



Concept Paper

Project Number: 45089
November 2011

Republic of the Philippines: Education Improvement Sector Development Program

Asian Development Bank

I. THE PROJECT

A. Rationale

1. The Education Improvement Sector Development Program (EISDP) seeks to support the Government of the Philippines (the Government) to implement the K to 12 reform agenda, a comprehensive initiative aimed at improving the quality of education in the Philippines and lifting the country's competitiveness.¹ While the changes under the K to 12 reform focus on the extension of the ten year basic education cycle through the addition of kindergarten and two years of senior secondary school, the Government views the reform as a catalyst for wider improvements across the education system.

2. The EISDP would support the K to 12 reform through the development of a comprehensive operational/implementation plan, the introduction of critical policy reforms, and increased investment in secondary education. In addition, the EISDP would support investments to (i) improve teaching; (ii) implement new curricula; (iii) develop and implement a qualifications framework, (iv) provide teacher guides and textbooks; and (v) construct and rehabilitate schools and classrooms to address shortages and meet future needs arising from the K to 12 policy. EISDP will make extensive use of innovative education finance and delivery mechanisms, including the redesign of the Education Service Contracting (ESC) Scheme, school and classroom construction using infrastructure public-private partnerships (PPPs), and the private management of public schools.²

3. The EISDP would build on ADB's long-standing and pioneering engagement in Philippines' secondary education. The Secondary Education Development Project supported implementation of the free public secondary education policy, the privatization of textbook printing, the introduction of the Government Assistance to Students and Teachers in Private Education programs, while the Secondary Education and Improvement Project supported moves to decentralize basic education through support for school-based management. The Philippines basic education system faces several challenges.

4. **Access.** Net enrollment rates for elementary and secondary schooling have stagnated in recent years. There are significant disparities in access across regions, and completion rates remain low. Enrollment and completion rates are particularly low in poor rural and urban slum areas and among disadvantaged groups. School dropout is highly concentrated among the poor and other disadvantaged groups.

5. **Weak Quality and Relevance.** The revised basic education curriculum, introduced in School Year 2002–2003 incorporates significant improvements, but has not been fully implemented and (by itself) does not address several key underlying challenges. Analysis suggests that within the current 10-year cycle, education is biased towards quantity over quality through: (i) prioritization of enrollment over learning and achievement; (ii) a comparatively high number of official school days and teaching hours; and (iii) a curriculum and instruction focus on breadth over depth or mastery of fundamental competencies. Finally, large class sizes and gaps in teacher quality constrain implementation of a more student-centered pedagogical approach.

¹ The Institute for Management Development *2011 World Competitiveness Yearbook* ranked the Philippines basic education system 56th out of 59 countries surveyed and below all other ASEAN countries included in the survey.

² A project preparatory technical assistance (PPTA) will support development of the detailed program design (see Appendix 5).

6. **Low Attainment.** Large class sizes, along with factors such as lack of teaching resources, a lack of subject specialist teachers, depress learning, particularly in secondary education, which has strained to accommodate growing enrollments. High rates of grade repetition and low test scores indicate poor educational achievement. Despite some improvement, the mean percentage score on the 2008 National Achievement Test (NAT) was only 64.8% for elementary grade 6, compared with a pass rate of 75%; the mean NAT score for 2nd year secondary education students was 49.3%. Less than 1% of secondary schools in the 2006 NAT had average scores meeting the 75% pass rate. NAT scores are particularly weak in mathematics and science. The Philippines scored near the bottom on both science and mathematics for grades 4 and 8 and ranked well behind regional comparators, in the 2003 Trends in International Mathematics and Science Study.

7. **Gaps in Teaching.** Weak teacher effectiveness compounds gaps in facilities, teaching and learning materials, and the overstretched curriculum, particularly at the secondary education level and in science and mathematics. Evidence suggests that the majority of science teachers are unqualified and teaching is highly rote-based, which undermines graduates' mastery and ability to apply knowledge and skills post-school. Combined with other factors (e.g., large class size, students' weak preparation, and language of instruction), rote based teaching is likely a key factor driving drop out.

8. **Inadequate Resourcing.** Coupled with rapid population growth, inadequate spending on education undermines access and quality and threatens the Philippines' future competitiveness. From 2001 to 2009, education spending averaged 15.1% of the national budget and represented only 2.5% of gross domestic product in 2006. In that same year, more than 95% of education sector spending went to recurrent costs (81.0% on salaries), leaving only 4.5% for capital and other investments to improve quality. Spending per student on secondary education is low. Low state spending is exacerbated by underutilization of budgets.

9. **Constraints to Education Reform.** Reform efforts aimed at improving education in the Philippines have not always been fully successful in translating the results of structural reforms and programmatic changes into sustainable improvements in educational outcomes, for several reasons: (i) 'Projectization' where donor-initiated foreign-assistance programs are not always mainstreamed into line operations, (ii) lack of alignment between national budget funding releases and project implementation; (iii) political influence over project implementation; (iv) constant change in Department of Education (DepED) leadership; and (v) resistance to change within the DepED bureaucracy.³

10. The EISDP is aligned with the Philippine Development Plan (PDP) 2011–2016, which focuses on strategies to achieve inclusive growth including, *inter alia*, providing equal access to development opportunities by investing in human capital, especially in education. It is also aligned with the Government's Basic Education Sector Reform Agenda (BESRA) and the ADB's Country Partnership Strategy 2011–2016, which includes education as a key area of focus. The CPS reflects the lessons of ADB's prior country assistance, and the findings of the Country Assistance Program Evaluation. The use of an SDP is appropriate given the need for large-scale investment lending and substantive policy reform to support the introduction of the K to 12 reform agenda and to improve the performance of the education sector. There will be significant financial costs associated with the reform program, which would hinder the smooth

³ Philippine Institute for Development Studies. 2009. *Making reforms truly transform: the case of Philippine basic education*, Policy Notes No. 2009–2012, December, pp. 5–6.

implementation of the K to 12 reform agenda without the additional financial support and incentives provided by a policy loan. There is strong Government commitment to reform.

B. Impact, Outcome, and Outputs

11. The expected impact of the EISDP is improved performance of the secondary and senior secondary education sectors and the expected outcome is increased access to quality secondary and senior secondary education. The basic project information is in Appendix 1. The problem tree and the preliminary project design and monitoring framework (DMF) are in Appendix 2 and Appendix 3 respectively. The EISDP will deliver four outputs:

- (i) Strengthened secondary education sector management. This will: (a) develop the K to 12 operational plan, including specification of concrete programs and actions required for implementation; (b) capacity building; and (c) policy changes required to implement the K to 12 reform.
- (ii) Improved teaching and learning at secondary school and senior secondary school levels. This will include implementation of the new curriculum, training of teachers, development and publication of textbooks, development and implementation of the Philippine Qualifications Framework, upgrading of teacher education institutions and implementation of changes to laws governing the teaching profession.
- (iii) Increased participation in secondary and senior secondary education. This will involve implementation of programs to increase the role of the private sector in education: revised ESC, classroom/school construction through infrastructure PPPs, private management of public schools, and other innovative delivery mechanisms.
- (iv) Effective program management and implementation. This output will provide for effective management of the EISDP program, including development of an appropriate monitoring and evaluation framework.

