THE WORLD BANK
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Submission Snapshot

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Reference No.

GPSA-A9ZL

1.1 Project Title

Checkmyschool

1.3 Project Overview

Recipient/Executing organization name: Affiliated Network for Social Accountability in EAP Foundation Inc.

Address of the recipient organization: Ateneo School of Government, Ateneo De Manila University, Loyola heights, Quezon City, 1108 Philippines

Country in which applicant CSO is a legal entity: The Philippines

Mentee(s) organization(s) name(s):

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Project start date: 08-Jul-2013

Project end date: 06-Jul-2018

Project geographic scope: National level

Total project cost: $750,000

Additional financing sources:

Section 2: Project Objectives

2.1 Project Objectives

CheckMySchool (CMS) is a participatory monitoring initiative that aims to improve education services in public schools. CMS works on a blended approach by combining technology and community mobilization. Digital technology involves the use of a website, social media, visualizations, mobile services, and mapping techniques. Community mobilization involves networking of a wide range of education stakeholders at national and local levels,

from both supply and demand sides. Its purpose is to promote transparency and social accountability in the delivery of education services. This can be achieved through (1) effective local partnerships between government and citizens, (2) efficient system for information access and feedback, and (3) improved school services using accurate and analyzed information.

Effective local citizen-government partnerships involve collaboration in solving school issues. With issues solved faster and school services becoming better, this creates good news on education; thus, changing public perceptio on governance and give them hope that feedback and information can be constructively used to solve school issues. This can also develop positive relationships between citizens and government through dialogues and cooperation in solving issues.

Efficient system for information access and feedback allows easy reference to data and can be helpful in checking whether school resources are received and used by intended beneficiaries. Having online or offline channels to respond to messages provides citizens the space to voice their concerns. Consolidation and reporting of issues can be faster through the use of digital technology in information transfer; thus, allowing for faster resolution of concerns raised by citizens.

School services improved through accurate information facilitates the use of facts in decision-making, encourages trust on the program, and reduces mismatch between school needs and resources. Analyzed data presented in a manner easily appreciated by the general public can also be used in evaluating programs and policies it can be improved.

2.2 Focus Area

Social accountability initiative or program; CSO Institutional strengthening; Capacity-building and technical assistance

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2.3 GPSA Pillars of Governance

Transparency; Representation and voice; Accountability; Learning for improved results [required]

2.4 Project Goals and CSO's Mission

Based on the experiences of CMS in its first two years of operations in terms of community engagement in the advocacy, promotion of social accountability, establishment of partnerships with the government and other private organizations and groups, CMS aims to influence the planning and distribution of public education resources at both local and national levels. The goals has been attained if policy-level recommendations and suggestions have been made at the national- or division-levels through the use of CMS data, solidify its learning and capacity-buildin programs, strengthened network of both local- and national- level partnerships.

Sustainability of the CMS initiative is also envisioned to be attained through government's better buy-in of the advocacy, development of strong bases of national- and local-level networks of public education stakeholders that will undertake the work of CMS.

Learning and Capacity building activities shall be integral for strengthening the advocacy work. These activities are not limited to the community volunteers tapped by CMS. DepED national-level representatives and division-level officials with CMS presence in a city or municipality are regarded as partners for good governance; they may also be informed on how they can respond to the concerns of the local community partners.

For additional information, please refer to the CMS website: www.checkmyschool.org

2.5 Project's Beneficiaries

2.5.1 Project's main direct beneficiaries: The direct beneficiaries of the project are school stakeholders in both elementary and public schools nationwide. These main beneficiaries are the student and parents of the school.

2.5.2 Project's indirect beneficiaries: School community, Department of Education, private sector, academe, non-government organizations, donor agencies, and media.

Section 3: Project Description

3.1 Sectors of Focus

Public sector – State Reform:

Transparency/ Access to Information: National, Regional (in-country), District/Local

Budget Accountability: District/Local

Procurement: National

Anti-corruption: National, District/Local

Sector Reform:

Education: National, District/Local

Water and Sanitation: District/Local

3.2 Project Strategy

3.2.1 Governance and/or development issues: In 2013, DepEd received Php 292.7 billion to implement programs and close the classroom gap. However, sufficiency and manner of resource distribution among schools remains a concern. This is largely due to limited information, uncoordinated procurement and delivery of services.

