End of Program Outcomes (EoPOs)	Component 1 IP Education	Component 2 Muslim Education	Component 3 Capacity building	GPIDA
Supply Side				
Strengthened DepED capacity in the management/implementation and monitoring and evaluation, particularly in the area of grants			✓	
A system in place for collecting and reporting better and relevant basic education data on IP and Muslim populations for basic education in the nine regions	✓	✓		✓
Key enabling policies and guidelines for adopting appropriate basic education pedagogy, content, and assessment	✓	✓		✓
Enabling guidelines for providing adequate and culturally-appropriate learning resources and environment to IP learners;	✓			
Enabling policies and guidelines synergizing collaborative mechanisms for Madrasah education and PRIME Muslim education		✓		
Strengthened policies and guidelines on hiring, deployment, and continuous development of teachers and learning facilitators in the implementation of IP Education Program	✓			✓
Strengthened capacity of appropriate multi-level units within DepED responsible for planning, implementing, and monitoring IP and Muslim education interventions	✓	✓	✓	✓
Mechanisms and institutional arrangements that will ensure coordination, knowledge sharing and sustainability of IP programs among various civil society and education partners	✓		✓	
Institutionalized mechanisms for providing alternative delivery modes of learning for IP and Muslim basic education learners	✓	✓	✓	✓
Enhanced and strengthened capacity in executing, managing/implementing and coordinating program to support IP and Muslim education	✓	✓	✓	
Demand side				
370 PRIME schools/cluster of schools/community learning centres (within the PRIME Divisions) actively engaged in community-school-based activities to support projects to improve access to quality education	✓	✓		✓
Increased number of RO interventions planned, managed/implemented, monitored and evaluated to improve IP and Muslim access to quality education	✓	✓		
Increased number of DO interventions planned, managed/implemented, monitored and evaluated to improve IP and Muslim access to quality basic education	✓	✓		
Increased percentage of community-school interventions planned, managed, monitored and evaluated	✓	✓		✓
Increased multi-stakeholders' participation in PRIME-supported interventions such as planning, implementation and M&E	✓	✓		✓
Increased percentage of internal and external stakeholders (education leaders, managers, school heads, teachers) trained on the management of various interventions including implementation of indigenized education/learning materials and instructions as well as enhancing capacity to effectively implement IP and Muslim education in communities.	✓	✓	✓	✓
Increased percentage of teachers trained and capacitated for effective IP and Muslim education program implementation	✓	✓		

Documentation of desirable and good practices in IP and Muslim Education;	🏕	🏕	🏕	🏕
Positive change/s in behavior, attitudes, perception among internal and external stakeholders towards IP and Muslim Education.	🏕	🏕	🏕	🏕

Component 1: Indigenous Peoples' Education

Validated Outputs (9):

    1.1   IP Policy and Strategies Adopted and Implementated

1.2　School Improvement Plans (SIP)/Community Education Improvement Plans (CEIP) Developed and Enhanced

1.3　Curriculum, Instructional Guides and Learning Materials Indigenized and Adopted

1.4　Education and Training Programs for IP/Non-IP Teachers Enhanced

1.5　Support Program for IP Education Leaders, Managers, Practitioners and other Stakeholders Developed and Implemented

1.6　Regional IP Education Centers Established and Operationalized

1.7　Access Programs in Selected IP Communities Designed and Implemented

1.8　Public-Private Partnership (PPP) Program on IP Education Established

1.9　Desirable practices documented and replicated

Component 2: Muslim Education

Validated Outputs (6):

2.1　Existing Policy on Muslim Education including curriculum Reviewed and Enhanced

2.2　Community-School Education Improvement Plans (CSEIP) Developed and Enhanced

2.3　Access Programs in Communities with High Muslim Population Designed and Implemented

2.4　Education and Training Programs for Muslim/Non-Muslim Teachers Enhanced

2.5　Support Program for Muslim Education Leaders, Managers, Practitioners and other Stakeholders Developed & Implemented

2.6　Regional Muslim Education Centers Established and Operationalized

Component 3: Capability Building and Institutional Strengthening

Validated Outputs (2):

3.1　Training Needs Analysis (TNA) Developed and Conducted

3.2　Training Program for the 3 Program Components Developed and Implemented

Component 4. Program Administration and Management

Validated Outputs (6):

4.1　Planning System Developed and Operationalized

4.2　Coordination & Communication System Developed and & Operationalized

4.3　Financial Systems Developed and Operationalized

4.4   Monitoring and Evaluation System Developed and Operationalized

4.5   M&E Reports and Operational M&E System Developed and Operationalized

4.6   Program Management and Administration