilot test was conducted by the CPaGs. ⁷⁶	
10 Nov 2018	2,590 out of 3,694 schools have already received ICT packages, including solar panels (70%)		
16 Nov 2018	Project Board meeting (PBM)	PB Meeting	PB Meeting
		Process flow of CPaG partners was	The different PFM baseline assessment was
		presented with accomplishment on	presented in support to the DepEd project,
		monitoring of school readiness and	and related trainings for DepEd personnel at
		preparation phase	Central & Regional Offices.
		OSLabs will support in monitoring the status	Privi Benchmark assessment, procurement
		in the field	study.
		PB agreed to put focus on training of	
		Teachers and Principals	

⁷⁵ CPaGs were trained on the use of the new monitoring system (Kobo Collect; in place of google forms), who then orient their respective community volunteers. Kobo Collect enables the collection of data even without internet connection.

⁷⁶ The project team deemed it necessary to conduct again another pilot test since it was found out that many locations still rely on paper-based monitoring forms.

Datas	Strand 1	Strand 2	Strand 3
Dates	(Output 1 – Procurement of ICT & 2)	(Output 4 – School and Community)	(Output 3&5 -PFM Capacity Devt)
December 2018	 A total of 2,843 (77%) ICT packages were installed in schools Ongoing and for installation are 511 ICT packages A total of 3,300 DCP packages delivered in different warehouses and schools in Luzon and Mindanao A total of 2,748 delivered and received the DCP Manual 		M&E Training conducted at Clark, Pampanga with DepEd personnel from different offices
2018			 The report on Rapid Assessment Study on Mitigating Integrity Risks in Service Delivery have been finalized and ready for printing. Three (3) caravans (Naga City, Cebu, and Baguio) were conducted on the assessment of fiscal wastage, which were attended by representatives from LGU, CSO and other government officials. Results in KII was already presented to DepEd, DILG, DSWD, DBM and COA
February 2019			Chartered Institute for Procurement and Supply Training Levels 2 &3 for DepEd procurement personnel along with UNDP Staff in Tagaytay City. Out of 25 slots requested by DepEd only 9 were able to complete the training due to workloads in their respective offices. ⁷⁷
29 March 2019	Project Board meeting (PBM) 3,547 out of 3,694 schools already received ICT packages, with solar panels (96%) (as of 25 March 2019)	3,260 (55%) women volunteers were engaged and trained by Citizen Participating in Governance (CPaGs)	AWP 2019 – provision for support for government and civil society on capacity development on PFM

⁷⁷ With the available slots earlier reserved for DepEd, UNDP and GPPB replaced the vacated slots of DepEd.

Datas	Strand 1	Strand 2	Strand 3
Dates	(Output 1 – Procurement of ICT & 2)	(Output 4 – School and Community)	(Output 3&5 -PFM Capacity Devt)
		DevLive was being used for CSS of selected	
		teachers and students; accomplished 100	
		out 300 schools	
		AWP 2019 - provision of support for the	
		scaling up of functional and school-based	
		monitoring system	
May 2019			Training on Open Educational Resources
			(OER) was conducted with 316 subject
			matter specialists
30 June 2019		MCGA contracts of CPaGs were extended to	
		also validate schools covered by the DITC	
		project (Pipol Konek)	
5 July 2019	Propmech reported 100% of 3,694 un-		
	energized schools received the complete		
	DCP package, which includes delivery,		
	installation, and training.		

Annex K. <u>Progression on the Actual Delivery of Outputs (2016-2019)</u>

Outputs	2015 (Preparatory)	2016	2017	2018	2019
Project Management, monitoring, Reporting and evaluation	 DCP Program started in 2010. DepEd letter to avail of UNDP services for procurement for full implementation of K to 12 Program starting CY 2016 (7 Dec 2015) 	 Signing of the Program document on UNDP support to K to12 Program (23 March 2016) Conduct of competitive procurement on behalf of DepEd and capacity building support. Physical delivery of ICT packages Third party monitoring of deliveries 	 Project Board Meeting (25 January 2017): Restructuring of partnership - DepEd appreciated the partnership, which complemented with reform initiatives 1. Acceleration of the DCP is foremost priority of UNDP- DepEd partnership (are adequately delivered on time) 2. Identify ways to enhance the interface between government and the citizens 3. Enhancing the PFM, with emphasis on the procurement system Strategic Planning Session with all stakeholders (11-14 Dec 2017) 	 Project Board Meeting (16 Nov 2018) Process flow of CPaG partners with accomplishment on monitoring of school readiness and preparation phase The different PFM baseline assessment in support to the DepEd project, and related trainings for DepEd personnel at Central & Regional Offices 	 Project Board meeting (29 March 2019) 3,547 out of 3,694 schools already received ICT packages, with solar panels (96%); (100% 5 July 2019) AWP 2019: (1) support for functional and school-based monitoring system; & (2) government and civil society on PFM capacity development
Procurement of ICT Packages		 Lot 1 Contract awarded in 64 days Lot 2 Contract awarded in 86 days Lot 3 Contract awarded in 31 days Lot 4 -Invitation (ITB) on 20 Sept 2016 	 Lot 4 contract awarded on 19 June 2017 		
Delivery and installation of		 Lot 1 (184) completed in 2.5 months Lot 2 (889) started in 20 Sept 2016 	 Lot 2 delivery completed on 17 April 2017 	 Lot 4 (10 Nov 2018): 2,590 ICT packages out of 3,694 (70%) 	 Lot 4 (25 March 2019 3,547 out of 3,604 (96%)

Outputs	2015 (Preparatory)	2016	2017	2018	2019
ICT packages in schools		 Lot 3 (229) completed on 15 Oct 2017 	 Lot 4 (3.694) pre-shipment inspection (27 Oct -11 Dec 2017) 	 Lot 4 (Dec 2018): 2,843 ICT packages out of 3,694 (77%) 	 Lot 4 (5 July 2019) 100% 3,694 ICT packages
School and community- based monitoring			 Deployed CPaGs in 6 regions Presented findings of citizens monitoring in 6 regions (Lot 2) Joint validation 6 regions Signed 11 MCGAs with 10 CSOs & 1 HEI CPaGs deployed in 13 regions 1,768 citizen monitors recruited, oriented, deployed DepEd Memo 208 (on Preparatory Activities) issued 	 DevLive mobile application developed Client satisfaction survey pilot test by CPaGs 	
PFM Capacity Development			 UNDP-CIPS Level 2 training with 40 DepEd Officials and personnel 2-Track PFM capacity development 2 MCGAs for conduct of PFM on G-HUBs (put on hold) 	 Presented PFM baseline assessment and related training. 3 caravans were conducted in the regions with the CPaGs 	 CIPS Levels 2 &3 training, only 9 personnel from DepEd, with 25 reserved slots; UNDP and GPPB- TSO filled up the available slots for training Training of 316 subject matter specialist Teachers on OER (May 2019)
PFM and Procurement Integrity Risk Assessment			 High-level Inception dialogue on PFM and procurement risk and capacity development action plan (30 Oct 2017) 	 Procurement integrity risk and capacity development plan 	

Outputs	2015 (Preparatory)	2016	2017	2018	2019
and Capacity Development Action Plan			• Exit meeting on preliminary findings on study on PFM and procurement risk (7 Dec 2017), after conduct of interviews and FGDs	 Fiscal Wastage Study Results on KII were presented to DepEd 	

Annex L. <u>Evaluation Matrix: Development Support and Technical Assistance to the K-to-12 Program</u>

Ī	Purposes of the Terminal Evaluation	Use of Evaluation to UNDP, DepEd and
		Government
	1. To demonstrate the level of change in the project output indicators and contribution to outcome level	To assess their approaches to
	changes, such as (a) changes in performance of institutions, and (b) changes in behaviors;	development assistance
	2. To consider whether resources have been properly and judiciously harnessed towards implementation	To design future interventions
	and delivery of stated outputs and extent to which these outputs contributed to observed results	To ensure accountability
	achieved; and	• To generate knowledge for wider use.
	3. To identify any operational issues that may be improved to facilitate better program implementation and	
	delivery of similar programs in the future.	

Relevant Evaluation Criteria	Key Questions	Assumptions to be Assessed	Specific Sub- Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standard	Methods for Data Analysis
Relevance	Did the project design and choice of activities and deliverables properly reflect and respond to specifically identified needs of the government and of the beneficiaries? How were the needs determined and assessed?			 Project Documents Project Reports Minutes of Project Board Meetings Resource Persons from DepEd, UNDP, NEDA and Schools 	 Document Review Key Informant Interviews Consultation meetings 	Extent of alignment of objectives and outputs to priorities of the K-to-12 program of DepEd.	Analysis of key policies and assistance to schools, students and DepEd personnel

Relevant Evaluation Criteria	Key Questions	Assumptions to be Assessed	Specific Sub- Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standard	Methods for Data Analysis
	How valid is the Theory of Change? Were the planned and actual activities and outputs of the project consistent with the intended outcomes			 Project Reports Minutes of Project Board Meetings Resource Persons from DepEd, UNDP, NEDA and Schools 	 Document Review Key Informant Interviews Visits to DepEd offices and schools 	Activities, outputs, and outcomes in the TOC were contributing to education sector objectives. Implementing units and their mandates were consistent with the delivery of outputs towards outcomes	Analysis of policies, key activities, outputs, and outcomes
Efficiency	To what extent was the project managed and delivered in a cost-effective way?	School readiness criteria for Lot 4 will be markedly different from previous lots.		 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 	 3.1 Number of beneficiary schools and DepEd offices (Results indicator 1.1) 3.2 Number of PFM Assessment conducted (Results indicator 3.1) 3.3 Number of training modules developed (Results indicator 3.2) 3.4 Participation rate in training 	

Relevant Evaluation Criteria	Key Questions	Assumptions to be Assessed	Specific Sub- Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standard	Methods for Data Analysis
						program is at least 85% of targeted invitees (Results indicator 3.3)	
						3.5 Number of training roll-outs (Results indicator 3.4)	
						3.6 Number of DepEd officials/staff sent to international Learning Exchange (Results indicator 3.5)	
	How was the project managed in terms of timeliness?			 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 	 1.1 Average number of days of the procurement process from solicitation to award (Results indictor 1.2) 1.2 Average number of days of contract implementation period (Results indicator 1.3) 	

Relevant Evaluation Criteria	Key Questions	Assumptions to be Assessed	Specific Sub- Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standard	Methods for Data Analysis
						Overall, timelines on milestones from start to completion	
	How did project risks influence the efficiency of project implementation? Were all major risks adequately identified before and during project implementation?	DepEd officials continue to strongly support citizen participation Funding for Citizens Participating in Governance (CPaGs) secured.		 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 	Extent of tracking and updating of risk logs, with appropriate actions taken	Analysis of risks identified at planning stage in comparison to those encountered during implementation
Effectiveness	To what extent is the project successful in achieving results, both expected and unexpected?			 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 	 Extent of timeliness on procurement and delivery of ICT packages with established targets DepEd officials and staff capacitated to carry out processes in support to PFM reform initiatives of government. Number of recommendations from fiscal 	 Analysis of the trend of integration of trained personnel Analysis on the trend of integration of policies and procedures.
						wastage report were integrated in	

Relevant Evaluation Criteria	Key Questions	Assumptions to be Assessed	Specific Sub- Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standard	Methods for Data Analysis
						the PFM and procurement policies and procedures of DepEd and DBM	
	How effective was the project in building the capacities of partners and beneficiaries?	CPaGs are present in the 13 regions to directly cover at least 30% of schools.		 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 	Extent of changes in the assignment and job description of personnel of concerned units. Extent of integration of recommendations from the assessment into new and refinements on protocols.	Analysis on chronology of events, mandate of institutions and key people and stakeholders
	To what extent has the use of UNDP systems accelerated the implementation of the project in the following areas: budgeting, procurement, HR augmentation, partnerships and CSO engagement, finance, and monitoring?			 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 	Timeliness in delivery of outputs	Analysis on chronology of events, mandate of institutions and key people and stakeholders

Relevant Evaluation Criteria	Key Questions	Assumptions to be Assessed	Specific Sub- Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standard	Methods for Data Analysis
	Is the project reaching the intended beneficiaries, rights holders and duty bearers?			 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 	Number of community volunteers engaged and deployed through community organizing and social preparation activities (Results indicator 4.1)	
	To what extent has the project been effective in policy/systems influencing at the national and local level?			 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 	Integration to processes of DepEd at the national and local levels	Analysis of process and linkages of implementing units of DepEd and with other national agencies
	What value has UNDP added? Both expected and unexpected?			 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 	Extent of alignment of assistance and expertise of UNDP to the support requirements of DepEd and government.	Analysis on priorities of the priorities of Government and assistance provided by UNDP (procurement, PFM, CIPs, PM, M&E and Assessment of Risk
	Did the project build effective			Reports	 Document Review 	Implementation issues were	Analysis on implementation

Relevant Evaluation Criteria	Key Questions	Assumptions to be Assessed	Specific Sub- Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standard	Methods for Data Analysis
	synergies with other existing initiatives?			 Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Interviews Survey 	identified, discussed and addressed (procurement timelines).	approaches and linkage with LGUs and community groups
	To what extent does the project integrate gender equality, women's empowerment, and human rights?			 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 		Descriptive statistics on volunteers Analysis of processes (and issues, if any) towards promoting greater inclusiveness and participation
Sustainability	To what extent can project results be continued without the project's further involvement?			 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 	Sustainability and Resource Generation (Results indicator 4.2) Number of DepEd personnel trained in PFM, procurement, M&E are currently assigned on the concerned units. Extent of improvements and refinements of	Descriptive statistics Analysis of issues, needs and measures taken by DepED at national, regional and division levels to ensure sustainability

Relevant Evaluation Criteria	Key Questions	Assumptions to be Assessed	Specific Sub- Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standard	Methods for Data Analysis
						policies and protocols as a result of this project	
	To what extent has DepEd been capacitated to improve financial management and service delivery through the project			 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 	Extent of integration of recommendations in the assessment (PFM, procurement, fiscal wastage, M&E)	
	To what extent has the project built in resilience to future risks? (e.g. wastage, over-budgeted specs)			 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 		Analysis of Budget and reported releases Analysis of extent of participation of key institutions and LGUs on mechanism for delivery of outputs and continuing support

Relevant Evaluation Criteria	Key Questions	Assumptions to be Assessed	Specific Sub- Questions	Data Sources	Data Collection Methods/ Tools	Indicators/ Success Standard	Methods for Data Analysis
	What are the learnings and best practices?			 Reports Resource Persons from DepEd, DBM, GPPB-TSO, COA, CSOs, etc. Consultation meetings 	 Document Review Interviews Survey 		Analysis of processes and policies that are put in place

Annex M. Interview Guide on Procurement and Distribution of ICT Packages

Guide Questions: Procurement and Delivery of ICT Packages

Development Support Services and Technical Assistance to the K-to-12 Basic Education Program

Purpose of Data Gathering: To learn and understand the implementation experiences and innovations pursued in the procurement and delivery of ICT packages in the partnership of DepEd and UNDP.

Use of Data: Information that would be generated in this undertaking would be solely used for the purpose as indicated in the purpose of data gathering.

Respondents: DepEd Officials and personnel at the Central Office who are knowledgeable about the procurement of ICT packages through the partnership of DepEd and UNDP in the implementation of the the DSS and TA to the K to 12 Basic Education Program.

DepEd Central Offices

- 1. Office of Undersecretary for Administration
- 2. Office of Undersecretary for Finance
- 3. Office of Assistant Secretary for Project Management
- 4. Office of Director on Procurement Services
- 5. Office of Director Information and Communication Technology Services
- 6. Office of the Education Facilities Division
- 7. DepEd Project Management Office

DepEd-ARMM

1. Office of Assistant Secretary DepEd-ARMM

UNDP

- 1. Procurement Office
- 2. Democratic Governance
- 3. Management Support Unit
- 4. Knowledge Management Unit
- 5. UNDP Project Management Unit (PMU)

Summary of Challenges (2016) and Outcomes of the Three (3) Major Outputs of the DSS and TA to Kto12 Program

Summary Intermediate Outcome	Timeliness ar	nd quality of DCP Implementat	ion Improved
	۸۸۸	^^^	۸۸۸
Intermediate Outcome	Capacity of DepEd to implement DCP enhanced	Communication and coordination with DepEd with CPaGs enhanced	PFM Improvement Roadmap of DepEd (and other agencies) formulated and implemented
	٨٨٨	^^^	٨٨٨

Immediate Outcome	Preparedness of schools to receive and maintain ICT packages improved	Participation of community and school- based citizen monitors increased	DepEd (and other agencies) technically equipped to formulate and implement the PFM Roadmap
	٨٨٨	٨٨٨	^^^
Challenges at the start of the Project (2016)	 Limitations indicate in Prodoc (2016) DepEd limitations in capacity on procurement DepEd limitations on reach to suppliers 	 Capacity Needs – DBM 2016 PFM Report) Need for deepening participation of citizens in budget process Need for measuring the engagement of CSOs and Agencies 	 Need for capacity building to address poor planning (DBM 2016 PFM Report) Preparation of project specifications Preparation of realistic cost estimates Preparation of annual procurement plan

Guide Questions: Key Informant Interviews (KII)

RELEVANCE

- Did the project design and choice of activities and deliverables properly reflect and respond to specifically identified needs of the government and of the beneficiaries towards enhancing the capacity of DepEd on the procurement of ICT packages for Kto12 Basic Education Programs? How were the needs on procurement capacity of DepEd were determined and assessed?
- 2. How valid is the Theory of Change? Were the planned and actual activities and outputs supported the achievement of the intended outcomes towards enhancing capacity of DepEd in implementing DCP?

EFFICIENCY

- 3. To what extent was the procurement and delivery of ICT packages, with reference to the roles and responsibilities of DepEd and UNDP⁷⁸, was managed and delivered to schools in a cost-effective way? Kindly state any differences or similarities in the procurement of Lots 1, 2, 3 and 4.
- 4. How was the procurement and delivery of ICT packages managed in terms of timeliness?
- 5. How did project risks influence the efficiency of the procurement and delivery of ICT packages?

⁷⁸ Roles and Responsibilities: (1) Preparation of requisition plans; (2) Determination of specifications, TORs and SOWs; (3) Preparation of Procurement Action Plan; (4) Selection of procurement method and preparation of solicitation documents and advertising; (5) Conduct Prequalification of Vendors (if required); (6) Management of procurement processes; (7) Evaluation of bids; (8) Submission to the appropriate UNDP Procurement Review Committee with oversight role to the case (for review and approval); (9) Contract Negotiations (if applicable); (10) Preparation and finalization of the contract; (11) Award of contract; (12) Management of Vendor Protests, if required; (13) Conduct debriefing, if required; (14) Receipt of Goods/Services; (15) Contract Administration and Management; (16) Performance Evaluation

6. Were all major risks adequately identified before and during project implementation?

EFFECTIVENESS

- 7. To what extent is the project successful in achieving results towards enhancing the capacity of DepEd on the procurement and delivery of ICT packages, both expected and unexpected?
- 8. How effective was the project in building the capacities of partners (DepEd, UNDP, CSO) and beneficiaries (Schools, Teachers, Students)?
- 9. To what extent has the use of UNDP systems accelerated the implementation of the project in the following:
 - a. Budgeting
 - b. Procurement
 - c. HR augmentation
 - d. Partnerships and CSO engagement,
 - e. Finance
 - f. Monitoring
- 10. Is the project reaching the intended beneficiaries (schools), rights holders (students) and duty bearers (DepEd)? In terms of the following:
 - Procurement and delivery of ICT packages to schools
 - CSO participation in the monitoring of the ICT packages
- 11. To what extent has the project been effective in policy/systems influencing at the national and local level? In terms of the following:
 - Procurement and delivery of ICT packages to schools

- CSO participation in the monitoring of the ICT packages
- 12. What value has UNDP added? Both expected and unexpected? In terms of the following:
 - Procurement and delivery of ICT packages to schools
 - CSO participation in the monitoring of the ICT packages
- 13. Did the project build effective synergies with other existing initiatives towards the achievement of the following:
 - Capacity of DepEd to implement DCP enhanced
 - Communication and coordination with DepEd with CPaGs enhanced
- 14. To what extent does the project integrate gender equality, women's empowerment, and human rights? In terms of the following:
 - Procurement and delivery of ICT packages to schools
 - CSO participation in the monitoring of the ICT packages

SUSTAINABILITY

- 15. To what extent can project results be continued without the project's further involvement? In terms of the following:
 - Procurement and delivery of ICT packages to schools
 - CSO participation in the monitoring of the ICT packages
- 16. To what extent has DepEd been capacitated to improve financial management and service delivery through the project?
- 17. To what extent has the project built in resilience on procurement capacity of DepEd to future risks? (e.g. wastage, over-budgeted specifications)
- 18. What are the learnings and best practices? In terms of the following:
 - Lessons learned on procurement and delivery of ICT packages to schools

- Lessons learned on CSO participation in the monitoring of the ICT packages
- Good practices on procurement and delivery of ICT packages to schools
- Good practices on CSO participation in the monitoring of the ICT packages
- Areas for improvement on procurement and delivery of ICT packages to schools
- Areas for improvement on CSO participation in the monitoring of the ICT packages
- Recommendations on procurement and delivery of ICT packages to schools
- Recommendations on CSO participation in the monitoring of the ICT packages

Annex N. <u>Simple Survey on Linkages Between DepEd and CSOs on the School Readiness Assessment,</u> Delivery, and Installation of ICT Packages

Guide Questions: CSO Participation in Readiness Assessment and ICT Delivery/Installation Development Support Services and Technical Assistance to the K-to-12 Basic Education Program

Purpose of Data Gathering: To learn and understand the implementation experiences and possible improvements on the partnership of the DepEd and the volunteers of civil society organizations (CSOs) in the validation of school readiness and the monitoring on the delivery, installation and testing of ICT packages to different schools in your respective regions and division offices.

Use of Data: Information that would be generated in this undertaking would be solely used for the purpose as indicated in the purpose of data gathering.

Respondents: DepEd officials and personnel at the regional and Division Offices as well as CSO volunteers at the regional and provincial levels, who are knowledgeable about the DSS and TA to the K to 12 Basic Education Program, which was implemented through the partnership of DepEd and UNDP.

Target Respondents:

DepEd Regional Offices:Office of Regional IT Officer (RITO)DepEd Division Offices:Office of Division IT Officer (DITO), including Division Offices in ARMMCSO Representatives

- CSO Regional Coordinators in 13 Regions
- CSO Coordinator for Each Division Offices

Summary Intermediate Outcome	Timeliness	and quality of DCP Implementatic	on Improved
	۸۸۸	۸۸۸	۸۸۸
Intermediate	Capacity of DepEd to	Communication and	PFM Improvement Roadmap
Outcome	implement DCP enhanced	coordination with DepEd with	of DepEd (and other agencies)
		CPaGs enhanced	formulated and implemented
	^^^	^^^	^^^
Immediate	Preparedness of schools to	Participation of community	DepEd (and other agencies)
Outcome	receive and maintain ICT	and school-based citizen	technically equipped to
	packages improved	monitors increased	formulate and implement the
			PFM Roadmap
	^^^	^^^	^^^
Challenges	Limitations indicate in	Capacity Needs - DBM 2016	Need for capacity building to
at the start	Prodoc (2016)	PFM Report)	address poor planning (DBM
of the		 Need for deepening 	2016 PFM Report)
Project	 DepEd limitations in 	participation of citizens in	 Preparation of project
(2016)	capacity on procurement	budget process	specifications
	 DepEd limitations on reach 	 Need for measuring the 	 Preparation of realistic cost
	to suppliers	engagement of CSOs and	estimates
		Agencies	 Preparation of annual
			procurement plan

Instructions in accomplishing and answering the items in the survey questionnaire.

PART I: Survey Questionnaire

Kindly rate the following questions using the scale below, in the following order.

1	2	3	4	5	6
Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree

Questions	1 Strengty	2	3	4	5	6 Strengtu
	Disagree	Disagree	Somewhat	Somewhat	Agree	Agree
RELEVANCE						
1. The project design and choice of activities and						
deliverables properly response to the realistic goal of						
enhancing communication and coordination with the						
CSO/CPaGs and DepEd.						
2. Sharing information, between DepEd and CPaGs, about						
the readiness of the school and the delivery and						
installation of ICT packages was relevant in facilitating the						
timely delivery of ICT packages.						
3. The recruitment and training of volunteers contributed in						
facilitating the meaningful partnership of the CSO						
volunteers with the school-based citizen monitor.						
EFFICIENCY						
4. The roles and responsibilities of the CSOs/CPaGs was						
clearly defined for schools under Lot #4, towards						
promoting greater participation citizens and school-based						
citizen monitors in the delivery of ICT packages as						
compared to Lots 1 and 2.						
5. The information provided by DepEd on the status of the						
readiness of the school contributed towards ensuring that						
at least 90% of the ICT packages were installed on the						
same day of its delivery to the schools.						
6. The DepEd Regional Office, in our region, has an CSO focal						
person responsible in receiving feedback from CSO						
volunteers and citizens.						
7. The DepEd Division Offices, in our province, has an CSO						
focal person responsible in receiving feedback from CSO						
volunteers and citizens.						
8. The risks associated with the specific schools were						
adequately discussed by the CSO volunteers and DepEd						
personnel (Division Offices) before and during actual						
delivery of ICT packages to the schools						
9. Adequately safety measures were discussed and agreed						
upon by the CSO volunteers and DepEd personnel						

Questions	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree
(Division Offices) to ensure safety of volunteers and						
DepEd personnel.						
10. The timeliness of project implementation is satisfactory.						
11. The quality of this project is satisfactory.						
12. The operation and maintenance of this project is						
13 The project was successful in achieving the result towards						
enhancing communication between DenEd and						
CSO/CPaGs volunteers towards enhancing the capacity of						
DenEd in the delivery of ICT nackages						
14 The project pursued innovative ways in promoting						
nartnership of CSO/CPaGs and school-based volunteers						
towards enhancing communication between DenEd						
personnel and CSO/CPaG volunteers.						
15. The use of UNDP accelerated the implementation of CSO-						
DepEd partnership in support to budgeting.						
16. The use of UNDP accelerated the implementation of the						
CSO-DepEd partnership in support to procurement.						
17. The use of UNDP accelerated the implementation of the						
CSO-DepEd partnership in support to human resource						
(HR) augmentation.						
18. The use of UNDP accelerated the implementation of the						
CSO-DepEd partnership in support to partnership and CSO						
engagement.						
19. The use of UNDP accelerated the implementation of the						
CSO-DepEd partnership in support to finance.						
20. The use of UNDP accelerated the implementation of the						
CSO-DepEd partnership in support to monitoring.						
21. The project was effective in building the capacities of						
partners (DepEd, UNDP, CSO/CPaGs) and beneficiaries						
(Schools, Teachers and Students) towards reaching Is the						
project reaching the intended beneficiary-schools,						
teachers and students.						
22. The CSO and DepEd partnership was effective in						
enhancing policy/systems at the national level towards						
Improving timeliness and quality of DCP implementation.						
23. The CSO and DepEd partnership was effective in						
enhancing policy/systems <u>at the local level</u> towards						
Improving timeliness and quality of DCP implementation.						
24. The project built effective synergies with other existing						
initiatives towards achieving the objective of the Last Mile						
School (Livis) Program of Depea.						
25. The project built effective synergies with other existing	1					
initiatives towards promoting internet connectivity (DICT-						
UNDP Program).						
-0- /						

	Questions	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree
26.	The project built effective synergies with other existing						
	initiatives in institutionalizing citizen participation in the						
	Regional Project Monitoring and Evaluation System						
	(RPMES) under the Regional Development Council (RDC).						
27.	The usefulness of this project is satisfactory.						
28.	The project integrated inclusive development through						
	gender equality, women's empowerment, and human						
	rights.						
SUS	TAINABILITY						
29.	The participation of community and school-based citizen						
	monitors would continue as a mechanism for citizen						
	participation in monitoring the delivery of goods and						
	services to the schools, after the implementation of the						
	DepEd-UNDP partnership in the DCP.						
30.	The capacity of the DepEd was enhanced, in continually						
	promoting CSO-DepEd partnership on the monitoring the						
	delivery and installation of ICT packages to schools.						
31.	The DepEd Regional and/or Division Offices regularly						
	provide updates and responses to the feedback raised by						
	the CSO to the DepEd						
32.	The DepEd and CSO are currently pursuing initiatives in						
	ensuring CSO participation in the monitoring and						
	reporting of the implementation of the DCP and other						
	programs of DepEd.						

Part II. Please answer comprehensively the following questions (you may use Cebuano, Tagalog, and English dialects in answering the following questions). You may also use additional paper to accommodate your answer.

- 32. What (expected and unexpected) value has UNDP added in terms of the following:
 - Procurement and delivery of ICT packages to schools
 - CSO participation in the monitoring of the ICT packages
- 33. What are the learnings and best practices that you have identified during and after the implementation of the project, in terms of the following:
 - a. <u>Lessons Learned</u>

- Lessons learned on the procurement and delivery of ICT packages to schools
- Lessons learned on the CSO participation in the monitoring of the ICT packages
- b. <u>Good Practices</u>
 - Good practices on procurement and delivery of ICT packages to schools
 - Good practices on CSO participation in the monitoring of the ICT packages
- c. Areas for Improvement
 - Areas for improvement on procurement and delivery of ICT packages to schools
 - Areas for improvement on CSO participation in the monitoring of the ICT packages
- d. <u>Recommendations from Stakeholders</u>
 - Recommendations on procurement and delivery of ICT packages to schools
 - Recommendations on CSO participation in the monitoring of the ICT packages

Thanks a lot for your support and participation to this survey!

Annex O. Interview Guide (KII) on Capacity Development on PFM, with Emphasis on Procurement

Guide Questions: PFM Capacity Development

Development Support Services and Technical Assistance to the K-to-12 Basic Education Program

Purpose of Data Gathering: To learn and understand the implementation of capacity development on PFM, including trainings, PFM and integrity risk assessment and preparation of capacity development action plan, carried out through the technical assistance of the DepEd and UNDP partnership.

Use of Data: Information that would be generated in this undertaking would be solely used for the purpose as indicated in the purpose of data gathering.

Respondents: DepEd officials and personnel at the Central Office as well as those from other agencies, who are knowledgeable and have participated in the capacity development activities (trainings, assessment and preparation of capacity development action plans), among agencies as listed below.

Target Participants: DepEd, GPPB-TSO, UNDP, DSWD, DILG, COA, DBM, and Other Agencies

Summary of Challenges (2016) and Outcomes of the Three (3) Major Outputs of the DSS and TA to K to 12 Program

Summary Intermediate	Timeliness and quality of DCP Implementation Improved							
Guttome		^^^	۸۸۸					
Intermediate	Capacity of DepEd to	Communication and	PFM Capacity Development					
Outcome	implement DCP enhanced	coordination with DepEd with	Improvement Roadmap of					
		CPaGs enhanced	DepEd (and other agencies)					
			formulated and implemented					
	^^^	^^^	۸۸۸					
Immediate	Preparedness of schools to	Participation of community	DepEd (and other agencies)					
Outcome receive and maintain ICT		and school-based citizen	technically equipped to					
packages improved		monitors increased	formulate and implement the					
			PFM Capacity Development					
			Roadmap					
	^^^	^^^	۸۸۸					
Challenges at	Limitations indicate in	Capacity Needs - DBM 2016	Need for capacity building to					
the start of	Prodoc (2016)	PFM Report)	address poor planning (DBM					
the Project		 Need for deepening 	2016 PFM Report)					
(2016) • DepEd limitations in		participation of citizens in	 Preparation of project 					
	capacity on procurement	budget process	specifications					
		 Need for measuring the 	Preparation of realistic cost					
	 DepEd limitations on reach 	engagement of CSOs and	estimates					
	to suppliers	Agencies	 Preparation of annual 					
			procurement plan					

RELEVANCE

- 1. Did the project design and choice of activities and deliverables properly reflect and respond to specifically identified needs of enhancing the capacity development on procurement and related PFM reforms of DepEd and the government. How were the needs on the procurement capacity of DepEd determined and assessed?
- 2. Are the planned and actual activities, and outputs support the achievement of the intended outcome of equipping the DepEd (and other agencies) in formulating the PFM Capacity Development Action Plan and in implementing it?

EFFICIENCY

- 3. To what extent were the trainings, assessment and preparation of capacity development action plans managed towards technically equipping DepEd for improved procurement planning, management and monitoring?
- 4. How timely was the conduct of trainings, assessment, and preparation of capacity development actions?
- 5. How did the identified project risks influence the efficiency of delivering the TA outputs on trainings, assessment, and preparation of capacity development action plans?
- 6. Were all major risks adequately identified before and during project implementation?

EFFECTIVENESS

- 7. To what extent is the project successful in achieving the results in technically equipping DepEd to formulate and implement the PFM Capacity Development Roadmap, both expected and unexpected?
- 8. How effective was the project in building the capacities of partners (DepEd, UNDP) and other agencies (GPPB-TSO, DSWD, DILG, DBM, COA, among others, towards technically equipping DepEd to formulate and implement the PFM Capacity Development Roadmap?
- 9. To what extent has the use of UNDP systems accelerated the implementation of the project in the following:
 - a. Budgeting
 - b. Procurement
 - c. HR augmentation

- d. Partnerships and CSO engagement,
- e. Finance
- f. Monitoring
- 10. Has the project-reached the intended beneficiaries (personnel), and duty bearers (officials), in equipping DepEd and other agencies in the formulation and implementation of the PFM Capacity Development Roadmap?
- 11. To what extent has the project been effective in influencing policy/systems on PFM capacity development at the national and local levels? Please cite examples on the following:
 - Government-wide Policy(ies),
 - Department Orders; or
 - Deployment of personnel to units responsible for procurement and related concerns.
- 12. What value has UNDP added in the PFM capacity development? Both expected and unexpected contribution to improvements?
- 13. Has the project built effective synergies with other existing procurement and PFM initiatives towards its implementation and contributing to the outcome of "timeliness and quality of DCP implementation improved"?
- 14. To what extent does the project integrate inclusive development, including gender equality, women's empowerment, and human rights in the conduct of trainings, assessment and preparation of PFM capacity development action plans, with emphasis on procurement.