The proposed project will combine digital technology and community mobilization to improve the delivery of education services. This approach recognizes the importance of complementing the Department of Education's Basic Education Information System (BEIS) and

the value of citizen feedback to resolve issues in the delivery of education services. This will be done through:

1. Providing a consolidated set of basic education data in an easy to use and interactive form. CMS will provide BEIS and crowd-sourced data of 46,000 schools. Information will be consolidated, processed, and presented in a visually appealing and understandable form. The data can also be used by DepEd to aid in making management decisions and policy issuances.

2. Citizens monitoring and sending of feedback. Feedback comes in a form of issue reports based on actual counting and inspection of the quantity and quality of services available in the school. Feedback sent by the citizens is forwarded to DepEd for response and resolution.

3.2.2 Strategy for building multi-stakeholder support: The strongest asset of CMS is the network of education stakeholders that collaborate for accountable governance. Private partners and donors help in the resolution of

issues. The local government and DepEd provide information; their openness is very much appreciated as it is one of building blocks for social accountability and constructive engagement to take place. Academe helps in knowledge development, learning, and provision of student volunteers. Citizen groups help in the actual monitoring government of services. The media helps in the publicity about good practices and in involving more people in the reporting of school issues.

Stronger emphasis will be done in building the network at the local level. The approach will be complemented with existing decentralization efforts of DepEd through the School Based Management (SBM), an avenue for multi-stakeholder approach to public education. Local organization partners of CMS shall serve as main facilitators for strengthening the micro-web of CMS per division. As school-level coordinators, Infomediaries (information intermediaries) shall convene a CMS team per school that help bring information about schools awareness. Building the network at the local level can help facilitate relationships and engagements in the local area that is conducive for sharing lessons and experiences.

3.2.3 Strategy of constructive engagement: Constructive engagement of CMS involves 3 types. First is constructive engagement in terms of gaining access to information and validating its accuracy. In the process, both the government and the citizens are engaged in information exchange and sharing of information. Data generated will be used in a multi-stakeholder forum where they will do a collaborative problem solving.

Another use of CMS data is for policies and planning. All consolidated CMS and DepEd information will be analyzed and then visualized. Some examples of the analysis are the ratios of available services to the number of students present. Patterns on the enrollment and classification of schools using map.

Last constructive engagement strategy is the use of a scorecard where school stakeholders will rate the governance system of DepEd and the LGUs. Not only will this produce a rating on the services provided by the government but this will also determine the satisfaction of the citizens in the provided services.

3.2.4 Communications and outreach strategy: The communications strategy of CMS is intertwined with its learning strategy. The goal is not just to tell what CMS is doing but also to show to the people what are the needs and convince them that they need to take part of this. The highlight of the communication will be more of the success stories that CMS was able to produce. This way, people will be more encourage as they will see that this project was able to move things. These success stories will be made available through youtube and other social media channels. Partnership with several media groups will also be established so that they can easily capture the local stories of CMS.

CMS will further enhance the inclusion of communication techniques in its training. The idea is for the area coordinators and volunteers to be the one who will directly communicate what they are doing and to get attention on the issues that they are campaigning. This way, stories and information will have more impact and truth as it comes from the people on the ground. Skills and knowledge that will be used by CMS in the training will still use the combination of technology and community

3.2.5 Social accountability mechanisms or tools: CMS combines both digital technology and community mobilization to provide access to information, a platform for feedback, and help in making the government accountable on the delivery of education services.

CMS uses the power of technology to provide access to information of around 46,000 schools nationwide. DepEd data is requested directly from different offices of the central administration. Dat are made available to the public; making CMS a hub for information on basic education services. Available data online are analyzed and visualized t

make it more relevant and easily understandable to the public.

CMS plans to create school- and division-level visualization of data to be used by government and concerned groups in planning. This can come in the form of student-to-teacher ratio, trends across time, or needs in a divisior The use of this mechanism leads to an efficient access to information and feedback system.

Research and feedback on the project show that CMS provides the citizen the voice and venue to be involved in education management matters. CMS puts premium in building the capacity of citizen groups, especially the schools' parents and students. It engages with existing organizations to strengthen presence in schools. CMS trains citizens on the use of CMS digital platforms and standard services that should be provided to the schools. With this combination, citizens are given opportunity to be engaged through monitoring, reporting and pursuing school issues. Exit report in all schools where citizens conducted the data validation are required to facilitate sustained dialogue between school officials and community members. It extends to the division level where the partner organization of CMS organizes a problem solving session with the local school board, DepEd offcials and other community members to discuss problems and ways of solving them.