C. Program Costs and Financing

12. The EISDP cost is estimated at \$330 million, but could increase depending on the assessment conducted during the PPTA and discussions with the Government. It will be funded through a \$300 million OCR loan, indicatively made up of a \$100 million program loan and a \$200 million investment loan. The loans represent 90.9% of EISDP costs. The Government will contribute \$30 million (9.1% of the EISDP costs) in kind to cover taxes and duties, project management costs and other costs (Table 1). JICA has informally indicated it may consider co-financing. The World Bank has informally indicated it would be interested in supporting a randomized trial impact assessment of the PPP initiatives included in the EISDP.

Table 1: Tentative Financing Plan

Source	Amount (\$ million)	Share of Total (%)
Asian Development Bank	300.00	90.90
Government	30.00	9.10
Total	330.00	100.00

Source: Asian Development Bank staff.

D. Indicative Implementation Arrangements

13. DepED will serve as the Executing Agency. The existing K to 12 steering committee, co-chaired by the DepED Secretary, the Director-General of Technical Education and Skills Development Authority (TESDA) and the Chairperson of Commission on Higher Education, will provide overall guidance to the PPTA and support intra- and cross-agency policy dialogue. The steering committee is supported by the K to 12 program secretariat. The DepED Undersecretary for Programs and Projects will act as Program Director and will provide day to day oversight and liaison with ADB and the consultants. Five technical working groups have been established under the steering committee. DepED will work closely with TESDA, CHED, the PPP Center of the Philippines and other government agencies to ensure good coordination.

14. A steering committee with cross department representation will be developed within ADB to coordinate our inputs into the EISDP. Extensive consultation will be undertaken during the PPTA, including with DPs and the private sector. The Philippine Development Forum Subworking Group on Education will provide a vehicle for coordination and dialogue with DPs. Program implementation will require consultants. Consultant recruitment will be done in accordance with ADB's *Guidelines on the Use of Consultants* (2010, as amended from time to time). Procurement will be in accordance with *ADB Procurement Guidelines* (2010, as amended from time to time). Advance actions and retroactive financing will be considered.

II. DUE DILIGENCE REQUIRED

15. Due diligence under the proposed PPTA will include: (i) identification of appropriate reform targets and conditions for the Policy loan; (ii) analysis of the economic and financial viability and sustainability of Project investments, and selection of the suitable approaches and technologies; (iii) assessment of policy, legal, capacity, and other institutional issues and mechanisms related to financial management, procurement, and anticorruption; (iv) poverty, social, and gender analysis; and (v) review of any impacts on the environment, involuntary resettlement, and indigenous peoples, and preparation of a gender and indigenous peoples planning framework. The Program is categorized as Gender Equity Theme. Gender components will include measures to boost women's status in the teaching profession and education management, and ensure gender sensitive curriculum, textbooks and infrastructure. The Initial Poverty and Social Analysis (IPSA) is in Appendix 4.

III. PROCESSING PLAN

A. Risk Categorization

16. The Sector Development Program is considered as complex as the program loan amount exceeds \$50 million.

B. Resource Requirements

17. The PPTA is required to: (i) develop an operational/implementation plan for the introduction of the K to 12 reform program, (ii) identify priority reforms for support under the policy loan, as well as tranche conditions; (iii) support finalization of the Program scope and detailed design work for, and feasibility assessment of, proposed investments; (iv) prepare cost estimates, a financing plan and financial and economic analyses; (v) conduct safeguard-related due diligence; (vi) provide strategic advice and advisory services in relation to the use of infrastructure PPPs; (vii) develop design and implementation parameters for the increased use of the private and tertiary education sectors to deliver secondary and senior secondary

education; (viii) develop options to expand access through innovative education delivery mechanisms; (ix) develop an institutional capacity building program; and (x) prepare the PAM. The outline of TA requirements is in Appendix 5.

C. Processing Schedule

Table 2: Proposed Processing Schedule

Milestone	Expected Completion	Milestone	Expected Completion
ADB Intradepartmental circulation of concept	12 September 2011	Peer review	February 2013
Reconnaissance mission	12-28 October 2011	Management review meeting	March 2013
ADB Peer review meeting	16 November 2011	Loan negotiations	May 2013
VP concept clearance and PPTA approval	5 December 2011	Board circulation	June 2013
Start of PPTA	January 2012	Loan approval	July 2013
TA Draft final report	December 2012	Loan signing	September 2013
Program fact-finding mission	January 2013	Loan effectiveness	December 2013

IV. KEY ISSUES

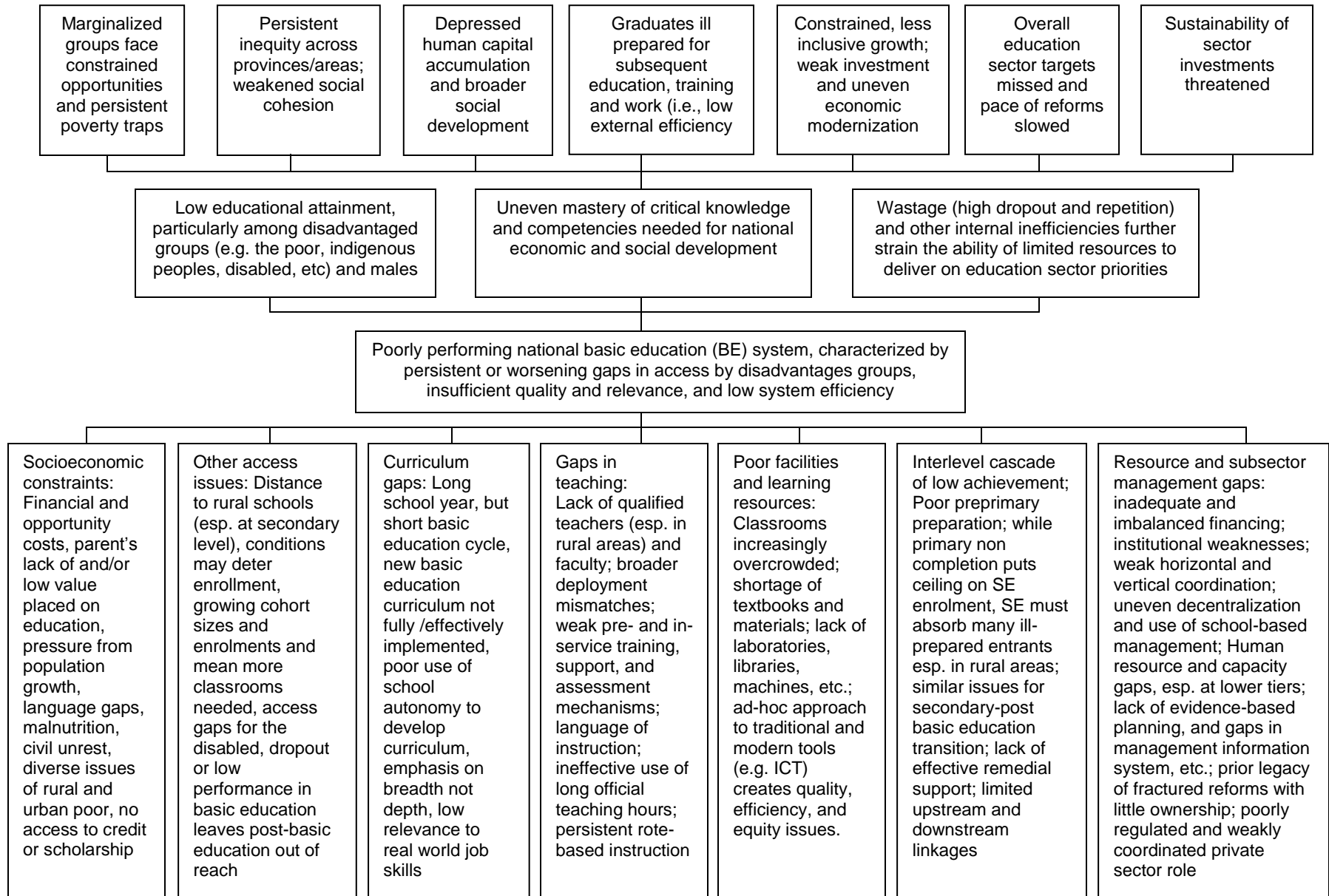
18. The proposed EISDP will build on the gains made under earlier support provided by ADB and other development partners, will expand the use of PPPs in the education sector and will strengthen subsector capacities. Development of the infrastructure PPP modality and design will likely require significant inputs from within SERD, and from PSOD, COSO, OGC and OCO. The PPTA will develop a transition plan for the introduction of the K to 12 policy—a critical planning tool to assist the Government and ADB in issue identification, and development and sequencing of the K to 12 reform agenda. Inputs from ERD will be required on the development of a randomized trial impact assessment of the PPP initiatives included in the EISDP.

