BEAM-ARMM – End of Program Review

Ty Morrissey
Ina Aquino

7 August 2017

Presentation Outline

> Background to BEAM-ARMM

> Evaluation Approach

> Contextual Environment

> Key Findings

> Lessons Learned

Background to BEAM-ARMM

Background of BEAM-ARMM program

- Significant education and peace program
- ARMM covers nine DepEd divisions across five provinces of Mindanao
- BEAM–ARMM comprised four distinct but integral components
- Components were implemented by a Managing Contractor (Cardno) and through grant agreements with UNICEF, GIZ and BRAC
- Initial phase of program (Sept 2012 - June 2015)
- Independent Mid-Term Review in 2014
- DFAT approved extension phase (July 2015-June 2017)
- Extension phase emphasis on the end of program outcomes

Background

In light of the strategic shift to a programmatic approach the following indicators were agreed:

- Improve access by increasing completion rates
- Improve quality of education and learning environment
- Improve employability of OSY completers
- Improve education governance to support ECE, basic education and OSY

Evaluation Approach

Evaluation Approach

- Mixed methods
- Quasi-Independent approach
- Engagement of partner representatives
- Three key questions:
  - To what extent has the program achieved stated end of program outcomes?
  - How appropriate were BEAM-ARMM's institutional and governance approaches with DepEd-ARMM and other partners?
  - To what extent has the program demonstrated relevance, efficiency and effectiveness through a unified approach to implementation and management? What lessons can be learned?

Limitations and Challenges

- Large number of different interventions
- Time and available resources
- Attribution
- Access to data
- Availability of data

Contextual Environment

Contextual Environment

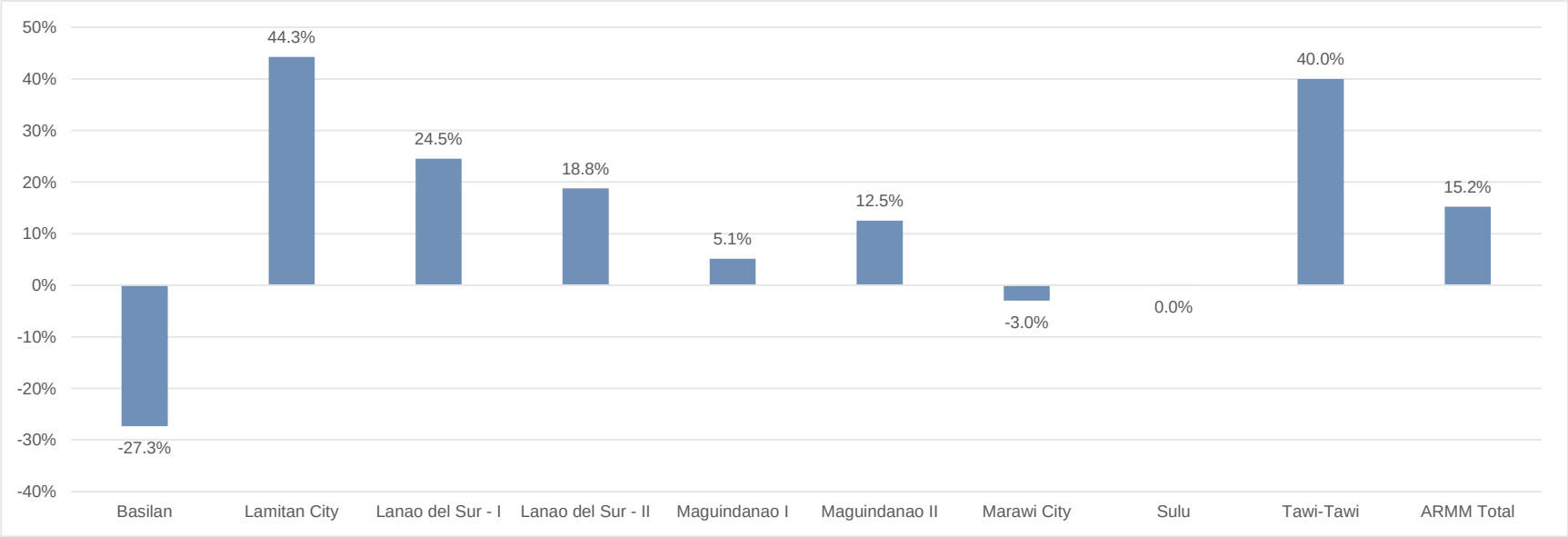
- ARMM region is a post-conflict (current conflict) fragile environment
- Tension due to prospective transition to a new government
- DepEd-ARMM – characterised by high enthusiasm and motivation but reduced capacity in terms of resources
- Access, enrolments and learning outcomes tend to lag national averages
- Limited private sector investment and job opportunities in the formal sector.