Collaborative problem solving (Operation Thank You in CMS term) demands accountability from the government. The overarching principle is to demand better services from the government. All information shared by stakeholders in both online and offline platforms are forwarded to DepEd for response. They are given six weeks to respond; In case they can't provide the service, issues are forwarded to other sectors for action.

In the CMS mechanism, the feedback loop generates results that can range from actual provision of services to a simple response. The cooperation of the schools and availability of information shall be considered in the citizen score card given by CMS after each school monitoring.

3.3 Social Accountability Tools

Transparency and Access to Information: Develop policy proposals to advance new, modify or reform existing transparency and access to information legislation or regulations (national, state/provincial, municipal, sectoral), Develop information and communications materials to make public information accessible to targeted audiences, Submission of requests for access to public information, Develop online database to display public information in accessible, understandable formats, Independent budget analysis (national, state/provincial, municipal, sectoral)

Voice and Representation: Develop civic application to display public information and engage citizens or targete audiences through the use of ICT tools (e.g. crowd-sourcing, SMS), Capacity-building of CSOs, CSO networks and/or targeted citizen groups, Setting-up or strengthening state-civil society councils or committees, Use of forma public petition process or organization of informal collective petition process (e.g. using web-based petition tools), Use of formal citizen participation mechanisms (e.g., public hearings, participatory rulemaking processes, etc)

Accountability: Develop web-based civic application to monitor (national, state, municipal, sectoral) public programs and institutions, Independent budget monitoring (including budget expenditures tracking, budget process monitoring), Design and implement community scorecards to assess service delivery (availability of inputs, service quality), Design and implementation of complaints handling or grievance redress mechanism

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3.4 Summary of Project Components

3.4.1 Project summary: The components of the project, in relation to the goal of CMS, are Knowledge and learning; Partnership and community engagement; Education monitoring and rating system; and Sustainability anc

resource mobilization. The Knowledge and learning component serves as the capacity-building arm of the project where partners from both the community and the government learn about the importance of social accountability and constructive engagement; and the relevant processes and matters needed to facilitate dialogue between the government and citizens. Major responsibility of this component is to make sure that the data and reports it gathers from the ground be disseminated and communicated well to the general public as a possible source of ideas for learning and ideas. Production of learning materials, modules, and tool kits for effective citizen participation to governance from the social accountability perspective, are also part of the initiative.

Partnerships and community engagements are important to sustain the CMS network it has established. Partnerships to be formed by CMS shall be not limited to DepED and other government agencies but also with other actors such as academic institutions, civil-society organizations, and other citizen groups that advocate improvements in the delivery of public education services. Partnerships and community engagements shall include national- and local-level engagements and will be guided by Terms of References to ensure proper delination of accountabilities.

Education monitoring and rating system includes the activities on checking the status of the issues and reports brought to CMS. This would include monitoring the number and quality of issues that were brought to CMS through the website, email, SMS, social media accounts, and other platforms. The length of time between reporting and response and the responsiveness of the concerned offices for issue resolution shall be monitored, with the goal of reducing the length of time spent waiting for response while helping the government be more responsive to the issues. Acknowledgement of most responsive government units and other groups that have expressed support for the resolution of school issues shall be part of this component.

Sustainability and resource mobilization of CMS shall be an important step to be taken to make sure that the project goes on without being dependent on current financial and technical support. Sustainability of the initiative is also envisioned through partnerships with academic institutions, citizen organizations, and other sectors that are willing to adopt at least any of the relevant steps in the activities of the project. Development of the project's business process, standard portfolio, and income-generating mechanisms to be a social enterprise shall be part of the major activities to be taken.

3.4.2 Summary of lessons learned: Now on its second year, CMS takes pride in being the pioneer in combining digital technology and community mobilization for social accountability. With this, the earlier approaches have been more of a trial and error. In the case study made by Jennifer Shkabatur of World Bank, there are 5 main points for improvement that were identified.

• Need to maximize the digital platform

• Need to systematize the CMS process

• Give particular attention on the issue resolution

• Revamp structure to meet the scale of the government

• Enhance the sustainability of CMS

CMS was able to work on the recommendations provided but will still need to work on making the new systems work with the help of this proposal.

To maximize the digital platform, CMS has reprogrammed and redesigned the website. Since 2012, the website

has been more stable and has been more interactive that the previous year. There is still a need to work on some other features such as integrating the new mobile application, visualizations, and learning portal to make the website more useful to its stakeholders. These features are incorporated in this proposal.