BASIC PROJECT INFORMATION

Aspects	Arrangements
Modality	OCR financed sector development program
Financing	OCR: \$300 million (indicative allocation of \$100 million policy loan and \$200 million investment loan). Government of the Philippines: \$30 million in kind
COBP/RCOBP	ADB. 2011. Philippines Country Operations Business Plan 2012-2014. September. p. 3
Classification	Sector: Education Subsectors: Pre-primary and basic education, upper secondary education Themes (subthemes): <i>Economic growth (Widening access to markets and economic opportunities), Gender equity (Gender equity in human capabilities) Capacity development (Institutional development) Private sector development (public-private partnerships)</i> Targeting classification: General intervention Gender mainstreaming category: Gender equity theme Location impact: National (high) Safeguards: Environment (Category B), Involuntary Resettlement (Category B), Indigenous Peoples (Category C)
Risk categorization	Program is <i>complex</i>
Partnership(s)	JICA has indicated there may be scope for cofinancing. We will also pursue a partnership with the World Bank in the development of a randomized trial to assess the impact of any PPP initiatives included in the EISDP.
Use of a PBA	A PBA will not be used
Parallel PIU	A parallel PIU will not be established
Department and division	Southeast Asia Department Social and Human Development Division
Mission leader and members	N. LaRocque (Team Leader, Senior Education Specialist, SEHS), U. Hoque (Gender Specialist, SEHS), Sebastian Menthonnex (Senior Finance Specialist [PPP and Nonsovereign Operations]), E. Arienda (Operations Assistant, SEHS). Final team membership to be determined during PPTA.

ADB = Asian Development Bank, COBP = country operations business plan, DMC = developing member country, OCR = ordinary capital resources, PBA = programmatic based approach, PIU = project implementation unit, PPTA = project preparatory technical assistance, SEHS = Social and Human Development Division.

PROBLEM TREE



ICT = information and communication technology
 Source: Asian Development Bank estimates

PRELIMINARY DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets /Indicators	Data Sources/ Reporting Mechanism	Assumptions and Risks
Impact Improved performance of the secondary and senior secondary education sectors	<ul style="list-style-type: none"> ▪ Share of young adults 15–24 having completed at least 9 years of schooling rises at least 20% from 2012 level by 2020 	<ul style="list-style-type: none"> ▪ DepED’s BEIS 	Assumptions <ul style="list-style-type: none"> ▪ Government maintains strong commitment to education reform ▪ Economic growth continues to support higher education budgets
Outcome Increased access to quality secondary and senior secondary education	<ul style="list-style-type: none"> ▪ Secondary and senior secondary enrolment rates equal ___% and ___% by SY2018/19 (baselines = ___ and 0% in SY2013/14) ▪ Achievement rate on National Achievement Test for secondary education increases from ___% in SY2013/14 to ___% by SY2018/19 ▪ Gender parity index of 1 in all major educational indicators by SY2018/19 	<ul style="list-style-type: none"> ▪ DepED’s BEIS 	Assumptions <ul style="list-style-type: none"> ▪ Government remains committed to K to12 reform agenda ▪ Government continues to increase spending on secondary education
Outputs 1. Strengthened secondary education sector management	Program <ul style="list-style-type: none"> ▪ DepED share of government budget increases from ___% in SY2013/14 to ___% by SY2018/19 ▪ Secondary education share of government budget increases from ___% in SY2013/14 to ___% in SY2018/19 ▪ Budget allocation for MOOE and capital outlays as a proportion of total DepED and Special Education Fund budgets rises from ___% in SY2013/14 to ___% by SY2018/19 ▪ Revised law on teacher registration and teacher deployment approved and implementing guidelines introduced by SY2013/14 ▪ New policy on teacher and principal hiring, promotion, compensation and accountability approved by SY2015/16 Project <ul style="list-style-type: none"> ▪ Capacity building programs completed for _____ staff at central, regional and divisional level of DepED ▪ _____ secondary education and senior secondary education principals and senior school staff complete _____ training/mentoring program aimed at building capacity in educational and management leadership 	<ul style="list-style-type: none"> ▪ Government of the Philippines budget documents ▪ Pre- and post-training assessments ▪ Project M&E reports 	Assumptions <ul style="list-style-type: none"> ▪ Government continues to prioritize education spending ▪ Special Education Fund is aligned to national educational development goals Risks <ul style="list-style-type: none"> ▪ Government is not able to pass relevant laws and implementing regulations to support policy and program reforms
2. Improved teaching and learning at the secondary, senior secondary and tertiary education levels	Program <ul style="list-style-type: none"> ▪ Revised secondary and senior secondary education curriculum developed by SY2012/13 and SY2016/17 respectively ▪ Revamped tertiary education curriculum developed to reflect introduction of K to12 reform program by SY2016/17 ▪ Revised in-service and pre-service teacher 	<ul style="list-style-type: none"> ▪ Official Government laws and implementing regulations 	Assumption <ul style="list-style-type: none"> ▪ Government remains committed to implementing K to12 reform agenda Risks <ul style="list-style-type: none"> ▪ Government is not able