Key Findings:
End of Program Outcome 1 – Access and Participation

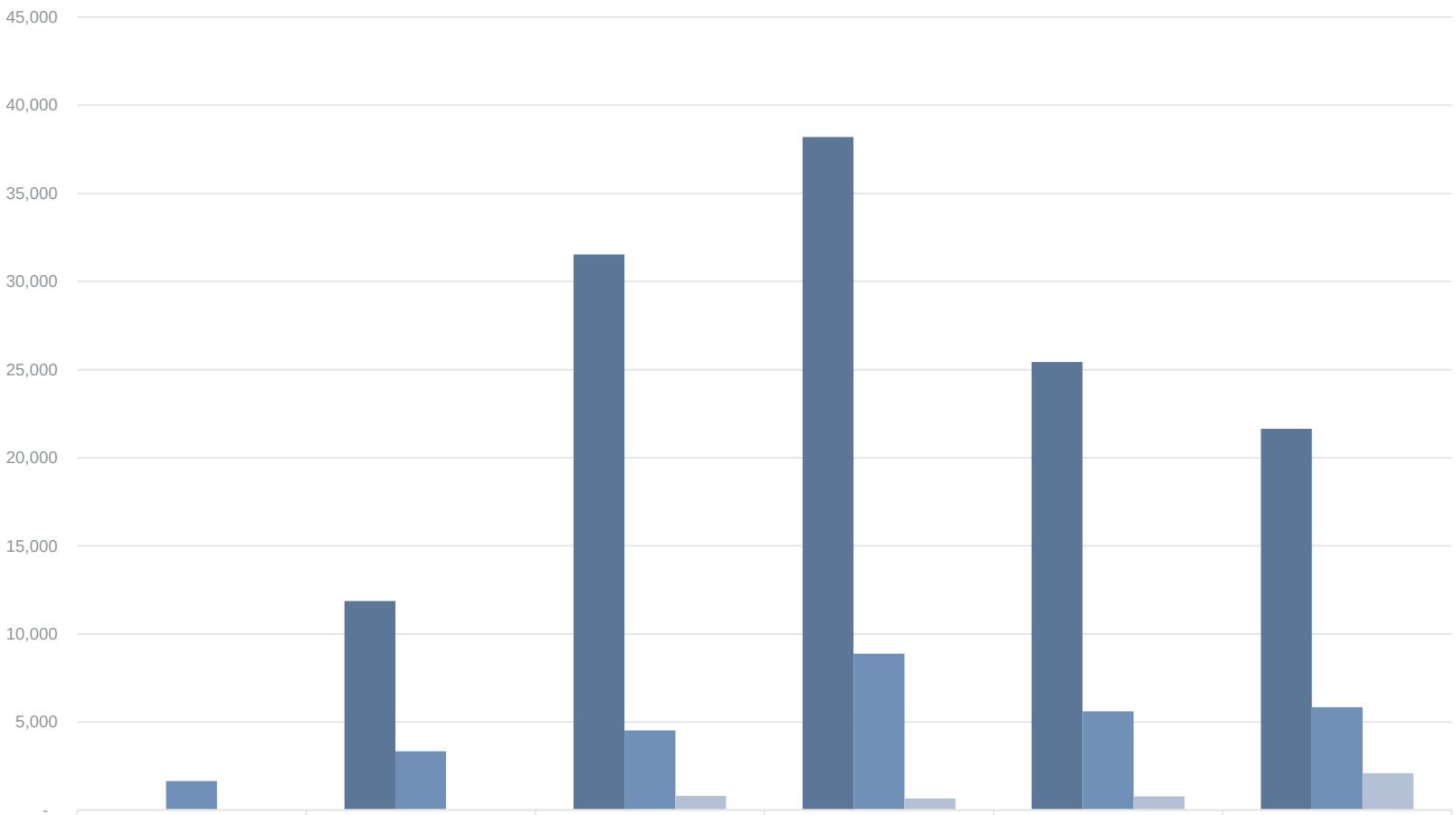
Increase in School Enrolment

The BEAM–ARMM target for increasing elementary school completion rate was 13%. Elementary completion rate increased throughout ARMM by 15.3% from 24.6% in School Year (SY) 2012–2013 to 39.9% in SY 2015–2016.

Completion rates remain very low with eight of nine divisions being below 55%.



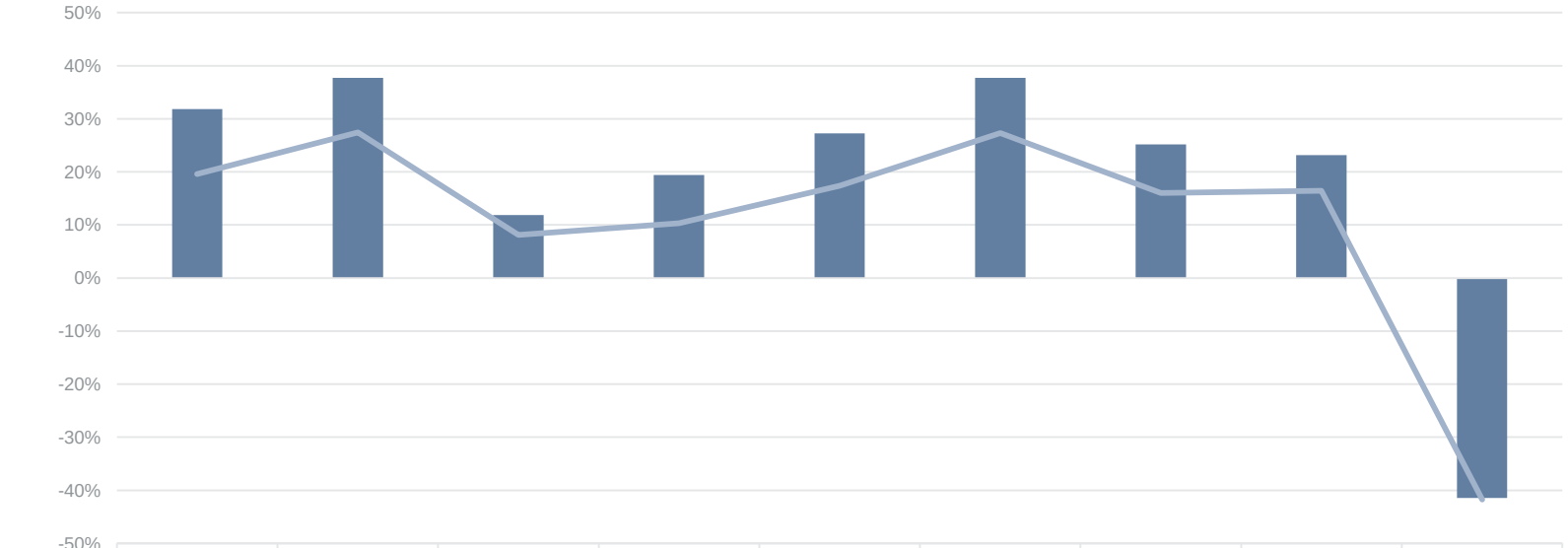
Increase in School Enrolment



	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
BRAC ADM	-	11,865	31,522	38,192	25,438	21,640
Tahderiyyah	1,643	3,336	4,528	8,876	5,601	5,841
Madaris	-	-	812	663	775	2,086

Increase in School Enrolment

Overall Gross Enrolment Rate (GER) increased from 66.8% in SY 2012–2013 to 88.9% in SY 2015–2016 and Net Enrolment Rate (NER) increased from 55.5% to 69.6% during the same period. This indicates an increase in NER of 14.1% which is above the anticipated target of 7.



	Basilan	Lamitan	Sulu	Tawi-Tawi	Mag 1	Mag 2	LDS 1	LDS 2	Marawi
GER	31.86%	37.69%	11.84%	19.38%	27.27%	37.75%	25.16%	23.18%	-41.45%
NER	19.62%	27.41%	8.11%	10.34%	17.41%	27.31%	16.02%	16.46%	-41.74%

Key Findings:
End of Program Outcome 2 - Learning

Teacher Development: Context

- No regular standardized assessment of teacher competencies
- Teachers are moved horizontally and vertically across the system with little effort to match qualifications against needs

> HR / personnel functions are centralised in a political office resulting in:

- Slow promotions, slow hiring processes
- Mismatch of teacher qualifications vs. school needs
- Authority and accountability of Division leaders not established
- Teachers are not able to practice what they learn from training due to reassignments
- Posts for school heads are also politically influenced
- No complete and comprehensive database of teachers