SUSTAINABILITY

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- 15. To what extent can project results be continued by DepED, after the completion of the technical assistance component, towards continually equipping DepEd (and other agencies) in the updating and implementation of the capacity development action plans
- 16. To what extent has DepEd been capacitated to improve financial management and service delivery through the project?
- 17. To what extent has the project built in resilience on procurement capacity of DepEd to future risks? (e.g. wastage, over-budgeted specifications)
- 18. What are the learnings and best practices? In terms of the following:
 - Lessons learned on equipping DepEd (and other agencies) in formulating and implementing the PFM capacity development action plan?

- Good practices on equipping DepEd (and other agencies) in formulating and implementing the PFM capacity development action plan?
- Areas for improvement on equipping DepEd (and other agencies) in formulating and implementing the PFM capacity development action plan?
- Recommendations on equipping DepEd (and other agencies) in formulating and implementing the PFM capacity development action plan?
- 19. Other comments and suggestions, please indicate.

Thanks a lot for your support and participation!

Annex P. <u>Responses Generated from the KIIs</u>

Summary of Interview: KII No. 1 (UNDP)

Intermediate Outcome: Timeliness and quality of DCP implementation improved

Immediate Outcomes: (1) Capacity of DepEd to implement DCP enhanced;

(2) Communication and coordination with DepEd with CPaGs enhanced; and

(3) DepEd technically equipped to formulate and implement the PFM roadmap

Components	Relevance ⁷⁹	Efficiency ⁸⁰	Effectiveness ⁸¹	Sustainability ⁸²	Good practices	Challenges & Measures taken	Lessons Learned
1. Procurement	On the Context of	Extent of	Value added by	Venues in	DepEd wanted	School readiness checklist:	Cost escalation was
of ICT	DSS and NAM: (a)	participation:	UNDP: (a)	promoting	to learn from	(a) too many loopholes;	incurred due to
Packages,	DSS was not the 1 st	(a) UNDP not	Faster	sustainability:	the support	(b) not yet constructed; (c)	warehousing of ICT
Delivery, and	project as NAM83;	just a	procurement	(a) study on use	(DSS & TA with	not ready yet to receive	packages, that could
Installation	(b) Mobilized by	contractor; (b)	timeline; (b)	of ICT packages	UNDP): (a)	ICT packages (no	not be delivered yet
	UNDP in 1990: (i)	but an enabler;	efficiently	on contribution	better	classroom; no locks).	to the schools which
	BFAR, financed by	a partner; (c)	(procuring and	to the Results	procurement		were not yet ready.
	ADB on procurement	made efficient	delivery); (c)	Framework; (c)	planning; (b)	List of schools was not	
	of patrol boats (from	use of DepEd	Access to	support to	Technical	ready yet. Carried out	
	Spain); (ii) DAR, on	resources.	network of	DepEd on Last-	specifications;	validation with DepEd and	
	ARCDP, financed by		suppliers (local	mile schools.	(c) study and	to look for schools.	
	WB, on livelihood:	Concurrent	and		analysis of		
	(iii) Other small	process of	international);	Not just on	Local market	On validation of school	
	projects.	DepEd and	(d) Policies to	provision of	players.	readiness: (a) CPaGs –	
		UNDP: (a)	do fast-track	goods but also		visited schools and	
	NAM was introduced	procurement	procurement;	on the use of	I believe that	interviewed (Principals,	
	to support	planning; (b)	(d) VAT – not	ICT packages –	DepEd learned	Teachers) helped in	
	Government in 2015;	Procurement	savings but	utilizing it and	from it	ascertaining readiness of	
	Supported by	specification;	plow back the	maintaining it:		computer rooms.	

⁷⁹ How relevant is the project to target groups' (Teachers and Students), including governments' (DepEd, Schools, LGUs) needs and priorities?

⁸⁰ Were the resources and inputs converted to outputs in a timely and cost-effective manner?

⁸¹ Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools and communities and the DepEd?

⁸² To what extent are the project results likely to continue after the project?

⁸³ NAM are projects funded by government resources (100% financed by government)

Components	Relevance ⁷⁹	Efficiency ⁸⁰	Effectiveness ⁸¹	Sustainability ⁸²	Good practices	Challenges & Measures taken	Lessons Learned
	Government (DBM	(c) GPPB and	money (as part	(a) There are		(b) Photos geotagged of	
	Secretary Abad -	COA, issued	of financing).	schools who		schools.	
	DBM; NEDA Director	resolution in		innovated on			
	General Balisacan)	support to		the use of ICT		The school readiness	
		DCP, plus other		packages: (b)		validation was the biggest	
	(Mobilizing)	projects; (d)		use of solar		contribution of CPaGs	
	Government	Sec Abad		panels; (c) use			
	Financing – as the	(DBM) and		of electric fans			
	main objective: (a)	Director		to cool the ICT			
	To unclog the	Santiago –		packages.			
	delivery of services;	presented to					
	at the lowest prices;	the GPPB					
	(b) Undertake	Board.					
	process on						
	procurement:	GPPB was later					
	(i) Procurement	involved as					
	planning; and	part of					
	(ii) Procurement	procurement					
	processes.	reforms.					
	First to respond was	Discussed with					
	DepEd: (a) UNDP	COA on NAM-					
	procurement unit	COA sent a					
	wrote the project	memo to all					
	document; (b)	COA Auditors,					
	Basically, as an	after the GPPB					
	opportunity to	policy					
	mobilize government	resolution.					
	financing (not yet						
	programmatic); (c)	NAM is sort of					
	Procurement of	complementing					
	goods that will help	other					
	the need of DepEd	government					
	At DepEd, it started	procurement					
	with Sec. Bro Armin,	modalities					

Components	Relevance ⁷⁹	Efficiency ⁸⁰	Effectiveness ⁸¹	Sustainability ⁸²	Good practices	Challenges & Measures taken	Lessons Learned
	then shifted gradually to Sec. Briones: (a) worked with Project Board, composed of Sec. Briones, Usec on Admin and Procurement, ICTS Director; (b) Whole of DepEd was watching/looking at the project.						
2. DepEd-CSO partnership on school readiness assessment and Delivery and Installation of ICT packages	DSS involved the procurement (ICT) packages, plus CSO partnership.	School readiness checklist: (a) too many loopholes; (b) not yet constructed; (c) not ready yet to receive ICT packages (no classroom; no locks). List of schools was not ready yet. Carried out validation with DepEd and to look for schools.				On validation of school readiness: (a) CPaGs – visited schools and interviewed (Principals, Teachers) helped in ascertaining readiness of computer rooms; (b) Photos, geotagged of schools. The school validation was the biggest contribution of CPaGs	Cost escalation due to warehousing of ICT packages, that could not be delivered yet to the schools which are not yet ready.
3. Capability Building on PFM,	TA was funded from the 3% general management services (of UNDP):	On PFM Capability building at DepEd: (a) PFM					

Components	Relevance ⁷⁹	Efficiency ⁸⁰	Effectiveness ⁸¹	Sustainability ⁸²	Good practices	Challenges & Measures taken	Lessons Learned
focusing on Procurement	(a) 2% for the TA facility; (b) Studies that will be procured- (i) Project Board (PB) endorsed the PFM Study; (ii) PFM Studies with DepEd Regional Offices; OER was later added	Studies at DepEd Regional Offices; (b) Risk Analysis; (c) Small studies – consultant to present but was not able. PFM studies were planned for integration with procurement and Annual cash programming					
4. Teachers' Training on OER	OER was later added: (a) OER was not included in the project document; (b) OER was requested by DepEd (Usec Finance and Admin; Director ICTS);	OER Training conducted in May 2019 for last mile schools.					

Summary of Interview: KII No. 2 (DepEd)

Intermediate Outcome: Timeliness and quality of DCP implementation Improved

Immediate Outcomes: (1) capacity of DepEd to implement DCP enhanced; (2) communication and coordination with DepEd with CPaGs enhanced; and (3) DepEd technically equipped to formulate and implement the PFM roadmap

Componente	Polovanco ⁸⁴	Efficiency ⁸⁵	Effectiveness ⁸⁶	Suctoin a bility 87	Good	Challenges &	Lessons
Components	Relevance	Efficiency	Effectiveness	Sustainability	practices	Measures taken	Learned
1. Procurement	Initial project design	Project covered	Better offer of UNDP			Need for	Presence of an
of ICT	was prepared by	two (2)	considering: (a) Limited			specialized	international
Packages,	Technical Team: (a)	Administrations:	suppliers in the country;			expertise: (a) IT	agency; creates
delivery and	Procurement, with	(a) Next	(b) when to determine			specification is very	an atmosphere
installation	Usec on Admin and	administration –	specifications and who are			difficult to define;	that
	Finance; (b) Executive	reaffirm as	the real experts – IT			(b) Wish list – which	transactions
	Discussion with Titon	legitimate process;	experts in the country,			are available in the	are above
	(UNDP); (c) Meeting	(b) UNDP	always debatable which			market; (c) Which	ground.
	with DBM.	assessment – as	could be endless with			features are usable	
		efficient; (c) Third	theoretical discussions			for student-	For
	The decision in	party observer; (d)				learners; and (d)	international
	pursuing NAM was	Regular – not	UNDP – with experience of			also on cost.	procurement –
	based on proficiency	specific as TPM;	the market globally: (a)				are above
	and expertise of UNDP	and (e)	Global standards on			A little feature on	board, make it
	to address initial	stakeholders were	specification with			the specification,	difficult for
	problems on IT related	very happy with on	minimum standards which			each with have	suppliers to be
	procurement.	timeliness and	are comparable to other			cost: (a) Difficulty	causing delays
		quality of ICT	countries			to ascertain the	
	To guide procurement	packages.				specification on	
	-with the biggest		UNDP simplify the process			requirements to	
	number of computers	Volume of	with its international			support the	
	and considering	procurement of	expertise			achievement of	
	bureaucratic maze on	DepEd considering:				learning outcome	
	procurement.	(a) About 50,000				and teachers'	

⁸⁴ How relevant is the project to target groups' (Teachers and Students), including governments' (DepEd, Schools, LGUs) needs and priorities?

⁸⁵ Were the resources and inputs converted to outputs in a timely and cost-effective manner?

⁸⁶ Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools and communities and the DepEd?

⁸⁷ To what extent are the project results likely to continue after the project?
Components	Polovanco ⁸⁴	Efficioncy ⁸⁵	Effectiveness ⁸⁶	Sustainability ⁸⁷	Good	Challenges &	Lessons
components	Relevance	Efficiency	Effectiveness	Sustainability	practices	Measures taken	Learned
		schools – 1 st set of	Leverage of UNDP with			training; (b)	
	Approval of NAM: (a)	40 computers per	COA perspective on			learning of	
	Unanimous vote of the	school; (b)	reliability of UNDP			students, not sure if	
	DepEd Execom; (b)	Procurement every	procurement considering			through FB; (c)	
	DBM-GPPB –	and replacement	the tendency that all local			school environment	
	international	every 5 years; (c)	processes are being			with no wifi in	
	procurement offer; (c)	suppliers from	questioned. In some cases,			many schools.	
	COA was important to	outside the	losing bidders filed court			Difficult to consider	
	ascertain legality of	country could not	cases.			all these aspects	
	NAM; (d) Covered by	bring down the					
	earlier UNDP-GOP	price; (d) UNDP				UNDP simplify the	
	agreement; and (e)	actual outputs on				process; with its	
	DepEd was the 1 st	ICT packages had				international	
	department and only	brought down the				expertise	
	available.	price and delivered					
		on time				Leverage of UNDP	
						with COA	
						perspective on	
						reliability of UNDP	
						procurement	
						considering the	
						tendency that all	
						local processes are	
						being questioned.	
						In some cases,	
						iosing bidders filed	
						court cases.	

Summary of Interview: KII No. 3 (UNDP)

Intermediate Outcome: Timeliness and quality of DCP implementation Improved

Immediate Outcomes: (1) capacity of DepEd to implement DCP enhanced;

(2) communication and coordination with DepEd with CPaGs enhanced; and

(3) DepEd technically equipped to formulate and implement the PFM roadmap

Components	Relevance ⁸⁸	Efficiency ⁸⁹	Effectiveness ⁹⁰	Sustainability ⁹¹	Good practices	Challenges &	Lessons
components	Relevance	Linciency	Lifectiveness	Sustainability	dood practices	Measures taken	Learned
1. Procurement of ICT Packages, Delivery and Installation	DepEd requested UNDP. Discussion and agreement of UNDP Planning Team with DepEd on 4 lots: (a) Lot 1 with 184 schools – high schools; (b) Lot 2 with 889 schools – special high schools; (c) Lot 3 Division offices; and Lot 4 with 4.364 schools in Luzon and Mindanao; unenergized schools	Solicitation of Lots 1 and 2 – 1 st solicitation: (a) request for quotation; and (2) secondary competition – LTA holders (had already undergone rigors of prequalification. Copenhagen list of suppliers with International process with IT consolidators and LTA holders were involved that fast- tracked the whole procurement process, with timelines as listed below. • May – June 2016	 Award of contract Post award meeting with Supplier, DepEd, UNDP (introductory meeting) List of school not yet validated, at time of contract award. Capacity building on validation was undertaken, with reported schools (for a year) May 2017 – Lot 4 awarded March 2018 – validated list; changes (in 	During the change of Administration (2016): (a) Old staff were replaced; (b) No turnover; and (c) New staff replaced the old staff. There was a pause in implementation. Debrief of new Administration: (a) Questions on specification; (b) Who approved the contracts (in previous administration); and (c) the questions were part of duo	Participation of DepEd: specification; solicitation; clarification; evaluation of offer; and managing the contract, when readiness of schools was not available. Other NAM projects - • DepEd; • OPAP (SPAN); • DSWD - BMB	Measures taken Challenge on budget: (a) Not enough funds; (b) Lot 2 was put on hold; (c) Researched for specification for downgrade but sufficient to meet specification; (d) DepEd reviewed the specification; (i) pre-award to all bidders to Lot 2; 9 e) revised specification on Lot 2 was given to all bidders.	Learned Consistency (on the Project with extended timelines): (a) Monitoring the \$60M from beginning to end (last with the Terminal Report); (b) Project Team got smaller and smaller)

⁸⁸ How relevant is the project to target groups' (Teachers and Students), including governments' (DepEd, Schools, LGUs) needs and priorities?

⁸⁹ Were the resources and inputs converted to outputs in a timely and cost-effective manner?

⁹⁰ Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools and communities and the DepEd?

⁹¹ To what extent are the project results likely to continue after the project?

Components	Relevance ⁸⁸	Efficiency ⁸⁹	Effectiveness ⁹⁰	Sustainability ⁹¹	Good practices	Challenges &	Lessons
components	Kelevanee	Efficiency	Encenveness	Sustainability		Measures taken	Learned
		• April 4, 2016 –	validating), and	diligence of new set		: (a) DepEd	
		selection for Lot 1	moving dates	of Officials.		validated	
		and2	 Confirmation of 	 Lot 1 already 		certain % of list	
		• June 7, 2016 –	schools (not a	completed		of schools; (b)	
		award of Lot 1	seamless as	 Lot 2 almost 		UNDP validated	
		• June 20, 2016 –	before)	completed		certain % of list	
		award of Lot 2		 Lot 3 completed 		of schools; (c)	
		(highly specialized		 All warranty 		Conduct of	
		lot)		papers on the 3		validation by	
				lots were with		piecemeal basis,	
		Lot 4 – open to		the old staff		by region,	
		international, plus LTA		 Lot 1 and 2 		considering the	
		in 2 main stages: (1)		DepEd validation		following:	
		Bids Solicited; and (2)		of schools		(1) piecemeal	
		Contracts Awarded				list of schools -	
				Communication		resulted to	
		Selection process: (1)		with DepEd during		domino effect	
		site validation test (on		the transition: (a)		on additional	
		previous supply		need for		cost (labor,	
		projects); (2) post		collaboration; (b)		insurance,	
		qualification of		Gaps in problem		warehouse),	
		procurement site; (3)		solving, how to		with June 30,	
		tests of proposed solar		monitor and		2019, as	
		panel		parallel		completion	
				deployment.		date; (2)	
		Awarded to (1) most				Weather – lots	
		compliant financial				of disturbance	
		bid; and (2) most				(Northern	
		technically compliant				Luzon; (3)	
		bid.				Conflict –	
						BARMM areas	
		DepEd was involved				(difficult access	
		during the evaluation				to areas).	
		of Lot4, involving 2					
		DepEd personnel as				Underestimated	
		evaluators, plus DepEd				the waiting time	

Componente	Polovonco ⁸⁸	Efficiency ⁸⁹	Effectiveness ⁹⁰	Suctoinability ⁹¹	Good practices	Challenges &	Lessons
components	Relevance	Efficiency	Enectiveness	Sustainability	Good practices	Measures taken	Learned
		Observers in bid				for the list of	
		evaluation. Most of				validated	
		the members were				schools,	
		UNDP Personnel, with				resulting to the	
		criteria using UNDP				following: (a)	
		Method – technical				project team	
		compliant 70%, before				and	
		opening of financial				procurement	
		bid				team	
						participated in	
		On Lot 4 specification:				the validation of	
		(a) DepEd prepared				schools	
		initial specification -				(involved cost);	
		rough specification,				(b) supplier	
		not complete; (b)				(billed UNDP) on	
		UNDP assisted in the				cost of	
		preparation of				warehouse,	
		specification; (c) with				labor,	
		independent				insurance.	
		consultants in crafting					
		the specifications (1				Timing of	
		expert on solar panel				deployment of	
		and 1 expert on IT				CSO: (a) Come	
		packages.				in time, but	
						contracts have	
		Parameters considered				to wait while on	
		in the specification –				1 st delivery –	
		how much load of				deployed but no	
		solar panel (as needed				contract.	
		by the schools, for					
		laptop and desktop)				List of schools	
						not validated	
						(Lot 1 and 2).	
						Procurement	
						unit to do	

Componente	Polovanco ⁸⁸	Efficiency ⁸⁹	ry ⁸⁹ Effectiveness ⁹⁰ Sustainability ⁹¹ Gov	Good practices	Challenges &	Lessons	
components	Relevance	Efficiency	Effectiveness	Sustainability	Good practices	Measures taken	Learned
						validation (no	
						electricity, no	
						circuit breaker,	
						no classroom)	
						Lot 4 validation	
						was more	
						difficult and	
						procurement	
						unit was not	
						involved.	
						Instead, CSOs	
						were involved	
						with findings	
						during	
						validation: (a)	
						school not	
						ready; (b)	
						burned down;	
						and (c) non-	
						existing.	
DepEd-CSO	Regional CSO – on						
partnership on	Third Party						
Delivery and	Monitoring (TPM),						
Installation	with Teams that						
	were complying that						
	target of schools						
Capability	Lots 1, 2 & 3 – Dec	Capacity building on					
Building on	2016 to Nov 2016	procurement – process					
PFM, focusing	(for warranty and/or	was incredibly open					
on Procure-	certificate): (a) Hand	for both UNDP and					
ment	over of document;	DepEd.					
	(b) Risk assessment –						
	risk identification						
	was there, but the						
	solution was delayed;						
	(c) need for urgency						

Summary of Interview: KII No. 4 (DepEd)⁹²

Intermediate Outcome: Timeliness and quality of DCP implementation Improved

Immediate Outcomes: (1) capacity of DepEd to implement DCP enhanced;

(2) communication and coordination with DepEd with CPaGs enhanced; and(3) DepEd technically equipped to formulate and implement the PFM roadmap

Components	Relevance ⁹³	Efficiency ⁹⁴	Effectiveness ⁹⁵	Sustainability ⁹⁶	Good practices	Challenges & Measures taken	Lessons Learned
1. Procurement of	Respondent was					Areas for improvement:	
ICT Packages,	not involved					(1) Booking up of per unit	
Delivery and	during					cost being required by	
Installation	procurement.					DepEd, while UNDP	
						provided total cost; (2)	
						more time required from	
						DepEd for oversight on	
						the implementation. Time	
						required for other	
						vendors would be about 2	
						to 3 meetings, while the	
						DSS would need heavy	
						commitment on time.	
2. DepEd-CSO			The CSO			Difficulties between	
partnership on			participation,			DepEd and CSO on the	
school readiness			was a big help in			readiness of schools, with	
and delivery and			areas with			conflicting information on	
Installation of ICT			peace and order			readiness of schools (CSO	
packages			concern in			reporting as not ready.	
			Mindanao – due			ICTS then carried out	
			to local conflict			follow-up verification.	

⁹² Note: The Respondent was travelling in a car. As such, there were difficulties in the internet connection and the location.

⁹³ How relevant is the project to target groups' (Teachers and Students), including governments' (DepEd, Schools, LGUs) needs and priorities?

⁹⁴ Were the resources and inputs converted to outputs in a timely and cost-effective manner?

⁹⁵ Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools and communities and the DepEd?

⁹⁶ To what extent are the project results likely to continue after the project?

Components	Relevance ⁹³	Efficiency ⁹⁴	Effectiveness ⁹⁵	Sustainability ⁹⁶	Good practices	Challenges & Measures taken	Lessons Learned
3. Capability	On PFM –						
Building on PFM,	Respondent was						
focusing on	not involved in						
Procurement	the PFM						

Summary of Interview: KII No. 5 (UNDP)

Intermediate Outcome: Immediate Outcomes:

Timeliness and quality of DCP implementation improved (1) capacity of DepEd to implement DCP enhanced;

(2) communication and coordination with DepEd with CPaGs enhanced; and

	Components	Relevance ⁹⁷	Efficiency ⁹⁸	Effectiveness ⁹⁹	Sustainability ¹⁰⁰	Good practices	Challenges & Measures	Lessons
							taken	Ecumeu
1	. Procurement	Genesis of the Project.	Procurement:	All conducted	UNDP tried to do	CSO – DepEd - good	Overall. Yes,	(1) willingness
	of ICT	Discussion with key	(a) Through	(savings of 40%;	\$60M: (a)	at DepEd with more	there were	of
	Packages.	government officials (Sec Abad	savings on the	some over	Wrapping up –	participating	problems: (a)	government
	Delivery and	– DBM; Sec Balisacan – NEDA:	TA; (b) good	budget), plus	longer duration;	institutions	preparedness	to open its
	Installation	(a) Proposition on NAM; (b)	quality goods;	interest - within	(b) deliver core	PFM reforms, with	of schools; and	system to the
		Upper-middle income country;	(c) Savings - on	budget; quality	interventions –	long-term	(b)	external
2.	DepEd-CSO	(c) PFM reforms; and (d) Fiscal	management	contribution	to improve	agreement- as the	adjustments	players
	partnership	space measure.	fee and		capacity; (c) Cost	quick way of doing	during the	(2) legal basis
	on school	(1) implementation capacity of	technical		neutral (since TA	procurement	transition.	not to be
	readiness and	government: (a) Why the	assistance (at		is part of the	Beyond the		challenged
	delivery and	constrain? (b) More money	no additional		interventions);	trainings on the	Measures	
	Installation of	(fiscal space); (c) Delivery of	cost to		and (d) PFM	CIPS, PFM Strategy,	taken: (a) built	
	ICT packages	services.	government)		reforms,	Risk assessment	on citizen	
		(2) (Procurement) not as			flexibility	 Professionalizing 	monitoring	
3.	Capability	robust: (a) Cost of resources			(professionalize	of procurement	system	
	Building on	due to increase in revenues			procurement,	(government has	(communities	
	PFM, focusing	and budget; (b) (weak)			tracking system	to push forward)	and CSOs); and	
	on	Implementation capacity; (c)			and risk	 Lots of potentials 	(b) reached	
	Procurement	Large agencies with			assessment).	for best	out to Sec	
		procurement processes were				practices, when	Briones for her	
4.	OER Training	problematic			Evaluation of	pursue such as	support and to	
	of Teachers	Why rely on (slow			efficiency and	(a) procurement	officials of	

⁹⁷ How relevant is the project to target groups' (Teachers and Students), including governments' (DepEd, Schools, LGUs) needs and priorities?

⁹⁸Were the resources and inputs converted to outputs in a timely and cost-effective manner?

⁹⁹ Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools and communities and the DepEd?

¹⁰⁰ To what extent are the project results likely to continue after the project?

Components	Relevance ⁹⁷	Efficiency ⁹⁸	Effectiveness ⁹⁹	Sustainability ¹⁰⁰	Good practices	Challenges & Measures taken	Lessons Learned
	procurement) as the significant			effectiveness	planning; (b) then	other Agencies	
	challenge and consider the			(good start and	start planning; (c)	(DBM)	
	following: (a) unblocking the			continuing with	then scope; (d)		
	"plumbing" on procurement;			adjustments).	then bill of		
	and (b) look at the "plumbing"				quantities, etc.		
	issues on the PFM.						
	DepEd has lot of expenditure.						
	Sec Abad was interested (if this						
	will work)						
	Support to legal issues: (a)						
	I reaty level agreement – which						
	supersedes the law; (b) Ruling						
	from the GPPB – that NAM is						
	beyond procurement law; (c)						
	Consistent a management						
	ofter the CPPR, to advise						
	alter the GPPB, to duvise						
	NAM.						
	COA (Commissioner Heide						
	Mendoza) was involved in the						
	review on NAM as legally						
	binding document)						
	Then UNDP went to DepEd Sec						
	Luistro (Bro Armin) in helping						
	in addressing the problem on						
	execution on the K to 12						
	program and the ICT program.						
	 UNDP would access the 						
	international market, for						
	quality ICT goods, plus						
	warranty (supported by						
	Bank guarantees)						

Components	Relevance ⁹⁷	Efficiency ⁹⁸	Effectiveness ⁹⁹	Sustainability ¹⁰⁰	Good practices	Challenges & Measures taken	Lessons Learned
	Plus,						
	(1) Build on citizen monitoring						
	system (communities and						
	CSOs): (a) To support the						
	DepEd (ICTS) in tracking the						
	schools; noted that some						
	location have no schools, or						
	no security for computer						
	room: (b) CSOs to verify the						
	preparedness of						
	classrooms; installation of						
	ICt packages and proper use						
	of ICT						
	(2) with unenergized schools,						
	would have solar panel						
	component: (a) About 5,000						
	ICT packages (phenomenal						
	#), would be transported						
	and tracked.						
	(3) upgrade the procurement						
	capability of DepEd with						
	CIPS training of personnel of						
	DepEd and other						
	Department.						
	(4) (4) ICT Digital pedagoque –						
	for Teachers						

Summary of Interview: KII No. 6 (UNDP)

Intermediate Outcome:Timeliness and quality of DCP implementation ImprovedImmediate Outcomes:(1) Capacity of DepEd to implement DCP enhanced;(2) Communication and coordination with DepEd with CPaGs enhanced; and

						Challenges &	
Components	Relevance ¹⁰¹	Efficiency ¹⁰²	Effectiveness ¹⁰³	Sustainability ¹⁰⁴	Good practices	Measures	Lessons Learned
						taken	
1. Procurement of ICT		Effort to involve	The updating	Linkage/part-	CSO worked with	The updating	
Packages, delivery		DepEd in all	and reconciling	nership with	Regional Offices	and reconciling	
and installation		aspects of	of list delayed	DepEd: (a)	and Division	of list delayed	
		procurement: (a)	the project for a	Training on	Offices on the list	the project for a	
		More interested	few months. To	mobile	of schools. At the	few months. To	
		in the	clean the list,	monitoring was	outset, the list	clean the list,	
		procurement; (b)	the CSO played a	carried out - but	was problematic.	the CSO played a	
		Understandable	major part, in	not sure of	Thus, school	major part, in	
		since there was a	coordination	receptive of	profiling was	coordination	
		lot of pressure to	with Regional	technology; not	undertaken.	with Regional	
		make use of	and Division	sure if DepEd	Some schools no	and Division	
		funds in the	offices.	was using it; and	longer existing	offices.	
		procurement of	Problems on	(b) DepEd has	considering	Problems on	
		ICT packages; (c)	schools were	access to data on	security concerns	schools were	
		There were cases	reported by CSO	the delivery of	in Mindanao	reported by CSO	
		on failed	to DepEd.105	ICT packages.	(resulted to	to DepEd.106	
		biddings; and (d)	The Original list		merging of	The Original list	

¹⁰¹ How relevant is the project to target groups' (Teachers and Students), including governments' (DepEd, Schools, LGUs) needs and priorities?

¹⁰² Were the resources and inputs converted to outputs in a timely and cost-effective manner?

¹⁰³ Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools and communities and the DepEd?

¹⁰⁴ To what extent are the project results likely to continue after the project?

¹⁰⁵ The CSO reporting to DepEd thru the following: (a) District Office, then to Division Offices - for replacement of schools; (b) then forwarded to the Regional Director with the new list; and (c) Regional Director sent the list to Director Abram (ICTS).

¹⁰⁶ The CSO reporting to DepEd thru the following: (a) District Office, then to Division Offices - for replacement of schools; (b) then forwarded to the Regional Director with the new list; and (c) Regional Director sent the list to Director Abram (ICTS).

						Challenges &	
Components	Relevance ¹⁰¹	Efficiency ¹⁰²	Effectiveness ¹⁰³	Sustainability ¹⁰⁴	Good practices	Measures	Lessons Learned
		-		-	-	taken	
		In other projects,	was prepared		schools). Profiling	was prepared	
		if bid was	months or years		helped in	months or years	
		successful –	before (as such		validating the list	before (as such	
		there were	local condition		of schools,	local condition	
		criticism on the	may change).		initially prepared	may change).	
		quality of ICT	Thus. there were		by DepEd (years	Thus. there	
		packages that	changes.		before)	were changes.	
		were no longer					
		functioning with	Turn-around				
		just one year	time on				
			replacement of				
			schools: About 2				
			weeks to 1				
			month for				
			replacement				
			schools. In some				
			cases, as long as				
			3 months,				
			depending on				
			availability of				
			Divisions and/or				
			District IT				
			Coordinator for				
			the visit to				
			school. The				
			process were as				
			follows: (a)				
			Report; (b)				
			Validate; and (c)				
			Change/replace				
			school.				

						Challenges &	
Components	Relevance ¹⁰¹	Efficiency ¹⁰²	Effectiveness ¹⁰³	Sustainability ¹⁰⁴	Good practices	Measures	Lessons Learned
		_		_	-	taken	
DepEd-CSO	Civil Society	1. Set-up school	Remote	Remote	CSO without	1.In terms of	Lessons learned
partnership in	Organizations	profiling ¹⁰⁷	monitoring:	monitoring	doubt played a	distribution –	(Take away)
monitoring of school	contributed to	system, while	Pallets of ICT	module was also	major role: (a) As	geographic	 Importance of
readiness and delivery	the following:	procurement	packages have	used by UNDP in	face of the UNDP;	areas were	community-
and Installation of ICT	(a) in support to	was ongoing,	QR code (for	Pipol Konek	(b) As	difficult to	based volunteers
packages	Lean UNDP	with CSO	mobile scanning	(DICT – UNDP	intermediaries,	reach	as part of the
(Covered Lots 1, 2, 3	Staff; and (b)	collecting the	for online	Project), which	with local	2. islands only	data collection
and 4;	important role	data ¹⁰⁸	submission that	provided the	government units	accessible	efforts
Started at the middle	of the CSO as	2. Training of CSO	computer	coordinates	on needed	only on	Cost to the
of procurement of Lot	active partner	on the school	reached the	(location) of the	support to the	certain part of	volunteers, it out
1, then on distribution	on readiness	profiling digital	intended school.	school	school related to	the year	of the
of ICT packages.	assessment and	form	Important Role	CSS was carried	the installation	3.Security issues	community;
(2016-2019)	monitoring on	3. Monitoring on	of CSO: (a)	out by	and operation of	on warring	transportation,
	delivery and	Real Time on	Coordinated and	volunteers: (a)	ICT packages; (c)	clans (CSOs	time
	installation.	School	talked with	with support for	As	helped a lot in	Effectively
	What we want	Readiness: (a)	Division Office	Travel allowance;	intermediaries, to	BARMM)	tulungan –
	to prove: Cost is	With	(IT Focal of	(b) But less is	local	4.Terrain:	community
	lesser if done	parameters for	Division	submitting for	communities and	whom to talk.	volunteers to
	with CSO as	school to	Office); ¹⁰⁹ and	claims on travel	other groups in	5. Example in	monitor the
	compared to	receive ICT	(b) has very	allowance	conflict-affected	Camp	projects (not
	government is	packages; and	good	because of paper	areas.	Abubakar –	outsiders)
	doing it.	(b) absence of	relationship and	requirement		CSO partner	
	Structure of the	parameters ->	trusted by LGU.	while the data		are trusted by	
	Project: (a)	school not	If there were	gathering used		the	
	UNDP Project	ready yet.	problems at the	digital form (as		community	
	Team, with CSO	4. Installed Client	school, the CSOs	such, no paper		with also with	
	component of	Satisfaction	relayed and	for submission);		other ongoing	
	the Project,	Survey (CSS).	coordinated	and (c) Solution		work.	
	which were part	CSS online	with the LGUs,	in providing			
	of Procurement	form, with	such as: (i) Lack	supporting			
	Watch (CSO	Mobile form to	of security	document,			

 ¹⁰⁷ School Profile (Number of schools; and Student population of schools
 ¹⁰⁸ The tools used in the school profiling: (a) Before school profiling through forms; (b) Started technology online form

¹⁰⁹ DepEd Structure in linkage on CSO partnership: CSO >>> Division Office IT (DITO) – consolidates the list of schools >>> Regional IT Officer

						Challenges &	
Components	Relevance ¹⁰¹	Efficiency ¹⁰²	Effectiveness ¹⁰³	Sustainability ¹⁰⁴	Good practices	Measures	Lessons Learned
						taken	
	Network); and	collect the	feature in	through printing			
	(b) DepEd ICT	data.	schools (LGU	of forms.			
	Team – Director	5. Real time	provided				
	Abram Abanil,	recording of	guards); (ii) Lack				
	as Counterpart	data about the	of computer				
	of the UNDP	ICT packages,	classrooms; (c)				
	Project Team.	Upon receipt	Lack of air				
		at school –	conditioning				
		number of	unit; and (d)				
		units	need of electric				
		(quantity),	fans.				
		good condition	How help was				
		(quality), and	being received				
		Warranty.	at DepEd? (a)				
			Outdated data –				
			even schools ID#				
			have duplicates;				
			and (b) Recipient				
			Schools were				
			appreciative of				
			the big help by				
			the CSO				

Summary of Interview: KII No. 7 (DepEd)

Intermediate Outcome: Timeliness and quality of DCP implementation Improved

Immediate Outcomes: (1) Capacity of DepEd to implement DCP enhanced;

(2) Communication and coordination with DepEd with CPaGs enhanced; and

Components	Relevance ¹¹⁰	Efficiency ¹¹¹	Effectiveness ¹¹²	Sustainability ¹¹³	Good practices	Challenges & Measures taken	Lessons Learned
1. Procurement of ICT Packages and delivery and installation	Participated in the TWG on the inclusion of OER modules in ICT packages						
2. DepEd-CSO partnership on Delivery and Installation	Not involved						
3. Capability Building on PFM, focusing on Procurement	Not involved						
4. Teachers' Training on OER	The ICTS is the advocate on the use of ICT packages and enabler for Teachers' (Teaching) and students (learning).	On OER training: We have happy Teachers (because of new skills gain in the use of IT packages for preparation of lessons). A total of 3,463 Teachers	The trained Teachers on OER, eventually serving and constituted the initial pool of Trainors. They provided assistance to their fellow Teachers in	All trainings, after the UNDP assisted OER Trainings, were conducted by DepEd. The delivery of OER materials were through the	On OER and procurement of ICT packages: (a) initially, the ICT packages were just on hardware, no learning modules included; (b) OER	On Challenges: (1) Sustainability – with this project and continuity after project; (2) Ed Tech Unit at ICTS – not fully established, just adhoc -DepEd is	On Lessons learned: (1) learning how to listen to the needs of the Teachers (and help them overcome) on (a) what are the

¹¹⁰ How relevant is the project to target groups' (Teachers and Students), including governments' (DepEd, Schools, LGUs) needs and priorities?