	<p>training curriculum approved for secondary education (by SY2012/13) and senior secondary education (by SY2016/17)</p> <ul style="list-style-type: none"> ▪ Revised teacher competencies developed and introduced by SY2016/17 ▪ Competency-based Philippine Qualifications Framework introduced by SY2016/17 <p>Project</p> <ul style="list-style-type: none"> ▪ Revised secondary education and senior secondary education curriculum progressively introduced from SY2012/13 and SY2016/17 respectively ▪ ___ secondary education teachers (___% female) trained in new curriculum and in modern pedagogical techniques by SY2016/17 ▪ Secondary and senior secondary education textbooks progressively approved and introduced from SY2012/13 ▪ Introduction of new secondary and senior secondary education curriculum completed by SY2016/17 with ___secondary and senior secondary teachers trained (at least ___% female); ___ teacher guides developed, published and distributed; and ___textbooks developed, published and distributed 	<ul style="list-style-type: none"> ▪ DepED's BEIS 	<p>to pass relevant laws and implementing regulations to support K to 12 reform agenda and associated reforms</p>
3. Increased participation in secondary and senior secondary education	<p>Program</p> <ul style="list-style-type: none"> ▪ K to12 enabling legislation passed by House of Representatives and Senate by SY2013/14 ▪ Revised GASTPE legislation, including reformed ESC scheme and subsidy program for students in private senior secondary institutions approved and implemented by SY2013/14 ▪ Legislation and implementing guidelines allowing private management of public schools in place by SY2013/14 ▪ Policy framework for school infrastructure PPPs introduced by SY2013/14 <p>Project</p> <ul style="list-style-type: none"> ▪ ___ secondary/senior secondary school classrooms built, including ___ clusters of schools developed using infrastructure PPP modality ▪ ___ students (___% female) assisted under revised ESC scheme and subsidy program for students in private senior secondary institutions by SY2018/19 ▪ ___ public secondary/senior secondary schools or clusters of schools under private management arrangements by SY2014/15 ▪ Proportion of senior secondary students being taught in private sector equals ___% by SY2018/19 	<ul style="list-style-type: none"> ▪ Official Government laws and implementing regulations ▪ DepED's BEIS 	<p>Assumptions</p> <ul style="list-style-type: none"> ▪ Government remains committed to increasing private sector role in education <p>Risks</p> <ul style="list-style-type: none"> ▪ Government is not able to pass relevant laws and implementing regulations to support K to 12 reform agenda and associated reforms
4. Effective program management and implementation	<ul style="list-style-type: none"> ▪ Project management unit established and operational by Q3 2014 ▪ Monitoring and evaluation system functional, by Q1 2015 ▪ All contracts procured in timeframe agreed in 		

	procurement plan																										
Project Activities with Milestones (Program Milestones are under Outputs)		Inputs																									
Output 1: Strengthened secondary education sector management To be determined based on implementation/operational plan		Financing (\$ million) ADB: OCR program loan of \$100.0 ADB: OCR project loan of \$200.0 <table> <thead> <tr> <th>Item (grant)</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Civil works</td> <td></td> </tr> <tr> <td>Furniture and equipment</td> <td></td> </tr> <tr> <td>Teaching and learning materials</td> <td></td> </tr> <tr> <td>Training and professional development</td> <td></td> </tr> <tr> <td>Consultant services</td> <td></td> </tr> <tr> <td>Service Delivery PPPs</td> <td></td> </tr> <tr> <td>Subtotal (including taxes)</td> <td></td> </tr> <tr> <td>Contingencies</td> <td></td> </tr> <tr> <td>Total:</td> <td></td> </tr> <tr> <td>Government — \$</td> <td></td> </tr> <tr> <td>Item</td> <td>Amount</td> </tr> </tbody> </table>		Item (grant)	Amount	Civil works		Furniture and equipment		Teaching and learning materials		Training and professional development		Consultant services		Service Delivery PPPs		Subtotal (including taxes)		Contingencies		Total:		Government — \$		Item	Amount
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Output 3: Increased participation in secondary and senior secondary education To be determined based on implementation/operational plan																											
Output 4: Effective program management and implementation To be determined based on implementation/operational plan																											

ADB = Asian Development Bank; BEIS = basic education information system; DepED = Department of Education; ESC = education service contracting; K = kindergarten; M&E = monitoring and evaluation; OCR = ordinary capital resources; PPP = public-private partnership; Q = quarter

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	Philippines	Project Title:	Education Improvement Sector Development Program
Lending/Financing Modality:	Sector Development Program	Department/Division:	SERD/SEHS

I. POVERTY ISSUES

A. Links to the National Poverty Reduction Strategy and Country Partnership Strategy

The Philippines Constitution of 1987 stipulates that all children shall have access to free public basic education: currently comprising 6 years of compulsory elementary schooling and 4 years of secondary education. Although a regional leader 3 decades ago, stagnation and in some cases regress has caused the Philippines education system to fall behind most regional comparators. Weaknesses in basic education limit access to technical and vocational education and training and higher education, and to the job market. The basic education subsector suffers from gaps in equitable access, quality, relevance and weak sector management and efficiency. These in turn pose key constraints to poverty reduction, inclusive growth, and international competitiveness.

The EISDP is aligned with the Philippine Development Plan (PDP) 2011–2016, which focuses on three broad strategies to achieve its objective of inclusive growth including, *inter alia*, providing equal access to development opportunities by investing in human capital, especially in education, health, and other basic social services, and leveling the playing field to improve access to infrastructure, credit, land, technology, and other productive inputs. It is also aligned with the BESRA, which provides an overarching strategic framework for the Philippines' basic education subsector.

B. Targeting Classification

General Intervention Individual or Household (TI-H) Geographic (TI-G) Non-Income MDGs (TI-M1, M2, etc.)

The proposed Program aims to reduce poverty and support inclusive economic and social development by: (i) increasing equitable access to secondary education; (ii) improving the quality of secondary education; and (iii) strengthening management and governance of secondary education.

C. Poverty Analysis

1. If the project is classified as TI-H, or if it is policy-based, what type of poverty impact analysis is needed? TBD

2. What resources are allocated in the PPTA/due diligence?

The PPTA includes a national gender and social development specialist for 3 person-months.

3. If GI, is there any opportunity for pro-poor design (e.g., social inclusion subcomponents, cross subsidy, pro-poor governance, and pro-poor growth)?

Yes, there is scope for the Program to include pro-poor initiatives, such as an expansion and revision of the ESC scheme and the program under which the Government pays private operators to manage public schools. Both of these can be effectively targeted at low-income areas and to disadvantaged groups.

II. SOCIAL DEVELOPMENT ISSUES

A. Initial Social Analysis

Based on existing information:

1. Who are the potential primary beneficiaries of the project? How do the poor and the socially excluded benefit from the project?

The primary beneficiaries are current and future students of the Philippines education system, who will benefit from increased access to higher quality and more relevant secondary education, which will improve their chances of progressing into post-secondary education or integrating into the labor market. Students and teachers will benefit from more and better educational facilities, smaller class sizes, a modernized curriculum, improved textbook:student ratios and more teaching aids.

Teachers and education sector staff will also benefit from improved pedagogical skills result of revisions to the secondary curriculum, training in modern pedagogical techniques, the development of a new teacher training curriculum and improved teacher training facilities.

2. What are the potential needs of beneficiaries in relation to the proposed project?

Low enrolment and completion rates – particularly in poor and disadvantaged areas – reflect an array of both supply- and demand-related factors, including lack of physical access due to distance from school, financial constraints, poor quality and relevance of what is being taught and opportunity costs affecting poorer families. Furthermore, the current 10-year education cycle is biased towards quantity over quality in at least three respects: (i) the overall strategy has been to prioritize enrollment and other input-based measures above student learning and achievement; (ii) the annual number of official school days and teaching hours is higher than most developing countries; and (iii) the focus of curricula and instruction is on breadth rather than depth or mastery of fundamental competencies. Finally, large class sizes and gaps in teacher quality constrain implementation of more student-centered aspects of the new BES curriculum.

3. What are the potential constraints in accessing the proposed benefits and services, and how will the project address them?