3.4.3 Alternatives considered: The proposals provided in this proposal are carefully thought and consulted to various stakeholders. With 2 years implementation and several recommendations from research, CMS was able to collect necessary information needed to improve its operation system, scale-up its coverage, and sustain its work. The strategies and particulars proposed will be used but will always be flexible for any adjustments along the process of implementation. The monitoring and evaluation system of the project will serve as the guide if there is anything which needs to be changed.

Section 4: Project Implementation

4.1 Capacity Building

The Secretariat will organize a National Training Program that will train target partners on how to establish network of volunteers from the education stakeholders educate and empower education stakeholders in monitoring the delivery of services, and enhance or develop their skills and capabilities with the use of technology in monitoring public education services. Target partners are those individuals with existing networks or local organizations that adhere to the principles of Social Accountability. They can adopt CMS as one of their programs or they can use CMS as a tool for source of information for their existing programs and project. After capacitating the target partners, they will conduct their local area trainings for existing active education stakeholders (such as School Governing Council, Parents and Teachers Association, and Student Councils) and interested citizens and forms a local CMS team. Tapping existing active education stakeholders gives them an opportunity to look for other ways on how they can help more in the school. Using checkmyschool as a mechanism and its tools, they can strategically strengthen their group and come up with constructive information as basis in lobbying or responding school issues. The Secretariat will be monitoring and supervising the flow of local operations. Local areas will be given the opportunity to work on creative ways to impart their skills and knowledge in monitoring education services using CMS platforms. Using the website, sms and social media breaks the geographical gap for schools in remote areas in country side to check their conditions or status. Sending their feedbacks is much easier using the CMS website, SMS and social media platforms than their usual sending of written reports. Teaching and giving access t use technology makes them connected to proper authorities.

4.2 Role of Partners

*Department of Education (DepEd) - The national DepED provides orders for local DepED offices to endorse assigned Area Coordinators to schools, respond to feedbacks, and provide information. DepED national will also provide CMS with a collection of its data from various offices. Lastly, the Department has to respond and provide recommendations on the reports of CMS. The local DepEd shall endorse the Area Coordinator to their target schools and supply needed information as requested.

*Local Government Unit (LGU) –The LGU will serve as the source of information of the Special Education Fund (SEF) and shall help address school concerns through direct provision or other forms of assistance. CMS also submits division level analysis and recommendations to them which can serve as inputs in the budgeting of SEF and in the formulation of local education policies.

*Local Coordinating Organizations- As main conveners of CMS, they promote Social Accountability in the area,

they operationalize CMS activities, mobilize pool of volunteers, connect with other networks to help the school, and lead in capacitating volunteers and stakeholders.

*Civil Society Organizations – They collaborate with local partners and the secretariat to solve issues. They can also adopt the initiative as their program in their assigned are. In some cases, they are the ones who avail the monitoring services of CMS for their own projects in schools.

*Academe- Manpower or pool of volunteers can be provided by the Academe, especially for the community involvement programs. Academic institutions provide a learning environment for social accountability through CMS activities and an avenue for knowledge or resource sharing.

*School community – They are organized as a CMS local team that participates in all CMS activities. They can be connected to the school as an alumni or neighbor of the school. They are trained to monitor schools services and provide school information. They send information regarding the situation of the school; in some cases, they pursue resolution of issues and even mobilize funds for the school.

*Business Sector/ private sector- They sponsor CMS activities and issue resolution campaign for the schools.

4.3 Monitoring, Evaluation and Learning

4.4.1 Monitoring: At the National Level, a financial report is prepared and submitted every end of the project. It is supervised and handled by a finance officer. Financial expenses are reported in budget tracker for monitoring purposes. All reported expenses needs supporting documents such as official receipts, documentation or mission reports to prove the conduct of the activity. Downloading of financial assistance or operations fund at the local area comes into two tranches. These funds are entrusted with a partner institution that manage and supervises the release of funds to target beneficiaries. Eighty percent of the allocated funds are transferred on the first tranche and the remaining 20% is forwarded upon completion of all needed deliverables. Each month each local team has to submit reports and plans to monitor their activities as well their expenses incurred in relation to the conduct of their operations. All activities are reported and reflected using the CMS website and CMS social media group. Regular meetings and communication are also done using technology such as mobile phones or Skype.