Teacher Development: Context

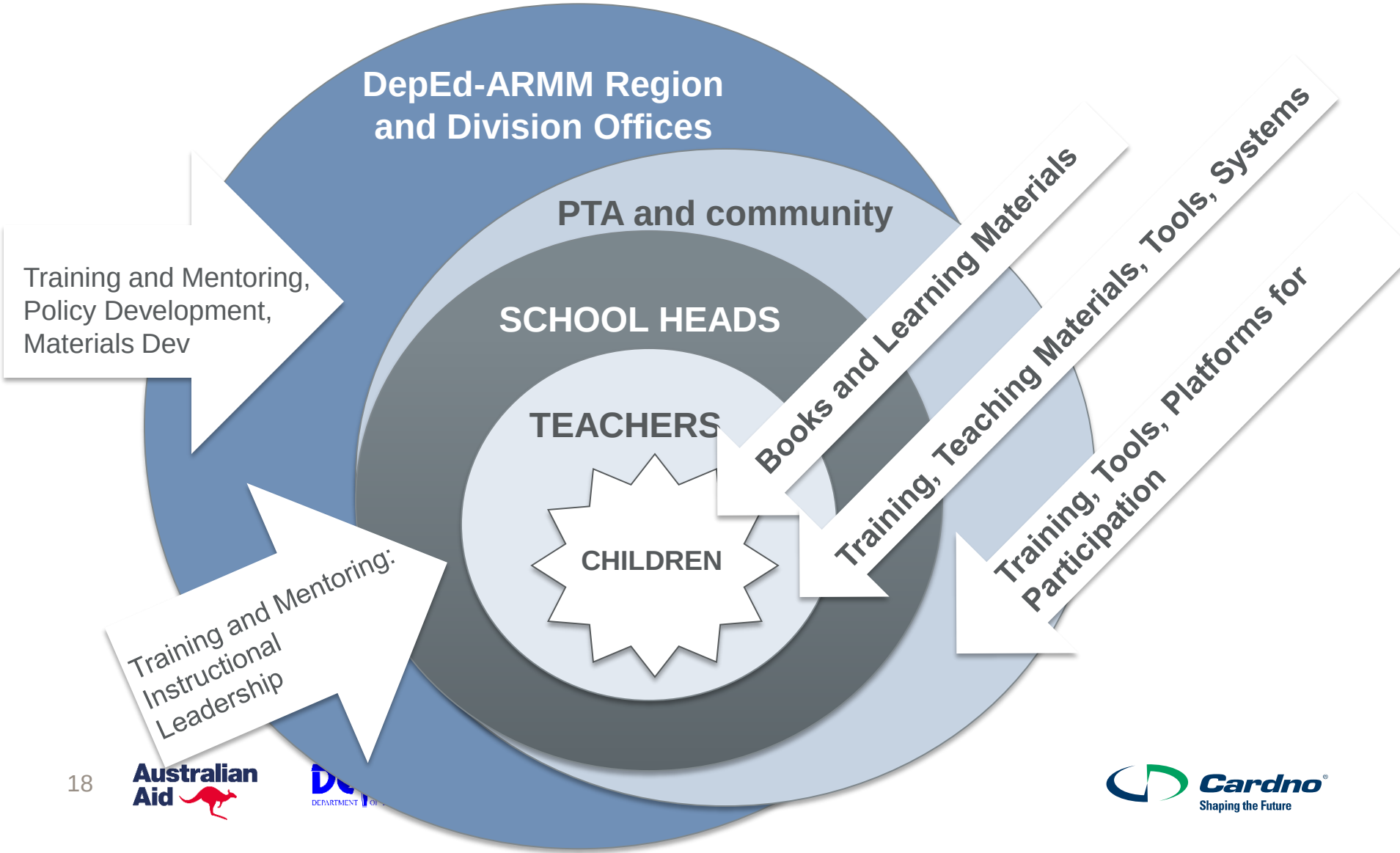
- Lack of teaching and learning materials in classrooms
- Student performance in the national tests - the lowest among 18 regions in the country
- Funds for operating expenses are not downloaded in 95% of elementary schools
- K to 12 rollout started in 2011
- Need for teacher retooling and skills upgrading

BEAM-ARMM Teacher Professional Development

- **Intermediate Outcome**: Improved Teacher Competencies
- **End-of-Program Outcome**: Improved Student Performance

Australian Aid
DepED DEPARTMENT OF EDUCATION
BEAM Basic Education Assistance for Muslim Mindanao
Cardno Shaping the Future

BEAM-ARMM Teacher Professional Development



Australian Aid

Cardno Shaping the Future

BEAM-ARMM Teacher Professional Development

Cohort Training of Teachers: By grade and by learning area

- **Cascade Training**
- 12,250 teachers in three years
- Building internal capacity for training
- Two-step:
  - Selection and Training of Trainers
  - Rollout in clusters
- Teaching and Learning Materials provided
- Opportunity to identify school-based mentors / learning facilitators

Australian Aid
DepED DEPARTMENT OF EDUCATION
BeAM Basic Education Assistance for Muslim Mindanao
Cardno Shaping the Future

BEAM-ARMM Teacher Professional Development

COHORT TRAINING

All teachers by cohort: grade and learning area
2013-2015

Selection of school-based Trainers
- Pre- and post- tests
- Active participation during the training

SCHOOL – BASED TEACHER DEVELOPMENT

LPP: Learning Partnership Program in schools 2015-2017

READ ALLL: Reading Across Languages, Levels, and Learning Areas (2015-2017)

BEAM-ARMM Teacher Professional Development

PROGRAM EVALUATION OF TEACHER COMPETENCIES:

Baseline: Assessments at the start of training; 2013-2015

As Input to the Identification of School-based Mentors: End of training; 2013-2015

Input to end of program evaluation: August 2016.

Australian Aid
DepED DEPARTMENT OF EDUCATION
BEAM Basic Education Assistance for Muslim Mindanao
Cardno Shaping the Future

BEAM-ARMM Teacher Professional Development

PROGRAM EVALUATION OF STUDENT PERFORMANCE:

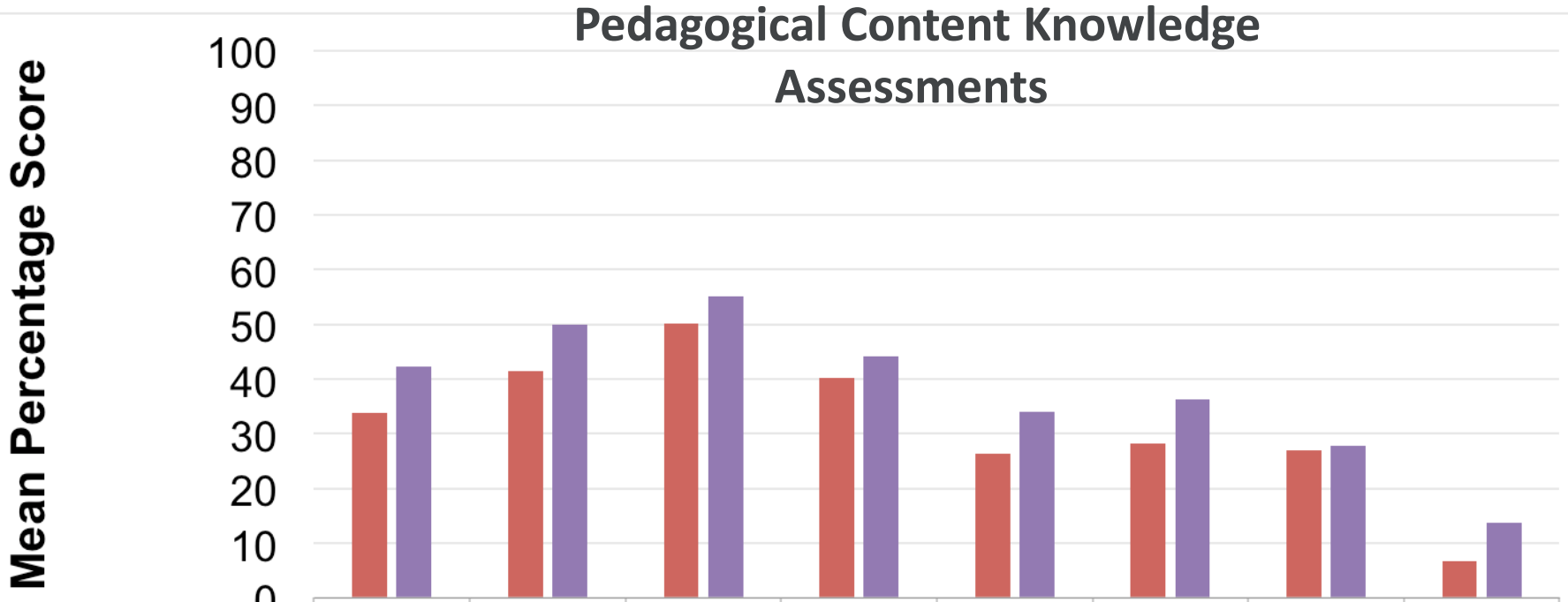
Baseline: National Achievement Test SY 2011-2012