There are a number of potential demand and supply side constraints, including: (i) poverty and other measures of disadvantage, (ii) lack of preparation in primary school, (iii) lack of quality and relevance in public education; (iv) resistance to reform and change within both the DepED and the teaching profession; and (iv) the capacity of the education system to implement such far-reaching reforms.

A range of interventions, including school construction and innovative programs such as PPPs will be used to address demand-side issues such as lack of affordability and to improve the quality of the educational environment. In addition, the Government sees the K to 12 reform as a catalyst for broader reform of the education system in the Philippines, not just an extension of two years to the basic education system.

B. Consultation and Participation

1. Indicate the potential initial stakeholders.

Students, teachers, principals and other school managers, DepED, CHED, TESDA (including K to 12 technical working groups), local authorities, public and private secondary schools, PPP Center, Department of Budget, NEDA, private universities and colleges, public universities and colleges (SUCs and LUCs), development partners including the World Bank, AusAID and JICA, private sector foundations, NGOs and advocacy groups involved in the education sector,

2. What type of consultation and participation (C&P) is required during the PPTA or project processing (e.g., workshops, community mobilization, involvement of nongovernment organizations and community-based organizations, etc.)?

Design and thematic-based workshops with: DepED, CHED, TESDA (including K to 12 technical working groups) and other Government departments, DPs, and private sector/nongovernment groups; K to 12 technical working groups, consultations with school principals, teachers and students,

3. What level of participation is envisaged for project design?

Information sharing Consultation Collaborative decision making Empowerment

4. Will a C&P plan be prepared during the project design for project implementation? Yes No

Consultation with stakeholders will be ongoing during the PPTA.

C. Gender and Development

Proposed Gender Mainstreaming Category: Gender Equity Theme

1. What are the key gender issues in the sector/subsector that are likely to be relevant to this program?

Boys' educational outcomes are inferior to those of girls in a number of respects. Gender issues include the need for incentives to influence the gender parity index, the need to boost women's status in the teaching profession and education management, ensuring gender sensitive curriculum, textbooks and infrastructure.

2. Does the proposed project/program have the potential to promote gender equality and/or women's empowerment by improving women's access to and use of opportunities, services, resources, assets, and participation in decision making?

Yes No Improvements in the quality of, and access to, education will increase opportunities for girls. The expansion of demand-side financing mechanisms such as the Education Service Contracting Scheme, coupled with increased supply of schooling, will provide girls with more choice in education. Female teachers will benefit from the improved curriculum, teaching aids and increased number of classrooms. Measures to increase the representation of women in the governance and management of education will increase their role in decision-making.

3. Could the proposed project have an adverse impact on women and/or girls or to widen gender inequality?

Yes No

The project will benefit both male and female students through improvements in the quantity and quality of secondary education.

III. SOCIAL SAFEGUARD ISSUES AND OTHER SOCIAL RISKS

Issue	Nature of Social Issue	Significant/Limited/No Impact/Not Known	Plan or Other Action Required
Involuntary Resettlement	Construction of new schools or expansion of existing ones may require resettlement	Not known as it will depend on the extent and location of construction	<input checked="" type="checkbox"/> Resettlement Framework
Indigenous Peoples	The Program includes targeted demand-side financing programs that can provide assistance to targeted groups. The PPTA will assess the magnitude and scope of expected benefits to indigenous peoples, and	Not known.	<input checked="" type="checkbox"/> Indigenous Peoples Planning Framework

	any interventions will be included in the Program.		
Labor <input checked="" type="checkbox"/> Employment Opportunities <input type="checkbox"/> Labor Retrenchment <input type="checkbox"/> Core Labor Standards	The project will enhance educational opportunities and the quality of secondary education, which will lead to improved post-secondary opportunities and increased employment opportunities. School and classroom construction will create jobs for skilled and unskilled workers.	No negative impact. Labor standards will be maintained and basic facilities (water and sanitation) will be provided for the workers. National laws on labor standards against child labor or discriminatory practices will be complied with.	<input checked="" type="checkbox"/> No Action
Affordability	Interventions to be developed during the PPTA will include income-targeted demand-side financing mechanisms and increased spending on secondary education.	Not known.	<input checked="" type="checkbox"/> No Action
Other Risks and/or Vulnerabilities <input type="checkbox"/> HIV/AIDS <input type="checkbox"/> Human Trafficking <input type="checkbox"/> Others (conflict, political instability, etc.), please specify	N/A	No impact.	<input checked="" type="checkbox"/> No Action
IV. PPTA/DUE DILIGENCE RESOURCE REQUIREMENT			
1. Do the TOR for the PPTA (or other due diligence) include poverty, social and gender analysis and the relevant specialist/s? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
2. Are resources (consultants, survey budget, and workshop) allocated for conducting poverty, social and/or gender analysis, and C&P during the PPTA/due diligence? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Resources are included for undertaking gender and social analysis, as well as resettlement and environmental analysis. Some survey money is also available for that purpose.			

PROJECT PREPARATORY TECHNICAL ASSISTANCE

A. Justification

1. The education sector in the Philippines—and in particular the secondary education sector—faces significant challenges in terms of access, quality and sector management. Rapid growth in the school-age population is exacerbating shortages of key educational inputs, including classrooms and textbooks. The Government's K to 12 reform agenda envisages a wide-ranging set of initiatives to address these challenges. The technical assistance (TA) will assess existing challenges and develop a Program that is anchored in the Government's K to 12 reform and is suitable for ADB financing in all dimensions: technical, financial/economic, institutional, sector policy, and safeguards; aligned with the new country partnership strategy (CPS) and built on lessons learned from Secondary Education Development Project (SEDP), Secondary Education Development and Improvement Project (SEDIP), Basic Education Sector Reform Agenda (BESRA) and other countries' experiences with extending the education cycle.

B. Major Outputs and Activities

2. The project preparatory technical assistance (PPTA) will deliver a number of outputs: (i) an operational/implementation plan for the introduction of the K to 12 reform program; (ii) identification of priority policy reforms for support under the policy loan, as well as specific targets for tranche conditions; (iii) support finalization of the detailed design for the EISDP, and feasibility assessment of, proposed investments; (iv) a strategy and roadmap to guide the use of infrastructure PPPs in the building of new schools and classrooms; (v) outline the design and implementation details (including program parameters, operational guidelines, bidding documents and contracts) for the proposed infrastructure public-private partnerships (PPP); and (vi) outline the detailed design and implementation parameters for the revision of the education service contracting (ESC) scheme and detailed options for the expansion of the role of the private sector in delivering education services to meet the enrolment increases arising from the introduction of the K to 12 reform program; (vii) outline design and implementation options for the establishment of a program under which the private sector would be contracted to manage public secondary schools; (viii) develop detailed design and implementation parameters for the expansion of educational access through innovative delivery mechanisms such as the Open High School Program and other alternative forms of delivery; (iv) develop an institutional capacity building program. The PPTA will also prepare the project administration manual to guide overall implementation of the proposed Education Improvement Sector Development Program (EISDP).