¹¹¹ Were the resources and inputs converted to outputs in a timely and cost-effective manner?

¹¹² Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools, and communities and the DepEd?

¹¹³ To what extent are the project results likely to continue after the project?

Components	Relevance ¹¹⁰	Efficiency ¹¹¹	Effectiveness ¹¹²	Sustainability ¹¹³	Good practices	Challenges & Measures taken	Lessons Learned
		were trained in	the reloading of	internet (load) or	with ICTS -EdTech	working with	problems in the
	The new pathway	two (2) cluster-	teaching	through USB.	(DepEd) started in	DBM for the past	area where
	on OER Training	trainings under	modules.		April 2018 with	2 years; (3)	school is located,
	for Teachers was	this Project. As	The two (2) OER	DepEd Central	13 Teachers; (c)	Support coming	(B) need to
	added to the	such, the	trainings, with the	Office organized	subsequent and	from school	customized
	original scope of	Teachers were	DepEd-UNDP	the OER training.	new adjustment	heads – some of	module, for those
	the project	ready and	Project, were	The training	with TWG on	school heads do	who missed out in
	(procurement,	prepared to	conducted in May	modules were	Procurement at	not accept the	other trainings
	CSO participation,	eventually include	2019 and October	recorded in	DepEd – needs of	challenge; and (4)	(other than OER),
	PFM capacity	on-line learning	2019, with 300+	YouTube then	EdTech were	availability of	(c) hands-on
	building)	during the	Teachers. (On	sent to Teachers	incorporated into	equipment –	training through
		pandemic.	February 2020,	for online and	the specification;	since some	use of video; and
	The new pathway		trainings were	offline study.	and (d) EdTech	learners have no	(d) if no signal –
	for Teachers and	On CSO	conducted in	About 150,000	served as the	equipment (need	OER materials
	learners, uses	participation: (1)	BARMM, with	Teachers were	"middleware"	to support equal	could be
	software with	LGU Municipality	500+ Teachers).	trained, even	unit - in	access to ICT	downloaded,
	cache of available	were involved in	There were	including those	connecting	packages – with	then utilized for
	learning modules.	linking with the	changes on the	from outside the	curriculum and	LGU and private	teaching and
	OER trainings	CSO; (b) SK (Youth	part of the	Philippines.	technology into	support).	learning offline;
	conducted in	sector of SB) were	Teachers. Before,		the DCP, starting		and (2) full
	BARMM	involved in	they were afraid	After training,	earlier part of	Wish list: (1) for	support of
	(separately,	supporting the	of technology.	participants are	2018.	learners, one-to-	leadership; (a)
	considering	delivery and	Now, they are	included in the		one access to	thankful with
	cultural and social	installation of ICT	searching for	registry of OER	Good practices on	equipment, with	Director Abram
	context) and	packages in	apps and e-books.	certified Trainors	OER training: (1)	7" to 11" screen;	listening to the
	Palawan	schools; (c) LGU		after completing	removal of barrier	(2) for Teachers –	needs and
	(geographically	helped for far	Distribution and	the requirement	between subject	laptop for each of	providing support
	unique.	flung	use of ICT	consisting of the	matter specialists	the Teachers; and	to EdTech and
		municipalities;	packages	following: (1)	and use of ICT,	(3) for	Use of ICT for
	On hindsight, the	and (d)	(devices) during	score in the	including the	Administrators –	Teachers and
	OER trainings in	Monitoring and	the pandemic: (a)	examination; (2)	teaching of	(a) willingness to	Learners; and (b)
	2019 (ahead of	reporting were	ICT packages	submit outputs	Pilipino; (2) use of	listen to	need for full
	the pandemic)	carried out by	were redeployed,	for review; and	ICT for all grades;	Teachers; (b)	consultation as
	eventually served	sending pictures	through DepEd	(3) provide set of	(3) even for older	proactive in	part of the
	as the precursor	to DepEd and	memo, to	four (4) learning	teachers, they	responding and	process in
	for on-line	UNDP	Teachers and	questions. The	learn to use the	avoid duplication;	responding to the

Components	Relevance ¹¹⁰	Efficiency ¹¹¹	Effectiveness ¹¹²	Sustainability ¹¹³	Good practices	Challenges & Measures taken	Lessons Learned
	training. In		students; (b) use	Teachers are now	ICT packages; (4)	(c) continuity of	needs of Teachers
	complementation		of ICT and OER	enabled and busy	Teachers were	programs (not	and Students.
	with the DepEd		packages need	with the OER in	searching and	stop and start).	
	radio program,		not be expensive;	progression.	looking forward		
	areas without		(c) For students		for more trainings		
	internet		without ICT	On Curriculum	(not difficult if		
	connection could		packages – face	and use of ICT for	carried out step		
	use the		to face learning,	learning: (1)	by step,		
	downloaded		with shared	sound pedagogue	integration into		
	learning modules		device doing	but missing link	the process of		
	that were already		collaborative	on emerging	training, with		
	in the ICT		work; (d) Off-line	pedagogue with	actual teaching by		
	packages).		learning, with	the use of ICT	using actual		
	Teachers situated		shared device	packages for	instruction		
	themselves in		with one	students'	materials); and		
	common area for		equipment for 2	learning; (2)	(5) Teachers who		
	downloading (and		students; (e)	Teachers' context	were trained on		
	Teaching) using		Computer lab –	in balancing	OER, are now		
	the ICT packages		ICT packages	curriculum and	emersed in their		
			were connected	use of ICT	areas – in cities,		
			or stand alone;	packages; (3)	in remote areas –		
			and (f) the	Training – on ICT	even before		
			distribution of ICT	Technology; and	COVID-19.		
			packages and OER	(4) Curriculum			
			training are good	should be			
			legacy in	anchored on			
			promoting	current learning			
			students'	challenges.			
			learning.				

Summary of Interview: KII No. 8 (CSO)

Intermediate Outcome: Timeliness and quality of DCP implementation Improved

Immediate Outcomes: (1) Capacity of DepEd to implement DCP enhanced;

(2) Communication and coordination with DepEd with CPaGs enhanced; and

Components	Relevance ¹¹⁴	Efficiency ¹¹⁵	Effectiveness ¹¹⁶	Sustainability ¹¹⁷	Good practices	Challenges & Measures taken	Lessons Learned
1. Procurement of	f ICT Packages						
DepEd-CSO	Purpose of visits	Duration on	On	Towards the end	Advantages of	In Quezon	Lessons learned:
partnership on	to schools: (1) to	preparation of	coordination,	of the Project,	TPM: Big help by	Province, the	(1) volunteers
readiness	inform school	computer rooms:	the CSO	the solar panel	the volunteer	delivery of ICT	should have
assessment and	officials that	(a) duration	coordinated	was included as	through: (1)	package was	compensations
delivery and	their schools are	varies with some	with Regional	part of the ICT	guide to the	undertaken	 not necessarily
Installation of ICT	recipients; and	schools waited	DepEd and	packages.	schools in the	towards the	financial
packages	(2) inform them	for MOOE; (b)	Division DepEd		delivery of ICT	latter part of the	compensation;
	what are the	private money	(counterpart		packages	project	importance that
Coordination	requirements on	donated by	personnel were		(location of	implementation	the stakeholders
coverage: Region	basic security of	principals; (c)	helpful and		school, whom to	(mountainous	were the
3 and Region 4A	classroom prior	some schools	friendly).		talk at the	areas). Some	volunteers such
	to installation	declined			school for	schools located	as members of
The scope of work	such as window	(Quezon) since	The volunteers		turned over of	in difficult areas	the PTA since
of the CSOs – (a)	bars, cabinet for	previously	reported to CSO,		ICT packages, if	were replaced,	the project will
School readiness	computers, door	delivered ICT	the CSO to		temporary	with DepEd	benefit their
assessment; (b)	locks (then later	packages were	UNDP, while the		storage would	making the	children. Though
delivery and	checked, if	stolen.	Teachers were		be required);	decision on the	important to
installation of ICT	school is ready		reporting to the		and ((2) locating	"replacement	provide financial
packages; and (c)	to receive ICT	The support of	DepEd (as part		and arranging	schools".	compensation –
Feedback on	packages).	UNDP to CSO	of validation on		for		on cost of
client satisfaction		started with	the report of		transportation –		internet for
survey (CSO)		training and	volunteers)		not just ordinary		report;

¹¹⁴ How relevant is the project to target groups' (Teachers and Students), including governments' (DepEd, Schools, LGUs) needs and priorities?

¹¹⁵ Were the resources and inputs converted to outputs in a timely and cost-effective manner?

¹¹⁶ Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools and communities and the DepEd?

¹¹⁷ To what extent are the project results likely to continue after the project?

Components	Relevance ¹¹⁴	Efficiency ¹¹⁵	Effectiveness ¹¹⁶	Sustainability ¹¹⁷	Good practices	Challenges & Measures taken	Lessons Learned
	Feature or type	introduced KOBO			vehicle by 4X4,		transportation
	of schools (total	Tool, for			etc. due to		in going to
	of 198 schools):	monitoring and			difficult terrain		schools and
	(1) On-line	reporting.			and roads		guiding the
	schools where				(bundok -		delivery trucks
	volunteers to	The support of			mountain, ilog -		for the ICT
	directly go to	UNDP to CSO			river; such as		packages;
	these schools	started with			those located in		support for food
	(50% of	training and			Nueva Ecija)		expenses such
	schools); and (2)	introduced KOBO					as lunch when
	Off-line schools	Tool, for					travelling
	with contact	monitoring and					outside their
	thru DepEd to	reporting.					community.
	provide						Need to refund
	volunteers.	KOBO was used in					the expenses of
		the monitoring					the volunteers).
	Consulted with	and reporting. It					Hopefully, this
	DepEd Region 3.	was a good tool					concern could
	Regional office	and worked even					be given or
	convened	when offline. In					addressed in the
	meeting for all	some schools					next projects.
	schools (on-line	though, it was					(2) CSO -DepEd
	and off-line).	not used (due to					partnership with
	After the	problems on					informal
	meeting, the	signal interface).					relationship of
	CSO recruited	Use of geotagged					CSO with DepEd
	the volunteers,	photos, if no					at the field level
	who will then	internet signal,					considering that
	follow-up with	then location					the MOA
	schools. CSO	could not be					signatories were
	coordinated	pinpointed.					the CSO with
	with IT focal	Solution when					UNDP, then the
	persons at the	there was no					CSO
	Regional and	signal – disabled					coordinating
	Division Offices.	the location					with DepEd.

Components	Relevance ¹¹⁴	Efficiency ¹¹⁵	Effectiveness ¹¹⁶	Sustainability ¹¹⁷	Good practices	Challenges & Measures taken	Lessons Learned
	Coordination	function of the					
	mechanism: CSO	cellphone.					
	coordinated						
	with DepEd	On Microgrant					
	Region and	Agreement: (1)					
	Division Office	It's a big help to					
	(DO) and	the CSOs; (b)					
	coordinate with	good pacing on					
	volunteers. CSO	release of funds;					
	reported to	(c) problem on					
	UNDP and UNDP	underestimation					
	coordinated	of budget for					
	with DepEd-	travel on the cost					
	Central Office.	of transportation					
		considering					
		special rate for					
		tricycle and/or					
		trucks. UNDP					
		made some					
		adjustments on					
		the allocation but					
		within the same					
		total budget then					
		later refunded					
		money of CSO					
		money earlier					
		spent.					
		On number of					
		trainings: (1) it					
		depends of the					
		coordinator of					
		offline schools.					
		For Region 3 -					
		Coordination					
		training of offline					

Components	Relevance ¹¹⁴	Efficiency ¹¹⁵	Effectiveness ¹¹⁶	Sustainability ¹¹⁷	Good practices	Challenges & Measures taken	Lessons Learned
		schools was					
		conveyed with all					
		schools filling out					
		the readiness					
		form. In Region					
		IV-A, volunteers					
		visited the					
		recipient schools					
		and conducted					
		localized training					
		with focused on					
		schools in the					
		Division/Province.					
		(2) for on line					
		schools - separate					
		training of					
		volunteers					

Summary of Interview: KII No. 9 (CSO)

Intermediate Outcome: Timeliness and quality of DCP implementation Improved

Immediate Outcomes: (1) capacity of DepEd to implement DCP enhanced;

(2) communication and coordination with DepEd with CPaGs enhanced; and(3) DepEd technically equipped to formulate and implement the PFM roadmap

Components	Relevance ¹¹⁸	Efficiency ¹¹⁹	Effectiveness ¹²⁰	Sustainability ¹²¹	Good Practices	Challenges & Measures Taken	Lessons Learned
Procurement o	f ICT Packages						
DepEd-CSO	Schools were located	Having a good	Good	Sustainability	Good practice	Challenges: On	Lessons learned:
on Delivery	many of such schools	network of CSOs	delivery – if fully	(a) organized 5-	communication	classroom for	also incurred
and Installation	in Region 5 and Region 4B (Island	 personally and institutionally. 	coordinated, then school	10 CSO personnel, with	with Volunteers: (a) regular	computer equipment: (a)	opportunity lost
	provinces, including	participation in	would be ready,	contact persons	consultation	many classroom	in the project,
	Palawan. In order to reach the location of	G Watch Program.	even with difficult	in different provinces, with	with local officials, UNDP	were not ready (as required, it	thus, volunteers were given
	many of these	Volunteers	transportation	CSO and	and DepEd; (b)	should a secured	financial
	schools entailed dangerous travel	usually covered 2 to 3 schools	(using habal- habal). As an	network of volunteers; (b)	constant communication	room -with grills, locks); and (b) In	support, plus cost of
	("Buwisbuhay" -	per day.	example, the	capacity	through group's	some situations,	transportation
	result into loss life),	Transportation	units of	monitoring (by	messages; (c)	were not ready,	basis (4-5
	and some locations	was hired per	equipment for	phases,	monthly	the LGU	schools per day);
	have security related	daily basis (in	the computer	depending of	meetings for	provided	(b) Emphasis to
	issues. The CSO	Palawan) - with	laboratory of a	the upcoming	tace-to-face	resources for	the recipient
	services included (a)	daily trip starting	High School (in	work so that the	discussion to	the classroom,	schools on the
	readiness assessment	from the	Region 5). It	volunteer will	resolve issues	with grills, door	use of 3 -year

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¹²⁰ Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools and communities and the DepEd?

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of schools (h)	farthest end of	took 30 minutes	not forget). (c)	and share hest	knobs cabinet	warranty card
delivery and	the geographic	to deliver 1 unit	developed skill	practices: and	etc especially	as part of
installation of ICT	location and	bringing each	set for delivery	(d) UNDP	for areas that	ensuring proper
packages and (c)	moving back to	unit (solo) for	process, such as	facilitated the	are difficult to	utilization of ICT
client satisfaction	the city	each trip. The	technical	release of	reach.	packages (not
survey.	(everyday), with	delivery was	aspects on	financial support		just for teachers
50.1591	hase of	successful with	installation on	through		to accept the ICT
Responsibilities of	operations were	nothing lost or	the specification	tranche-release		packages, on
Volunteers: (a)	strategically	damaged. Prior	of the	based on		whatever
Orientation: (b)	located to	to the transport	equipment	performance		condition): (c)
prepare final list of	facilitate	of computer	(post. wiring.	milestones.		orientation to
schools; (c)	movement in	equipment,	position of solar			Principals and
coordination for visits	visiting the	orientation was	panel, location	Good practice		Teachers on the
to schools - from 1 st	schools.	conducted to all	and orientation	on Coordination:		use of ICT
to last schools		habal-habal	of solar panel)	(a) coordinate		packages (Solar
(regardless of	Efficiency	drivers. The	. ,	with DepEd at		pane, laptop and
weather condition –	(preparatory	habal-habal		the National		desktop) for use
maulan, maalon) and	activities in	drivers took		level; (b)		of the
generally, visits were	Region 5) - The	extra careful and		Regional level –		community for
on schedule; and (d)	Board of the	acted more		courtesy visit at		learning and not
coordination with	CSO	responsibly		the Legaspi		for Principal and
local officials.	Organization	since their		regional office,		Teachers, thus, "
	was very	children would		with UNDP; (c)		pinangalagaan"
	supportive of	benefit on the		Constant		(took care) on
	the undertaking	use of ICT		coordination		the use of the
	with the DepEd	packages		with Regional IT		ICT packages
	and UNDP. It			Coordinator; (d)		
	conducted			Courtesy visits at		
	environment			provincial and		
	scanning -with a			city division of		
	sampling visit to			schools; (e)		
	schools in the			Courtesy visits at		
	island province			District Office		
	of Masbate. The			level; (f) Most		
	Board really			cases, the		

appreciated the volunteers	
contribution to informed the	
the delivery of schools that	
ICT packages to they are the	
schools. The recipient of ICT	
respondent packages	
noted the	
danger of riding	
the "habal-	
habal" with	
most riders have	
no helmet. As	
such, the CSO	
provided safety	
gear to its	
volunteers	
helmet, life	
vests, in order to	
minimize risks	
during travel to	
schools.	

Summary of Interview: KII No. 10 (CSO)

Intermediate Outcome: Timeliness and quality of DCP implementation Improved

Immediate Outcomes: (1) capacity of DepEd to implement DCP enhanced;

(2) communication and coordination with DepEd with CPaGs enhanced; and

Components	Relevance ¹²²	Efficiency ¹²³	Effectiveness ¹²⁴	Sustainability ¹²⁵	Good Practices	Challenges & Measures Taken	Lessons Learned
Procurement of ICT	Packages						
DepEd-CSO partnership on readiness assessment and Delivery and Installation of ICT packages	Relevance on Level of involvement at DepEd in partnership with CSOs: (1) Regional Office; (2) Division Office; (3) District Office; and (4) school level. The DepEd was very supportive, through the Division IT Officer, Regional Director of CAR and Region 2. The CSO was invited to the	Efficiency -on support given by CSO to volunteers. Support from UNDP Through Microgrant Agreement with Tranche release after accomplishment of deliverables (supported by reports from the CSO to UNDP). Allowance for load of cellphone were provided since it is needed for online reporting	Effectiveness: Feedback from Teachers: (a) they were very happy that the CSOs were monitoring the delivery and installation of ICT packages; (b) the Teachers are looking forward that all other projects in the locality will also be monitored by the CSOs.	Sustainability through Training: (a) UNDP and CSO trained the volunteers at the Division and District Office levels; and (b) Training and orientation were conducted with counterparts at Division level. On Training by Supplier, it was noted that explanation was not adequate on operation and maintenance.	Good practice on the organizational set-up of the CSO: (a) Recruitment - school-based volunteers in Regions 1,2 and 3; (b) Local CSO at the province and municipalities – with Provincial Coordinators; and (c) CSO personnel visited the Coordinators and volunteers	Challenges: Problems of School: (a) Readiness of classroom – not taken seriously by schools; (b) No internet access - being address by the DICT free wi-fi project, to ensure fast ("mas mabilis na yung') reporting. The CSO was also preparing a Technical Proposal for participation in	Lessons learned on helping the schools. In cases were schools have small budget for MOOE and the PTA willingly helped. The PTA Presidents and members have interest in helping the school since their children will benefit on the use of ICT packages.

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¹²⁵To what extent are the project results likely to continue after the project?

Components	Relevance ¹²²	Efficiency ¹²³	Effectiveness ¹²⁴	Sustainability ¹²⁵	Good Practices	Challenges & Measures Taken	Lessons Learned
	MANCOM	on readiness of		such as on the	for coaching, at	the DICT Wi-fi	
	meeting of	schools. Most of		replacement of	the provincial	Project	
	DepEd. The role	the schools		busted fuse. It	level and at		
	of CSO and	though were		was	school levels;		
	DepEd was on	located in places		recommended	and (d)		
	collaboration in	with no signal.		that basic repair	volunteers were		
	support to the			and	capacitated,		
	DCP Project (ICT	Efficiency on		maintenance	through training		
	packages and	challenges on		should be given	on the		
	solar panel)	the delivery: (a)		emphasis to	monitoring of		
		Location of		enable teachers	computers and		
		schools are in far		to fix such basic	solar panels.		
		flung areas,		repairs.			
		including those			Good practice		
		in islands; (b)		Effectiveness:	(kagandahan):		
		Coordination		Feedback from	(a) Partnership		
		with school was		Teachers: (a)	of DepEd with		
		difficult since		they were very	CSO, including		
		many have no		happy that the	consultation of		
		cellphone		CSOs were	the proposed		
		signals; (c)		monitoring the	budget in the		
		Supplier and		delivery and	region; (b) CSO		
		Installer		installation of	also participated		
		provided the		ICT packages; (b)	as observers in		
		schedule to the		the Teachers are	the BAC of		
		CSO; and (d) he		looking forward	DPWH and the		
		CSO would then		that all other	Provincial		
		relay the		projects in the	Government		
		schedule to the		locality will also	(Abra); (c) CSO		
		schools (many		be monitored by	President is the		
		with no signal).		the CSOs	Co-Chair of the		
		It took about			Regional		
		one (1) year to			Development		
		complete the			Council of the		
		delivery of ICT			Region CAR.		

Components	Relevance ¹²²	Efficiency ¹²³	Effectiveness ¹²⁴	Sustainability ¹²⁵	Good Practices	Challenges & Measures Taken	Lessons Learned
		packages and					
		solar Panels. In					
		the Cordillera					
		region, it was					
		difficult to visit					
		the schools					
		during rainy					
		season. The					
		LGUs provided					
		vehicles in					
		support and					
		helping in the					
		delivery. In					
		some cases of					
		Manual Hauling,					
		the PTA					
		mobilized its					
		members and					
		officials. The					
		schools also					
		provided					
		counterparts for					
		labor for hauling					

Summary of Interview: KII #11 (CSO)

Intermediate Outcome: Timeliness and quality of DCP implementation Improved

Immediate Outcomes: (1) Capacity of DepEd to implement DCP enhanced;

(2) Communication and coordination with DepEd with CPaGs enhanced; and

Components	Relevance ¹²⁶	Efficiency ¹²⁷	Effectiveness ¹²⁸	Sustainability ¹²⁹	Good Practices	Challenges & Measures Taken	Lessons Learned
Procurement of ICT	Packages						
DepEd-CSO	Relevance: The	On Efficiency: (a)	Effectiveness:	Sustainability:	Good practices	Challenges: (1)	Efficiency on
partnership on	project started	preparation of	Achievement of	During follow-	on training: (1)	Supplier	Implementation
school readiness	in 2017,	school profile;	objective of the	up visits, the	preparatory	(Propmech)	protocol: (1) visit
and Delivery and	covering 270	with support to	project.	following were	strategies were	discontinued	the LGU for
Installation of ICT	schools (later	Volunteers	Nakakatulong	noted: (a)	very good	coordination	importance of
packages	reduced to 250	(Allowance per	ang project for	schedule on use	focusing on	with the CSO	the participation
	schools). The	school of P350);	the children in	of ICT packages -	what kind of	and did not	of the LGU; (2)
	Initial activities	(b) Trainings was	secluded areas,	with # of	work to be	deliver directly	coordinate with
	were on (a)	ok in support to	(able to help the	students; (b) Not	carried out; (2)	to the	the military; (3)
	school profiling	transparency,	children in	all Teachers	training of KOBO	schools;(2)	Organized
	and school	with Planning	secluded areas);	know how to	platform - on	About 50% of	parents to help
	readiness; (b)	Targets for next	nakataba ng	use the	how to use it; (3)	deliveries were	installation in
	delivery and	tranche; (and)	puso – fulfilling	computer; (c)	then reecho to	known later	some packages;
	installation; and	1xperiences	to the heart	some ICT	community	during the	(4) Coordination
	(c) Conduct of	during visits to		packages were	volunteers on	inspection for	with Supplier
	client	schools.		on safe-keeping,	the use of digital	installation; and	(Propmech); (5)
	satisfaction			with Teachers	platform; and (4)	(3) Community	start was good
	survey (20%	On Efficiency: (a)		afraid that it will	explained	volunteers also	with
	coverage)	1 st visit – schools		be damaged.	(nakapaunawa)	reported their	synchronized
		were of made of		Teachers were	 efficient ways 	observations.	plans. But later,
	Location of	light materials (encouraged to	of gathering		they stop
	schools in	15-20%); (b) For		let the students	information.		coordinating

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¹²⁹ To what extent are the project results likely to continue after the project?

Components	Relevance ¹²⁶	Efficiency ¹²⁷	Effectiveness ¹²⁸	Sustainability ¹²⁹	Good Practices	Challenges & Measures Taken	Lessons Learned
	ARMM" (a)	schools to be		use the ICT			with the CSO.
	Bongao Island	ready- (1)		packages.	Good practices		Delivery was not
	(Maguindanao)	schools			on selection of		according to
	– 8 schools; (b)	contributed to		Sustainability of	Volunteers: (1)		plan (or
	Other areas in	prepare the ICT		CSOs: (a)	they were from		required), but
	the mainland –	classroom -		Kadtuntaya -	the local		through Division
	have to cross	from personal		"mutual	community		Offices, then
	rivers in going to	funds of		undertanding" –	monitors on		schools then got
	the school. Even	Teachers; (2)		Christian,	peace and order,		their ICT
	after contract	PTA mobilized		Muslim – Lumad	as Protection		packages from
	with UNDP,	and LGU helped		"Dialogue"; (b)	monitors. (2)		the Division
	schools were	the schools for		SO is a member	familiar with the		Office, at the
	still reporting on	the good of the		of Provincial	Peace and order		cost of the
	areas affected	students; and		development	situation, within		schools.
	by conflict – for	after 3-4 weeks		council; (c)	the community.		
	safekeeping	(sometimes 6		Participated in			
		weeks), the		the	Good practices		
		classroom would		development	of CSOs' on		
		then be safe and		provincial	Reporting: (a)		
		secure.		Framework.	observations are		
					reporting to		
		Efficiency on			UNDP in reports;		
		Implementation			(b) Discussed		
		protocol: (1) visit			during bi-annual		
		the LGU for			meeting,		
		importance of			together with		
		the participation			other CSOs,		
		of the LGU; (2)			covering 270		
		coordinate with			schools with 40		
		the military; (3)			volunteers. The		
		Organized			bottom line –		
		parents to help			inspite of		
		installation in			problems on		
		some packages;			coordination,		
		(4) Coordination			the ICT packages		
		with Supplier			were delivered		

Components	Relevance ¹²⁶	Efficiency ¹²⁷	Effectiveness ¹²⁸	Sustainability ¹²⁹	Good Practices	Challenges & Measures Taken	Lessons Learned
		(Propmech); (5)			and the students		
		start was good			benefited with		
		with			the use of ICT		
		synchronized			packages with		
		plans. But later,			per school		
		they stop			receiving– 6		
		coordinating			tablets, 1 PC, 1		
		with the CSO.			router, 2		
		Delivery was not			batteries, 1 solar		
		according to			panel; No		
		plan (or			damages of ICT		
		required), but			packages and		
		through Division			fast delivery of		
		Offices, then			ICT packages		
		schools then got					
		their ICT					
		packages from					
		the Division					
		Office, at the					
		cost of the					
		schools.					
		Efficiency on					
		Implementation					
		protocol: (1) visit					
		the LGU for					
		importance of					
		the participation					
		of the LGU; (2)					
		coordinate with					
		the military; (3)					
		Organized					
		parents to help					
		installation in					
		some packages;					
		(4) Coordination					

Components	Relevance ¹²⁶	Efficiency ¹²⁷	Effectiveness ¹²⁸	Sustainability ¹²⁹	Good Practices	Challenges & Measures Taken	Lessons Learned
		with Supplier					
		(Propmech); (5)					
		start was good					
		with					
		synchronized					
		plans. But later,					
		they stop					
		coordinating					
		with the CSO.					
		Delivery was not					
		according to					
		plan (or					
		required), but					
		through Division					
		Offices, then					
		schools then got					
		their ICT					
		packages from					
		the Division					
		Office, at the					
		cost of the					
		schools					

Summary of Interview: KII #12 (UNDP)

Intermediate Outcome: Timeliness and quality of DCP implementation Improved

Immediate Outcomes: (1) Capacity of DepEd to implement DCP enhanced;

(2) Communication and coordination with DepEd with CPaGs enhanced; and

Components	Relevance ¹³⁰	Efficiency ¹³¹	Effectiveness ¹³²	Sustainability ¹³³	Good practices	Challenges & Measures taken	Lessons Learned
Procurement of ICT	Relevance:	Efficiency: Lots 1,	Effectiveness:		Good practices: (1)	Challenges	
Packages	Reason for 2	2, 3 and 4 were	Improvements on		choose to supply	during	
	components: (1)	awarded.	the procurement		goods and services	Implementation	
	Procurement and	Procurement was	of equipment: (a)		that UNDP has an	Phase: COA	
	(2) PFM. PFM was	carried out by	Broaden the		advantage, such as	Observation may	
	identified as the	UNDP. DepEd	specification		on office furniture	not be in full	
	intervention	TWG, initially	(Using range) to		and equipment	understanding	
	because of low	prepared the	allow wider		(DSWD & OPPAP –	on the context of	
	absorptive	specification,	competition; (b)		new items). It has	NAM on the part	
	capacity of	based on google	Added features in		long term	of Auditor. UNDP	
	government.	search.	procurement		agreement all over	worked with	
			process - (a)		the world. UNDP	DepEd and	
	Relevance:	With the NAM,	inspection; (b)		and DepEd selected	Auditor in	
	initially started as	there were	shipment; (c)		the computers for	resolving and	
	Partnership (with	savings in some	insurance; and (d)		the DSS Project; (2)	clarifying the	
	roles and	lots, with 40%	training of users;		quality of staff	COA observation	
	responsibilities	savings on Lot 1.	(c)Packaging was		involved in the		
	for both parties,	40% savings on	improved - with		procurement, that		
	and later	Lot 3. However,	palleting and		provided advice on		
	transformed into	there was budget	crates; (d)		packaging and		
	a Contractor	shortfall of 9% for	Integration of		distribution,		
	(UNDP as	Lot 2, which was	warranty –		working and sitting		
	provider of goods	supported with	performance		down together with		

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¹³³To what extent are the project results likely to continue after the project?