As Input to the Identification of Teacher Training Content: National Achievement Test SY 2011-2012

Input to end of program evaluation: National Achievement Test in August 2016

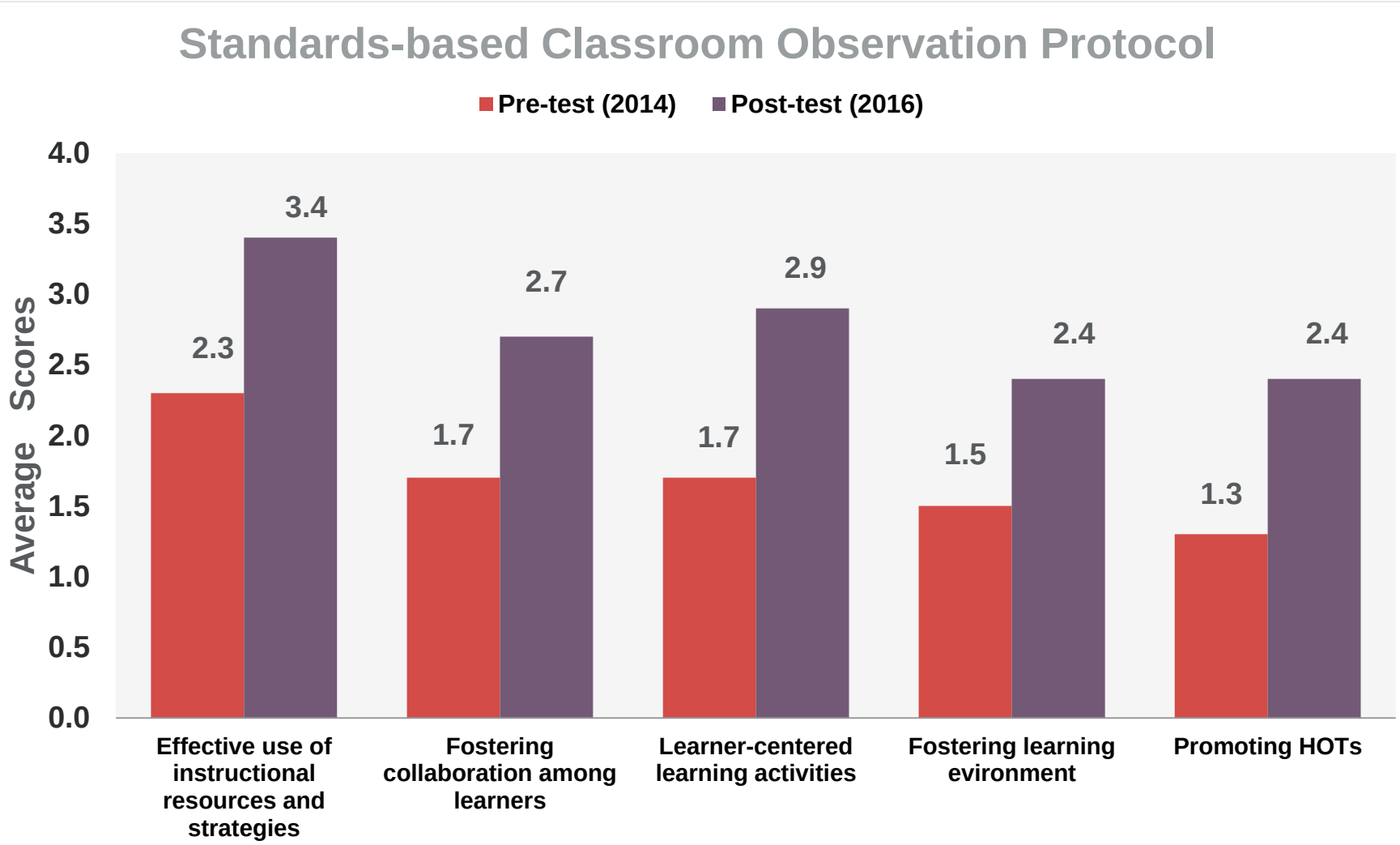
Australian Aid DepED DEPARTMENT OF EDUCATION BEAM Basic Education Assistance for Muslim Mindanao Cardno Shaping the Future