3. The major outputs and activities are summarized in Table A.5.1.

Table A.5.1: Summary of Major Outputs and Activities

Major Activities	Expected Completion Date	Major Outputs	Expected Completion Date
1. Consultant mobilization	February 2012	Signed contract with firm and individual consultants	December 2011
2. Prepare detailed work program	February 2012		
3. Initial stakeholder consultation and inception workshop	February 2012	Inception report prepared and workshop held	
4. Undertake sector assessment (taking into account recent sector study by USAID and World Bank/AusAID PER, and sector assessment workshop)	February 2012	Sector assessment report prepared and workshop held	February 2012 February 2012
5. Develop detailed project outputs through discussions with EA, as well as CHED, TESDA, DPs and stakeholders	June 2012	Draft mid-term report and mid-term workshop	July 2012 August 2012
6. Prepare cost estimates and financing plan			
7. Undertake procurement and financial management assessment			
8. Prepare procurement plan and procurement assessment			
9. Assess economic and financial viability and sustainability			
10. Finalize safeguard documents			
11. Develop detailed implementation arrangements			
12. Prepare PAM			
13. Refinements to project outputs, costings and procurement plan			

CHED = Commission on Higher Education, DP = development partners, EA = executing agency, PAM = project administration memorandum, TESDA = Technical Education and Skills Development Authority
Source: Asian Development Bank estimates

C. Cost Estimate and Proposed Financing Arrangement

4. The Government has requested ADB to finance the TA in the amount of \$1,500,000 equivalent. The TA will be financed on a grant basis by ADB's Technical Assistance Special Fund (TASF – Other Sources). The Government will provide counterpart support through the provision of office accommodation, transport, staff remuneration and per-diems. Details of the cost estimates and financing plan are in Tables A.5.2. The Government has been advised that approval of the PPTA does not commit ADB to finance the ensuing project.

Table A.5.2: Cost Estimates and Financing Plan
(\$'000)

Item	Total Cost
A. ADB Financing^a	
1. Consultants	
a. Remuneration and per diem	
i. International consultants (34.5 person-months)	893.9
ii. National consultants (50.5 person-months)	267.8
b. International and local travel	53.8
c. Reports and communications	25.0
2. Equipment (computers, printers, etc.) ^b	25.0
3. Workshops, training, seminars, and conferences ^c	81.0
4. Vehicle ^d	10.0
5. Surveys	10.0
6. Miscellaneous administration and support costs	10.0
7. Representative for contract negotiations ^e	0.0
8. Contingencies	123.5
Subtotal (A)	1,500.0
B. Government In-kind Contributions	
1. Office accommodation and transport	
2. Remuneration and per diem of counterpart staff	
3. Other in-kind contributions	
Total	1,500.0

^a Financed by the Technical Assistance Special Fund

^b Equipment

Type

Quantity

Cost

Office equipment (photocopiers, desktop computers, laptop computers, etc

TBD

\$25,000

^c Workshops, training, seminars, and conferences

Purpose

Venue

Various, including inception workshop, sector assessment workshop, regional workshops, thematic workshop on PPPs,

Manila and large provincial cities

^d Vehicle

Justify the use of and the need to purchase or lease a vehicle:

Expected length of use

Occasional vehicle leasing may be required in order to provide easily available and reliable transportation for the consultant team, within Metro Manila and to allow the consultant team to undertake field trips during project preparation.

Intermittent

^e In accordance with the project administration instructions on recruiting consulting firms for TA assignments, the user division, in consultation with COSO, will decide on the mode of negotiation. Negotiations are usually conducted by correspondence when the assignment budgets are equal to or less than \$600,000. ADB. Recruiting Consulting Firms for Technical Assistance Assignments. *Project Administration Instructions*. PAI 2.02D. Manila.

Source(s): Asian Development Bank estimates.

D. Consulting Services

5. The PPTA will recruit individual consultants and a consulting firm (QCBS, 80:20) to implement the PPTA. Consultant engagement will be sequenced to ensure timely delivery of ADB support. Consultant requirements are estimated at 34.5 person-months of international consultant inputs and 50.5 person-months of national consultant inputs. Consultant requirements are summarized in Table A.5.3. More detailed indicative terms of reference for

the consultants are included in Appendix 2. Consultant recruitment will be phased. Some international and national consultants, including those listed below, will be engaged as individual consultants and will be recruited by January 2012: (i) the Secondary Education Policy, System Reform and Finance specialists; (ii) the Education Facilities and Infrastructure PPP specialists; and (iii) the Education Service Delivery PPP specialists.

6. The consultants will deliver a number of outputs: (i) an operational/implementation plan for the introduction of the K to 12 reform program; (ii) a report setting out a detailed design for the proposed EISDP—including both policy and investment components—suitable for ADB financing; (iii) a report outlining a strategy and roadmap to guide the use of infrastructure PPPs in the building of new schools and classrooms; (iv) a report outlining the design and implementation details (including program parameters, operational guidelines, bidding documents and contracts) for the proposed infrastructure PPPs; and (v) a report outlining the detailed design and implementation parameters for the revision of the ESC scheme and detailed options for the expansion of the role of the private sector in delivering education services to meet the enrolment increases arising from the introduction of the K to 12 reform program; (vi) a report outlining design and implementation options for the establishment of a program under which the private sector would be contracted to manage public secondary schools; (vii) a report outlining detailed design and implementation parameters for the expansion of educational access through innovative delivery mechanisms such as the Open High School Program and other alternative delivery.

7. The final design report should be produced in a format suitable to ADB that aligns with the requirements for the Report and Recommendation of the President to the Board of Directors (RRP, including linked documents), as specified under ADB's Streamlined Business Processes. The consultants will work in close consultation with the Department of Education (DepED) to ensure responsiveness to demand, alignment with the K to 12 reform agenda and BESRA, and appropriateness of final design to the local context. In addition to the tasks outlined below, the consultants will contribute as needed to collective reports and deliverables such as the PAM, and will perform any other tasks as may reasonably be requested by DepED or the ADB to deliver timely and high quality outputs envisaged under the PPTA.

8. Remaining consultants will be hired either on an individual basis or through a firm. The decision on whether to recruit individual consultants or a consulting firm for the remaining consulting positions will be determined early in the PPTA. The quality- and cost-based selection (QCBS), using simplified technical proposal procedures, will be followed for recruitment of a consulting firm. The consultants may procure equipment through shopping in accordance with ADB's *Procurement Guidelines* (2010, as amended from time to time). Upon completion of the TA, equipment procured under the PPTA will be transferred to the EA.

Table A.5.3: Summary of Consulting Services Requirement

International		National	
Name of Positions	Person-months	Name of Positions	Person-months
Secondary Education Policy, System Reform and Finance Specialist	15.0	Secondary Education Policy, System Reform and Finance Specialist	16.0
Secondary Education Curriculum, Instructional Materials and Qualifications Specialist	3.0	Secondary Education Curriculum, Instructional Materials and Qualifications Specialist	3.0
Education Economist and Costing Specialist	3.0	Education Economist and Costing Specialist	4.0
Secondary Education Management and Teacher Training Specialist	3.5	Secondary Education Management and Teacher Training Specialist	4.0
Education Facilities and Infrastructure PPP Specialist	6.0	Education Facilities and Infrastructure PPP Specialist	6.0
Education Service Delivery PPP Specialist	4.0	Education Service Delivery PPP Specialist	4.0
		Financial Management Specialist	2.0
		Gender and Social Development Specialist	3.0
		Resettlement Specialist	3.0
		Environmental Specialist	2.5
		Procurement Specialist	3.0
Total	34.5	Total	50.5

PPP = public private partnership

Source: Asian Development Bank estimates

9. The outline terms of reference for the project preparatory TA consultants are described in paragraphs 11 to 30.

10. The final design report should be produced in a format suitable to ADB that aligns with the requirements for the Report and Recommendation of the President to the Board of Directors (RRP, including linked documents), as specified under ADB's Streamlined Business Processes. The consultants will work in close consultation with DepED to ensure responsiveness to demand, alignment with the K to 12 reform agenda and BESRA, and appropriateness of final design to the local context. In addition to the tasks outlined below, the consultants will contribute as needed to collective reports and deliverables such as the PAM, and will perform any other tasks as may reasonably be requested by DepED or the ADB to deliver timely and high quality outputs envisaged under the PPTA.