Components	Relevance ¹³⁰	Efficiency ¹³¹	Effectiveness ¹³²	Sustainability ¹³³	Good practices	Challenges & Measures taken	Lessons Learned
	and services). The	the savings from	warranty (full cost		DepEd with TWG		
	, DCP Model of	other lots.	of warranty) and		through learning by		
	NAM was model	Procurement was	timeframe		doing; (3) complete		
	shown to DSWD	already	warranty (3		in cost sharing, as		
	and OPPAP. 2%	, completed, but	years); and (4)		partnership, with		
	was allocated to	the list of school	Coordination with		\$60M was released		
	PFM, as part of	was not vet	Supplier on the		to UNDP, with		
	expenditure	ready; and	timing of delivery.		flexibility in		
	·	classrooms were	о ,		allocation of funds		
	Relevance to the	not yet ready	Effectiveness:		across different		
	GOP: (a) During		Branded		lots. The NAM		
	the Project Board	Efficiency: Role of	computers (Dell		modality was		
	meeting, the	DepEd – (a) list of	and HP) were		downloaded as		
	procurement	recipient schools;	procured under		expenditure;		
	process was	(b) classroom	the DSS. The		procurement was		
	presented; (b)	should be ready	Units of		completed (done)		
	with PFM	(schools - hindi	computers – has		in one year, while		
	Capability	nila alam ang	sticker of contact		delivery and		
	building through	requirement); (c)	details at ICTS , as		installation was		
	a procurement	authorized person	well as with		prolonged; (4)		
	training with	at the receiving	contact phone		monthly update on		
	international	schools; (d)	number of help		progress -		
	curriculum. At the	installation	desk.		consisting of (a)		
	start. GPPB issued	(schedule); and (e			report on progress;		
	a resolution, DBM) organized who	Effectiveness:		(b) issues and		
	with other	will be trained.	DepEd replicated		challenges; (c) what		
	agencies, DepEd.		the procurement,		support needed by		
	Later, COA	Efficiency: The	as done by the		DepEd in		
	supported the	procurement was	UNDP with the		addressing		
	implementation	already	DepEd TWG		bottlenecks; and (d)		
	of NAM, with a	completed, but			with Agenda for		
	Memorandum	the list of school			Board Meetings;		
	(Circular) for its	was not yet			and (5) Best		
	Auditors.	ready; and			Practice – get the		
		classrooms were			best people on		
		not yet ready.			procurement – 2		

Components	Relevance ¹³⁰	Efficiency ¹³¹	Effectiveness ¹³²	Sustainability ¹³³	Good practices	Challenges & Measures taken	Lessons Learned
		Amount of \$60 million was remitted (by GOP) to UNDP Office - Asia Pacific.			consultants (Spanish and Azerbadian) and internal staff.		
DepEd-CSO partnership on readiness assessment, Delivery and Installation							
Capability Building on PFM, focusing on Procurement	PFM -how can PFM reform be carried out in procurement unit (Phase 1), and for whole of DepEd (Phase 2). The Technical assistance on Procurement focused on improvements done on specification and logistical packages.						

Summary of Interview: KII #13

Intermediate Outcome: Timeliness and quality of DCP implementation Improved

Immediate Outcomes: (1) Capacity of DepEd to implement DCP enhanced;

(2) Communication and coordination with DepEd with CPaGs enhanced; and

Components	Relevance ¹³⁴	Efficiency ¹³⁵	Effectiveness ¹³⁶	Sustainability ¹³⁷	Challenges & Measures taken	Good practices	Lessons Learned
Components 1. DepEd-CSO partnership school readiness assessment, delivery ICT packages and installation	Relevance ¹³⁴ Different constituents on PFM with CSO participation as important input to the PFM Initial difficulty by DepEd on the validated list of schools; Validation was included in the workplan; With limited budget; Reflection on DEM with	Efficiency ¹³⁵ On readiness validation workshop in Baguio: Participated by CSO and DepEd Officials; Policy guidelines were discussed during the workshop; Levelling-off of expectations of DepEd, CSO and with suppliers; With actual ICT packages were	Effectiveness ¹³⁶ CSO provided recommendations to DepEd, with assistance of ICTS; Extent of readiness of schools supported by pictures; Validation was not carried out in 100% of schools; 3,694 ICT packages were distributed.	Sustainability ¹³⁷ Findings were presented to the Project Board (DepEd and UNDP) Quarterly assessment on progress – with DepEd, Supplier and CSO. In some instances, there were difference in items being reported by DepEd, CSO, Tacebore and	Challenges & Measures taken Readiness Assessment Tool Use of KOBO tool and with paper Supplier has also assessment tools in assessing the location of solar panel, such as position of the sun, and 	Good practices DepEd is open to citizen participation, with school governance system of DepEd, with preference at the community level participation (iba- ibang level ng participation) Good practices on delivery and installation	Lessons Learned (1) planning prior to delivery (a) beneficiary school already validated; (b) Teacher already assigned and authorized to receive the ICT packages; and (c) classroom should be ready (In one case in Tawi-tawi – the school was damaged) (2) Use of
	reference to school readiness. Schools were randomly selected by the CSO; Some	shown and demonstrated; Policy guidelines were then refined and revised.	implementation, schools were not ready. As such, ICT packages were temporarily stored	suppliers, with sub-contractors. The usual way of resolving was by sending photos from the schools,	or obstruction of trees. • Some schools are also considered as floating schools – solar posts	call to office of Governor and Office of the Mayor; For safety purposes: Advantage when	technology for real time monitoring on: (a) use of KOBO Tool (free application), use

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¹³⁶ Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools and communities and the DepEd?

¹³⁷To what extent are the project results likely to continue after the project?

Components	Relevance ¹³⁴	Efficiency ¹³⁵	Effectiveness ¹³⁶	Sustainability ¹³⁷	Challenges & Measures taken	Good practices	Lessons Learned
	schools are not	On Equipping the	(warehousing) in	DepEd, CSO to	were clamped	CSO	of barcode in
	ready; Some	CSO: (a) Training	nearby schools.	suppliers	to school	representative	pallets for easier
	classrooms have	at Camp John	Also, schools		buildings.	speak the local	scanning on
	no concrete walls	Hay (Baguio); (b)	earlier requested			language, aware	delivery of ICT
	(nipa shingles as	Use of the KOBO	for funds for the			of the schedule,	packages and
	roofing); As such,	tool; (c)	computer room,			courtesy call to	location of
	schools that were	Reporting; (d)	including tables			barangay captain;	schools; (b) use
	not ready were	Taking photos -	for desktop			In specific case –	of Devlive
	replaced with	role playing,	computers. The			Barangay Captain	(Development
	another school.	hands-on with	safety of			and his son	live) software –
	There were	different	classroom is			where shot by	for location (GPS
	about 3260 CSO	scenarios (bagyo,	required for the			groups (could be	 longitude and
	volunteers were	binaha), the right	delivery and			rebels or	latitude), photos
	based on those	angle in taking	installation of ICT			opportunistic	to be plotted in
	who were	photos; (e)	packages.			groups); Some	maps; (c)
	registered and	Uploading of				offices that are	continuous
	received	photos and				not covered by	improvement on
	assistance from	reports; (f) Use of				the CSOs;	use of technology
	CSOs, lus other	social media; (g)				Teachers and	 submission and
	volunteers	Readiness of				Suppliers carried	uploading of
	mobilized, who	CSOs in different				out the	reports usually
	were not	situations				coordination	on weekends,
	registered –	Schools assigned				On Coordination	upon return of
	involved in	to CSOs were				of DepEd- CSO:	Teachers to their
	cooking; hauling	classified as				(a) DepEd Central	homes
	of ICT packages.	follows: (a) On-				Office with	
	Participation and	line (accessible);				UNDP; (b)	
	mobilization of	(b) off-line				Regional ICT	
	community are	(sobrang high-				Coordinator,	
	generally	risk, security				Division IT Office,	
	widespread since	and/or baka ma-				(c) Orientation at	
	their children will	stranded)				Regional level; (d)	
	benefit from the					ICT Coordinator	
	use of ICT	On Scoping the				at School (with	
	packages,	microgrant: (a)					
Components	Relevance ¹³⁴	Efficiency ¹³⁵	Effectiveness ¹³⁶	Sustainability ¹³⁷	Challenges & Measures taken	Good practices	Lessons Learned
-----------------------------------------------------------------	---------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------	-------------------------------	--------------------------------	------------------------------	-----------------
	including high school students.	CSO submitted proposal (Developmental Oriented CSO); (b) designated regions by proximity to CSOs area of operation, with considerations on managing risk, cost effectiveness; sustainability in working with the community (kilala sa community); (c) proposed budget, with negotiation on costs depending on the distances of schools, particularly on cost of transportation				Teachers and PTA members)	
2. Capability Building on PFM, focusing on Procurement	Reflection on PFM with reference to school readiness	Different constituents on PFM with CSO participation as important input to the PFM PFM Strategy for improvement: (a)	PFM Strategy for improvement: (a) budget; (b) procurement (how to Plan) ; and schools (no one leave behind)				

Components	Relevance ¹³⁴	Efficiency ¹³⁵	Effectiveness ¹³⁶	Sustainability ¹³⁷	Challenges & Measures taken	Good practices	Lessons Learned
		budget; (b) procurement (how to Plan) ; and (c) support to schools (no one leave behind)	Case studies on PFM were prepared by Consultant, involving DepEd, DBM and DSWD. The results of studies were shared with DepEd				
3. Teachers' Training on OER	Big role of ICTS in DepEd in giving attention to the needs of the schools: (a) Correct intervention of the ICTS before the pandemic; (b) Conduct of OER Training of Teachers; (c) Explaining to Teachers on the importance of technology (bakit mahalaga ang teknologeya); (d) We need to change the mentality of teachers	The teachers regularly prepare reports and submit grades, thus the need for printers. These concerns were relayed by UNDP to DepEd, who then listened and responded to the concerns of teachers (pinapakinggan boses ng Teachers)					

Summary of Interview: KII No. 14 (2 respondents)

Intermediate Outcome: Timeliness and quality of DCP implementation improved

Immediate Outcomes: (1) capacity of DepEd to implement DCP enhanced;

(2) Communication and coordination with DepEd with CPaGs enhanced; and

(3) DepEd technically equipped to formulate and implement the PFM roadmap

Components	Relevance ¹³⁸	Efficiency ¹³⁹	Effectiveness ¹⁴⁰	Sustainability ¹⁴¹	Challenges & Measures taken	Good practices	Lessons
Procurement of ICT Packages, with CSO- DepEd partnership on school readiness assessment and delivery and installation of ICT packages and solar panels	Supply of ICT packages and solar power systems to schools in Mindanao and Luzon, in support to DCP for basic education program (K to 12) Supply of ICT packages and solar power systems to unenergized schools in	Several changes of purchase order (Lot 4) • Started: June 19, 2017 • Completed: June 30, 2019 • 1,432 schools in Luzon • 2,262 schools in Mindanao • Total of 3,694 schools Procurement Criteria – lowest	Successfully delivered -with challenges • Waiting game with list of schools not finalized • 2 extensions • Sept 30, 2018 original completion date • March 6, 2018, issuance of final list of schools • 1 st extension: March 19, 2019 • 2 nd extension:	With service level agreement; claim for warranty; difficulty in areas with weak wifi signal Before pandemic, service was well-taken cared of in Mindanao and Luzon With dedicated Team -on administration of warranty, with period report	 (1) Location of school – greatest challenge: Very far from drop-off point; sometimes, animal hauling; Risky - Buwis buhay with 100 feet cliff (bangin) (2) Mindanao area – about 60 % in ARMM area. Many provided help: DepEd ARMM, Division Offices, Teachers (3) replacement schools – for some schools which were abandoned; delivery was affected in some in hinterlands with armed groups (4) Luzon Area – some areas in Masbate and Batangas had NPA presence; had to wait for clearance 	 Presence of CPAGs helped a lot – in identifying right people, providing information in the area, delivery and planning to the correct school Close coordination with direct recipients (DepEd Regional and Division offices; Teachers) and indirect 	Learned The most crucial factor in the success of the field implementation is proper coordination with all stakeholders. If we make every concerned citizen in a certain locality feel that he is a part of the project, he will make use of all his influence to help make the project succeed.

¹³⁸ How relevant is the project to target groups' (Teachers and Students), including governments' (DepEd, Schools, LGUs) needs and priorities?

¹³⁹ Were the resources and inputs converted to outputs in a timely and cost-effective manner?

¹⁴⁰ Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools and communities and the DepEd?

¹⁴¹ To what extent are the project results likely to continue after the project?

Components	Relevance ¹³⁸	Efficiency ¹³⁹	Effectiveness ¹⁴⁰	Sustainability ¹⁴¹	Challenges & Measures taken	Good practices	Lessons Learned
	and Luzon, including the following: (a) Delivery and Installation; and (b) Training and support services Procurement Criteria – lowest responsive technical proposal; on pricing General validation and clarification Very strict process with UNDP – 2016 bidding; June 2017 awarding	responsive technical proposal; on pricing General validation and clarification Very strict process with UNDP – 2016 bidding; June 2017 awarding	 With peace and security concerns in some areas Certificate of Completion - issued by UNDP Solar Power System: Solar panels 3 units 120 watts; Charger inverter 1 unit 300 volts; Lead (acid) battery – 3 units 100 amperes- hour; LED lamps – 2 units 7 watts; Solar mounting structure; Cables; Installation hardware and periphery. ICT packages: 1 laptop; 7 PC tablets; and 1 router 	submitted to UNDP Even during pandemic, few claims from schools Protocol in providing service after installation If reachable by phone, rectify needed repairs on solar panels Service on ICT packages, referred to Advance Solutions, Inc (as sub- contractor)	(5) Delivery and Installation in areas which require river crossings and/or sea travel (6) in Gen. Nakar, Quezon – Some schools would require about 3 days walking. As such, DepEd, with supporting documents ICT packages were reassigned to other schools About 10% of schools were replaced due to location, peace and order concern, or abandoned; with proper protocol and documentation with DepEd	 involve (DFA, LGU, PNP, etc) Help of network of friends and other groups 	the problem on delivery, peace and order issue, and other related concerns may be an obstacle to the implementation of the project

Summary of Interview: KII No. 15

Intermediate Outcome: Timeliness and quality of DCP implementation Improved

Immediate Outcomes: (1) Capacity of DepEd to implement DCP enhanced;

(2) Communication and coordination with DepEd with CPaGs enhanced; and (3) DepEd technically equipped to formulate and implement the PFM roadmap

Components	Relevance ¹⁴²	Efficiency ¹⁴³	Effectiveness ¹⁴⁴	Sustainability ¹⁴⁵	Good practices	Challenges & Measures taken	Lessons Learned
1. Procureme nt of ICT Packages	Provided support in addressing the need of DepEd on strengthening procurement of ICT packages in support to the DCP for basic education program (K to 12)	Supported in addressing weakness procurement through (a) specifications of ICT; (b) deployment of procurement experts in support to UNDP and DepEd procurement units; and (c) capacity and network at UNDP of sourcing ICT packages and solar panel	 Good quality computer brands were delivered to schools (Dell for Batch 38 and HP for Batch 34-Lot 4) Students in far- flung areas with improved access to ICT packages for quality education 	 Provided mentoring and coaching to DepEd personnel in PBAC and TWG Better appreciation of DepEd on how it should be done 	 Adopted by DepEd policies on bid security and warranty provisions UNDP and DepEd worked together on technical specification Pre-inspection delivery 	Change in Administration (2016) • Continue partnership create a new buy-in • Work on relationship and building on rapport	Status of school readiness as a key constraint for the timely delivery and installation of ICT packages to schools
DepEd-CSO partnership	The participation and support of CSO and	CSO and community volunteers	Classrooms intended for ICT packages, which were not	Community members were mere willing to	Good credibility of CSOs and community	General findings: (a) no classroom to store the	Key aspects on the implementation

¹⁴² How relevant is the project to target groups' (Teachers and Students), including governments' (DepEd, Schools, LGUs) needs and priorities?

¹⁴³ Were the resources and inputs converted to outputs in a timely and cost-effective manner?

¹⁴⁴ Were the planned objectives and outcomes in the project document achieved? To what extent have the intended outcomes been achieved? Has the project contributed or is likely to contribute to long-term capacity development changes for teachers and students, schools and communities and the DepEd?

¹⁴⁵ To what extent are the project results likely to continue after the project?

Components	Relevance ¹⁴²	Efficiency ¹⁴³	Effectiveness ¹⁴⁴	Sustainability ¹⁴⁵	Good practices	Challenges & Measures taken	Lessons Learned
on school readiness	community volunteers were helpful in ascertaining school readiness	reached out to stakeholders (PTA, LGUs, etc) in mobilizing financial resources in fixing or addressing deficiency of classrooms	suitable earlier, were fixed and made ready for the safe-keeping and proper use of ICT packages	invest their time and money in improving the classrooms since their children and loved ones were beneficiaries on DCP	volunteers allowed them to mobilized financial support from stakeholders in improving computer laboratory for ICT packages.	computer – makeshift structures, as not appropriate; (b) obsolescence of ICT packages while still in storage and children don't have opportunity to use.	of DCP: (a) School readiness prior to actual delivery; and (b) (c) link the findings of the PFM consultant to readiness of schools
DepEd-CSO partnership on Delivery and Installation	CSO supported DepEd on ensuring ICT packages were delivered to schools reported on their findings: (a) some schools in the list – there were no actual schools (Caraga Region); and (b) some schools have no Deed of Donation, as such, relocate to schools that are ready.	In Naga, electrical load capacity in school for 41 computers, the CSO leveraged for the installation of transformer.	ICT packages delivered and installed in schools, with the following: (a) ownership of the CSO of the project with their involvement of it; CSO filled in the gaps, in sourcing funds even from own pocket; mobilizing others for help (mason, labor for hauling) (b) Contractor dependent for CSO support	Pre-delivery inspection, as a joint exercise of DepEd, UNDP- PMO with identified CSO handling that particular region, towards ensuring availability of ICT packages for delivery.	CSOs are part of the community – ability to leverage with other resources with LGUs and other stakeholders, which the schools may not have accesses CSOs were respected and could help leveraged resources	Difficulty of getting the perfect timing (on school readiness, delivery and installation), which was addressed with the help of the CSOs and community volunteers.	Key aspects on implementation of DCP: (a) post- delivery visits in checking on the quality of ICT packages, (b) use of warranty, if needed; and (c) learning for the Principal in asserting their right of receiving properly working equipment
5. Capability Building on PFM, focusing on Procure- ment	Capacity building on PFM intended to take on the opportunity to improve procurement at	Informal capacity building carried out with DepEd - handholding, mentoring,	As part of initiative of building capacity at DepEd, training courses were conducted:	HUBS were planned for sustainability, so as not to be dependent on UNDP in the			Evaluator's Note : While trainings were provided through this project, the task in strengthening

Components	Relevance ¹⁴²	Efficiency ¹⁴³		Effectiveness ¹⁴⁴	Sustainability ¹⁴⁵	Good practices	Challenges & Measures taken	Lessons Learned
	DepEd and improve service delivery, through coaching, mentoring and training of procurement and project	coaching and so forth Commissioned some studies Studies were conducted and some bottlenecks were identified	•	CIPS courses— Internationally accepted course on procurement, were conducted in 2 batches of the planned 4 batches, with 1 st batch as	long-run. Initially reaching out to universities as institutional link to capacity building (UP Mindanao and Ateneo de		Measures taken	the PFM could best be carried government-wide and not just through skills training and upgrading. The whole of
	management. 2 % of funds for capacity building	(DepEd Regional Office and Rapid Assessment study with COA	•	successful but there were no participants on the 2 nd batch. Project Management Institute - Training was open to other government agencies, 2-3 CSO personnel and UNDP personnel, with the Intent and vision of organizing a cohort of experts;	Davao). They participated in quarterly consultation. The Universities liked the project but they can't see themselves as monitors. As such, the participation of the CSO as the monitors was the remaining avenue in addressing PFM			government approach would best be addressed with the bill in Congress on the Budget Reforms Act (with a section on strengthening citizen participation.
			•	The planned pool of procurement professionals did not see fruition. Later, there were teachers' training on Adobe, but training no longer related to capacity building on PFM	related concerns on community participation.			

Teachers' Satisfaction Survey

Good day!

If you are a teacher who has used the school's ICT equipment as provided by DepEd through UNDP, you are invited to participate in this survey.

This survey will inform the ongoing terminal evaluation of the DepEd and UNDP project on the provision of computer sets and solar panels to support the DepEd Computerization Programme. The evaluation aims to assess the relevance, effectiveness, efficiency, and sustainability of the Project.

It will take approximately 20 - 25 minutes to complete. Please answer comprehensively and honestly. Your responses will be treated with confidentiality and the information you provide will only be available to the evaluation consultant.

For any queries, you may contact the project evaluation consultant at norielsicad@gmail.com.

*Required

A. School and Respondent Identification (This section requires the identification information of the school and corresponding principal, teacher/s, and ICT Coordinator/s)

1. 1. Name of School (please enter the complete name of your school) *

2. 2. School ID *

3. Complete Address of School

3. 3.a. Barangay *

4. 3.b. City/Municipality *

5. 3.c. Province *

6. 3.d. Region *

Mark only one oval. I (llocos Region) 🔵 II (Cagayan Valley) 🔵 III (Central Luzon) IV-A (CALABARZON) 🗍 IV-B (MIMAROPA) V 🔵 VI 🔵 VIII) IX ─) X 🔵 XI XIII (CARAGA Administrative Region) Cordillera Administrative Region (CAR) National Capital Region (NCR) Autonomous Region in Muslim Mindanao (ARMM) (

- 7. 4. Name of Respondent (Last Name, First Name, MI)
- 8. 5. Respondent's Position/Designation *

6. Grade Level and Subjects

(Grade Level of the students and corresponding subjects you teach. Please note that 6a item includes Grades 1 - 10 subjects while 6b item includes Senior High subjects).

9. 6a. If Grade Level is Grades 1 - 10, please check all that apply. (Note that the columns represent the Grade Levels while the rows are the general school subjects. You may scroll to the right to view other grade levels. Please tick or check "None" if you do not teach the designated subject). *

Т	ïck	all	that	a	D	plv.
				~	\sim	~

	Grade 1	2	3	4	5	6	7	8	9	10	None
Mother Tongue											
Filipino											
English											
Mathematics											
Science											
Araling Panlipunan											
Edukasyon sa Pagpapakatao (EsP)											
Music											
Arts											
Physical Education											
Health											
Edukasyong Pangtahanan at Pangkabuhayan											
TLE - Agri-Fishery Arts											
TLE - HE											
TLE - ICT											
TLE - Industrial Arts											

10. 6.b If Senior High School, please tick the appropriate box that apply. (Note that the columns represent the Grade Levels while the rows are the general school subjects. You may scroll to the right to view other grade levels. Please tick or check "None" if you do not teach the designated subject). *

Tick all that apply.

	Grade 11	Grade 12	None
Oral Communication			
Reading and Writing			
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino			
Pagbasa at Pagsusuri ng Iba't-Ibang Teksto Tungo sa Pananaliksik			
21st Century Literature from the Philippines and the World			
Contemporary Philippine Arts from the Regions			
Media and Information Literacy			
General Math			
Statistics and Probability			
Earth and Life Science			
Physical Science			
Introduction to the Philosophy of the Human Person			
Physical Education and Health			
Personal Development			
Understanding Culture, Society and Politics			
Earth Science (taken instead of Earth and Life Science for those in the STEM Strand)			
Disaster Readiness and Risk Reduction (taken instead of Physical Science for those in the STEM Strand)			

11. 7. Respondent's Gender *

Mark only one oval.
Male
Female
Prefer not to say
Other:

12. 8. Is your residence within the community where the school is located?

Mark only on	e oval.		
Yes			
No			
Other:			

 9. Respondent's Contact Information - email address. (Please note that we will keep your contact information with confidentiality. If made available, the evaluator may contact you for more clarification on your response/s in this survey which would be a great help in evaluating the project).

B. Computer Sets Provided and Received

14. 1. Latest Inventory of ICT equipment in your school

Mark only one oval per row.

	0	1	2	3	4	5	6	7	8	9	10	> 10
Host Desktop Computers	\bigcirc											
Desktop Personal Computers	\bigcirc											
Laptops	\bigcirc											
2-in-1 Tablet	\bigcirc											

2. If number of ICT equipment is > 10, please give the corresponding number of the computer set:

(If number of ICT equipment is <=10, please skip questions 2.a, 2.b, 2.c, and 2.d. Thank you.)

15. 2.a Host Desktop Computers

16. 2.b Personal Desktop Computer

17. 2.c Laptop/Notebook

18. 2.d 2-in-1 Tablet

19. 3. Brands of Computer Sets Provided and Received by Your School

Tick all that apply.
Hewlett Packard (HP)
Coby
Dell
Lenovo
Acer
Other:

20. 4. Are you aware of the DepEd Computerization Program implemented by UNDP? *

Mark only one oval.

C	\supset	Yes
\subset	\supset	No

21. 5. What package of the DepEd-UNDP Computerization Program has your school received?*

Mark only one oval.

Lot 1 (Host Desktop Personal Computer Acer X4640G; Laptop Acer TMP248-M;)

Lot 2 (Desktop Personal Computer Dell Vostro 3900; LCD Projector; Projector Screen; Multimedia Speakers; UPS; Networking Switch; Multifunction 3-in-1 Inkjet Printer; Digitizer / Pen Tablet))

Lot 3 (Desktop Personal Computer; Laptop)

Lot 4 (Laptop (Hewlett-Packard HP 240 G5 Notebook PC); 2 in 1 Tablet (Hewlett-Packard HP x2 210 G2 Detachable PC); Wireless router; Photovoltaic Panel; Charge Controller and Inverter Unit; Energy Storage Battery; Cables and Peripherals)

🔵 l don't know

C. Teacher Assessment Survey Questions

- 22. 1. Since your school was provided with computers, when did you first use any of these laptops, Desktop Personal Computers, or tablets? (Please state in mm/yyyy format)
- 23. 2. How many Computer Laboratory room/s (or desk rooms/computer room) does your school have? *

ark only one oval.	Mark only on
0	0
1	1
2	2
3	3
4	4
5	5
>5	>5
Other:	Other:

24. 3. On the average, how often do you use the Computer Lab per week? *

Daily
1 or 2 days a week
3 or 4 days a week
Hardly ever
Never

Mark only one oval.

25. 4. On the average, how many hours in 1 week do you have access to the Computer Lab? *

Mark only one oval.
Less than 1 hour
1 - 2 hours
2 - 3 hours
3 - 4 hours
4 - 5 hours
5 - 6 hours
6 - 7 hours
7 - 8 hours
More than 8 hours
None
Other:

26. 5. In relation to question 4, for what purpose/s do you access the Computer Lab/s? (Please tick all that apply) *

Tick all that apply.

27. 6. If you are teaching in the Computer Lab/Computer Room, what classes are your teaching? (Please tick all that apply) *

Tick all that apply.

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Not applicable (N/A)
TLE - ICT									
TLE - Industrial Arts									
Media and Information Literacy									
General Math									
Statistics and Probability									
Physical Science									
Disaster Readiness and Risk Reduction									
Computer Literacy									
Computer Fundamentals									
Computer Science									
Digital Arts									
Others									

28. 7. When using the Computer Lab/Computer Room to teach computer-related subjects, how many students are using one computer? *

Mark only one oval.



8. How satisfied are you with the overall quality of the computer set equipment &/or solar panel set equipment provided?

29. 8a. Equipment from DepEd-UNDP Project *

Mark only one oval per row.

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Not applicable (N/A)
Host Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Laptop/Notebook	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
2-in-1 Tablet	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Solar Panel Set Equipment	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

30. 8b. Equipment NOT part of the DepEd-UNDP Project *

Mark only one oval per row.

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Not applicable (N/A)
Host Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Laptop/Notebook	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
2-in-1 Tablet	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Solar Panel Set Equipment	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

31. 9. What do you like MOST about the Computer Lab of your school? *

Tick all that apply.

Availa	ability	of	computers
--------	---------	----	-----------

Availability of electricity

- Computer speed
- Quietness of the lab
- Quality of the facility

Can listen to CDs, play games, etc

Assistance of the ICT/computer teacher

Room temperature (airconditioned)

Other:

32. 10. What do you like LEAST about the Computer Lab of your school? *

 Tick all that apply.

 Waiting for the availability of a computer

 Too few computers

 Lab is too noisy

 Lab is too crowded

 Quality of the facility

 Lack of printer

 Slow computer speed

 Lack of Internet capability

 Limited assistance of the ICT/Computer Teacher

 Room temperature (airconditioned)

 Other:

33. 11. How would you rate your overall experience teaching in the Computer Lab this school year as compared with the previous years? *

Mark only one oval.

Better

🔵 Same

- Not applicable (i.e., this is my first year of teaching)
- 34. 12. In relation to your answer to Question 11, if your experience is BETTER, what contributed to this?

35. 13. In relation to your answer to Question 11, if your experience is WORSE, what contributed to this?

36. 14. Do you have a computer at home? *

Mark only one oval.



37. 15. On the average, how often do you use a computer (whether at home, school, and/or computer service centers)?*

Mark only one oval per row.

	All the time	Often	Sometimes	Rarely	Never
at Home	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
at School	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
at the Computer Service Center	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

38. 16. On the average, how much time do you spend per day on the computer? *

Mark only one oval.

Less than 1 hour
 1 - 2 hours
 >2 - 3 hours
 >3 - 4 hours

39. 17. Do you own a smartphone? *

) More than 4 hours

Mark only one oval.

Yes

40. 18. Has any member of your household have a smartphone? *

Mark only one oval.



41. 19. If yes to either question 17 and 18, how often do you use the smartphone? *

Mark only one oval.

\subset	All the time
\subset	Often
\subset	Sometimes
\subset	Rarely
\subset	Never

42. 20. On the average, how much time do you spend per day on smartphones? *

Mark only one oval.



_____ 1 - 2 hours

🔵 >2 - 3 hours

>3 - 4 hours

____ more than 4 hours

43. 21. Places where you access the Internet? *

Mark only one oval per row.

	Yes	No
Home	\bigcirc	\bigcirc
School	\bigcirc	\bigcirc
Computer/Internet Shops	\bigcirc	\bigcirc

44. 22. How much time do you spend per day on the Web/Internet *

Mark only one oval per row.

	Less than 1 hour	1 - 2 hours	>2 - 3 hours	>3 - 4 hours	more than 4 hours
Home	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
School	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Computer/Internet Shops	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

45. 23. Have you participated in the Open Educational Resources (OER) Training conducted by DepEd and UNDP?*

Mark only one oval.

\subset	\supset	Yes
\subset	\supset	No

46. 24. How many times have you participated in the OER Training conducted by DepEd and UNDP? *



47. 25. What is your current proficiency level in OER?

Mark only one oval.

DepEd Digital Rise Certified Educator

DepEd Digital Rise Certified Champion

- OepEd Digital Rise Certified Master
- 48. 26. Were the OER topics helpful in teaching your students specifically in the mixed learning approach of DepEd? * Mark only one oval.
 - Yes
- 49. 27. What particular part/topic of the OER Training module was MOST HELPFUL to you in teaching? *
- 50. 28. What particular part/topic of the OER Training module was LEAST HELPFUL for you in teaching? *

51. 29. How useful is/are the ICT or computer package/s your school received in the transition to mixed learning due to the pandemic?

Mark only one oval.

\subset	Very Useful
\subset	Useful
\subset	Neutral

- O Not Useful
- 52. 30. Is your school a recipient of the DepEd DICT Pipol Konek / Free Wi-fi Project? *

Mark only one oval.

\subset	Yes
\subset	No
\subset	Don't know

53. 31. To help DepEd Central Office develop teacher training plans and produce high quality programs, please tell us what types of capacity building do you need at the moment? *

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Google Forms

School's ICT Focal Persons Satisfaction Survey

Good day!

If you are an ICT Focal Person of your school, you are invited to participate in this survey.

This survey will inform the ongoing terminal evaluation of the DepEd and UNDP project on the provision of computer sets and solar panels to support the DepEd Computerization Programme. The evaluation aims to assess the relevance, effectiveness, efficiency, and sustainability of the Project.

It will take approximately 20 - 25 minutes to complete. Please answer comprehensively and honestly. Your responses will be treated with confidentiality and the information you provide will only be available to the evaluation consultant.

For any queries, you may contact the project evaluation consultant at norielsicad@gmail.com.

*Required

A. School and Respondent Identification

- 1. 1. Name of School *
- 2. 2. School ID

3. Complete Address of School

- 3. 3.a Barangay *
- 4. 3.b City/Municipality *
- 5. 3.c Province *

6. 3.d Region *

Mark only one oval. I (llocos Region) II (Cagayan Valley) III (Central Luzon) O IV-A (CALABARZON) O IV-B (MIMAROPA) ○ v ⊂ VI 🔵 VII — x 🔵 XI C XII XIII (CARAGA Administrative Region) Cordillera Adminsitrative Region (CAR) National Capital Region (NCR) Autonomous Region in Muslim Mindanao (ARMM) C

- 7. 4. Name of Respondent (Last Name, First Name, MI)
- 8. 5. Respondent's Position/Designation *

9. 6. Respondent's Gender

Mark only one oval.

🔵 Male

🔵 Female

Prefer not to say

Other:

10. 7. Is your residence within the community where the school is located?

Mark only on	e oval.			
O Yes				
No				
Other:				

11. 8. Respondent's email address. (Please note that we will keep your contact information with confidentiality. If made available, the evaluator may contact you for more clarification on your response/s in this survey which would be a great help in evaluating the project).

B. Computer Sets Provided and Received

12. 1. Are you aware of the DepEd Computerization Program being implemented by UNDP? *

Mark only one oval.

C	\supset	Yes
C	\supset	No

13. 2. Is your school a recipient of ICT packages of the DepEd-UNDP Computerization Program being implemented?

Mark only one oval.

- Yes
- 14. 3. What brands of computers were provided and received by your school?

Tick all that apply.
Hewlett-Packard (HP)
Acer
Coby
Dell
Asus
Other:

15. 4. Date the ICT packages were installed and tested from date of delivery (please state in mm/yyyy format) *

16. 6. No. of days the ICT packages were installed and tested from date of delivery

Mark only one oval.

- Within the day of delivery
- Next day from date of delivery
- 3rd day from date of delivery
- More than 3 days after date of delivery
- 17. 5. How many ICT equipment did your school receive from the Data Computerization Program implemented by the United Nations Development Program (UNDP)?