End-of-Program Evaluation Results

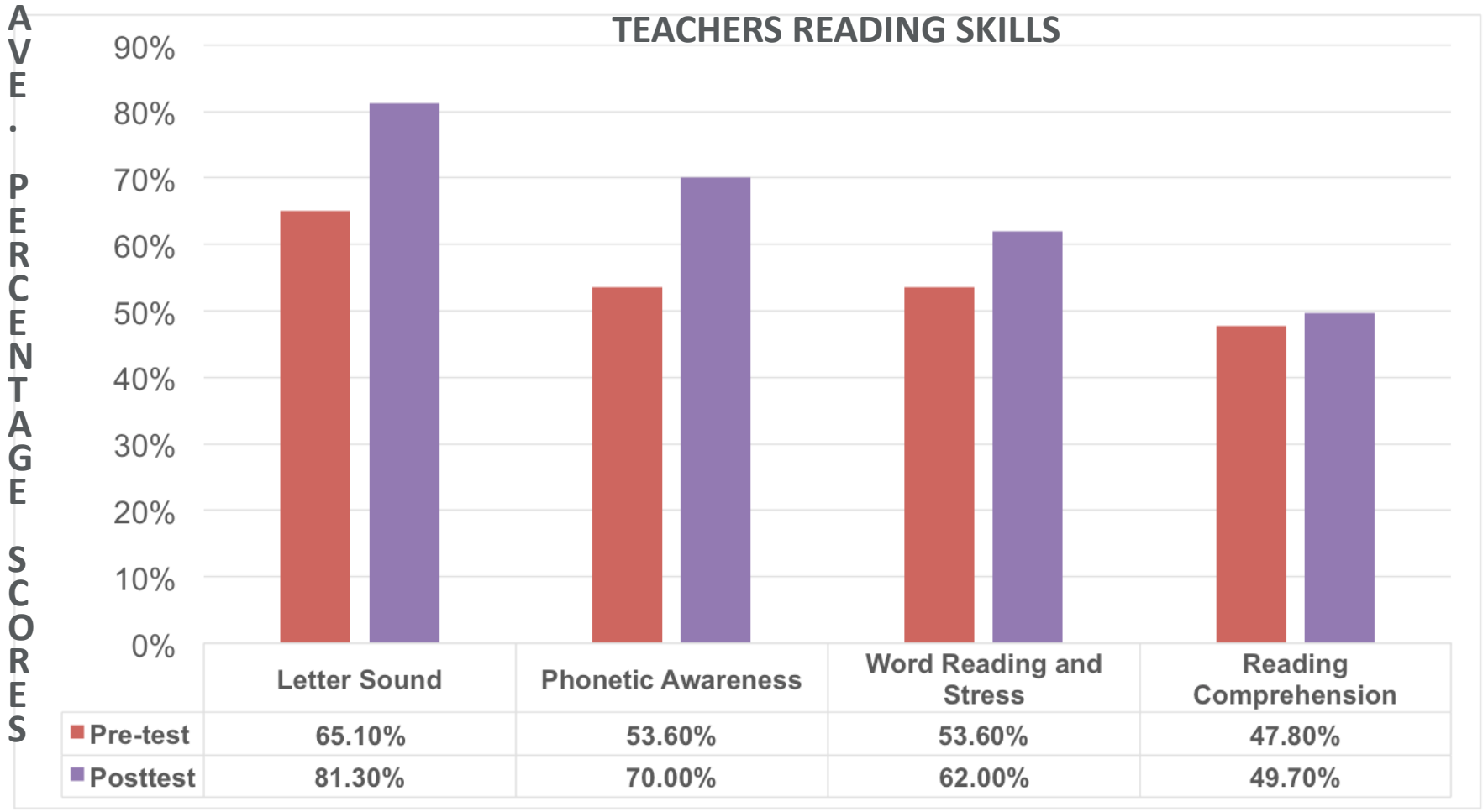


	Science Grade 1	Science Grade 2	Science Grade 7	Science Grade 8	Math Grade 1	Math Grade 2	Math Grade 7	Math Grade 8
Pretest	33.81	41.45	50.2	40.14	26.42	28.2	26.89	6.72
Parallel Posttest	42.35	49.95	55	44.19	34.03	36.18	27.84	13.66

End-of-Program Evaluation Results

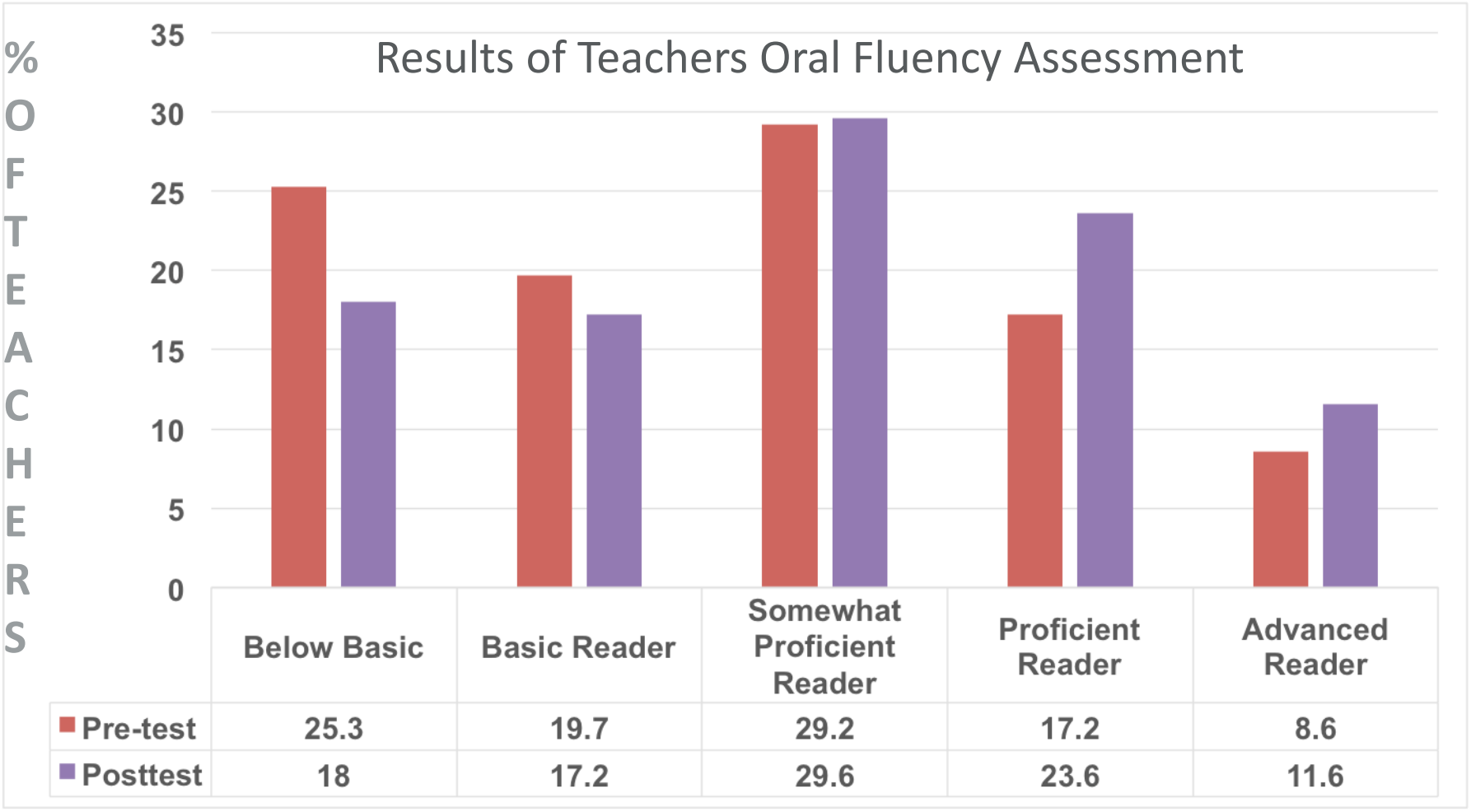


End-of-Program Evaluation Results



	Letter Sound	Phonetic Awareness	Word Reading and Stress	Reading Comprehension
Pre-test	65.10%	53.60%	53.60%	47.80%
Posttest	81.30%	70.00%	62.00%	49.70%