E. Consultant Indicative Outline Terms of Reference

11. **Secondary Education Policy, System Reform and Finance Specialist** (international, 15 person-months). The consultant will have extensive international experience in leading project preparation of similar education sector interventions and awareness of ADB or other project preparation requirements. The consultant will work closely with the Undersecretary for Programs and Projects; other senior officials within DepED, the TWGs; the K to 12 Secretariat; officials of DepED, CHED and TESDA; the PPP Center of the Philippines; the Department of Finance (DOF); DBM; NEDA; other relevant agencies and contracted consultants to provide strategic advice and assistance directed to supporting the implementation of the K to 12 reform agenda. Key tasks include:

- (i) Develop an operational plan for the implementation of the K to 12 reform agenda, including undertaking a stocktake of existing progress on K to 12 reform design and implementation, identification of required reforms, programs and activities, development of implementation timelines, sequencing of activities and reforms, identification of capacity building requirements, identification of necessary legislative or regulatory requirements to implement K to 12 reform agenda and identification of implementation responsibilities within DepED;
- (ii) Advise the Government on the design of the investment component of the proposed EISDP, including issues relating to curriculum development, textbooks and teacher guides, pre-service and in-service teacher training, DepED institutional development and school infrastructure;
- (iii) Advise the Government on the design of the policy component of the proposed EISDP, including on issues such as the appropriate number and size of loan tranches and the design of the policy matrix, including the number and nature of policy conditionalities;
- (iv) Advise on coordination with relevant government and non-government K to 12 reform agenda stakeholders, including relevant government departments, development partners and private sector representatives;
- (v) Take responsibility for the collective work of the consulting team, including (a) preparation of interim and final reports; (b) conduct of stakeholder consultations, workshops, analyses and surveys; (c) preparation of the PAM; (d) preparation of procurement plan; (e) preparation of safeguards-related documents; and (f) preparation of program costings; and
- (vi) administration of workshops, training, seminars and conferences and surveys.

12. The consultant should have experience in the secondary education subsector, including dialogue on secondary education policy, program reform and implementation, subsector management, and institutional aspects. They should hold an advanced degree in education, economics or other related discipline from an internationally recognized university and considerable experience in leading the preparation and implementation of large scale education sector programs and projects. The consultant should have considerable international experience in secondary education reform, preferably in Southeast Asia. The consultant should have good knowledge of donor supported projects and strong interpersonal skills that allow the development and maintenance of effective relations with staff in the relevant implementation units and within DepED, CHED, TESDA, NEDA, DOF and DBM. S/he should have a very good command of English, both written and spoken.

13. **Secondary Education Curriculum, Instructional Materials and Qualifications Specialist** (international, 3 person-months). The consultant should have wide international experience in the development of secondary and tertiary education curricula and the development of qualifications frameworks. Key tasks include assessing changes required to the secondary, higher education and TVET curricula arising out of the implementation of the K to 12 reform agenda, as well as identifying required textbooks, teacher guides and other teaching and learning materials to deliver the revised secondary, senior secondary, higher education and TVET, and materials to support teacher training institutions and pedagogical advisors. The

consultant will also identify the feasibility and requirements for the development and implementation of a Philippine National Qualifications Framework.

14. Education Economist and Costing Specialist (international, 3 person-months). The consultant will have expertise in economic analysis in the education sector, including reform programs. The consultant will also be experienced in costing and procurement under similar projects/programs, and have a mastery of Excel and/or COSTAB software. Key tasks include: (i) analyzing recent and projected budgets and expenditures for the education sector, with a detailed analysis of the secondary education subsector; (ii) assessing related policies and strategies and implications for access, quality and relevance, and overall efficiency of the secondary education subsector; (iii) assessing the magnitude of investments required to implement and sustain key elements of the K to 12 reform agenda, including any incremental reforms proposed for support under the EISDP; (iv) reviewing existing analytical work and assess supply- and demand-side constraints to SE access and education outcomes, as well as the projected poverty impact of the proposed Program; (v) leading or guide economic and financial analyses for the proposed Program, including sustainability aspects; (vi) developing a monitoring and evaluation framework and assess options for rigorous econometric impact evaluation for selected interventions, and (vii) preparing detailed and disaggregated cost estimates for all elements of the EISDP, with detailed annotation for the cost tables; (viii) conducting financial analysis; and (ix) assessing any gaps in procurement capacity and provide training, PAM inputs and other reference materials, and other support as needed.

15. Secondary Education Management and Teacher Training Specialist (international, 3.5 person-months). The consultant will have expertise in teacher training systems and broader human resource development (HRD) approaches and student-centered pedagogy. Their collective tasks include: (i) assess the status of and policies, strategies, and institutional capacities related to training of secondary education teachers and principals in the Philippines; (ii) conduct an assessment of quantitative and qualitative aspects of the supply and quality of secondary education teachers; (iii) assess broad issues affecting HRD of teachers and principals, including related performance assessment, recruitment and deployment, financial and non-financial incentives; (iv) assess the impact of, and possible reforms to existing policies and legislation such as the Education Act of 1982, the Governance of Basic Education Act of 2001, the Magna Carta for Public School Teachers of 1966 and the Philippine Teachers Professionalization Act of 1994; (v) assess the quality of teacher training colleges and identify necessary changes to the curriculum for teacher training colleges arising from the introduction of the K to 12 reform agenda; and (vi) develop detailed frameworks for in-service training of secondary and senior secondary teachers.

16. Education Facilities and Infrastructure PPP Specialist (international, 6 person-months). The consultant will be experienced in the development and implementation of infrastructure PPPs in the social sectors in an international context, and preferably in the education sector. Working with the PPP Center of the Philippines, the consultant will (i) develop a strategy and roadmap for the use of PPPs for the construction of schools; (ii) assess the cost of using a PPP modality against the public service comparator; (iii) conduct a risk assessment and developing a risk allocation table that increases the attractiveness of concessions, while not leaving the public sector with significant liabilities; (iv) Propose financial structuring and financing options for PPPs to be financially viable; (v) Develop a conceptual framework in designing bidding package; (vi) Prepare Project Information Memorandum, Project Financial Plan, Project Risk Allocation Structures and possible Government and ADB support strategies; and (vii) Prepare sample contracts, guidelines and other supporting materials.