To validate area reports and assess the conduct of CMS in a particular area, the secretariat also conducts random field visit. The purpose of this is to determine if the plans are followed and see if there are any other improvements that need to be made. CMS secretariat prepares mission reports on this which serves as an input in midterm and final assessments.

4.4.2 Evaluation: Two evaluation activities are conducted for the conduct of the project. A mid-term assessment that covers from the start of the operation up to the end of the 2nd quarter and final assessment that covers from the 3rd quarter up to the last quarter. Prior to both events, all mandated deliverables are check if it was successfully accomplished. A self-administered survey is circulated to the coordinators to assess their performance, the national secretariat and the project in general. On the other hand, a coordinator is assigned to evaluate the performance of all local CMS teams based on the completion and quality of their deliverables. He facilitates interviews to gather information on the experience, what are the challenges, and so on.

During the actual assessment, all members of the Secretariat organizes a peer evaluation activity that evaluates each others' performance based on their assigned units. They also conduct an overall assessment of the project using their results framework as reference. Each component of the project is assessed at this stage. After the national level assessment, CMS comes together with its coordinators from the local partner organizations to

assess the implementation for the project and evaluate its accomplishment according to plans.

At the end of this project, an external support will be needed. For fairness and transparency, an external evaluator will be required to evaluate the success and performance of the whole project.

4.4.3 Knowledge and Learning: CMS approach will involve capacity building and generation of knowledge products. The capacity building part involves the training of the citizen groups, Deped and local school board. The approach for the citizens' training is on their required knowledge and skills for monitoring, reporting and pursuing issues. Their learning is then cascaded to the school stakeholders who will serve as the volunteers in conducting the actual activity. An online mentorship program will be launched to complement the face to face activity. Online mentorship is made available to those who have experience the personal training and to interested individuals who would like to learn on how they can be involved in the CMS activities. To further enhance the online system. A call center system will also be set-up to serve as the support hotline of CMS for its stakeholders who might need assistance in the implementation.

The approach on the training of local school boards and DepEd is more on mainstreaming the social accountability principle in the area of work. They will be introduced to several management techniques and tools to make their work adhere in the good governance principles.

Knowledge products will be in the form of learning materials for those who are already implementing the project and to those who wish to learn more about CMS. CMS will create its own toolkit which will be the basic gear of CMS volunteers in conduct the monitoring, reporting, pursuing issues, and coordinating with local stakeholders. Included in these toolkits are the manual, forms, tutorial videos, document templates, and other useful instructions that they can follow. There will also be attached documents such as copy of the agreements, standards of school services, etc. Materials in the toolkit are also made available online.

Another form of knowledge products will be the newsletters, standard portfolio, protocols, policy briefs, CMS reports and documentations and CMS researches. All of these are also accessible both online and online. This materials are intended to be shared to those who would like to partner with CMS, researchers, media, or other organizations who wishes to replicate the project.

Results of the yearly monitoring and evaluation will be considered in the yearly planning of CMS. This is important to determine if the results are still on track and to determine the effectiveness of the plan. If there are any revisions or corrections that needs to be made, this can be addressed at the soonest time.

The main portal for the knowledge and learning component of CMS will be its website. Certain revisions in the website will be made to accommodate the new content and other activities which will happen such as the creation of a specific page for K&L, a library and a forum. The existing K&L resources of ANSA-EAP will also be made available in the CMS portal. To further enhance its K&L system. CMS will further venture in collaborating with the academe in creating knowledge products through research and development of learning materials for the volunteers

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4.4 Sustainability

Sustainability and resource mobilization is one of the components of CMS. Being an already existing project for 2 years, generating promising result, CMS sees the important of continuing its operation and scaling up to a higher level by expanding its coverage and establishing a concrete foundation that will make sure that the project will continue beyond the GPSA. CMS' approach on this is through the creation of a social enterprise and integrating the project to existing institutions and organizations.

As a social enterprise, CMS looks at continuing its operations without depending to funding from donors. To do this, CMS sees the need to establish its own identity independent of ANSA-EAP. It aims to develop CMS as a brand for monitoring education services and resolving school issues. To do this, it will develop its own business model, organizational protocols, and revenue mechanisms.

The evolution to social enterprise transcends to all local chapters of CMS. This project is currently looking at the scouting movement, Rotaract clubs and Red Cross as models. The idea is to have CMS adapted in the programs of institutions and organization. Example is for schools to make CMS part of the curriculum particularly in its National Service Training

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