Aark only one oval per row.												
	0	1	2	3	4	5	б	7	8	9	10	11
Host Desktop Personal Computer	\bigcirc											
Desktop Personal Computer	\bigcirc											
Laptop/Notebook	\bigcirc											
2-in-1 Tablet PC	\bigcirc											
LCD Projector	\bigcirc											
Wireless Router	\bigcirc											
Solar Panel	\bigcirc											
4												•

18. 5. What package of the DepEd-UNDP Computerization Program has your school received?

Mark only one oval.

Lot 1 (Host Desktop Personal Computer Acer X4640G; Laptop Acer TMP248-M;)

Lot 2 (Desktop Computer Dell Vostro 3900; LCD Projector; Projector Screen; Multimedia Speakers; UPS; Networking Switch; Multifunction 3-in-1 Inkjet Printer; Digitizer / Pen Tablet))

Lot 3 (Desktop Personal Computer; Laptop)

Lot 4 (Laptop (Hewlett-Packard HP 240 G5 Notebook PC); 2 in 1 Tablet (Hewlett-Packard HP x2 210 G2 Detachable PC); Wireless router; Photovoltaic Panel; Charge Controller and Inverter Unit; Energy Storage Battery; Cables and Peripherals)

C. School's ICT Focal Person Assessment Survey Questions

19. 1. When were you designated as the ICT Coordinator of your school? (Please state your answer in mm/yyyy format).

20. 2. How many Computer Laboratory room/s (or desk room/computer room) does your school have? *

Mark only one oval.		
0		
1		
2		
3		
4		
5		
Other:		

 3. At present, how many computer equipment (laptops, PC tablets, PCs, etc) are available and being used in your school? (Please note that the columns reflects the quantity/numbers to be selected while the rows are the equipment description provided. You may scroll to the right to view until >10). *

Mark only one oval per row.												
	0	1	2	3	4	5	6	7	8	9	10	> 1 0
Host Desktop Personal Computer	\bigcirc											
Desktop Personal Computer	\bigcirc											
Laptop/Notebook	\bigcirc											
2-in-1 Tablet	\bigcirc											
Wireless Router	\bigcirc											
Solar Panel	\bigcirc											
•												Þ

4. If no. of ICT equipment is > 10, please give the corresponding number of the computer set:

22. 4.a Host Desktop Computers

23. 4.b Personal Desktop Computer

24. 4.c Laptop/Notebook

25. 4.d 2-in-1 Tablet

26. 4.e Solar Panel Equipment

27. 5. Were there breakdowns of the school's PC tablets, laptops, solar panel, and other computer equipment? *

Mark only one oval per row.

	DepEd-UNDP Equipment: Yes	DepEd-UNDP Equipment: No	Other Equipment: Yes	Other Equipment: No	No breakdown
Host Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Laptop/Notebook	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
2-in-1 Tablet	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Wireless Router	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
LCD Projector	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Solar Panel equipment	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

6. When was the last time that a computer-related equipment broke down? What kind of computer-related equipment broke down?

28. 6.a DepEd-UNDP Project

Mark only one oval per row.

	over a year ago	over 6 months but less than 1 year ago	6 months ago	5 months ago	4 months ago	3 months ago	2 months ago	1 month ago	last week	N/A
Host Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Laptop/Notebook	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
2-in-1 Tablet	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Wireless Router	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
LCD Projector	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Solar Panel or other related equipment	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

29. 6.b Equipment NOT part of the DepEd-UNDP Project

Mark only one oval per row.

	over a year ago	over 6 months but less than 1 year ago	6 months ago	5 months ago	4 months ago	3 months ago	2 months ago	1 month ago	last week	N/A
Host Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Laptop/Notebook	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
2-in-1 Tablet	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
LCD Projector	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Solar Panel or other related equipment	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Wireless Router	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

30. 7. How long did it take for these computer-related equipment to be repaired?

Mark only one oval per row.

	Within the day	After 2 - 3 days	Within a week	Within 2 - 3 weeks	A month or more	N/A
DepED-UNDP Project Equipment	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Other Project Equipment	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

31. 8. Does the school have an agreement with a service maintenance company/organization?

Mark only one oval.



9. If the Personal Computer, tablet, laptop, or solar panel was repaired for more than a week, what was the reason for the length of time that it took to be repaired. (NOTE: 9a are for DepEd - UNDP Project Equipment and 9b are for Non-DepEd-UNDP Project Equipment)

32. 9a. For DepEd-UNDP Project Equipment

Mark only one oval.

Slow response of school management

Slow response of the service maintenance company

Difficulty in bringing the equipment to the service maintenance company

Maintenance company had difficulty repairing the machine

Other:

33. 9b. For Non-DepEd-UNDP Project

Mark only one oval.

Slow response of school management
Slow response of the service maintenance company
O Difficulty in bringing the equipment to the service maintenance company

Maintenance company had difficulty repairing the machine

Other:

10. How satisfied are you with the overall quality of the Computer Lab equipment? (Please scroll to the right for the other choices).

34. 10a. For DepEd-UNDP Project equipment (Please scroll to the right for the other choices). *

Mark only one oval per row.

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Not applicable (N/A)
Host Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Laptop/Notebook	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
2-in-1 tablet	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Wireless Router	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
LCD Projector	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Solar Panel	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

35. 10b. For NON-DepEd-UNDP Project equipment. (Please scroll to the right for the other choices). *

Mark only one oval per row.

	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Not applicable (N/A)
Host Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Laptop/Notebook	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
2-in-1 tablet	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Wireless Router	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
LCD Projector	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Solar Panel	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

11. What are the common problems being encountered in the use and operation of the computer equipment in the Computer Lab/Room?

36. 11.a Host Desktop Personal Computer

37. 11.b Desktop Personal Computer

39. 11.d 2-in-1 Tablet

40. 11.e Wireless Router

41. 11.f Solar Panel

42. 12. Do you have access to the Internet?

Mark only one oval per row.

\bigcirc	\bigcirc
\bigcirc	\bigcirc
	\bigcirc

43. 13. Type of Internet Access Used (Please tick all that apply)

Tick all that apply.

	Dia l- Up	Broadband	DSL	Satellite	Mobile	Fiber Optic
At school						
At home						
Others						

44. 14. How many hours do you spend PER DAY browsing/reading using the Internet? *

Mark only one oval per row.

	Less than 1 hour	1 - 2 hours	> 2 - 3 hours	> 3 - 4 hours	more than 4 hours
Home	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
School	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

45. 15. How satisfied are you with the USEFULNESS of the COMPUTERS/EQUIPMENT provided through the DepEd-UNDP Computerization Program? *

Mark only one oval.

- Very satisfied
 Satisfied
 Neutral
- Dissatisfied
- Very dissatisfied
- 46. 16. How satisfied are you with the TIMELINESS of the implementation of the DepEd UNDP Project? *

Mark only one oval.

Very satisfied

Satisfied

🔵 Neutral

Dissatisfied

Very dissatisfied

47. 17. How satisfied are you with the QUALITY of the COMPUTERS/EQUIPMENT provided through the DepEd - UNDP project? *

Mark only one oval.

Very satisfied

Satisfied

🔵 Neutral

Dissatisfied

Very dissatisfied

48. 18. Has the provision of computer-related equipment through the DepEd-UNDP Computerization Project contributed to improving the teachers' teaching methods to enhance the learnings of the students? *

Mark only one oval.

Very significantly

Significantly

🔵 Neutral

Insignificant

Very insignificant

49. 19. How satisfied are you with the Operations and Maintenance of the equipment provided through this project?*

Mark only one oval.

\bigcirc	Very satisfied
\bigcirc	Satisfied
\bigcirc	Neutral
\bigcirc	Dissatisfied
\bigcirc	Very dissatisfied

50. 20. How would you rate the overall Level of Satisfaction with the provision of computer-related equipment through the implementation of the DepEd - UNDP Project? *

Very Dissatisfied	\bigcirc	Very Satisfied									
	1	2	3	4	5	6	7	8	9	10	
Mark only one oval											

51. 21. How satisfied are you with the support provided by the Civil Society Organizations (CSOs)/Citizens Participating in Governance (CPaGs) in your school?

Mark only one oval.						
	1	2	3	4	5	
Very Satisfied	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	Very Dissatisfied

52. 22. What kind of support did you receive from the CSOs and CPaGs?



Mark only one oval.



54. 24. To help the DepEd Central Office develop Teachers' Training plans and produce high quality programs, please state some of your capacity-building needs in relation to the Computerization project of the government in schools. *

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Satisfaction Survey of ICT Packages for DepEd Division Office

Good day!

If you are a personnel of a DepEd Division Office whose office received an ICT equipment packages of the DepEd Computerization Program implemented through UNDP, you are invited to participate in this survey. Further, we would like to invite at least one respondent from the user office (other than the ICT Services) and one respondent from the ICT Services of a DepEd Division Office.

This survey will inform the ongoing terminal evaluation of the DepEd and UNDP project on the provision of computer sets and solar panels to support the DepEd Computerization Programme. The evaluation aims to assess the relevance, effectiveness, efficiency, and sustainability of the Project.

It will take approximately 10-20 minutes to complete. Please answer comprehensively and honestly. Your responses will be treated with confidentiality and the information you provide will only be available to the evaluation consultant.

For any queries, you may contact the project evaluation consultant at norielsicad@gmail.com.

*Required

A. Respondent's Profile

- 1. 1. Full Name of Respondent (Please enter Last Name first, First Name second, Middle Initial last)
- 2. 2. Position/Designation of Respondent *
3. 3. Division Office *

Mark only one oval.

Abra

🔵 Agusan del Norte

O Agusan del Sur

🔵 Aklan

- O Alaminos City
- Albay

O Angeles City

- Antipolo City
- Antique

🔵 Apayao

Aurora

Bacolod City

Bacoor City

Bago City

Baguio City

🔵 Bais City

🔵 Balanga City

🔵 Bataan

🔵 Batac City

Batanes

🔵 Batangas

- 🔵 Batangas City
- 🔵 Bayawan City
- Baybay City
- 🔵 Bayugan City

Benguet

🔵 Biliran

🔵 Binan City

Bislig City

Bogo City

🔵 Bohol

🔵 Borongan City

Bukidnon

🔵 Bulacan

🔵 Butuan City

Cabadbaran City

Cabanatuan City

Cadiz City

🔵 Cagayan

🔵 Cagayan de Oro City

- 🔵 Calamba City
- 🔵 Calapan City
- Calbayog City
- 🔵 Caloocan City
- Camarines Norte
- 🔵 Camarines Sur
- 🔵 Camiguin
- Candon City
- Capiz
- Carcar City
- Catanduanes
- 🔵 Catbalogan City
- 🔵 Cauayan City
- 🔵 Cavite
- 🔵 Cavite City
- 🔵 Cebu
- 🔵 Cebu City
- City of Ilagan
- City of Naga, Cebu
- City of San Fernando
- CITY OF SAN JOSE DEL MONTE
- City of San Juan
- Compostela Valley
- 🔵 Cotabato City
- 🔵 Dagupan City
- 🔵 Danao City
- 🔵 Dapitan City
- 🔵 Dasmarinas City
- 🔵 Davao City
- 🔵 Davao del Norte
- 🔵 Davao del Sur
- 🔵 Davao Oriental
- Digos City
- 🔵 Dinagat Island
- Dipolog City
- Dumaguete City
- 🕖 Eastern Samar
- 🔵 El Salvador
- Escalante City
- 🔵 Gapan City
- General Santos City

Gingoog City) Guihulngan City Guimaras) Ifugao) Iligan City) Ilocos Norte) Ilocos Sur) Iloilo) Iloilo City) Imus City) Iriga City Isabela 🔵 Isabela City Island Garden City of Samal 🔵 Kabankalan City 🔵 Kalinga 🔵 Kidapawan City C Koronadal City 🔵 La Carlota City 🔵 La Union 🔵 Laguna 🔵 Lanao del Norte 🔵 Laoag City 🔵 Lapu-Lapu City 🔵 Las Piñas City 🔵 Legaspi City 🔵 Leyte 🔵 Ligao City 🔵 Lipa City 🔵 Lucena City) Maasin City) Mabalacat City

🔵 Makati City

Malabon City

🔵 Malaybalay City

Malolos City

Mandaluyong City

Mandaue City

🔵 Manila

🔵 Marikina City

Marinduque

🔵 Masbate

🔵 Masbate City

🔵 Mati City

Meycauayan City

Misamis Occidental

Misamis Oriental

Mt. Province

Muntinlupa City

🔵 Naga City

Navotas

Negros Occidental

Negros Oriental

North Cotabato

Northern Samar

🔵 Nueva Ecija

🔵 Nueva Vizcaya

Occidental Mindoro

🔵 Olongapo City

Oriental Mindoro

Ormoc City

🔵 Oroquieta City

🔵 Ozamis City

🔵 Pagadian City

Palawan

🔵 Pampanga

🔵 Panabo City

📄 Pangasinan I, Lingayen

🔵 Pangasinan II, Binalonan

Paranaque City

🔵 Pasay City

Pasig City

🔵 Passi City

Puerto Princesa City

____ Quezon

🔵 Quezon City

🔵 Quirino

🔵 Rizal

Romblon

📃 Roxas City

📃 Sagay City

📃 Samar (Western Samar)

San Carlos City, Negros Occidental

🔵 San Carlos City, Pangasinan

San Fernando City, La Union

🔵 San Jose City

🔵 San Pablo City

🔵 Santiago City

🔵 Sarangani

Science City of Muñoz

🔵 Siargao

Silay City

Siquijor

Sorsogon

Sorsogon City

South Cotabato

Southern Leyte

🔵 Sta. Rosa City

🔵 Sultan Kudarat

🔵 Surigao City

🔵 Surigao del Norte

🔵 Surigao del Sur

🔵 Tabaco City

🔵 Tabuk City

🔵 Tacloban City

Tacurong City

🔵 Tagbilaran City

🔵 Taguig

Tagum City

🔵 Talisay City

🔵 Tanauan City

Tandag City

Tangub City

🔵 Tanjay City

Tarlac City

TARLAC PROVINCE

Tayabas City

Toledo City

Tuguegarao City

🔵 Urdaneta City

Valencia City

🔵 Valenzuela City

🔵 Vigan City

🔵 Zambales

🔵 Zamboanga City

🔵 Zamboanga del Norte

🔵 Zamboanga del Sur

🔵 Zamboanga Sibugay

Not listed above

4. 4. Respondent's email address (Please note that we will keep your contact information with confidentiality. If made available, the evaluator may contact you for more clarification on your response/s in this survey which would be a great help in evaluating the project).

5.	5. Your	Office	Assignment:
----	---------	--------	-------------

Mark only one oval.

- Office of the Schools Division Superintendent
- Office of the Assistant Schools Division Superintendent
- Curriculum Implementation Division
- Instructional Management
- District Instructional Supervision
- Learning Resources Management
- School Governance and Operations Division
- School Management M&E
- Education Facilities
- Social Mobilization and Networking
- Human Resource Development
- School Health and Nutrition
- Planning and Research
- Legal Services
- Administrative Services
- Finance Services
- ICT Services Skip to question 16
- Other:

B. Usage & Operations and Maintenance of Equipment Provided

6. 1. How many computer-related equipment has your office received from the DepEd Computerization Program partnered with UNDP?

Mark only one oval per row.						
	0	1	2	3	4	5
Laptop/Notebook	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Desktop Personal Computer	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

7. 2. Are these computer equipment connected to a local area network?

Mark only one oval.
Yes
No
Maybe
Other:

8. 3. How is access to the Internet done?

Tick all that apply.

Mobile Internet
Through the office network connected to the server in ICT Services
Through an Internet Service Provider hired by my office
Other:

9. 4. What are the uses of the computer equipment assigned in your office

Tick all that apply.

Use Word Processor (ex. MS Word)
Use spreadsheet (ex. MS Excel)
Use presentation software (ex. MS PowerPoint)
Use computer applications not listed above
Browse through the Internet for research
Project-related work
Solving problems, making decisions, or forming opinions
Accessing online database
Developing teaching resources
Developing digital content for learner use
Other:

10. 5. No. of hours per day the equipment are used

	0	1	2	3	4	5	б	7	8	>8
Laptop/Notebook	\bigcirc									
Desktop Personal Computer	\bigcirc									

11. 6. Has the provision of the computer equipment helped in increasing the productivity of your office?

Mark only one oval.

) Strongly disagree

Disagree Neutral Agree) Strongly agree 12. 7. Please briefly state how the computer equipment helped in your productivity. 13. 8. Have the computer equipment provided through partnership with UNDP experienced breakdown? Mark only one oval. Yes ◯ No 14. 9. If yes, how was the breakdown addressed? (Please tick the box that apply). Tick all that apply. Personnel within my section/division of the Schools Division Office repaired this The personnel from the ICT Section diagnosed and repaired the breakdown A personnel from the service company visited our office and repaired the breakdown The computer equipment was brought to the service company office/location for repair Other:

15. 10. No. of days it took for the repair of the computer equipment

Computer

 Mark only one oval per row.

 within the day
 within 2 - 3 days
 within the within 2 within a week
 within a month

 Laptop/Notebook
 O
 O
 O
 O

 Desktop
 O
 O
 O
 O

()

not yet resolved/repaired

C. Computer Sets Provided and Received

16. 1. Are you aware of the DepEd Computerization Program implemented by UNDP?

Mark only one oval.

\subset	\supset	Yes
\subset	\supset	No

17. 2. What package of the DepEd-UNDP Computerization Program has your Division Office received?

Mark only one oval.

Lot 1 (Host Desktop Personal Computer Acer X4640G; Laptop Acer TMP248-M;)

Lot 2 (Desktop Computer Dell Vostro 3900; LCD Projector; Projector Screen; Multimedia Speakers; UPS; Networking Switch; Multifunction 3-in-1 Inkjet Printer; Digitizer / Pen Tablet))

Lot 3 (Desktop Personal Computer; Laptop)

Lot 4 (Laptop (Hewlett-Packard HP 240 G5 Notebook PC); 2 in 1 Tablet (Hewlett-Packard HP x2 210 G2 Detachable PC); Wireless router; Photovoltaic Panel; Charge Controller and Inverter Unit; Energy Storage Battery; Cables and Peripherals)

18. 3. How many computer equipment were received through the implementation of the DepEd-UNDP Computerization Project?

Mark only one oval per row.												
	0	1	2	3	4	5	б	7	8	9	10	Don't know
Desktop Personal Computer	\bigcirc											
Laptop/Notebook	\bigcirc											
•												Þ

4. Distribution of the Computer Equipment Received through the DepEd - UNDP Computerization Program in the Division Office

19. 4.a How were the Desktop Computer distributed in the Schools Division Offices?

	0	1	2	3	4	5
Office of the Schools Division Superintendent Proper	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Office of the Assistant Schools Division Superintendent	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Curriculum Implementation Division	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Instructional Management	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
District Instructional Supervision	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Learning Resources Management	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
School Governance and Operations Division	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
School Management M&E	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Education Facilities	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Social Mobilization and Networking	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Human Resource Development	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
School Health and Nutrition	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Planning and Research	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Legal Services	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Administrative Services	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Finance Services	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
ICT Services	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

20. 4.b How were the Laptops distributed in the Schools Division Offices?

Mark only one oval per row.

	0	1	2	3	4	5
Office of the Schools Division Superintendent Proper	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Office of the Assistant Schools Division Superintendent	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Curriculum Implementation Division	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Instructional Management	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
District Instructional Supervision	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Learning Resources Management	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
School Governance and Operations Division	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
School Management M&E	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Education Facilities	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Social Mobilization and Networking	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Human Resource Development	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
School Health and Nutrition	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Planning and Research	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Legal Services	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Administrative Services	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Finance Services	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
ICT Services	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

21. 5. Uses of the Laptop/Notebook/ Desktop Computers

Tick all that apply.

- Word Processing
- Data Processing
- DepEd Application Processing/Maintenance
- Presentation Preparation
- Monitoring and Evaluation
- Excel Worksheets
- Preparation of Training Materials
- Other:

22. 6. Are the offices in the Schools Division Office connected to the Internet through the local area network?

Mark only one oval.

O Yes	
No	
O Maybe	
Other:	

23. 7. Type of Internet Connection used

Mark only one oval.

Dial-up
Fiber Optic
DSL
Mobile Phone Services

DICT Pipol Konek

D. Computer Maintenance

24. 1. Have there been breakdowns with the computer equipment provided through the DepEd Computerization Program partnered with UNDP?

Mark only one oval per row.		
	Yes	No
Laptop/Notebook computer/s	\bigcirc	\bigcirc
Desktop Personal Computers	\bigcirc	\bigcirc

25. 2. Does the Division Office have an existing policy regarding computer-related equipment breakdown?

Mark only on	e oval.			
O Yes				
No				
O Maybe				
Other:				

26. 3. Is the ICT Services office involved in the maintenance of the computer-related equipment of the entire Division Office?

Mark only one oval.

\subset	Yes
\subset	🔵 No

27. 4. Does your Division Office have an existing maintenance agreement with a service company for computer-related equipment?

Mark only one oval.

\subset	Yes	
\subset	No	
\subset	Maybe	
\subset	Other:	

28. 5. What is the policy of the Division Office regarding computer equipment that are more than 3 years with the office?



Mark only one oval.

\subset	Yes
\subset	No

30. 7. How many computer hardware repair trainings have you attended?

Mark only one oval.



31. 9. Have you done personal study (books, Internet browsing, YouTube instructions) on how to repair?

Mark only one oval.

Mark only one oval.

\subset	Yes
\subset	No

32. 10. How have these trainings helped you address computer hardware related problems?



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Annex T. <u>Survey Questionnaire for DepEd and CSO Partners in Support to the Distribution of ICT Packages</u>

DepEd and CSO Partnership in Support to Distribution of ICT Packages

Good day!

If you are a regional or division IT officer of the DepEd or a CSO representative at the regional and division offices involved in the validation of school readiness and monitoring on the installation of ICT packages supporting the DepEd Computerization Program implemented through UNDP, you are invited to participate in this survey.

This survey will inform the ongoing terminal evaluation of the DepEd and UNDP project on the provision of computer sets and solar panels to support the DepEd Computerization Programme. The evaluation aims to assess the relevance, effectiveness, efficiency, and sustainability of the Project.

It will take approximately 20 - 25 minutes to complete. Please answer comprehensively and honestly. Your responses will be treated with confidentiality and the information you provide will only be available to the evaluation consultant.

For any queries, you may contact the project evaluation consultant at norielsicad@gmail.com.

*Required

A. Respondent's Profile

- 1. 1. Full Name of Respondent (Please enter Last Name first, First Name second, Middle Initial last)
- 2. 2. Position/Designation of Respondent *
- 3. 3. Office *

Mark only one oval.

O DepEd

CSO

4. 4. Region *

Mark only one oval.
Region I (Ilocos Region)
Region II (Cagayan Valley)
Region III (Central Luzon)
Region IV-A (CALABARZON)
Region IV-B (MIMAROPA)
Region V
Region VI
Region VII
Region VIII
Region IX
Region X
Region XI
Region XII
Region XIII (CARAGA)
Cordillera Administrative Region (CAR)
National Capital Region (NCR)
Autonomous Region in Muslim Mindanao (ARMM)

5. 5. If respondent is from the DepEd Regional Office, please state the name of your office at the Regional Office (If CSO, please indicate "Not Applicable") *

6. 6. If respondent is from DepEd Division Office, please select the Division Office

Mark only one oval.

Abra
Agusan del Norte
Agusan del Sur
Aklan
Alaminos City
Albay
Angeles City
Antipolo City
Antique
Драуао
Aurora
Bacolod City
Bacoor City
Bago City
Baguio City
Bais City
Balanga City
Bataan
Batac City
Batanes
Batangas
Batangas City
Bayawan City
Baybay City
Bayugan City
Benguet
Biliran
Binan City
Bislig City
Bogo City
Bohol
Borongan City
Bukidnon
Bulacan
Butuan City
Cabadbaran City
Cabanatuan City
Cadiz City
Cagayan

Cagayan de Oro City

🔵 Calamba City

Calapan City

Calbayog City

🔵 Caloocan City

Camarines Norte

Camarines Sur

🔵 Camiguin

Candon City

🔵 Capiz

Carcar City

Catanduanes

Catbalogan City

🔵 Cauayan City

🔵 Cavite

Cavite City

🔵 Cebu

Cebu City

City of Ilagan

City of Naga, Cebu

City of San Fernando

City of San Jose del Monte

City of San Juan

Compostela Valley

Cotabato City

Dagupan City

Danao City

Dapitan City

Dasmarinas City

🔵 Davao City

Davao del Norte

🔵 Davao del Sur

🔵 Davao Oriental

Digos City

🔵 Dinagat Island

Dipolog City

Dumaguete City

🔵 Eastern Samar

🔵 El Salvador

Escalante City

🔵 Gapan City

General Santos City

Gingoog City Guihulngan City Guimaras Ifugao Iligan City Ilocos Norte Ilocos Sur Iloilo Iloilo City Imus City

Iriga City

Isabela

Isabela City

🔵 Island Garden City of Samal

🔵 Kabankalan City

Kalinga

🔵 Kidapawan City

Koronadal City

🔵 La Carlota City

🔵 La Union

🔵 Laguna

🔵 Lanao del Norte

🔵 Laoag City

🔵 Lapu-Lapu City

🔵 Las Piñas City

🔵 Legaspi City

____ Leyte

🔵 Ligao City

🔵 Lipa City

🔵 Lucena City

🔵 Maasin City

Mabalacat City

🔵 Makati City

Malabon City

Malaybalay City

Malolos City

Mandaluyong City

🔵 Mandaue City

🔵 Manila

🔵 Marikina City

Marinduque

🔵 Masbate

🔵 Masbate City

🔵 Mati City

O Meycauayan City

Misamis Occidental

Misamis Oriental

Mt. Province

Muntinlupa City

🔵 Naga City

🔵 Navotas

Negros Occidental

Negros Oriental

🔵 North Cotabato

🔵 Northern Samar

🔵 Nueva Ecija

🔵 Nueva Vizcaya

Occidental Mindoro

🔵 Olongapo City

🔵 Oriental Mindoro

Ormoc City

🔵 Oroquieta City

🔵 Ozamis City

🔵 Pagadian City

Palawan

🔵 Pampanga

🔵 Panabo City

Pangasinan I, Lingayen

🔵 Pangasinan II, Binalonan

Paranaque City

🔵 Pasay City

Pasig City

🔵 Passi City

Puerto Princesa City

____ Quezon

🔵 Quezon City

🔵 Quirino

🔵 Rizal

Romblon

📃 Roxas City

🔵 Sagay City

📃 Samar (Western Samar)

San Carlos City, Negros Occidental

🔵 San Carlos City, Pangasinan

San Fernando City, La Union

🔵 San Jose City

San Pablo City

🔵 Santiago City

🔵 Sarangani

Science City of Muñoz

🔵 Siargao

🔵 Silay City

Siquijor

Sorsogon

Sorsogon City

South Cotabato

Southern Leyte

🔵 Sta. Rosa City

Sultan Kudarat

Surigao City

🔵 Surigao del Norte

🔵 Surigao del Sur

🔵 Tabaco City

🔵 Tabuk City

🔵 Tacloban City

Tacurong City

🔵 Tagbilaran City

🔵 Taguig

Tagum City

🔵 Talisay City

🔵 Tanauan City

Tandag City

Tangub City

🔵 Tanjay City

Tarlac City

TARLAC PROVINCE

Tayabas City

Toledo City

🔵 Tuguegarao City

🔵 Urdaneta City

🔵 Valencia City

🔵 Valenzuela City

🔵 Vigan City

____ Zambales

🔵 Zamboanga City

📃 Zamboanga del Norte

🔵 Zamboanga del Sur

🔵 Zamboanga Sibugay

Not listed above

7. If respondent is a CSO Representative, please state the following:

7. 7a. State the full name of your organization *

8. 7b. If respondent is a CSO Representative, please list down the names of DepEd Division Offices your organization have supported in the monitoring of School Readiness and distribution of ICT Packages (please separate each Division Office with a semi-colon (;).

9. 8. Respondent's email address. (Please note that we will keep your contact information with confidentiality. If made available, the evaluator may contact you for more clarification on your response/s in this survey which would be a great help in evaluating the project).

B. Questions on Relevance, Effectiveness, Efficiency, and Sustainability

(Kindly rate the following questions using the scale below)

10. 1. Relevance *

Mark only one oval per row.

	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree	l don't know
The choice of activities and deliverables properly responds to the objective of enhancing coordination of CSO/Citizens Participating in Governance (CPaGs) and DepEd in the monitoring of school readiness and distribution of ICT packages.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Sharing of information, between DepEd and CPaGs, on the readiness of the school was relevant in facilitating the timely delivery and installation of ICT packages.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The recruitment and training of volunteers on monitoring contributed in facilitating the meaningful partnership of the CSO volunteers with school and local government officials.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

11. 2. Efficiency...1/3 *

	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree	l don't know
The roles and responsibilities of the CSOs/CPaGs were clearly defined for schools, towards promoting greater participation of citizens and school-based citizen monitors in the distribution of ICT packages.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The information provided by DepEd on the status of school readiness helped in ensuring that at least 90% of the ICT packages were installed on the same day of its delivery.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The DepEd Regional Office, in our region, has a focal person responsible in receiving feedback from CSO volunteers and citizens.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

12. 2. Efficiency...2/3 *

Mark only one oval per row.

	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree	l don't know
The DepEd Division Offices, in our province, has a focal person responsible in receiving feedback from CSO volunteers and citizens.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The risks associated with the specific schools were adequately discussed by the CSO volunteers and DepEd personnel (Division Offices) before and during actual delivery of ICT packages.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Adequate safety measures were discussed and agreed upon by the CSO volunteers and DepEd personnel (Division Offices) to ensure safety of volunteers and DepEd personnel.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

13. 2. Efficiency...3/3 *

	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree	l don't know
The timeliness of delivery of ICT packages is satisfactory.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The quality of ICT packages is satisfactory.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The operation and maintenance of ICT packages is satisfactory.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

14. 3. Effectiveness...1/5 *

Mark only one oval per row.

	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree	l don't know
The project was successful in enhancing communication between DepEd and CSO/CPaGs volunteers towards enhancing the capacity of DepEd in monitoring the delivery of ICT packages.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The project pursued innovative ways in promoting partnership of CSO/CPaGs and school-based volunteers towards enhancing communication between DepEd personnel at the regional and division offices with the school principal/head teacher.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The mobilization of UNDP strengthened the partnership of CSO-DepEd in support to budgeting.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

15. 3. Effectiveness...2/5 *

	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree	l don't know
The mobilization of UNDP strengthened the partnership of the CSO-DepEd in support to procurement.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The mobilization of UNDP strengthened the partnership of the CSO-DepEd in support to human resource (HR) augmentation.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The mobilization of UNDP strengthened the partnership of the CSO-DepEd in support to partnership and CSO engagement.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

16. 3. Effectiveness...3/5 *

Mark only one oval per row.

	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree	l don't know
The mobilization of UNDP strengthened the partnership of the CSO-DepEd in support to finance.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The mobilization of UNDP strengthened the partnership of the CSO-DepEd partnership in support to monitoring.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The project was effective in building the capacities of partners (DepEd, UNDP, CSO/CPaGs) towards reaching the intended beneficiary-schools, teachers and students.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

17. 3. Effectiveness...4/5 *

	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree	l don't know
The CSO and DepEd partnership was effective in enhancing policy/systems at the national level towards improving timeliness and quality of DCP implementation.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The CSO and DepEd partnership was effective in enhancing policy/systems at the regional level towards improving timeliness and quality of DCP implementation.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The project built effective synergies with other existing initiatives towards promoting internet connectivity (DICT-UNDP Program) at the school level	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

18. 3. Effectiveness...5/5 *

Mark only one oval per row.

	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree	I don't know
The project built effective synergies with other existing initiatives in institutionalizing citizen participation in the Regional Project Monitoring and Evaluation System (RPMES) under the Regional Development Council (RDC).	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The usefulness of this ICT packages provided by DepEd through UNDP is satisfactory.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The project integrated inclusive development through gender equality, women's empowerment, and human rights.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

19. 4. Sustainability *

	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	4 Agree Somewhat	5 Agree	6 Strongly Agree	l don't know
The participation of community and school-based citizen monitors would continue in monitoring the delivery of goods and services to the schools, after the implementation of the DepEd- UNDP partnership in the DCP.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The capacity of the DepEd was enhanced, in continually promoting CSO-DepEd partnership on the monitoring the delivery and installation of ICT packages to schools.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The DepEd Regional and/or Division Offices regularly provide updates and responses to the feedback raised by the CSO to the DepEd	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
The DepEd and CSO are currently pursuing initiatives in ensuring CSO participation in the monitoring and reporting on the implementation of the DCP and other programs of DepEd.	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc

C. Assessments and Recommendations

- I. Delivery and Installation of ICT packages to schools:
- 20. 1. What EXPECTED VALUE has UNDP added in terms of delivery and installation of ICT packages to schools?

21. 2. What UNEXPECTED VALUE has UNDP added in terms of delivery and installation of ICT packages to schools?

22. 3 What LESSONS LEARNED have you identified (during and after the implementation of the project) regarding the delivery and installation of ICT packages to schools?

23. 4. What GOOD PRACTICES have you identified (during and after the implementation of the project) regarding delivery and installation of ICT packages to schools?

24. 5. What are some AREAS FOR IMPROVEMENT have you identified regarding delivery and installation of ICT packages to schools?

25. 6. Please present any RECOMMENDATIONS FROM THE STAKEHOLDERS regarding delivery and installation of ICT packages to schools?