End-of-Program Evaluation Results

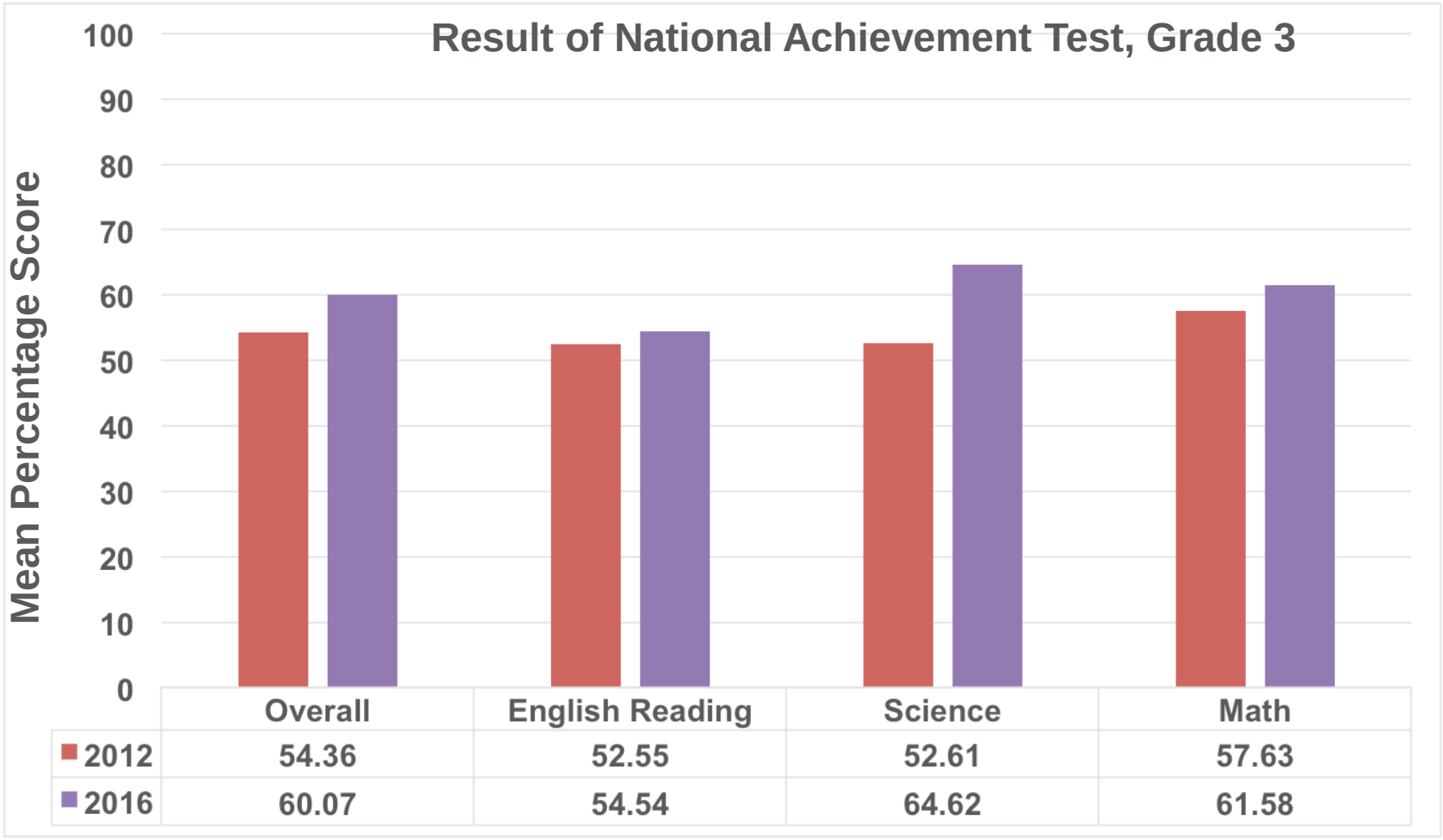


End-of-Program Evaluation Results

- TARGET: At least 5% improvement in NAT Grade 3
- ACHIEVEMENT: Based on the scores of 75,104 test takers in August 2016 against scores of 91,303 test takers in February 2012:
- 22.83% increase in the MPS of Grade 3 students in science
- 6.85% increase in the MPS of Grade 3 students in mathematics
- 3.8% increase in the MPS of Grade 3 in English Reading
- OVERALL: 10.5% increase in the MPS of Grade 3 students

Australian Aid
DepED DEPARTMENT OF EDUCATION
BeAM Basic Education Assistance for Muslim Mindanao
Cardno Shaping the Future

End-of-Program Evaluation Results



	Overall	English Reading	Science	Math
2012	54.36	52.55	52.61	57.63
2016	60.07	54.54	64.62	61.58

Overall and by Learning Area

End-of-Program Evaluation Results

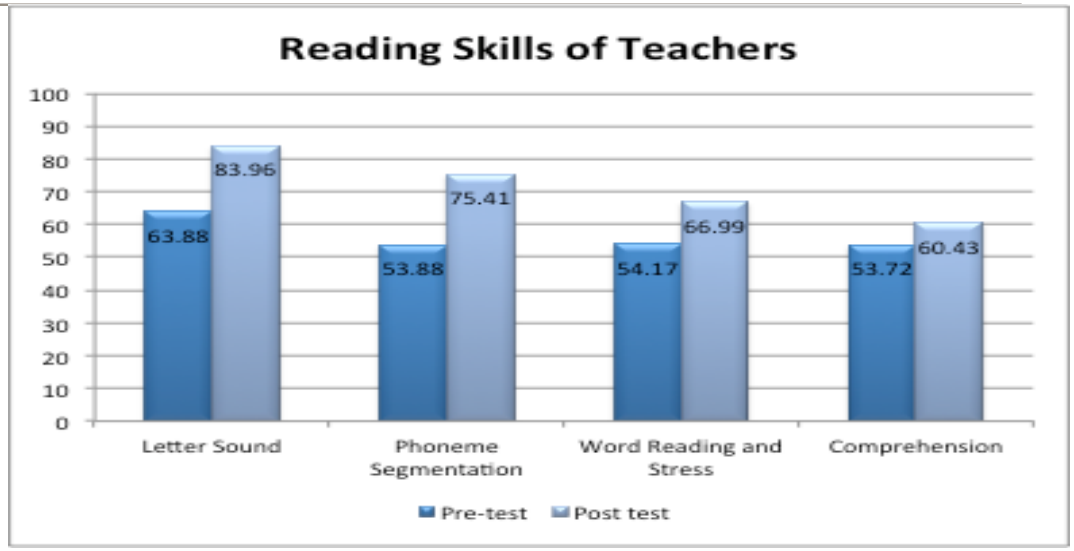
Highlights from statistical analysis of scores of paired teachers and students:

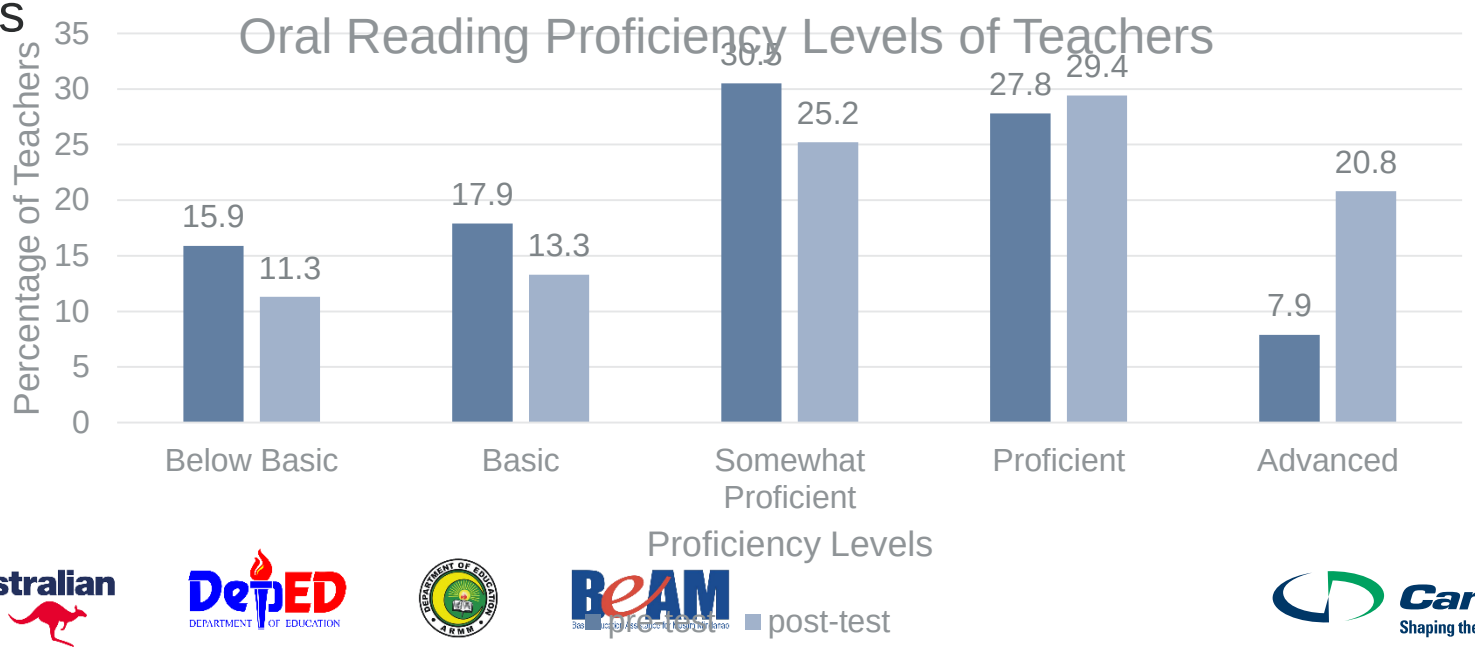
- The longer students were taught by trained teachers the better they performed
- Students in the lowest 25% in the SY 2015-2016 NAT did not respond to the number of years of exposure to teachers trained by BEAM-ARMM
- More teacher training resulted in greater performance of girls. The percentage of girls in the bottom quartile decreased and above the median increased with increased teacher training.