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Teachers' Survey Results



No. of Teacher-Respondents and No. of Schools Represented

Description	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 4	Total
No. of Respondents	1,353	99	320	394	2,166
% Respondents	62%	5%	15%	18%	
No. of Schools	279	16	59	164	518
% Schools	54%	3%	11%	32%	

DepEd DCP	Male		Female Gay Prefer not to s		Female		o say	Grand	
Classification	No.	%	No.	%	No.	%	No.	%	Total
Non-DSS	285	21%	1,061	78%	1	0%	6	0%	1,353
DSS Lot 1	28	28%	67	68%			4	4%	99
DSS Lot 2	97	30%	221	69%			2		320
DSS Lot 4	83	21%	308	78%			3		394
Grand Total	493	23%	1,657	77%	1	0%	15	1%	2,166

No. of Teacher-Respondents by Gender



Is your residence within the community where the school is located?

DanEd DCD Classification	Yes		No		
Deped DCP Classification	No.	%	No.	%	Grand Total
Non-DSS	645	48%	695	52%	1,340
DSS Lot 1	35	35%	64	65%	99
DSS Lot 2	154	49%	163	51%	317
DSS Lot 4	127	33%	262	67%	389
Grand Total	961	45%	1,184	55%	2,145











No. of		Non-DSS		DSS Lot 1	DSS Lot 2		DSS Lot 4		
Trainings	DepEd Digital	Grand							
Attended	Rise Certified	Total							
Attended	Champion	Educator	Master	Educator	Educator	Champion	Educator	Master	
1		197	5	13	52		70	1	338
2	2	87	2	5	34	1	22		153
3		58	1	2	16		13		90
4	1	18		2	7		3		31
5		25		1	17		7		50
>5		3			2				5
Total	3	388	8	23	128	1	115	1	667

Current proficiency level in OER of the Teacher-Respondents

Were the OER topics helpful in teaching your students specifically in the mixed learning approach of DepEd?

	Y	es	Γ	Total	
D33 NO.	No.	%	No.	%	TOLAI
Non-DSS	524	95%	25	5%	549
DSS Lot 1	30	94%	2	6%	32
DSS Lot 2	178	97%	5	3%	183
DSS Lot 4	156	95%	8	5%	164
Grand Total	885	96%	40	4%	925

How useful is/are the ICT or computer package/s your school received in the transition to mixed learning due to the pandemic?

DSS Type	Not Useful	Neutral	Useful	Very Useful	Total
Lot 1	4	33	24	35	96
% Lot 1	4%	34%	25%	36%	
Lot 2	2	37	68	193	300
% Lot 2	1%	12%	23%	64%	
Lot 4	13	51	110	210	384
% Lot 4	3%	13%	29%	55%	
Total DSS	19	121	202	438	780
% Total	2%	16%	26%	56%	







DSS Lot No.	Teachers' Response								
	No Lab	1 Lab Rm	2 Lab Rms	3 Lab Rms	4 Lab Rms	5 Lab Rms	TOLAT		
Non-DSS	94	841	182	46	32	28	1,223		
DSS Lot 1		31	52	2			85		
DSS Lot 2	1	61	90	37	71	12	272		
DSS Lot 4	73	274	19	2	1		369		
Grand Total	168	1,207	343	87	104	40	1,949		

How many Computer Laboratory room/s (or desk rooms/computer room) does your school have?

On the average, how often do you use the Computer Lab per week?



		Grand				
DSS Lot No.	1 or 2 days a week	3 or 4 days a week	Daily	Hardly ever	Never	Total
Non-DSS	603	158	116	246	230	1353
DSS Lot 1	31	13	12	20	23	99
DSS Lot 2	103	50	65	62	40	320
DSS Lot 4	225	43	43	31	52	394
Grand Total	962	264	236	359	345	2166
%	44%	12%	11%	17%	16%	

On the average, how many hours in 1 week do you have access to the Computer Lab?

DSS Lot	None	Less than 1	1 - 2	2 - 3	3 - 4	4 - 5	5 - 6	6 - 7	7 - 8	More than
No.		hour	hours	8 hours						
Non-DSS	266	226	448	144	77	56	30	9	31	40
DSS Lot 1	26	12	31	6	8	4	2	2	1	5
DSS Lot 2	52	36	90	27	27	23	10	7	14	28
DSS Lot 4	61	53	140	53	38	18	10	2	5	9
Total	405	327	709	230	150	101	52	20	51	82


Teachers' Purposes of Accessing the Computer Room/Laboratory

Description of Durnass	Non-	DSS	DSS	Lot 1	DSS L	ot 2	DSS	Lot 4	Tot	al
Description of Purpose	No.	%	No.	%	No.	%	No.	%	No.	%
Accessing resources using online										
database	198	15%	18	18%	75	23%	28	7%	319	15%
Computing grades	419	31%	30	30%	146	46%	172	44%	767	35%
Creating and updating lesson plans	362	27%	25	25%	121	38%	136	35%	644	30%
Developing digital content for										
learner use	184	14%	20	20%	76	24%	58	15%	338	16%
Developing teaching resources	375	28%	27	27%	114	36%	119	30%	635	29%
etc	359	27%	25	25%	118	37%	136	35%	638	29%
Keeping track of students' learning										
progress	262	19%	27	27%	92	29%	88	22%	469	22%
making decisions, forming opinions,										
& solving problems	88	7%	9	9%	35	11%	14	4%	146	7%
Teach IT-related subjects	251	19%	22	22%	92	29%	119	30%	484	22%
Teach non-IT related subjects	131	10%	14	14%	48	15%	42	11%	235	11%
Use computer application not listed										
above	141	10%	15	15%	71	22%	33	8%	260	12%
Use presentation software (ex.										
PowerPoint)	606	45%	52	53%	166	52%	210	53%	1034	48%
Use spreadsheet (ex. MS Excel)	568	42%	48	48%	176	55%	233	59%	1025	47%
Use the Internet for research	496	37%	41	41%	149	47%	51	13%	737	34%
Work on projects	276	20%	26	26%	81	25%	92	23%	475	22%
Total Respondents	1,353		99		320		394		2,166	

DSS Lot No.	1 stu	dent	2 stud	dents	3 stu	dents	4 stu	dents	5 stud	lents	> 5 stu	Idents	Grand	Total	Total No. of Respondents
Non-DSS	274	20%	221	16%	81	6%	34	3%	96	7%	292	22%	998	74%	1,353
DSS Lot 1	26	26%	33	33%	5	5%	1	1%	2	2%	21	21%	88	89%	99
DSS Lot 2	137	43%	31	10%	5	2%	2	1%	10	3%	78	24%	263	82%	320
DSS Lot 4	67	17%	72	18%	38	10%	19	5%	37	9%	86	22%	319	81%	394
Grand Total	504	23%	357	16%	129	6%	56	3%	145	7%	477	22%	1,668	77%	2,166

No. of Students in 1 Computer When Teaching Computer-Related Subjects

Pegion / Province		No. d	of Respond	lents		No. of Schools					
Region/Province	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 4	Total	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 4	Total	
ARMM	1			7	8	1			7	8	
Maguindanao	1				1	1				1	
Sulu				7	7				7	7	
CAR	13		27	45	85	11		3	20	34	
Арауао				39	39				15	15	
Benguet	1		27	5	33	1		3	4	8	
Ifugao	11				11	9				9	
Kalinga	1			1	2	1			1	2	
I (Ilocos Region)	154		19	1	174	17		4	1	22	
llocos Norte	2				2	2				2	
Ilocos Sur	9				9	2				2	
La Union				1	1				1	1	
Pangasinan	143		19		162	13		4		17	
III (Central Luzon)	135	9	161	1	306	27	1	12	1	41	
Bataan	40				40	11				11	
Bulacan	43	9	108		160	6	1	4		11	
Nueva Ecija	48				48	8				8	
Pampanga			39	1	40			5	1	6	
Tarlac	4		14		18	2		3		5	
IV-A (CALABARZON)	343	60	50	36	489	70	14	15	17	116	
Batangas	17	35	19		71	7	4	5		16	
Cavite	35	14	30	5	84	8	6	9	3	26	
Laguna	103	11		5	119	28	4		3	35	
Quezon	83		1	26	110	20		1	11	32	
Rizal	105				105	7				7	
IV-B (MIMAROPA)	36		6	103	145	13		5	55	73	
Marinduque	17		1	10	28	2		1	2	5	
Occidental Mindoro	4			29	33	4			13	17	

Pagion / Drovinco		No. of Respondents					No. of Schools					
Region/Province	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 4	Total	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 4	Total		
Oriental				2	2				2	2		
Mindoro			-					-				
Palawan	1		2	5/	60	1		2	35	38		
Romblon	14		3	5	22	6		2	3	11		
VI	38		6		44	8		5		13		
Capiz	6				6	4				4		
Guimaras			3		3			3		3		
lloilo			3		3			2		2		
Negros Occidental	32				32	4				4		
VIII	99		1		100	49		1		50		
Leyte	96		1		97	46		1		47		
Samar	1				1	1				1		
Western Samar	2				2	2				2		
XI	69	30	29	157	285	12	1	4	43	60		
Davao del Norte	29	30	1	123	183	8	1	1	27	37		
Davao del Sur	40		2	1	43	4		2	1	7		
Davao Occidental				33	33				15	15		
Davao Oriental			26		26			1		1		
XII	363		6	16	385	51		5	7	63		
Cotabato City	1				1	1				1		
Maguindanao			2		2			1		1		
North Cotabato			1		1			1		1		
Sarangani	2			5	7	2			1	3		
South Cotabato	3		2	11	16	2		2	6	10		
Sultan Kudarat	357		1		358	46		1		47		
XIII (CARAGA Administrative Region)	102		15	28	145	20		5	13	38		
Agusan del Norte	17		1	1	19	1		1	1	3		
Dinagat Islands	82			16	98	16			5	21		
Surigao del Norte	1		8		9	1		2		3		
Surigao del Sur	2		6	11	19	2		2	7	11		
Grand Total	1,353	99	320	394	2,166	279	16	59	164	518		

Level of Satisfaction with the Overall Quality of the Computer Set Equipment and/or Solar Panel Set Equipment Provided through DCP implemented by UNDP

DCP Classification	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable (N/A)	Total	Mean
Non-DSS	18	30	209	477	192	427	1353	3.86
DSS Lot 1		4	12	59	10	14	99	3.88
DSS Lot 2	2	3	26	117	77	95	320	4.17
DSS Lot 4	3	7	37	83	35	229	394	3.85
Total	23	44	284	736	314	765	2,166	3.91
	2%	3%	20%	53%	22%	35%		

Host Desktop Personal Computer

Desktop Personal Computer

DCP Classification	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable (N/A)	Total	Mean
Non-DSS	20	33	198	443	212	447	1353	3.88
DSS Lot 1	1	5	8	47	6	32	99	3.78
DSS Lot 2	3	5	29	108	99	76	320	4.21
DSS Lot 4	7	5	34	96	32	220	394	3.81
Total	31	48	269	694	349	775	2,166	3.92
% age	2%	3%	19%	50%	25%	36%		

Laptop/Notebook

DCP Classification	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable (N/A)	Total	Mean
Non-DSS	28	30	191	468	266	370	1353	3.93
DSS Lot 1		2	10	51	9	27	99	3.93
DSS Lot 2	3	2	21	95	64	135	320	4.16
DSS Lot 4	6	10	47	176	121	34	394	4.10
Total	37	44	269	790	460	566	2,166	4.00
% age	2%	3%	17%	49%	29%	26%		

2-in-1 Tablet

DCP Classification	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable (N/A)	Total	
Non-DSS	21	34	164	305	158	671	1353	3.80
DSS Lot 1			5	8	2	84	99	3.80
DSS Lot 2	2	6	25	88	52	147	320	4.05
DSS Lot 4	11	23	73	174	85	28	394	3.82
Total	34	63	267	575	297	930	2,166	3.84
% age	3%	5%	22%	47%	24%	43%		

DCP	Very	Dissotiation	Neutral	Cotiofied	Very	Not applicable	Total	Maan
Classification	dissatisfied	Dissatistied	Neutrai	Satisfied	satisfied	(N/A)	Total	wean
Non-DSS	9	25	154	205	78	882	1,353	3.68
DSS Lot 1			5	7	1	86	99	3.69
DSS Lot 2	1	4	28	46	29	212	320	3.91
DSS Lot 4	11	8	28	123	200	24	394	4.33
Total	21	37	215	381	308	1,204	2,166	3.95
	2%	4%	22%	40%	32%	56%		

Solar Panel Set Equipment

Level of Satisfaction with the Overall Quality of the Computer Set Equipment and/or Solar Panel Set Equipment Provided through DCP implemented <u>by entities other than UNDP</u>

1. Host Desktop Personal Computer

DCP Classification	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable (N/A)	Total	Mean
Non-DSS	10	21	200	351	109	662	1,353	3.76
DSS Lot 1		1	8	29	3	58	99	3.83
DSS Lot 2	1	5	26	90	53	145	320	4.08
DSS Lot 4		9	41	65	23	256	394	3.74
Total	11	36	275	535	188	1,121	2,166	3.82
%	1%	3%	26%	51%	18%	52%		

2. Desktop Personal Computer

Row Labels	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable (N/A)	Total	Mean
Non-DSS	16	21	192	379	124	621	1,353	3.78
DSS Lot 1		2	7	22	3	65	99	3.76
DSS Lot 2	1	3	28	91	59	138	320	4.12
DSS Lot 4	4	8	32	76	29	245	394	3.79
Total	21	34	259	568	215	1,069	2,166	3.84
%	2%	3%	24%	52%	20%	49%		

3. Laptop/Notebook

Row Labels	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable (N/A)	Total	Mean
Non-DSS	24	22	189	385	157	576	1,353	3.81
DSS Lot 1	1	2	7	30	1	58	99	3.68
DSS Lot 2	3	1	21	87	46	162	320	4.09
DSS Lot 4	7	6	40	112	62	167	394	3.95
Total	35	31	257	614	266	963	2,166	3.87
%	3%	3%	21%	51%	22%	44%		

4. 2-in-1 Tablet

Row Labels	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable (N/A)	Total	Mean
Non-DSS	22	18	171	269	82	791	1,353	3.66
DSS Lot 1		1	5	13	2	78	99	3.76
DSS Lot 2	1	2	25	69	40	183	320	4.06
DSS Lot 4	5	12	46	109	42	180	394	3.80
Total	28	33	247	460	166	1,232	2,166	3.7 <mark>5</mark>
%	3%	4%	26%	49%	18%	57%		

5. Solar Panel Set Equipment

Row Labels	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable (N/A)	Total	Mean
Non-DSS	16	20	158	215	50	894	1,353	3.57
DSS Lot 1	2	2	3	13	1	78	99	3.43
DSS Lot 2	1	1	32	45	21	220	320	3.84
DSS Lot 4	6	7	32	94	83	172	394	4.09
Total	25	30	225	367	155	1,364	2,166	3.74
%	3%	4%	28%	46%	19%	63%		

What do you like MOST about the Computer Lab of your school?

Description	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 4	Total
Assistance of the ICT/computer teacher	611	63	176	134	984
Availability of computers/printers	886	75	256	221	1438
Availability of electricity	502	54	116	171	843
Can listen to CDs	77	2	18	26	123
Computer speed	252	17	96	18	383
Quality of the facility	568	24	202	98	892
Quietness of the lab	417	24	113	79	633
Room temperature (airconditioned)	281	39	88	15	423
Availability of internet connection	7	3	1		11
Etc	76	2	18	26	122
Play games	77	2	18	26	123

What do you like LEAST about the Computer Lab of your school?

Description	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 4	Total
Lab is too crowded	130	39	41	21	231
Lab is too noisy	34	9	15	9	67
Lack of printer	432	29	99	85	645
Limited assistance of the ICT/Computer Teacher	101	4	13	32	150
Lack of Internet capability/Slow internet connection	519	61	142	258	980
Quality of the facility	148	41	25	41	255

Room temperature (airconditioned)	232	23	70	64	389
Slow computer speed	344	45	74	71	534
Too few computers	236	34	26	127	423
Waiting for the availability of a computer	250	12	50	79	391

Question: In relation to your answer to Question 11, if your experience is BETTER, what contributed to this? (NOTE: Question 11 "How would you rate your overall experience teaching in the Computer Lab this school year as compared with the previous years?")

From those respondents who are teaching using the ICT package:

- Strong internet connectivity
- Preventive maintenance training
- Provides engaging learning experience through the use of the tools that capture and maintain the attention of the students
- Provides a wealth of learning resources
- More learning resources are provided
- The tablet aids efficient teaching
- The availability of 7 2 in 1 tablet is really a big help for me in teaching
- Some computer rooms become spacious
- Cost-efficient
- Paperless: Eliminate the usage of paper. Eco-friendly
- Automatic solutions to manual paper-based process and procedures
- Helps the students and the teachers to become more computer literate

Question: In relation to your answer to Question 11, if your experience is WORSE, what contributed to this? (NOTE: Question 11 "How would you rate your overall experience teaching in the Computer Lab this school year as compared with the previous years?")

These are the following factors that hinder the learning process or the benefits of the ICT Package:

- Lack of gadgets
- Defected gadgets
- Crowded computer rooms
- Lack of technical assistance
- Weak internet connectivity
- Power shortage
- Lack of printers

Question: What particular part/topic of the OER Training module was MOST HELPFUL to you in teaching?

From those respondents who are teaching using the ICT package:

- Basic computer skills
- MS Office, specifically MS Excel and MS PPT

- How to use tablets
- How computers a big help for learning process
- Computer apps such as Wondershare, Quiz creator, Be A Millionaire, Canva, Hot Potato, The Hat, Kotobee, Office o365 and Google suite apps. The teachers affirmed that all of these make their class interaction active because of the graphics and easy transfer of information
- Asynchronous learning

Question: What particular part/topic of the OER Training module was LEAST HELPFUL for you in teaching?

Majority of the respondents answered that they find all of the topics useful however some were recurring answers pertain to least helpful. This is probably because they are knowledgeable of that particular topic or they find it difficult to understand.

- Course lab
- Kiwix
- Creating webpage/google forms
- How to operate or open learning resources
- Kotobee
- Gamified PPT
- Adobe Photoshop
- Other MS Office
- Google classroom

Question: To help DepEd Central Office develop teacher training plans and produce high quality programs, please tell us what types of capacity building do you need at the moment?

One of the most prominent answers is a training on how to tailor-fit the teaching-learning process in order for schools and the families of the students to adapt to the new normal. In view of this, the respondents identified hard and soft skills trainings and provision of heavy-duty or reliable equipment.

- Soft skills trainings
 - Time and stress management
 - Classroom management

• Hard skills trainings

- How to use OER tools for data presentation or research or evaluation
- Further trainings on MS Office and offline and online educational resources
- Preventive Maintenance on equipment

• Equipment

- Provision of additional printers and computers. According to teachers, it is counterproductive and costly if they will print outside and share computers.
- Upgrade equipment both hardware and software
- Establish an efficient process of technical assistance. There should be enough number of technicians to ensure that the gadgets are still in good condition.
- Strong internet connectivity and provide free Wi-Fi both for students and teachers

Provide more conducive computer classrooms

Many of the respondents admitted that they are struggling to cope with the new normal because of the scarcity of resources both internally and externally, they hope that their concerns will impress urgency to decision-makers.



ICT Focal Persons Responses



DSS Lot No.	More than 3 days after date of delivery		3rd da date of	y from delivery	Next da date of	ay from delivery	Within of de	the day livery	Grand	Total
	No.	%	No.	%	No.	%	No.	%	No.	%
Non-DSS	177	41%	28	6%	50	12%	176	41%	431	100%
DSS	103	30%	15	4%	67	20%	158	46%	343	100%
Lot 1	14	45%		0%	2	6%	15	48%	31	100%
Lot 2	32	63%	2	4%	3	6%	14	27%	51	100%
Lot 4	57	22%	13	5%	62	24%	129	49%	261	100%

No. of Days that ICT Packages Were Installed and Tested from Date of Delivery







Lot No.	No	Yes	Grand Total
Non-DSS	277	199	476
DSS Lot 1	22	10	32
DSS Lot 2	26	26	52
DSS Lot 4	155	107	262
Grand Total	476	341	822

Is your residence within the community where the school is located?

Brands of Computer Equipment in the Schools

Brond		No	o. of Responder	nts	
Dialiu	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 4	Total
Acer	144	37	17	37	235
Asus	4	0	0	1	5
Coby	212	1	9	64	286
Dell	21	0	31	18	70
Hewlett-Packard (HP)	124	1	5	216	346
Lenovo	6		1		7
Canon	2			1	3
Total	513	39	63	337	

No. of Computer Laboratory/Rooms

	No.	No. of Computer Laboratory Rooms									
UNDP LOT NOS.	0	1	2	3	4	5					
Non-DSS	78	314	54	16	3	3					
DSS Lot 1	1	21	10								
DSS Lot 2	1	13	18	9	9	1					
DSS Lot 4	83	150	18	2	1	2					
Grand Total	163	498	100	27	13	6					

How satisfied are you with the USEFULNESS of the COMPUTERS/EQUIPMENT provided through the DepEd-UNDP Computerization Program?

DSS No.	Very dis	satisfied	Dissat	tisfied	Neutral		Satisfied		Very satisfied		Total	Mean
DSS Lot 1		0%	2	6%	1	3%	19	59%	10	31%	32	4.16
DSS Lot 2		0%		0%	4	8%	20	38%	28	54%	52	4.46
DSS Lot 4		0%	4	2%	29	11%	115	44%	116	44%	264	4.30
Total	0	0%	6	2%	34	10%	154	44%	154	44%	348	4.31

DSS No.	Very dissatisfied		Dissat	isfied	l Neutral		Satisfied		Very satisfied		Total	Mean
DSS Lot 1		0%		0%	5	16%	18	56%	9	28%	32	4.13
DSS Lot 2		0%	1	2%	4	8%	27	52%	20	38%	52	4.27
DSS Lot 4	1	0%	1	0%	37	14%	129	49%	96	36%	264	4.20
Total	1	0%	2	1%	46	13%	174	50%	125	36%	348	4.21

How satisfied are you with the TIMELINESS of the implementation of the DepEd - UNDP Project?

How satisfied are you with the QUALITY of the COMPUTERS/EQUIPMENT provided through the DepEd - UNDP project?

DSS No.	V dissa	ery tisfied	Dissatisfied		Neu	Neutral		Satisfied		ery isfied	Total	Mean
DSS Lot 1		0%	1	3%	8	25%	15	47%	8	25%	32	3.94
DSS Lot 2		0%		0%	4	8%	26	50%	22	42%	52	4.35
DSS Lot 4	1	0%	12	5%	48	18%	121	46%	82	31%	264	4.03
Total	1	0%	13	4%	60	17%	162	47%	112	32%	348	4.07

Has the provision of computer-related equipment through the DepEd-UNDP Computerization Project contributed to improving the Teachers' teaching methods to enhance the learnings of the students?

DSS No.	Ve insigni	ry ficant	Insign	ificant	Neı	utral	Signifi	cantly	Ve signifi	ry cantly	Total	Mean
DSS Lot 1		0%		0%	3	9%	11	34%	18	56%	32	4.47
DSS Lot 2		0%		0%	1	2%	21	40%	30	58%	52	4.56
DSS Lot 4		0%	2	1%	19	7%	116	44%	127	48%	264	4.39
Total	0	0%	2	1%	23	7%	148	43%	175	50%	348	4.43

How satisfied are you with the Operations and Maintenance of the equipment provided through this project?

DSS No.	Ve dissat	ery tisfied	Dissa	tisfied	Neu	tral	Satis	fied	Veı satisi	Ƴ fied	Total	Mean
DSS Lot 1		0%	5	16%	10	31%	8	25%	9	28%	32	3.66
DSS Lot 2		0%	3	6%	17	33%	23	44%	9	17%	52	3.73
DSS Lot 4	1	0%	20	8%	60	23%	133	50%	50	19%	264	3.80
Grand Total	1	0%	28	8%	87	25%	164	47%	68	20%	348	3.78

How would you rate the overall Level of Satisfaction with the provision of computer-related equipment through the implementation of the DepEd - UNDP Project?

										Rati	ng										Tatal	Maan
D35 NO.		1		2		3		4		5		6	7	,		8		9		10	TOLAI	wear
Non- DSS	13	3%	4	1%	5	1%	11	2%	72	15%	50	10%	67	14 %	112	23%	87	18%	61	13%	482	7.26
Lot 1		0%		0%		0%	2	6%	1	3%		0%	3	9%	12	38%	4	13%	10	31%	32	8.31
Lot 2		0%		0%		0%		0%	1	2%	2	4%	7	13 %	19	37%	17	33%	6	12%	52	8.29

										Rati	ng										Total	Maan
DSS NO.		1		2	3			4		5		6	7	,		8		9	1	10	Total	wean
Lot 4	2	1%	3	1%	2	1%	7	3%	16	6%	20	8%	32	12 %	77	29%	62	23%	43	16%	264	7.84
Total	15	2%	7	1%	7	1%	20	2%	90	11%	72	9%	109	13 %	220	27%	170	20%	120	14%	830	7.55

How satisfied are you with the support provided by the Civil Society Organizations (CSOs)/Citizens Participating in Governance (CPaGs) in your school?

DSS Lot					Rat	ting					Grand	Moon
No.	-	1	Ĩ	2	3	3		4	ļ.	5	Total	IVIEAL
Non-DSS	44	10%	57	13%	197	46%	86	20%	46	11%	430	3.08
Lot 1	7	25%	57 13% 5 18%		12	43%	2	7%	2	7%	28	2.54
Lot 2	1	2%	9	18%	19	39%	14	29%	6	12%	49	3.31
Lot 4	27	11%	43	18%	82	35%	57	24%	27	11%	236	3.06
Total	79	11%	114	15%	310	42%	159	21%	81	11%	743	3.07

Access to the Internet at School

DSS Type	No	Yes	Grand Total
Non-DSS	134	337	471
DSS Lot 1	5	26	31
DSS Lot 2	5	46	51
DSS Lot 4	137	118	255
Grand Total	281	527	808

Type of Internet Access Used [At school]

Type of Internet Access	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 4	Grand Total
Broadband	115	9	17	26	167
Dial-Up	4		1		5
DSL	64	9	11	3	88
Fiber Optic	71	9	20	13	113
Mobile	150	6	11	128	295
Satellite	32			6	38
Grand Total	436	33	60	176	706

How many hours do you spend PER DAY browsing/reading using the Internet? [School]

No. of Hours	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 3	Grand Total
> 2 - 3 hours	71	4	6	22	103
> 3 - 4 hours	33	2	8	20	63
1 - 2 hours	95	9	9	46	159
Less than 1 hour	128	3	6	143	280
more than 4 hours	155	14	23	33	225
Grand Total	482	32	52	264	830

			-		
No. of Hours	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 3	Grand Total
> 2 - 3 hours	74	3	7	53	137
> 3 - 4 hours	50	4	7	31	92
1 - 2 hours	106	2	13	58	179
Less than 1 hour	46	2	2	50	100
more than 4 hours	206	21	23	72	322

How many hours do you spend PER DAY browsing/reading using the Internet? [Home]

Question: Common Problems Encountered in the Use and Operation of the Computer Equipment in the Computer Lab/Room?

The common answers of the respondents are the following:

- Poor LAN Connection
- Computer lags if multiple users perform operation simultaneously.
- Software bug which prevents clients to connect to host computer
- Some of the applications are not working
- Poor internet connectivity
- Weak power supply
- Computers with factory defect or of low quality
- No contact of the supplier for maintenance
- Corrupt operating system
- Insufficient number of units for students
- Newer units were good but older units has slower performance and needs upgrading.
- Not enough RAM storage capacity
- Computers easily get overheat
- Lack of computer classrooms

Question: What kind of support did you receive from the CSOs and CPaGs?

Many of the respondents answered no support and no support yet. While others specified the kind of support that they have received so far:

- Securing the safety of the computer rooms.
- Additional ICT equipment Donations like modems, computers, printers and solar panels
- Trainings on preventive maintenance
- Safeguarding the school especially the computer laboratory
- Technical assistance
- Additional workforce
- Financial support
- Construction materials for computer rooms
- School materials

Question: To help the DepEd Central Office develop Teachers' Training plans and produce high quality programs, please state some of your capacity-building needs in relation to the Computerization project of the government in schools.

Most of the respondents believe that aside from hardware and software upgrade there should be also additional trainings for them to effectively carry on with the digitization process. They mentioned the following:

- Computer-related Troubleshooting and Maintenance
- Improving Teachers' Skills in ICT Integrated-Lessons specifically, MS Offices
- Upgraded Networking Systems
- More units both for the teachers and learners
- Training about software management.
- More IT technicians
- Reliable internet connection
- Advanced trainings such as Google Educator certification and Microsoft Certification.
- Avoid complicating networking setup like NComputing. It requires significant amount of technical knowledge to maintain.
- A place where all the networking machines are properly kept, like networking cabinet so that the switch and servers are located in one place.
- Conducive place for learning

		No	n-DS	S		DSS I	OSS Lo	t 1	DSS D	SS Lo	ot 2	D	SS D	SS Lot 4			Gra	nd To	tal	
Region/Province	F	М	Prefer not to say	(blank)	Total	F	м	Total	F	М	Total	F	М	(blank)	Total	F	Μ	Prefer not to say	blank	Total
Autonomous Region in Muslim Mindanao (ARMM)	1				1							7	4		11	8	4			12
Lanao del Sur	1				1							1			1	2				2
Sulu												6	4		10	6	4			10
Cordillera Administrative Region (CAR)	16	3			19		1	1	1	2	3	33	7		40	50	13			63
Арауао	1				1							28	7		35	29	7			36
Benguet	1				1				1	1	2	3			3	5	1			6
Ifugao	10	3			13							1			1	11	3			14
Kalinga	4				4		1	1		1	1	1			1	5	2			7
I (Ilocos Region)	13	8		1	22	2		2	1	5	6			1	1	16	13		2	31
Ilocos Norte										2	2						2			2
Ilocos Sur	2				2											2				2
La Union						2		2						1	1	2			1	3
Pangasinan	11	8		1	20				1	3	4					12	11		1	24
III (Central Luzon)	26	10			36	1	1	2	7	5	12	2	1		3	36	17			53
Bataan	12	2			14											12	2			14
Bulacan	2	1			3	1	1	2	2	2	4					5	4			9
Nueva Ecija	11	5			16					1	1					11	6			17
Pampanga									4	1	5	1			1	5	1			6
Tarlac	1	2			3				1	1	2					2	3			5
Zambales												1	1		2	1	1			2
IV-A (CALABARZON)	66	42			108	14	13	27	5	8	13	17	6		23	102	69			171
Batangas	11	4			15	4	6	10	1	4	5					16	14			30
Cavite	3	3			6	2	5	7	4	3	7	3	1		4	12	12			24
Laguna	30	9			39	8	2	10				3	1		4	41	12			53
Quezon	19	24			43							11	4		15	30	28			58
Rizal	3	2			5					1	1					3	3			6

No. of Respondents (ICT Focal Persons and Schools they Represent) by Region/Province with Gender and by Type of DCP/DSS

		No	n-DS	S		DSS	DSS Lo	ot 1	DSS D)SS Lo	ot 2	D	SS DS	SS Lot 4			Gra	nd To	tal	
Region/Province	F	М	Prefer not to say	(blank)	Total	F	м	Total	F	м	Total	F	М	(blank)	Total	F	Μ	Prefer not to say	blank	Total
IV-B (MIMAROPA)	28	10			38				5	3	8	65	30		95	98	43			141
Marinduque	5	3			8					2	2	1	1		2	6	6			12
Occidental Mindoro	7	3			10							8	6		14	15	9			24
Oriental Mindoro		1			1							2	1		3	2	2			4
Palawan	8	1			9				3	1	4	51	21		72	62	23			85
Romblon	8	2			10				2		2	3	1		4	13	3			16
VI	21	8		1	30				1	8	9					22	16		1	39
Capiz	1	1		1	3											1	1		1	3
Guimaras									1	2	3					1	2			3
lloilo										6	6						6			6
Negros Occidental	20	7			27											20	7			27
VIII	42	12			54				1		1					43	12			55
Leyte	40	11			51				1		1					41	11			52
Samar	2	1			3											2	1			3
XI	12	8			20							33	18		51	45	26			71
Davao del Norte	7	4			11							19	7		26	26	11			37
Davao del Sur	4	1			5							4	5		9	8	6			14
Davao Occidental	1	1			2							10	5		15	11	6			17
Davao Oriental		2			2								1		1		3			3
XII	57	45	1		103							3	2		5	60	47	1		108
Maguindanao		1			1							1	1		2	1	2			3
Sarangani	2	4			6											2	4			6
South Cotabato	9	2			11							1			1	11	2			12
Sultan Kudarat	46	38	1		85							1	1		2	47	39	1		87
XIII (CARAGA Administrative Region)	37	13		1	51							23	12		35	60	25		1	86
Agusan del Norte	2	2		1	5								1		1	2	3		1	6
Agusan del Sur													1		1		1			1
Dinagat Islands	33	7			40							14	1		15	47	8			55
Surigao del Norte												2	1		3	2	1			3

		No	n-DS	S		DSS I	DSS Lo	ot 1	DSS D	SS Lo	ot 2	D	SS DS	SS Lot 4			Gra	nd To	tal	
Region/Province	F	Μ	Prefer not to say	(blank)	Total	F	N	Total	F	Μ	Total	F	Μ	(blank)	Total	F	N	Prefer not to say	blank	Total
Surigao del Sur	2	4			6							7	8		15	9	12			21
Total No. of Respondents	319	159	1	3	482	17	15	32	21	31	52	183	80	1	264	540	285	1	4	830
% Respondents					58%			4%			6%				32%					
Total No. of Schools					454			31			52				251					788
% Schools					58%			4%			7%				32%					

No. of Schools Represented by the Respondents

Region/Province	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 4	Grand Total
Autonomous Region in Muslim Mindanao (ARMM)	1			11	12
Lanao del Sur	1			1	2
Sulu				10	10
Cordillera Administrative Region (CAR)	17	1	3	40	61
Арауао	1			35	36
Benguet	1		2	3	6
Ifugao	13			1	14
Kalinga	2	1	1	1	5
I (Ilocos Region)	19	2	6	1	28
Ilocos Norte			2		2
llocos Sur	2				2
La Union		2		1	3
Pangasinan	17		4		21
III (Central Luzon)	36	1	12	3	52
Bataan	14				14
Bulacan	3	1	4		8
Nueva Ecija	16		1		17
Pampanga			5	1	6
Tarlac	3		2		5
Zambales				2	2
IV-A (CALABARZON)	105	27	13	21	166
Batangas	14	10	5		29
Cavite	6	7	7	3	23
Laguna	38	10		4	52
Quezon	42			14	56
Rizal	5		1		6
IV-B (MIMAROPA)	36		8	93	137
Marinduque	8		2	1	11
Occidental Mindoro	10			14	24

Region/Province	Non-DSS	DSS Lot 1	DSS Lot 2	DSS Lot 4	Grand Total
Oriental Mindoro	1			3	4
Palawan	9		4	71	84
Romblon	8		2	4	14
VI	30		9		39
Capiz	3				3
Guimaras			3		3
lloilo			6		6
Negros Occidental	27				27
VIII	54		1		55
Leyte	51		1		52
Samar	3				3
XI	19			48	67
Davao del Norte	10			23	33
Davao del Sur	5			9	14
Davao Occidental	2			15	17
Davao Oriental	2			1	3
XII	94			5	99
Maguindanao	1			2	3
Sarangani	6				6
South Cotabato	11			1	12
Sultan Kudarat	76			2	78
XIII (CARAGA Administrative Region)	43			29	72
Agusan del Norte	5			1	6
Agusan del Sur				1	1
Dinagat Islands	32			9	41
Surigao del Norte				3	3
Surigao del Sur	6			15	21
Grand Total	454	31	52	251	788

a. Assessing the DSS Equipment provided

Equipment /	Rating													
Classification	Ve dissat	ery tisfied	Dissat	isfied	Nei	utral	Sati	sfied	Very sa	tisfied	Not apj (N	olicable /A)	Total	Mean
Host Desktop Personal Con	nputer													
DSS Lot 1	1	3%	2	7%	4	14%	13	45%	9	31%	3	9%	32	3.93
DSS Lot 2	1	3%	2	5%	3	8%	15	41%	16	43%	15	29%	52	4.16
DSS Lot 4	2	3%			13	22%	26	44%	18	31%	205	78%	264	3.98
Total Host Desktop PC	8	2%	20	5%	87	21%	178	43%	125	30%	412	50%	830	3.94
Desktop Personal Compute	er													
DSS Lot 1	1	6%			1	6%	11	65%	4	24%	15	47%	32	4.00
DSS Lot 2					4	10%	18	44%	19	46%	11	21%	52	4.37
DSS Lot 4	1	2%	1	2%	10	15%	30	45%	24	36%	198	75%	264	4.14
Total Desktop PC	4	1%	11	3%	77	21%	159	43%	121	33%	458	55%	830	4.03
Laptop/Notebook														
DSS Lot 1	1	4%			1	4%	13	46%	13	46%	4	13%	32	4.32
DSS Lot 2					3	10%	16	55%	10	34%	23	44%	52	4.24
DSS Lot 4	4	2%	7	3%	23	10%	88	37%	115	49%	27	10%	264	4.28
Total														
Laptop/Notebook	9	1%	21	3%	86	13%	286	42%	281	41%	147	18%	830	4.18
2-in-1 tablet														
DSS Lot 1	1	25%					2	50%	1	25%	28	88%	32	3.50
DSS Lot 2					5	25%	6	30%	9	45%	32	62%	52	4.20
DSS Lot 4	16	7%	15	7%	49	22%	86	38%	58	26%	40	15%	264	3.69
Total 2-in-1 tablet	28	7%	28	7%	94	23%	162	39%	104	25%	414	50%	830	3.69
Wireless Router														
DSS Lot 1	2	20%					6	60%	2	20%	22	69%	32	3.60
DSS Lot 2	1	4%			2	8%	9	35%	14	54%	26	50%	52	4.35
DSS Lot 4	4	2%	8	4%	40	18%	92	42%	77	35%	43	16%	264	4.04
Total Wireless Router	13	3%	14	3%	93	20%	186	41%	149	33%	375	45%	830	3.98
LCD Projector														

Equipment /							Ra	ting						
Classification	Ve dissa	ery tisfied	Dissat	tisfied	Ne	utral	Sati	sfied	Very sa	tisfied	Not ap (N	plicable /A)	Total	Mean
DSS Lot 1	1	4%					11	39%	16	57%	4	13%	32	4.46
DSS Lot 2			1	3%	3	8%	17	44%	18	46%	13	25%	52	4.33
DSS Lot 4	4	3%	6	4%	13	10%	49	36%	63	47%	129	49%	264	4.19
Total LCD Projector	10	2%	21	4%	61	12%	210	40%	219	42%	309	37%	830	4.17
Solar Panel														
DSS Lot 1	1	50%					1	50%			30	94%	32	2.50
DSS Lot 2					3	60%	2	40%			47	90%	52	3.40
DSS Lot 4	3	1%	4	2%	11	5%	58	25%	156	67%	32	12%	264	4.55
Total Solar Panel	9	3%	8	2%	36	11%	90	27%	188	57%	499	60%	830	4.33

b. Non-DSS Equipment Provided

							Ra	ating						
Equipment / Classification	V dissa	ery tisfied	Dissa	tisfied	Ne	utral	Satis	fied	Very sat	tisfied	Not app (N/	olicable 'A)	Total	Mean
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Host Desktop Personal Comp	uter								,					
Non-DSS	3	2%	8	6%	40	29%	70	50%	19	14%	342	71%	482	3.67
DSS Lot 1					1	11%	6	67%	2	22%	23	72%	32	4.11
DSS Lot 2			1	4%	4	17%	11	48%	7	30%	29	56%	52	4.04
DSS Lot 4			2	5%	10	23%	22	51%	9	21%	221	84%	264	3.88
Total Host Desktop PC	3	1%	11	5%	55	26%	109	51%	37	17%	615	74%	830	3.77
Desktop Personal Computer	T		1											
Non-DSS	4	2%	3	2%	43	24%	86	49%	40	23%	306	63%	482	3.88
DSS Lot 1			1	6%	1	6%	9	56%	5	31%	16	50%	32	4.13
DSS Lot 2					6	22%	11	41%	10	37%	25	48%	52	4.15
DSS Lot 4			1	2%	9	17%	29	56%	13	25%	212	80%	264	4.04
Total Desktop PC	4	1%	5	2%	59	22%	135	50%	68	25%	559	67%	830	3.95
Laptop/Notebook	T	[[T			
Non-DSS	5	3%	2	1%	40	22%	85	47%	47	26%	303	63%	482	3.93
DSS Lot 1					2	14%	8	57%	4	29%	18	56%	32	4.14
DSS Lot 2					8	29%	14	50%	6	21%	24	46%	52	3.93
DSS Lot 4	2	2%	4	4%	14	13%	42	40%	42	40%	160	61%	264	4.13
Total Laptop/Notebook	7	2%	6	2%	64	20%	149	46%	99	30%	505	61%	830	4.01
2-in-1 tablet	T	[[T			
Non-DSS	4	5%	3	4%	32	38%	31	36%	15	18%	397	82%	482	3.59
DSS Lot 1			1	25%	1	25%	2	50%			28	88%	32	3.25
DSS Lot 2			2	11%	7	37%	8	42%	2	11%	33	63%	52	3.53
DSS Lot 4	2	3%	2	3%	16	24%	33	50%	13	20%	198	75%	264	3.80
Total 2-in-1 tablet	6	3%	8	5%	56	32%	74	43%	30	17%	656	79%	830	3.66
Wireless Router														
Non-DSS	3	2%	5	4%	29	24%	53	43%	33	27%	359	74%	482	3.88

							Ra	ating						
Equipment / Classification	V dissa	ery tisfied	Dissa	tisfied	Ne	eutral	Satis	fied	Very sa	tisfied	Not app (N/	olicable /A)	Total	Mean
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
DSS Lot 1			1	7%			7	50%	6	43%	18	56%	32	4.29
DSS Lot 2				0%	2	9%	9	41%	11	50%	30	58%	52	4.41
DSS Lot 4	1	2%	1	2%	10	16%	36	56%	16	25%	200	76%	264	4.02
Total Wireless Router	4	2%	7	3%	41	18%	105	47%	66	30%	607	73%	830	4.00
LCD Projector														
Non-DSS	7	4%	4	2%	35	22%	69	43%	46	29%	321	67%	482	3.89
DSS Lot 1			1	10%			5	50%	4	40%	22	69%	32	4.20
DSS Lot 2					6	27%	9	41%	7	32%	30	58%	52	4.05
DSS Lot 4	1	1%	3	4%	11	14%	31	40%	31	40%	187	71%	264	4.14
Total LCD Projector	8	3%	8	3%	52	19%	114	42%	88	33%	560	67%	830	3.99
Solar Panel														
Non-DSS	4	7%	1	2%	23	38%	21	34%	12	20%	421	87%	482	3.59
DSS Lot 1			1	33%			1	33%	1	33%	29	91%	32	3.67
DSS Lot 2					4	100%					48	92%	52	3.00
DSS Lot 4	1	1%	4	6%	10	14%	30	43%	25	36%	194	73%	264	4.06
Total Solar Panel	5	4%	6	4%	37	27%	52	38%	38	28%	692	83%	830	3.81

Is your school a recipient of the DepEd-DICT Pipol Konek/Free Wi-Fi Project?

Pagion / Provinco	Non	-UNDP	DCP		Lot 1			Lot 2			Lot 4		Gr	and Tot	tal
Region/Flovince	Yes	No	Total	Yes	No	Total									
ARMM		1	1								9	9		10	10
Lanao del Sur		1	1											1	1
Sulu											9	9		9	9
CAR	1	18	19		1	1	1	2	3		37	37	2	58	60
Арауао		1	1								32	32		33	33
Benguet		1	1				1	1	2		3	3	1	5	6
Ifugao	1	12	13								1	1	1	13	14

Degion (Drovinco	Non	-UNDP	DCP		Lot 1			Lot 2			Lot 4		Gr	and To	tal
Region/Province	Yes	No	Total	Yes	No	Total									
Kalinga		4	4		1	1		1	1		1	1		7	7
I (Ilocos Region)		18	18		2	2		6	6		1	1		27	27
llocos Norte								2	2					2	2
llocos Sur		1	1											1	1
La Union					2	2					1	1		3	3
Pangasinan		17	17					4	4					21	21
III (Central Luzon)		34	34		2	2	3	9	12		3	3	3	48	51
Bataan		14	14											14	14
Bulacan		3	3		2	2		4	4					9	9
Nueva Ecija		14	14				1		1				1	14	15
Pampanga							2	3	5		1	1	2	4	6
Tarlac		3	3					2	2					5	5
Zambales											2	2		2	2
IV-A (CALABARZON)	9	90	99	2	25	27		13	13	4	19	23	15	147	162
Batangas	2	13	15	1	9	10		5	5				3	27	30
Cavite	2	3	5	1	6	7		7	7		4	4	3	20	23
Laguna	1	32	33		10	10					4	4	1	46	47
Quezon	3	38	41							4	11	15	7	49	56
Rizal	1	4	5					1	1				1	5	6
IV-B (MIMAROPA)	4	33	37					7	7	2	90	92	6	130	136
Marinduque	2	6	8					2	2		2	2	2	10	12
Occidental Mindoro		9	9								13	13		22	22
Oriental Mindoro		1	1								3	3		4	4
Palawan	2	7	9					3	3	2	68	70	4	78	82
Romblon		10	10					2	2		4	4		16	16
VI	1	28	29				3	6	9				4	34	38
Capiz	1	2	3										1	2	3
Guimaras							1	2	3				1	2	3
lloilo							2	4	6				2	4	6

Pagion / Province	Non	-UNDP	DCP		Lot 1			Lot 2			Lot 4		Gr	and Tot	tal
Region/Province	Yes	No	Total	Yes	No	Total									
Negros Occidental		26	26											26	26
VIII		50	50					1	1					51	51
Leyte		47	47					1	1					48	48
Samar		3	3											3	3
хі	3	17	20							1	48	49	4	65	69
Davao del Norte	1	10	11							1	24	25	2	34	36
Davao del Sur	1	4	5								8	8	1	12	13
Davao Occidental		2	2								15	15		17	17
Davao Oriental	1	1	2								1	1	1	2	3
ХІІ	5	95	100							2	3	5	7	98	105
Maguindanao		1	1							2		2	2	1	3
Sarangani	1	5	6										1	5	6
South Cotabato	1	8	9								1	1	1	9	10
South Cotabato		1	1											1	1
Sultan Kudarat	3	80	83								2	2	3	82	85
XIII (CARAGA Administrative	4	45	49							2	32	34	6	77	83
Aguage del Nerte		-	-								1	1		6	6
Agusan del Norte		5	5								1	1		6	0
Agusan del Sur											1	1		1	1
Dinagat Islands	4	34	38							2	13	15	6	47	53
Surigao del Norte											3	3		3	3
Surigao del Sur		6	6								14	14		20	20
Grand Total	27	429	456	2	30	32	7	44	51	11	242	253	47	745	792

Do you have Internet access at school? (by region/province)

Design (Dessings	Non	-DSS	DSS L	.ot 1	DSS L	ot 2	DSS	Lot 4	Gi	rand T	otal
Region/Province	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Total
Autonomous Region in Muslim Mindanao (ARMM)		1					6	5	6	6	12
Lanao del Sur		1						1		2	2
Sulu							6	4	6	4	10
Cordillera Adminsitrative Region (CAR)	13	5	1		2	1	9	29	25	35	60
Арауао	1						6	28	7	28	35
Benguet		1			2		2	1	4	2	6
Ifugao	8	4					1		9	4	13
Kalinga	4		1			1			5	1	6
I (Ilocos Region)	21		2		6			1	29	1	30
Ilocos Norte					2				2		2
Ilocos Sur	2								2		2
La Union			2					1	2	1	3
Pangasinan	19				4				23		23
III (Central Luzon)	33	3	2		11		2	1	48	4	52
Bataan	13	1							13	1	14
Bulacan	2	1	2		4				8	1	9
Nueva Ecija	15	1			1				16	1	17
Pampanga					4		1		5		5
Tarlac	3				2				5		5
Zambales							1	1	1	1	2
IV-A (CALABARZON)	72	32	21	5	12	1	10	12	115	50	165
Batangas	10	4	9	1	5				24	5	29
Cavite	5		5	2	6	1	1	3	17	6	23
Laguna	35	3	7	2			2	2	44	7	51
Quezon	17	25					7	7	24	32	56
Rizal	5				1				6		6

Desien (Dessin es	Non	-DSS	DSS L	.ot 1	DSS L	ot 2	DSS	Lot 4	Gi	and T	otal
Region/Province	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Total
IV-B (MIMAROPA)	22	15			6	2	51	40	79	57	136
Marinduque	4	4			2		1	1	7	5	12
Occidental Mindoro	5	5					6	7	11	12	23
Oriental Mindoro	1							2	1	2	3
Palawan	6	3			4		44	27	54	30	84
Romblon	6	3				2		3	6	8	14
VI	19	10			8	1			27	11	38
Capiz	3								3		3
Guimaras					3				3		3
lloilo					5	1			5	1	6
Negros Occidental	16	10							16	10	26
VIII	36	18			1				37	18	55
Leyte	34	17			1				35	17	52
Samar	2	1							2	1	3
XI	9	10					14	35	23	45	68
Davao del Norte	8	3					4	21	12	24	36
Davao del Sur	1	3					6	3	7	6	13
Davao Occidental		2					3	11	3	13	16
Davao Oriental		2					1		1	2	3
XII	76	25					5		81	25	106
Maguindanao	1						2		3		3
Sarangani	4	2							4	2	6
South Cotabato	4	5					1		5	5	10
South Cotabato		1								1	1
Sultan Kudarat	67	17					2		69	17	86
XIII (CARAGA Administrative Region)	36	15					21	14	57	29	86
Agusan del Norte	4	1						1	4	2	6
Agusan del Sur								1		1	1
Dinagat Islands	30	10					11	4	41	14	55

Degion (Drovince	Non	-DSS	DSS L	ot 1	DSS L	.ot 2	DSS	Lot 4	Gi	rand T	otal
Region/Province	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Total
Surigao del Norte							3		3		3
Surigao del Sur	2	4					7	8	9	12	21
Grand Total	337	134	26	5	46	5	118	137	527	281	808

Internet Access at Home

Degion (Drovince	Non	-DSS	DSS Lot 1	DSS	Lot 2	DSS	Lot 4	Total	
Region/Province	Yes	No	Yes	Yes	No	Yes	No	TOLAT	
Autonomous Region in Muslim Mindanao (ARMM)	1					7	2	10	
Lanao del Sur	1					1		2	
Sulu						6	2	8	
Cordillera Administrative Region (CAR)	14	5	1	2	1	22	15	60	
Арауао		1				19	14	34	
Benguet		1		1	1	1	1	5	
Ifugao	10	3				1		14	
Kalinga	4		1	1		1		7	
I (Ilocos Region)	18	2	2	6		1		29	
Ilocos Norte				2				2	
Ilocos Sur	1							1	
La Union			2			1		3	
Pangasinan	17	2		4				23	
III (Central Luzon)	33	3	2	11	1	3		53	
Bataan	14							14	
Bulacan	2	1	2	4				9	
Nueva Ecija	14	2		1				17	
Pampanga				5		1		6	
Tarlac	3			1	1			5	
Zambales						2		2	
IV-A (CALABARZON)	91	11	25	12		20	2	161	

Design (Drewings	Non	-DSS	DSS Lot 1	DSS	Lot 2	DSS	DSS Lot 4	
Region/Province	Yes	No	Yes	Yes	No	Yes	No	Total
Batangas	11	4	10	5				30
Cavite	4	1	6	6		4		21
Laguna	34	2	9			4		49
Quezon	38	4				12	2	56
Rizal	4			1				5
IV-B (MIMAROPA)	33	3		7	1	65	21	130
Marinduque	8			2		2		12
Occidental Mindoro	9	1				13		23
Oriental Mindoro		1				2		3
Palawan	6	1		3	1	44	21	76
Romblon	10			2		4		16
VI	21	7		8				36
Capiz	3							3
Guimaras				3				3
lloilo				5				5
Negros Occidental	18	7						25
VIII	49	2		1				52
Leyte	46	2		1				49
Samar	3							3
XI	12	7				38	10	67
Davao del Norte	8	3				20	5	36
Davao del Sur	3	1				5	4	13
Davao Occidental	1	1				13	1	16
Davao Oriental		2						2
XII	80	14				3	2	99
Maguindanao	1					1	1	3
Sarangani	6							6
South Cotabato	7	2				1		10
South Cotabato	1							1

Pagion (Province	Non	-DSS	DSS Lot 1	DSS	Lot 2	DSS	Total	
Region/Province	Yes	No	Yes	Yes	No	Yes	No	TOLAI
Sultan Kudarat	65	12				1	1	79
XIII (CARAGA Administrative Region)	43	7				26	8	84
Agusan del Norte	4	1				1		6
Agusan del Sur							1	1
Dinagat Islands	34	5				10	4	53
Surigao del Norte						3		3
Surigao del Sur	5	1				12	3	21
Grand Total	395	61	30	47	3	185	60	781

Availability of Type of Internet Access at School

	Non-DSS					DSS Lot 1				DSS Lot 2					DSS Lot 4						
Region/Province	Broad- band	Dial- Up	DSL	Fiber Optic	Mobile	Satellite	Broad band	DSL	Fiber Optic	Mobile	Broad- band	Dial- Up	DSL	Fiber Optic	Mobile	Broad- band	DSL	Fiber Optic	Mobile	Satellite	Total
Autonomous Region in Muslim Mindanao (ARMM)					1											1			6		8
Lanao del Sur					1																1
Sulu																1			6		7
Cordillera Administrative Region (CAR)	3	1		1	9	2				1			1	1		1			16	1	37
Арауао					1														13	1	15
Benguet					1								1	1					2		5
Ifugao	2	1		1	5	1										1					11
Kalinga	1				2	1				1									1		6
I (Ilocos Region)	3		3	12	2	1	1	1			1		1	3	1						29
Ilocos Norte											1			1							2
llocos Sur	1					1															2
La Union							1	1													2
Pangasinan	2		3	12	2								1	2	1						23
III (Central Luzon)	10		11	11	4				2		4	1	2	4	1			1	1		52

	Non-DSS				DSS Lot 1			DSS Lot 2					DSS Lot 4								
Region/Province	Broad- band	Dial- Up	DSL	Fiber Optic	Mobile	Satellite	Broad- band	DSL	Fiber Optic	Mobile	Broad- band	Dial- Up	DSL	Fiber Optic	Mobile	Broad- band	DSL	Fiber Optic	Mobile	Satellite	Total
Bataan	2		4	5	3																14
Bulacan	1		1	1					2		1	1		2							9
Nueva Ecija	5		5	5	1						1										17
Pampanga											2		2		1			1			6
Tarlac	2		1											2							5
Zambales																			1		1
IV-A (CALABARZON)	20	1	21	22	14	4	8	8	6		2		4	6		1		4	7	1	129
Batangas	5	1	1	2	5		4	3	2		2		2	1							28
Cavite	2		2	1			1	3	2				2	4					1		18
Laguna	9		12	13			3	2	2							1		1			43
Quezon	4		3	4	9	4												3	6	1	34
Rizal			3	2										1							6
IV-B (MIMAROPA)	5		1	1	24	1					4		1		3	10		1	57	2	110
Marinduque	1		1		5						1		1			2					11
Occidental Mindoro	1				7														8		16
Oriental Mindoro				1															1		2
Palawan					8	1					3				1	8		1	48	2	72
Romblon	3				4										2						9
VI	12	1	3	1	8						5		1	2							33
Capiz		1	1	1																	3
Guimaras											3										3
Iloilo											2		1	2							5
Negros Occidental	12		2		8																22
VIII	20		3		15	5									1						44
Leyte	18		3		15	5									1						42
Samar	2																				2
XI	2	1	3	2	2	3										8		1	13	1	36
Davao del Norte	1	1	3	2	1	1										1			7		17

	Non-DSS				DSS Lot 1				DSS Lot 2					DSS Lot 4							
Region/Province	Broad- band	Dial- Up	DSL	Fiber Optic	Mobile	Satellite	Broad- band	DSL	Fiber Optic	Mobile	Broad- band	Dial- Up	DSL	Fiber Optic	Mobile	Broad- band	DSL	Fiber Optic	Mobile	Satellite	Total
Davao del Sur						2										4		1	3	1	11
Davao Occidental	1															2			3		6
Davao Oriental					1											1					2
хн	26		15	9	17	14											1	2	1	1	86
Maguindanao				1													1	1			3
Sarangani	1			2	1																4
South Cotabato			2	1	2															1	6
South Cotabato																					
Sultan Kudarat	25		13	5	14	14												1	1		73
XIII (CARAGA Administrative Region)	12		1	2	26	;										5	2	1	17		66
Agusan del Norte	1		1	1																	3
Agusan del Sur																					
Dinagat Islands	11				24	ł										1			13		49
Surigao del Norte																1	1		1		3
Surigao del Sur				1	2											3	1	1	3		11
Grand Total	113	4	61	61	122	30	9	9	8	1	16	1	10	16	6	26	3	10	118	6	630

Annex W. <u>Survey Results from Responses of DepEd Division Offices Personnel</u>

Total No. of Respondents: 397 (ICT Services: 38; Non-ICT Office: 359) from the original of 427 respondents. Other records were deleted because of duplicate records or one respondents responded more than once and other respondents are not from the Division Office themselves. **No. of DepEd Division Offices represented:** 53

Region / Division Office	Office of the Schools Division Superintendent	Office of the Assistant SDS	Administrative Services	Finance Services	ICT Services	Legal Services	Curriculum Implementation Division	School Governance & Operations Division	District Instructional Supervision	Instructional Management
CORDILLERA ADMINISTRATIVE REGION (CAR)	2			1	1	1	10	2	1	
Арауао	1			1	1	1	10	2	1	
Benguet	1									
REGION I (ILOCOS REGION)	3	1	3	3	4	1	7	1	5	5
Alaminos City					1					
Batac City	1									
Ilocos Sur					1					
La Union	2	1	2	3	1	1	7		5	5
Urdaneta City					1					
Vigan City			1					1		
REGION III (CENTRAL LUZON)	2		14	11	2		11	9	1	2
Balanga City				1	1					
Cabanatuan City			1							
Gapan City	2		2	2			4	1		
Malolos City			1	1			5		1	
Nueva Ecija			9	7			1	8		1
Olongapo City							1			1
Pampanga			1							
Science City of Muñoz					1					
REGION IV-A (CALABARZON)	6	1	9	25	9	1	43	2	5	1
Bacoor City					1					

Summary of Respondents by Region/Division Office (Part 1)

Region / Division Office	Office of the Schools Division Superintendent	Office of the Assistant SDS	Administrative Services	Finance Services	ICT Services	Legal Services	Curriculum Implementation Division	School Governance & Operations Division	District Instructional Supervision	Instructional Management
Batangas			4	19		1	5			
Calamba City			2	1	1		11		1	1
Cavite					1		12		3	
Cavite City	1									
Dasmarinas City	1				1		4		1	
Laguna	2		1	1	1		5			
Lipa City			2					1		
Lucena City	2			2						
Malolos City							1			
Quezon					1		1			
Rizal					1					
San Pablo City					1					
Tayabas City		1		2	1		4	1		
REGION IV-B (MIMAROPA)					1			1		
Marinduque								1		
Oriental Mindoro					1					
REGION VI (WESTERN VISAYAS)	5		7	4	5		20	16		
Guimaras	1		3		1		10	2		
lloilo	1		3	4	1		4	9		
Iloilo City	2				1					
Kabankalan City			1		1		6	5		
La Carlota City					1					
Roxas City	1									
REGION VIII (EASTERN VISAYAS)					1					
Baybay City					1					
REGION XI (DAVAO REGION)	5	4	8		10	1	23	10	1	2
Compostela Valley					1					
Davao City					2					
Region / Division Office	Office of the Schools Division Superintendent	Office of the Assistant SDS	Administrative Services	Finance Services	ICT Services	Legal Services	Curriculum Implementation Division	School Governance & Operations Division	District Instructional Supervision	Instructional Management
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Davao del Norte					1		2	1		2
Davao Oriental					1					
Digos City	3	1	5		1		8	3	1	
Island Garden City of Samal			1		1					
Mati City					1					
Panabo City	2	3	2		1	1	13	8		
Tagum City					1					
REGION XII (SOCCSKSARGEN)	2		1		3		3	1	1	
Cotabato City					1					
Kidapawan City					1		1			
Koronadal City	2		1		1		2	1	1	
REGION XIII (CARAGA)					2					
Dinagat Island					1					
Tandag City					1					
Grand Total	25	6	42	44	38	4	117	42	14	10

Summary of Respondents by Region/Division Office (Part 2)

Region / Division Office	Learning Resources Management	Education Facilities	Human Resource Development	Planning and Research	School Health and Nutrition	School Management M&E	Social Mobilization & Networking	Office of the PSDS	Frontline Services	Grand Total
CORDILLERA ADMINISTRATIVE										18
REGION (CAR)										
Арауао										17
Benguet										1
REGION I (ILOCOS REGION)	1			1		1		1		37
Alaminos City										1
Batac City										1
llocos Sur										1

Region / Division Office	Learning Resources Management	Education Facilities	Human Resource Development	Planning and Research	School Health and Nutrition	School Management M&E	Social Mobilization & Networking	Office of the PSDS	Frontline Services	Grand Total
La Union	1					1		1		30
Urdaneta City										1
Vigan City				1						3
REGION III (CENTRAL LUZON)		3	2	2	1				1	61
Balanga City										2
Cabanatuan City										1
Gapan City					1					12
Malolos City		1	1	2						12
Nueva Ecija			1						1	28
Olongapo City		2								4
Pampanga										1
Science City of Muñoz										1
REGION IV-A (CALABARZON)	3	4	1	2	2		3			117
Bacoor City										1
Batangas										29
Calamba City	1	1	1		2		2			24
Cavite		2								18
Cavite City										1
Dasmarinas City	1	1		1						10
Laguna							1			11
Lipa City										3
Lucena City										4
Malolos City										1
Quezon										2
Rizal										1
San Pablo City										1
Tayabas City	1			1						11
REGION IV-B (MIMAROPA)			1							3

Region / Division Office	Learning Resources Management	Education Facilities	Human Resource Development	Planning and Research	School Health and Nutrition	School Management M&E	Social Mobilization & Networking	Office of the PSDS	Frontline Services	Grand Total
Marinduque			1							2
Oriental Mindoro										1
REGION VI (WESTERN VISAYAS)	1		1	3	2		1			65
Guimaras					1		1			19
lloilo	1		1	1	1					26
lloilo City										3
Kabankalan City				2						15
La Carlota City										1
Roxas City										1
REGION VIII (EASTERN VISAYAS)										1
Baybay City										1
REGION XI (DAVAO REGION)	3	1	2	1	3	1	1			78
Compostela Valley										1
Davao City					1					3
Davao del Norte		1			1		1			9
Davao Oriental										1
Digos City	1									23
Island Garden City of Samal										2
Mati City										1
Panabo City	2		2	1	1	1				37
Tagum City										1
REGION XII (SOCCSKSARGEN)				1	1	1	1			15
Cotabato City										1
Kidapawan City							1			3
Koronadal City				1	1	1				11
REGION XIII (CARAGA)										2
Dinagat Island										1
Tandag City										1

Region / Division Office	Learning Resources Management	Education Facilities	Human Resource Development	Planning and Research	School Health and Nutrition	School Management M&E	Social Mobilization & Networking	Office of the PSDS	Frontline Services	Grand Total
Grand Total	8	8	7	10	9	3	6	1	1	397

Summary of respondents by office assignment per region.

Office Assignment at the DenEd		Region											
Division Office	CAR	I	ш	IV-A	IV-B	VI	VIII	XI	XII	XIII	Grand Total		
Administrative Services		3	14	9		7		8	1		42		
Curriculum Implementation Division	10	7	11	43		20		23	3		117		
Disaster Risk Reduction and Management								1			1		
District Instructional Supervision	1	5	1	5				1	1		14		
Education Facilities			3	4				1			8		
Finance Services	1	3	11	25		4					44		
frontline services			1								1		
Guidance Services Unit (SGOD)								1			1		
Human Resource Development			2	1	1	1		2			7		
ICT Services	1	4	2	9	1	5	1	10	3	2	38		
Instructional Management		5	2	1				2			10		
Learning Resources Management		1		3		1		3			8		
Legal Services	1	1		1				1			4		
Office of the Assistant Schools Division Superintendent		1		1				4			6		
Office of the Schools Division Superintendent	2	3	2	6		5		5	2		25		
Planning and Research		1	2	2		3		1	1		10		
Office of the PSDS		1									1		

Office Assignment at the DenEd		Region										
Division Office	CAR	I	ш	IV-A	IV-B	VI	VIII	XI	XII	XIII	Grand Total	
School Governance and Operations Division	2	1	9	2	1	16		10	1		42	
School Health and Nutrition			1	2		2		3	1		9	
School Management M&E		1						1	1		3	
Social Mobilization and Networking				3		1		1	1		6	
Grand Total	18	37	61	117	3	65	1	78	15	2	397	

	Type of Respondents (based on Office)										
Region/Division Office	I	CT Service	es	Other Offices							
	Yes	No	Total	Yes	No	Maybe	Total				
CORDILLERA ADMINISTRATIVE REGION (CAR)	1		1	11	6		17				
Арауао	1		1	10	6		16				
Benguet				1			1				
REGION I (ILOCOS REGION)	4		4	15	18		33				
Alaminos City	1		1								
Batac City				1			1				
llocos Sur	1		1								
La Union	1		1	12	17		29				
llocos Sur	1		1								
Vigan City				2	1		3				
REGION III (CENTRAL LUZON)	2		2	41	16	1	58				
Balanga City	1		1	1			1				
Cabanatuan City				1			1				
Gapan City				11		1	12				
Malolos City				7	4		11				
Nueva Ecija				18	10		28				
Olongapo City				2	2		4				
Pampanga				1			1				
Science City of Muñoz	1		1								
REGION IV-A (CALABARZON)	8	1	9	87	18		105				
Bacoor City	1		1								
Batangas				28			28				
Calamba City	1		1	21	2		23				
Cavite		1	1	10	6		16				
Cavite City				1			1				
Dasmarinas City	1		1	9			9				
Laguna	1		1	6	4		10				
Lipa City				2	1		3				
Lucena City				2	2		4				
Malolos City				1			1				
Quezon	1		1	1			1				
Rizal	1		1								
San Pablo City	1		1								
Tayabas City	1		1	6	3		9				
REGION IV-B (MIMAROPA)	1		1	2			2				
Marinduque				2			2				
Oriental Mindoro	1		1								
REGION VI (WESTERN VISAYAS)	5		5	54	6		60				

Summary Responses on Question "Are Computers Connected to LAN (ICT Services vs. Other Offices)?