Read ALLL: School-based Teacher Development Model

School-based Professional Development: Dangkalan Elementary School

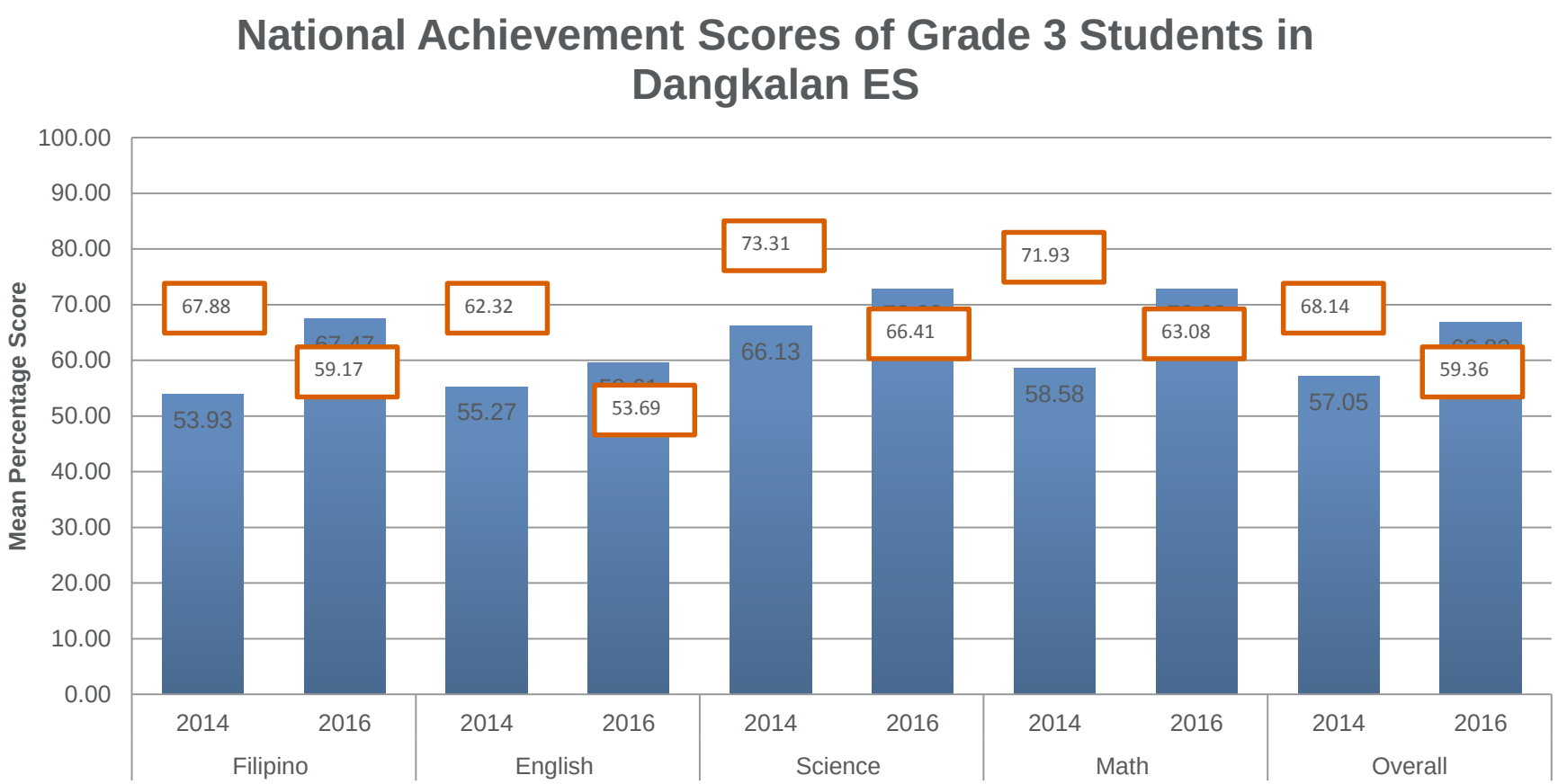
Read ALLL (Reading Across Languages, Levels, and Learning Areas