		Туре	e of Respo	ondents (b	ased on C	Office)	
Region/Division Office	10	CT Service	es		Other	Offices	
	Yes	No	Total	Yes	No	Maybe	Total
Guimaras	1		1	16	2		18
lloilo	1		1	21	4		25
lloilo City	1		1	2			2
Kabankalan City	1		1	14			14
La Carlota City	1		1				
Roxas City				1			1
REGION VIII (EASTERN VISAYAS)	1		1				
Baybay City	1		1				
REGION XI (DAVAO REGION)	7	1	8	51	11	3	65
Compostela Valley	1		1				
Davao City	2		2	1			1
Davao del Norte	1		1	4	3	1	8
Davao Oriental							
Digos City	1		1	18	3	1	22
Island Garden City of Samal	1		1	1			1
Davao Oriental							
Panabo City	1		1	27	5	1	33
Tagum City		1	1				
REGION XII (SOCCSKSARGEN)	3		3	9	3		12
Cotabato City	1		1				
Kidapawan City	1		1	2			2
Koronadal City	1		1	7	3		10
REGION XIII (CARAGA)	2		2				
Dinagat Island	1		1				
Tandag City	1		1				
Grand Total	34	2	36	269	78	4	352

Are computers connected to LAN?	Other Offices	ICT Services
Maybe	4	
No	78	2
Wifi	1	
Yes	269	34
Grand Total	352	36

Type of Internet Connection Used

	Divisi	on Of	fice User Office	ICT Services			
Region/Division Office	Mobile Internet	None	Through an Internet Service Provider hired by my office	DSL	Fiber Optic	Mobile Phone Services	
CORDILLERA ADMINISTRATIVE REGION (CAR)	7		7			1	
Арауао	7		7			1	
Benguet							
REGION I (ILOCOS REGION)	16	3	8	2	2		
Alaminos City				1			
Batac City							
Ilocos Sur					1		
La Union	16	3	6	1			
Urdaneta City					1		
Vigan City			2				
REGION III (CENTRAL LUZON)	13	1	19		1		
Balanga City			1		1		
Cabanatuan City							
Gapan City			7				
Malolos City	1		7				
Nueva Ecija	10		3				
Olongapo City	2	1					
Pampanga			1				
Science City of Muñoz							
REGION IV-A (CALABARZON)	7		37	1	8		
Bacoor City					1		
Batangas	1		12				
Calamba City	2		4		1		
Cavite	3		6	1			
Cavite City			1				
Dasmarinas City			1		1		
Laguna			8		1		
Lipa City							
Lucena City			3				
Malolos City			1				
Quezon					1		
Rizal					1		
San Pablo City					1		
Tayabas City	1		1		1		
REGION IV-B (MIMAROPA)					1		
Marinduque							

	Divisi	on Of	fice User Office	ICT Services			
Region/Division Office	Mobile Internet	None	Through an Internet Service Provider hired by my office	DSL	Fiber Optic	Mobile Phone Services	
Oriental Mindoro					1		
REGION VI (WESTERN VISAYAS)	6		18	1	4		
Guimaras	2		3		1		
Iloilo	1		3		1		
Iloilo City	1		1		1		
Kabankalan City	1		10		1		
La Carlota City				1			
Roxas City	1		1				
REGION VIII (EASTERN VISAYAS)					1		
Baybay City					1		
REGION XI (DAVAO REGION)	10	1	34		9	1	
Compostela Valley					1		
Davao City			1		2		
Davao del Norte	2	1	2		1		
Davao Oriental					1		
Digos City	3		9		1		
Island Garden City of Samal			1			1	
Mati City					1		
Panabo City	5		21		1		
Tagum City					1		
REGION XII (SOCCSKSARGEN)			8	1	2		
Cotabato City				1			
Kidapawan City			1		1		
Koronadal City			7		1		
REGION XIII (CARAGA)				1		1	
Dinagat Island						1	
Tandag City				1			
Grand Total	59	4	106	6	28	3	

	No	Yes	Grand Total
Are the offices in the Schools Division Office connected	5	33	38
to the Internet through the local area network?	3	5	50

	No. of Division
Type of Internet Connection used	Offices
DSL	6
Fiber Optic	28
Mobile Phone Services	3
Grand Total	37

Uses of Computer Equipment	Frequency
Based on ICT Services respondents	
Word Processing	37
Excel Worksheets	36
Presentation Preparation	36
Data Processing	35
Preparation of Training Materials	34
DepEd Application Processing/Maintenance	32
Monitoring and Evaluation	32
Based on Other Offices in the DepEd Division Offices	
Use Word Processor (ex. MS Word)	333
Use spreadsheet (ex. MS Excel)	317
Use presentation software (ex. MS PowerPoint)	290
Browse through the Internet for research	265
Accessing online database	245
Project-related work	213
Forming opinions	176
Developing teaching resources	119
Use computer applications not listed above (virtual conferences,	
webinars, communications – emails, social media, online monitoring,	
submission and follow-up of reports)	119
Making decisions	108
Solving problems	108
Developing digital content for learner use	100

Computer Equipment Hel	ped in the Productivity	of Respondent (Non-ICT Services Office

Rating	Frequency	%	Mean
Strongly disagree	14	4%	
Disagree	1	0%	
Neutral	8	2%	
Agree	101	28%	
Strongly agree	234	65%	
Grand Total	358		4.51

Question	Yes	No	Maybe
Existing Policy on Computer Breakdowns?	30	5	1
Existing Maintenance Agreement with a Service Company?	8	27	2
Is the ICT Services office involved in the maintenance of the computer-related equipment of the entire Division Office?	37		

Have you done personal study on how to repair?

Row Labels	Frequency	%
No	4	11%
Yes	33	89%
(blank)		
Grand Total	37	

No. of Trainings Attended of ICT Services Respondent

Count/Justification	Frequency	%
0 training	6	17%
1 training	1	3%
2 trainings	11	31%
3 trainings	6	17%
5 trainings	6	17%
> 5 trainings	2	6%
15 years' experience of IT Hardware troubleshooting	1	3%
Graduated as BSE Major in ICT	1	3%
Multiple times. Forgot exact number	1	3%
Not sure anymore with the number. The trainings I		
attended were conducted by TESDA.	1	3%
Grand Total	36	

How useful are the trainings on computer hardware attended?

Row Labels	Count	%	Mean
Very useful	28	76%	
Useful	6	16%	
Neutral	3	8%	
Not so useful			
Not useful			
Grand Total	37	100%	4.68

NOTE: 3 respondents answered "no" to both questions on attendance of trainings on computer hardware.

Repairs on Equipment Breakdowns

Region/Division Office	Repaired by private computer engineer / computer shop	Have informed ICT Officer. I haven't brought yet the laptop in the ICT unit for them to check.	I personally fixed the issue	Personnel within my section / division of the Schools Division Office repaired this	The computer equipment was serviced by or brought to the service company office / location for repair	the computer was repaired by some authorized personnel but continues on breaking down	The personnel from the ICT Section diagnosed and repaired the breakdown	Not yet repaired	The computer is beyond repair
CORDILLERA ADMINISTRATIVE REGION (CAR)				4	1		10		
Арауао				4	1		9		
Benguet							1		
REGION I (ILOCOS REGION)	2			10	3		6		
Batac City							1		
La Union	2			10	3		5		
Vigan City									
REGION III (CENTRAL LUZON)				7	1		21		
Balanga City							1		
Cabanatuan City									
Gapan City							8		
Malolos City					1		5		
Nueva Ecija				6			5		
Olongapo City				1			2		
Pampanga									
REGION IV-A (CALABARZON)		1		13	3		36	1	
Batangas				3			9		
Calamba City				1			7		
Cavite				2	2		3	1	

Region/Division Office	Repaired by private computer engineer / computer shop	Have informed ICT Officer. I haven't brought yet the laptop in the ICT unit for them to check.	I personally fixed the issue	Personnel within my section / division of the Schools Division Office repaired this	The computer equipment was serviced by or brought to the service company office / location for repair	the computer was repaired by some authorized personnel but continues on breaking down	The personnel from the ICT Section diagnosed and repaired the breakdown	Not yet repaired	The computer is beyond repair
Cavite City				1					
Dasmarinas City				3	1		2		
Laguna							7		
Lipa City							2		
Lucena City		1		2					
Malolos City									
Quezon							1		
Tayabas City				1			5		
REGION IV-B (MIMAROPA)									
Marinduque									
REGION VI (WESTERN VISAYAS)	1		1	12	1	1	26		1
Guimaras	1			3			8		
lloilo				5		1	13		1
Iloilo City							1		
Kabankalan City			1	3	1		4		
Roxas City				1					
REGION XI (DAVAO REGION)	2		1	10	2		27		
Davao City							1		
Davao del Norte							3		
Digos City	2			2	2		12		
Island Garden City of Samal									
Panabo City			1	8			11		

Region/Division Office	Repaired by private computer engineer / computer shop	Have informed ICT Officer. I haven't brought yet the laptop in the ICT unit for them to check.	I personally fixed the issue	Personnel within my section / division of the Schools Division Office repaired this	The computer equipment was serviced by or brought to the service company office / location for repair	the computer was repaired by some authorized personnel but continues on breaking down	The personnel from the ICT Section diagnosed and repaired the breakdown	Not yet repaired	The computer is beyond repair
REGION XII (SOCCSKSARGEN)				3	1		3		
Kidapawan City									
Koronadal City				3	1		3		
Grand Total	1	1	2	59	11	1	128	1	1

Length of Time Computer Equipment is Repaired (Based on response of Non-ICT respondents)

	Days	Repaired
Status	Laptop/Notebook	Desktop PC
not yet resolved/repaired	30	17
within 2 - 3 days after	36	23
within 2 weeks	3	5
within a month	6	8
within the day	76	66
within the week	30	16
Grand Total	181	135

No. of Hours	Laptop/Notebook	Desktop Personal Computer
1	21	11
2	24	10
3	8	3
4	17	5
5	18	6
6	31	18
7	20	18
8	43	82
>8	43	20
Total	245	213

No. of Day-Hours in Using Laptop/Notebook and Desktop Personal Computer

Answers to Open-Ended Questions

Question: Please briefly state how the computer equipment helped in your productivity.

The respondents' answers were prominently positive. They certainly appreciate the value of digital technology on improving their skills and the education process. Specifically, they mentioned the following:

Reports. They can conveniently and accurately make their reports. It was also mentioned that **they can** easily save and retrieve their reports which also includes data and information security

Preparation of lesson materials. This is one of their core tasks in which they find the technology also useful because they can be creative by using the vast amount of resources available online.

Virtual meetings. This is very timely as many of the services like in the education sector are shifted online due to pandemic. Although it was challenging at the beginning but they were able to adjust eventually. This helps them to conduct or attend meetings anytime.

Minimize cost and save time. Paper-less and help the service user accomplish his or her tasks faster.

Compact and portable. Reports are done ahead of time, presentations can be made at home and online meeting was possible for every personnel issued with this equipment

Management of Personnel or Organizational Development. A good tool to manage or supervise a team specifically on doing performance appraisal and strategic planning.

Data sharing. Does not only provide a digital storage of files but allows you to process them efficiently to promote evidence-based practice and enrichment of team teaching.

Question: What is the policy of the Division Office regarding computer equipment that are more than 3 years with the office?

Most of the respondents said that there is no existing DepEd central policy regarding this. As long as it is functional it should be utilized. In the event that the gadget becomes problematic, the IT officer or the ICT Unit should repair it but only if funds are available for the procurement of parts and other peripherals. Schools MOOE /local funds will take over the maintenance expenses. But if the gadget is no longer serviceable it should be disposed.

Question: What are some BEST PRACTICES that you identify in terms of usage and maintenance of the computer equipment?

Most of the respondents shared that regular preventive maintenance must be conducted every month. One respondent prescribed a step-by-step maintenance of the computer which is congruent with the answers of the rest:

- Do not overcharge laptops, upgrade if possible to make the life of computer longer.
- Back up your data.
- Clean dust from your computer.
- Clean up your cabling, and everything else too.
- Organize your installation disks
- Run antivirus and spyware scans regularly.
- Clean up your software.
- Clean up your OS
- Update everything
- Defragment



3

IV-B

2

IV-A

CSO DepEd

1

|||

3

2

XI

1

VI

3

XII

2

1

CARAGA

4

2

0

2

ARMM

3

1

CAR

Ι



Region	CSO	DepEd	Grand Total
ARMM	2		2
CAR	1	3	4
1		9	9
		1	1
IV-A	2	10	12
IV-B		3	3
VI		1	1
XI	2	3	5
XII		3	3
CARAGA	1	2	3
Total	8	35	43

Relevance

Criteria	Office	1 Strongly Disagree	2 Disagree	3 Disagree Some- what	Frequency (Negative)	% Negative to Total	4 Agree Some- what	5 Agree	6 Strongly Agree	Frequency (Positive)	% Positive to Total	Mean	l don't know	% (I don't know)	Grand Total
 The choice of activities and deliverables properly responds to the objective of 	Total	1	0	0	1	2%	2	25	12	39	91%	5.15	3	7%	43
enhancing coordination of CSO/Citizens Participating in Governance (CPaGs) and	cso	0	0	0	0	0%	0	4	4	8	100%	5.50	0	0%	8
DepEd in the monitoring of school readiness and distribution of ICT packages.	DepEd	1	0	0	1	3%	2	21	8	31	89%	5.06	3	9%	35
2. Sharing of information, between DepEd and CPaGs,	Total	1	0	0	1	2%	3	22	14	39	91%	5.18	3	7%	43
on the readiness of the school was relevant in facilitating the timely delivery	CSO	0	0	0	0	0%	0	2	6	8	100%	5.75	0	0%	8
and installation of ICT packages.	DepEd	1	0	0	1	3%	3	20	8	31	89%	5.03	3	9%	35
3. The recruitment and training of volunteers on monitoring	Total	1	0	0	1	2%	2	20	17	39	91%	5.28	3	7%	43
contributed in facilitating the meaningful partnership of the CSO volunteers with	CSO	0	0	0	0	0%	0	1	7	8	100%	5.88	0	0%	8
school and local government officials.	DepEd	1	0	0	1	3%	2	19	10	31	89%	5.13	3	9%	35

Efficiency

Criteria	Office	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	Frequency (Negative)	% Negative to Total	4 Agree Some- what	5 Agree	6 Strongly Agree	Frequency (Positive)	% Positive to Total	Mean	l don't know	% (l don't know)	Grand Total
 The roles and responsibilities of the CSOs/CPaGs were clearly 	Total	1	0	1	2	5%	5	21	13	39	91%	5.05	2	5%	43
defined for schools, towards promoting greater participation of citizens and	CSO	0	0	1	1	13%	0	3	4	7	88%	5.25	0	0%	8
school-based citizen monitors in the distribution of ICT packages.	DepEd	1	0	0	1	3%	5	18	9	32	91%	5.00	2	6%	35
2. The information provided by DepEd on the status of	Total	1	2	1	4	9%	4	20	13	37	86%	4.93	2	5%	43
school readiness helped in ensuring that at least 90%	CSO	0	1	0	1	13%	2	4	1	7	88%	4.50	0	0%	8
installed on the same day of its delivery.	DepEd	1	1	1	3	9%	2	16	12	30	86%	5.03	2	6%	35
3. The DepEd Regional Office, in our region, has a focal	Total	2	0	0	2	5%	8	20	11	39	91%	4.88	2	5%	43
person responsible in receiving feedback from	CSO	0	0	0	0	0%	4	3	1	8	100%	4.63	0	0%	8
CSO volunteers and citizens.	DepEd	2	0	0	2	6%	4	17	10	31	89%	4.94	2	6%	35
4. The DepEd Division Offices, in our province, has a focal	Total	2	0	1	3	7%	2	22	14	38	88%	5.05	2	5%	43
person responsible in receiving feedback from	CSO	0	0	0	0	0%	0	4	4	8	100%	5.50	0	0%	8
CSO volunteers and citizens.	DepEd	2	0	1	3	9%	2	18	10	30	86%	4.94	2	6%	35
5. The risks associated with the specific schools were	Total	1	0	1	2	5%	1	23	16	40	93%	5.21	1	2%	43

Criteria	Office	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	Frequency (Negative)	% Negative to Total	4 Agree Some- what	5 Agree	6 Strongly Agree	Frequency (Positive)	% Positive to Total	Mean	l don't know	% (I don't know)	Grand Total
adequately discussed by the CSO volunteers and DenEd personnel (Division	CSO	0	0	0	0	0%	0	5	3	8	100%	5.38	0	0%	8
Offices) before and during actual delivery of ICT packages.	DepEd	1	0	1	2	6%	1	18	13	32	91%	5.18	1	3%	35
 Adequate safety measures were discussed and agreed upon by the CSO 	Total	1	0	1	2	5%	2	19	19	40	93%	5.26	1	2%	43
volunteers and DepEd personnel (Division Offices)	CSO	0	0	0	0	0%	0	3	5	8	100%	5.63	0	0%	8
volunteers and DepEd personnel.	DepEd	1	0	1	2	6%	2	16	14	32	91%	5.18	1	3%	35
7. The timeliness of delivery	Total	1	2	2	5	12%	5	23	8	36	84%	4.73	2	5%	43
of ICT packages is	CSO	0	0	1	1	13%	1	5	1	7	88%	4.75	0	0%	8
satisfactory.	DepEd	1	2	1	4	11%	4	18	7	29	83%	4.73	2	6%	35
8 The quality of ICT packages	Total	1	0	1	2	5%	4	21	14	39	91%	5.10	2	5%	43
is satisfactory.	CSO	0	0	0	0	0%	1	4	3	8	100%	5.25	0	0%	8
,	DepEd	1	0	1	2	6%	3	17	11	31	89%	5.06	2	6%	35
9. The operation and	Total	1	2	1	4	9%	11	19	7	37	86%	4.61	2	5%	43
maintenance of ICT	CSO	0	0	0	0	0%	3	4	1	8	100%	4.75	0	0%	8
packages is satistactory.	DepEd	1	2	1	4	11%	8	15	6	29	83%	4.58	2	6%	35

Effectiveness

Criteria	Office	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	Frequency (Negative)	% Negative to Total	4 Agree Some- what	5 Agree	6 Strongly Agree	Frequency (Positive)	% Positive to Total	Mean	l don't know	% (I don't know)	Grand Total
 The project was successful in enhancing 	Total	1	0	1	2	5%	2	26	11	39	91%	5.07	2	5%	43

Criteria	Office	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	Frequency (Negative)	% Negative to Total	4 Agree Some- what	5 Agree	6 Strongly Agree	Frequency (Positive)	% Positive to Total	Mean	l don't know	% (I don't know)	Grand Total
communication between DepEd and CSO/CPaGs volunteers towards	CSO	0	0	0	0	0%	0	5	3	8	100%	5.38	0	0%	8
enhancing the capacity of DepEd in monitoring the delivery of ICT packages.	DepEd	1	0	1	2	6%	2	21	8	31	89%	5.00	2	6%	35
2. The project pursued innovative ways in promoting partnership of	Total	1	1	1	3	7%	1	25	12	38	88%	5.05	2	5%	43
CSO/CPaGs and school- based volunteers towards enhancing communication between DepEd personnel	CSO	0	0	0	0	0%	0	4	4	8	100%	5.50	0	0%	8
at the regional and division offices with the school principal/head teacher.	DepEd	1	1	1	3	9%	1	21	8	30	86%	4.94	2	6%	35
3. The mobilization of UNDP	Total	1	0	0	1	2%	3	21	15	39	91%	5.20	3	7%	43
strengthened the partnership of CSO-DepEd	CSO	0	0	0	0	0%	0	5	3	8	100%	5.38	0	0%	8
in support to budgeting.	DepEd	1	0	0	1	3%	3	16	12	31	89%	5.16	3	9%	35
4. The mobilization of UNDP strengthened the	Total	2	0	0	2	5%	3	22	14	39	91%	5.07	2	5%	43
partnership of the CSO-	CSO	0	0	0	0	0%	0	5	3	8	100%	5.38	0	0%	8
DepEd in support to procurement.	DepEd	2	0	0	2	6%	3	17	11	31	89%	5.00	2	6%	35
5. The mobilization of UNDP strengthened the	Total	2	0	1	3	7%	1	21	14	36	84%	5.08	4	9%	43
partnership of the CSO- DepEd in support to human	CSO	0	0	0	0	0%	0	4	4	8	100%	5.50	0	0%	8
resource (HR) augmentation.	DepEd	2	0	1	3	9%	1	17	10	28	80%	4.97	4	11%	35
	Total	2	0	1	3	7%	2	22	14	38	88%	5.05	2	5%	43

Criteria	Office	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	Frequency (Negative)	% Negative to Total	4 Agree Some- what	5 Agree	6 Strongly Agree	Frequency (Positive)	% Positive to Total	Mean	l don't know	% (I don't know)	Grand Total
 The mobilization of UNDP strengthened the 	CSO	0	0	0	0	0%	0	5	3	8	100%	5.38	0	0%	8
partnership of the CSO- DepEd in support to partnership and CSO engagement.	DepEd	2	0	1	3	9%	2	17	11	30	86%	4.97	2	6%	35
7. The mobilization of UNDP	Total	1	0	1	2	5%	2	23	13	38	88%	5.13	3	7%	43
partnership of the CSO-	CSO	0	0	0	0	0%	1	5	2	8	100%	5.13	0	0%	8
DepEd in support to finance.	DepEd	1	0	1	2	6%	1	18	11	30	86%	5.13	3	9%	35
8. The mobilization of UNDP	Total	1	0	1	2	5%	1	23	14	38	88%	5.18	3	7%	43
partnership of the CSO-	CSO	0	0	0	0	0%	0	4	4	8	100%	5.50	0	0%	8
DepEd partnership in support to monitoring.	DepEd	1	0	1	2	6%	1	19	10	30	86%	5.09	3	9%	35
9. The project was effective in building the capacities of	Total	1	0	0	1	2%	1	20	18	39	91%	5.33	3	7%	43
partners (DepEd, UNDP, CSO/CPaGs) towards reaching the intended	CSO	0	0	0	0	0%	0	1	7	8	100%	5.88	0	0%	8
beneficiary-schools, teachers and students.	DepEd	1	0	0	1	3%	1	19	11	31	89%	5.19	3	9%	35
10. The CSO and DepEd partnership was effective in	Total	1	0	0	1	2%	5	21	13	39	91%	5.10	3	7%	43
ennancing policy/systems at the national level towards improving timeliness and	CSO	0	0	0	0	0%	1	4	3	8	100%	5.25	0	0%	8
quality of DCP implementation.	DepEd	1	0	0	1	3%	4	17	10	31	89%	5.06	3	9%	35
11. The CSO and DepEd partnership was effective in	Total	1	0	0	1	2%	3	23	13	39	91%	5.15	3	7%	43

Criteria	Office	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	Frequency (Negative)	% Negative to Total	4 Agree Some- what	5 Agree	6 Strongly Agree	Frequency (Positive)	% Positive to Total	Mean	l don't know	% (I don't know)	Grand Total
enhancing policy/systems at the regional level towards	CSO	0	0	0	0	0%	0	4	4	8	100%	5.50	0	0%	8
quality of DCP implementation.	DepEd	1	0	0	1	3%	3	19	9	31	89%	5.06	3	9%	35
12. The project built effective synergies with other	Total	1	1	1	3	7%	9	16	10	35	81%	4.79	5	12%	43
existing initiatives towards promoting internet connectivity (DICT-UNDP	CSO	0	1	0	1	13%	3	1	2	6	75%	4.43	1	13%	8
Program) at the school level.	DepEd	1	0	1	2	6%	6	15	8	29	83%	4.87	4	11%	35
 The project built effective synergies with other existing initiatives in 	Total	1	0	0	1	2%	10	19	10	39	91%	4.90	3	7%	43
institutionalizing citizen participation in the Regional Project Monitoring and	CSO	0	0	0	0	0%	2	2	2	6	75%	5.00	2	25%	8
Evaluation System (RPMES) under the Regional Development Council (RDC).	DepEd	1	0	0	1	3%	8	17	8	33	94%	4.88	1	3%	35
14. The usefulness of this ICT	Total	1	0	0	1	2%	2	21	18	41	95%	5.29	1	2%	43
packages provided by	CSO	0	0	0	0	0%	0	2	6	8	100%	5.75	0	0%	8
satisfactory.	DepEd	1	0	0	1	3%	2	19	12	33	94%	5.18	1	3%	35
15. The project integrated	Total	1	0	0	1	2%	3	20	18	41	95%	5.26	1	2%	43
through gender equality,	CSO	0	0	0	0	0%	0	2	6	8	100%	5.75	0	0%	8
women's empowerment, and human rights.	DepEd	1	0	0	1	3%	3	18	12	33	94%	5.15	1	3%	35

Sustainability

Criteria	Office	1 Strongly Disagree	2 Disagree	3 Disagree Somewhat	Frequency (Negative)	% Negative to Total	4 Agree Some- what	5 Agree	6 Strongly Agree	Frequency (Positive)	% Positive to Total	Mean	l don't know	% (I don't know)	Grand Total
 The participation of community and school- based citizen monitors 	Total	1	1	1	3	7%	4	25	10	39	91%	4.93	1	2%	43
would continue in monitoring the delivery of goods and services to the schools, after the	CSO	0	1	0	1	13%	2	3	2	7	88%	4.63	0	0%	8
implementation of the DepEd-UNDP partnership in the DCP.	DepEd	1	0	1	2	6%	2	22	8	32	91%	5.00	1	3%	35
2. The capacity of the DepEd was enhanced, in	Total	1	1	0	2	5%	4	21	15	40	93%	5.10	1	2%	43
continually promoting CSO- DepEd partnership on the monitoring the delivery	CSO	0	1	0	1	13%	1	3	3	7	88%	4.88	0	0%	8
and installation of ICT packages to schools.	DepEd	1	0	0	1	3%	3	18	12	33	94%	5.15	1	3%	35
3. The DepEd Regional and/or Division Offices regularly	Total	1	1	1	3	7%	3	24	12	39	91%	5.00	1	2%	43
provide updates and responses to the feedback	CSO	0	1	1	2	25%	0	5	1	6	75%	4.50	0	0%	8
raised by the CSO to the DepEd	DepEd	1	0	0	1	3%	3	19	11	33	94%	5.12	1	3%	35
 The DepEd and CSO are currently pursuing initiatives in ensuring CSO 	Total	1	2	0	3	7%	4	25	10	39	91%	4.90	1	2%	43
participation in the monitoring and reporting	CSO	0	2	0	2	25%	1	4	1	6	75%	4.25	0	0%	8
the DCP and other programs of DepEd.	DepEd	1	0	0	1	3%	3	21	9	33	94%	5.06	1	3%	35

1) What EXPECTED VALUE has UNDP added in terms of delivery and installation of ICT packages to schools?

Both CSO/CPaGs and DepEd affirmed that such technology evidently enhances the mode of communication or the learning process between the teachers and the students mainly because it is interactive and collaborative especially in the far-flung areas like the BARMM where there is a great need of further promotion of digital technology so that no students will be left behind. School personnel are also pleased because it aids them to accomplish their tasks efficiently because it is fast and allows them to be innovative.

In terms of effectively engaging the community, CSO shared that such initiative is instrumental in strengthening community partnerships specifically the capacity-building that comes with the ICT packages. They were able to tap and maximize the participation of the volunteers which is a good indicator of community empowerment. In fact, they even cited an example wherein they successfully mobilize PTA members to construct a makeshift classroom using indigenous materials like *nipa* and *sawali* which will serve a computer classroom.

Further, both CSOs and DepEd respondents highly appreciated the following: on-time delivery, quality assurance, close coordination, swift response or resolutions on issues or concerns and the preparation before the installation which was not only how to use the gadgets but more importantly how to take care of them.

2) What UNEXPECTED VALUE has UNDP added in terms of delivery and installation of ICT packages to schools?

Overall, both CSO/CPaGs and DepEd testified that it was a successful installation, and the recipients certainly are grateful. However, they pointed out some concerns that are worth paying attention to.

From CSO's end, first, how UNDP encouraged the involvement of DepEd ITOs in the process and the level of familiarity of the assigned personnel where DICT facilities were located. They were also amazed how the community members involved themselves in the initiative to the extent that they offered their services or labor for free. They also commended the door-to-door delivery of the gadgets which was a first-time and this remark was also shared by the LGU officials (Mayor, Vice Mayor) and the DepEd Division personnel. They also did not expect the collective effort of the school and barangay to fund the construction of a computer classroom but later on decided to use instead the new building which is already available prior to the delivery of the ICT packages. It also helped to expand the linkages of CSOs outside its regular areas of operation such as adding new contacts at MLGUs and BLGUs. In summary, they were overwhelmed how digital technology in the education sector could promote unity among the stakeholders at the community level.

From DepEd's end, they commended the pre-delivery evaluation and responsive after-sales support. On the other hand, they brought up some concerns such as, delayed delivery, service warranty issues and some of the packages had slight problems or of a poor quality. The delayed delivery or deployment might be due to geographical terrain on land, water and mountain in most schools in Quezon and the climate condition. Some school heads also mentioned that they were unaware of the schedule of the delivery. Lastly, they also observed that some users handled the gadgets without care.

3) What LESSONS LEARNED have you identified (during and after the implementation of the project) regarding the delivery and installation of ICT packages to schools?

The overarching objective of such innovation in the field of education according to the two group of respondents is – its sustainability. Their common takeaways are the following:

- It improves the administration and enhance the quality and efficiency of education. One of the respondents said, "We do not need to work beyond office hours in order to implement the project."
- There should be more participants to monitor the project to ensure the good quality of the service
- Constant communication and proper coordination among the stakeholders specifically the schools, UNDP, delivery team and LGUs to guarantee commitment and security. The CSOs said, "It was the LGU that determined whether or not to have the project activities escorted by the Police or the Military especially during the delivery (though CSO politely requested LGUs not to be escorted by uniformed men)."
- It promotes solidarity. One of the respondents shared, "I learned that community and CSO involvement of the project is very important in the implementation of the DCP."
- There should be more ICT packages provided to schools who have more teachers and students like the central schools.
- Consider the location of the school when it comes to the delivery because the different geographical terrains on land, water and mountain could hurdle the active.

On one hand, CSOs elaborated their answers based on the many factors present in the community that could either impede or facilitate further success of the project one of which is the political climate in the community especially during election campaign. They hope that the politicians will not take advantage of the project for their self-serving goals. They specifically said, "Not to allow any politician (Mayor to Barangay) to "frontline" the project; did not allow offers from politicians to use their marked vehicles during deliveries."

4) What GOOD PRACTICES have you identified (during and after the implementation of the project) regarding delivery and installation of ICT packages to schools?

The two major good practices are the spread awareness of the social impact of technological change in education and promotion of community empowerment. The close coordination and transparency among all stakeholders (beneficiaries, CSOs and local leaders) and in all phases of the project implementation definitely paved the way to its success.

Capacity-building of the volunteers, even the non-readers were encouraged to join the project which strengthen and widened support system. However, it was observed that the women volunteers were limited to activities like food preparation. Moreover, it was shared, "The School in-charge scheduling a school activity during delivery and installation to gather more parents and households witness the arrival of the materials and especially see their students use the units for the first time."

Another good practice is the creation of Facebook messenger group chat for efficient communication with the stakeholders like the teachers and the community volunteers. When it comes to the implementation, CSO said that in order to solve the issues occur in the different stages (pre-delivery

delivery, installation and post installation) there should be an effective workforce mobilization at the local level.

5) What are some AREAS FOR IMPROVEMENT have you identified regarding delivery and installation of ICT packages to schools?

The highlighted areas for improvement are the following:

- Sufficient supply of ICT packages to schools. They hope that it will be one is to one ratio to
 maximize the benefit of the independent learning platform. Objectives or the specifics of the
 project must be communicated clearly to the schools' heads so as to avoid misconceptions or
 misunderstanding especially to the schools in MAA or Most Affected areas in Marawi City and
 those who are in isolated areas.
- The Central office must cascade properly and on time the copies of memos to Region and to Division. The respondent shared that, "There were embarrassing moments when CPAGGs already had copies of Memos from Central Office while Division offices were still waiting for their copies."
- Increase transportation budget of Personnel who need to monitor delivery and installation activities in last mile schools.
- DepEd must generate complete and accurate data of the list of recipient schools.
- Assignment of 1 permanent focal person from the installation team
- Proper communication flow between and among DepEd (National to Division Offices)
- Supplier must have a hotline that is responsive to troubleshoot immediately (after sales support). There should also be a contingency plan in the time of pandemic when there is a severe internet traffic or inadequate Wi-Fi connection.
- Supplier should also coordinate well to CSO and DepEd for smoother delivery in the school level.
- The conflict on the management/implementation roles of CSO and RO/DO IT Officers shall be addressed.
- End users should be involved during the planning stage of the procurement.

6) Please present any RECOMMENDATIONS FROM THE STAKEHOLDERS regarding delivery and installation of ICT packages to schools?

Both group of respondents affirmed that transparency, proper coordination and constant communication are the facilitating factors to sustain the project. However, there are slight differences when it comes to their respective translations of these recommendations. One striking examples is, DepEd recommends that the CSOs must only assist on the deployment of the ICT packages but not on the management of the programs because the RO and DO are assigned to do such tasks. On one hand, CSOs said that ,"Citizen engagement is a good practice and must be replicated in all activities of DepEd. Delivery and installation of ICT packages to schools must not only involve in delivery and installation but must safeguard monitoring is in placed to ensure sustainability."

Other recommendations of CSOs are that promote inclusivity and right-based perspective:

• Institutionalize implementing agreement between NCIP and DepEd on the implementation

of all DepEd National Programs within the ancestral domain and defining thereof the roles, duties and responsibilities of IPMRs, Tribal Councils, LGUs and Service-Providers; and,

• DepEd and its local partners (service-providers) to widen its advocacy work and partnership with NCIP to encourage the participation of the IP communities thru the IPMRs and Tribal Councils both at the Municipal and Barangay Council.

Last but not the least, uphold responsive services by adding and upgrading the packages according to the needs of the stakeholders, mainly the students. DepEd strongly advocates for the unwavering support for the learners especially in these trying times – the pandemic crisis.