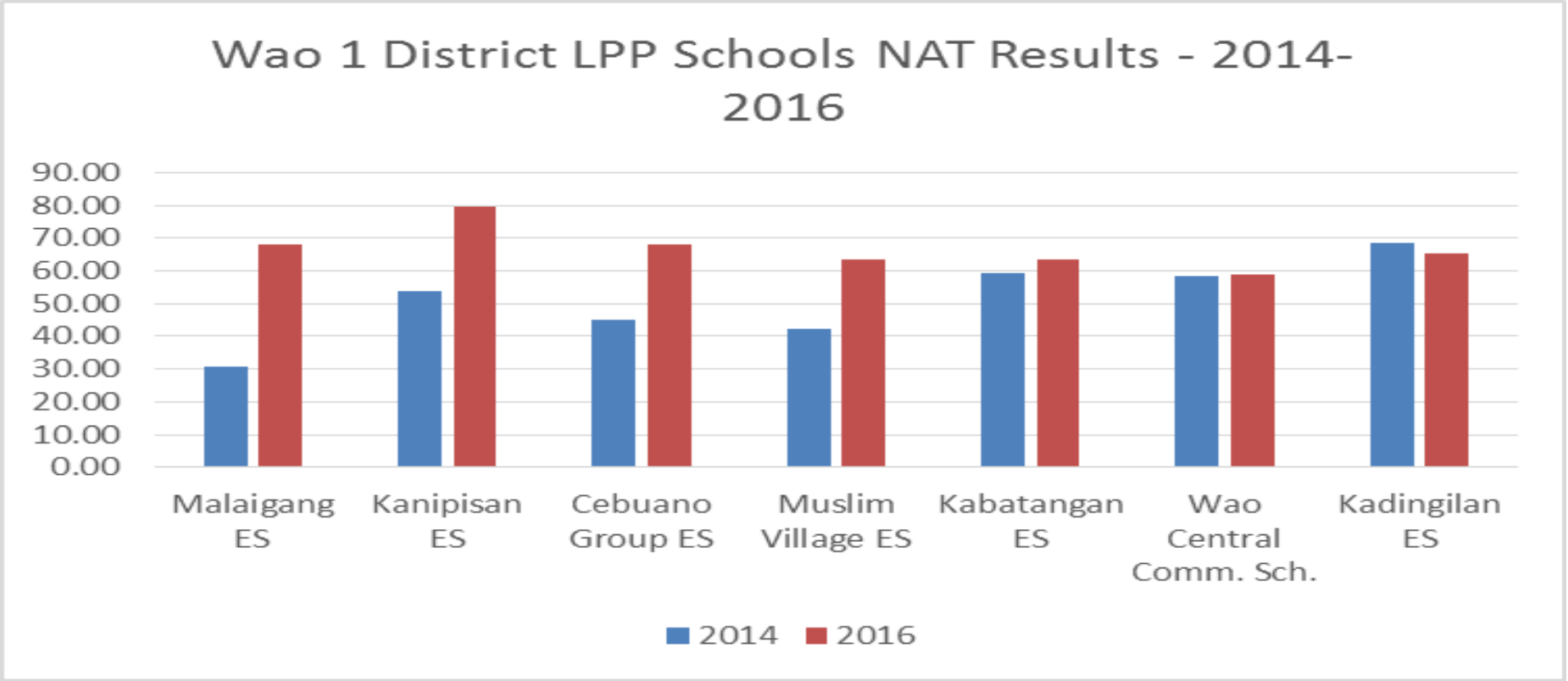
Read ALLL: School-based Teacher Development Model

School-based Professional Development: Dangkalan Elementary School



LPP: School-based Teacher Development Model

Schools implementing LPP are reporting increased student learning outcomes in NAT by an average of 15.49 mean percentage points between 2014 and 2016.



Lessons Learned and Recommendations
Teacher Professional Development

- Large target (12,250 teachers) in a very limited time does not allow opportunities for changes to manifest and be evaluated
- Systemic approach to teacher development especially in areas with very weak governance systems requires simultaneous efforts on many fronts - some of which may be out of the program focus / scope and attribution and contributions hard to determine
- Theory of Change and Results Framework should include Government commitment to their counterpart and obligations

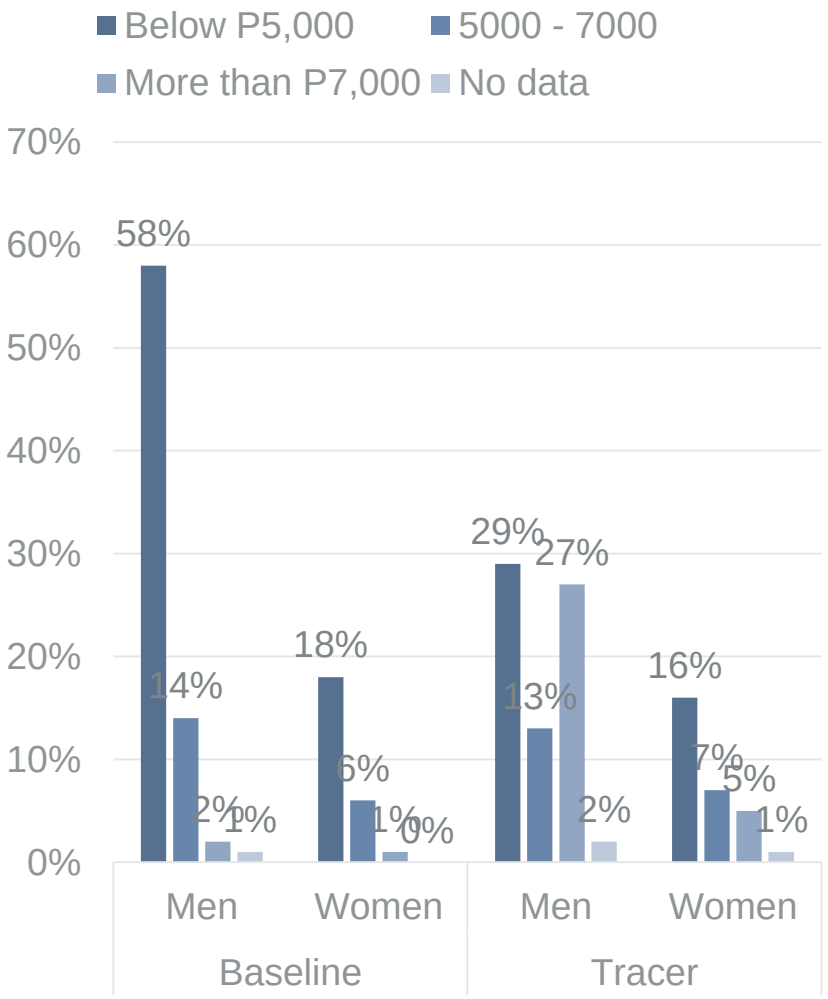
Key Findings: End of Program Outcome 3 - Employability

Employability

Target – 11,000 Out of School Youth (OSY) and senior high-school graduates trained and 50% in employment.

Year	Cycle	Employment Rate %	Total OSY Trained	Girls	Boys	Total No. Completers who Took TESDA NA	Total Pass Rate %
2014	1	59	5,223	2,217	3,006	3,661 (70%)	79
2015	2	47	4,680	2,499	2,181	1,108 (24%)	69
2016	3	68	846	281	565	737 (87%)	99
2017	4	50	295	22	273	OSY: 244 (100%) SHS: 18 (35%)	OSY: 99 SHS: 11
Average		56	11,044	5,019	6,025	5,177 or 47%	71.4

Employability



Contributing factors:

> Shift away from supply-side provision of courses to a demand-driven approach – market responsive.

> Use of information and data from tracer studies to inform change

> More on the job training and mentoring

> Technical Vocational centres have been equipped.

Outcome – employability and increased income for both men and women.

Key Findings:
End of Program Outcome 4 - Governance

Governance

- Considerable challenges
- Key focus:
  - School Based Management
  - School construction and planning
  - WASH in Schools (WinS) monitoring and accreditation
  - ADM learners included on national Learner Information System (LIS).

Key Findings: Evaluation Question 2 – Institutional Arrangements

Evaluation Question 2 – Institutional Arrangements

- Institutional arrangements
- Primarily a service delivery program
- Strong focus at school and district levels
- Struggled to realise change at the regional level within DepEd-ARMM
- Governance and institutional arrangements
- Case studies and discussion papers

Key Findings: Evaluation Question 3 – Unified Approach

Evaluation Question 3 – Unified Approach

- Implementation and management
- The Unified approach
- Process was challenging – some key challenges
- Unified M&E approach - a M&E perspective
- Governance structure

Lessons Learned

> Key lessons grouped into Strategic, Technical and Operational.

> Strategic – technical focal person, more time for development models, stronger convergence between components.

> Technical – community participation, culturally specific learning, simple templates.

> Operational - Coordination, local government units

Thank you