17. **Education Service Delivery PPP Specialist** (international, 4 person-months). The consultant will identify international examples of education service delivery PPPs and good practice in their design and implementation. The consultant will also lead the development and design of the expanded and improved ESC scheme, including recommending reforms in legislation, such as the Expanded GASTPE Act, improvements to the current design and operation of the ESC scheme (eg. financing modality, level and nature of payments, targeting, administration of scheme, and oversight responsibility within DepED), assessing capacity-building requirements for implementing the expanded ESC scheme, and preparing guidelines, sample school contracts and other supporting materials. Develop and design program under which private providers manage public schools, including financing modality, determining targeting criteria and level and nature of payments to providers, administration of scheme, responsibility within DepED), assessing capacity-building requirements for implementing the expanded ESC scheme, and preparing guidelines, sample school contracts and other supporting materials. The consultant will also develop options for the expansion of educational access through innovative delivery mechanisms such as the Open High School Program and other alternative delivery mechanisms. The consultant will also coordinate with the World Bank, who will be preparing a framework and methodology for the conduct of a randomized impact assessment of the PPP initiatives.

18. **Secondary Education Policy, System Reform and Finance Specialist** (national, 16 person-months). The consultant will have experience in internationally supported education projects in the Philippines. The consultant will work with the International Secondary Education Policy, System Reform and Finance and with the Undersecretary for Programs and Projects; other senior officials within DepED, the TWGs; the K to 12 Secretariat; officials of DepED, CHED and TESDA; the PPP Center of the Philippines; the Department of Finance (DOF); DBM; NEDA; other relevant agencies and contracted consultants to provide strategic advice and assistance directed to supporting the implementation of the K to 12 reform agenda. Key tasks include:

- (i) Develop an operational plan for the implementation of the K to 12 reform agenda, including undertaking a stocktake of existing progress on K to 12 reform design and implementation, identification of required reforms, programs and activities, development of implementation timelines, sequencing of activities and reforms, identification of capacity building requirements, identification of necessary legislative or regulatory requirements to implement K to 12 reform agenda and identification of implementation responsibilities within DepED;
- (ii) Advise the Government on the design of the investment component of the proposed EISDP, including issues relating to curriculum development, textbooks and teacher guides, pre-service and in-service teacher training, DepED institutional development and school infrastructure;
- (iii) Advise the Government on the design of the policy component of the proposed EISDP, including on issues such as the appropriate number and size of loan tranches and the design of the policy matrix, including the number and nature of policy conditionalities;
- (iv) Advise on coordination with relevant government and non-government K to 12 reform agenda stakeholders, including relevant government departments, development partners and private sector representatives;

(v) Take responsibility for the collective work of the consulting team, including (a) preparation of interim and final reports; (b) conduct of stakeholder consultations, workshops, analyses and surveys; (c) preparation of the PAM; (d) preparation of procurement plan; (e) preparation of safeguards-related documents; and (f) preparation of program costings; and

(vi) Administration of workshops, training, seminars and conferences and surveys.

19. The consultant should have experience in the Philippines secondary education subsector, including dialogue on secondary education policy, program reform and implementation, subsector management, and institutional aspects. S/he should hold an advanced degree in education, economics or other related discipline from an internationally recognized university and considerable experience in leading the preparation and implementation of large scale education sector programs and projects. The consultant should have considerable experience in education reform in the Philippines. The consultant should have good knowledge of donor supported projects and strong interpersonal skills that allow the development and maintenance of effective relations with staff in the relevant implementation units and within DepED, CHED, TESDA, NEDA, DOF and DBM. S/he should have a very good command of English, both written and spoken.

20. Secondary Education Curriculum, Instructional Materials and Qualifications Specialist (national, 3 person-months). The consultant should have excellent knowledge of the Philippines basic and TVET education sectors, and particularly issues related to the development of curricula and qualifications frameworks in a Philippines context. Key tasks include assessing changes required to the secondary, higher education and TVET curricula arising out of the implementation of the K to 12 reform agenda, as well as identifying required textbooks, teacher guides and other teaching and learning materials to deliver the revised secondary, senior secondary, higher education and TVET, and materials to support teacher training institutions and pedagogical advisors. The consultant will also identify the feasibility and requirements for the development and implementation of a Philippine National Qualifications Framework.

21. Education Economist and Costing Specialist (national, 4 person-months). The consultant will have expertise in economic analysis in the education sector. The consultant will also be experienced in costing and procurement under similar projects/programs, and have a mastery of Excel and/or COSTAB software. Key tasks include: (i) gathering necessary data to conduct the various required analyses; (ii) analyze recent and projected budgets and expenditures for the education sector, with a detailed analysis of the secondary education subsector; (iii) assess related policies and strategies and implications for access, quality and relevance, and overall efficiency of the secondary education subsector; (iv) assess the magnitude of investments required to implement and sustain key elements of the K to 12 reform agenda, including any incremental reforms proposed for support under the EISDP; (v) review existing analytical work and assess supply- and demand-side constraints to SE access and education outcomes, as well as the projected poverty impact of the proposed Program; (vi) lead or guide economic and financial analyses for the proposed Program, including sustainability aspects; (vii) develop a monitoring and evaluation framework and assess options for rigorous econometric impact evaluation for selected interventions, and (viii) prepare detailed and disaggregated cost estimates for all elements of the EISDP, with detailed annotation for the cost tables; (ix) conduct financial analysis; and (x) assess any gaps in procurement capacity and provide training, PAM inputs and other reference materials, and other support as needed.

22. **Secondary Education Management and Teacher Training Specialist** (national, 4 person-months). The consultant will have expertise in teacher training systems and broader human resource development (HRD) approaches and student-centered pedagogy in a Philippines context. The consultant will work with the Secondary Education Management and Teacher Training Specialist to undertake a number of tasks, including: (i) assessing the status of and policies, strategies, and institutional capacities related to training of secondary education teachers and principals in the Philippines; (ii) conducting an assessment of quantitative and qualitative aspects of the supply and quality of secondary education teachers; (iii) assessing broad issues affecting HRD of teachers and principals, including related performance assessment, recruitment and deployment, financial and non-financial incentives; (iv) assessing the impact of, and possible reforms to existing policies and legislation such as the Education Act of 1982, the Governance of Basic Education Act of 2001, the Magna Carta for Public School Teachers of 1966 and the Philippine Teachers Professionalization Act of 1994; (v) assessing the quality of teacher training colleges and identify necessary changes to the curriculum for teacher training colleges arising from the introduction of the K to12 reform agenda; and (vi) developing detailed frameworks for in-service training of secondary and senior secondary teachers.

23. **Education Facilities and Infrastructure PPP Specialist** (national, 6 person-months). The consultant will be experienced in finance and infrastructure development, preferably with exposure to PPPs. The consultant will work with DepED to identify the nature of the classroom/school portfolio in the Philippines. In addition, the consultant will work with the PPP Center of the Philippines and assist the International Education Facilities and Infrastructure PPP Specialist to: (i) develop a strategy and roadmap for the use of PPPs for the construction of schools; (ii) assess the cost of using a PPP modality against the public service comparator; (iii) conduct a risk assessment and developing a risk allocation table that increases the attractiveness of concessions, while not leaving the public sector with significant liabilities; (iv) Propose financial structuring and financing options for PPPs to be financially viable; (v) Develop a conceptual framework in designing bidding package; (vi) Prepare Project Information Memorandum, Project Financial Plan, Project Risk Allocation Structures and possible Government and ADB support strategies; and (vii) Prepare sample contracts, guidelines and other supporting materials.

24. **Education Service Delivery PPP Specialist** (national, 4 person-months). The consultant will work with the International Education Delivery PPP Specialist in the development and design of an expanded and improved ESC scheme, including gathering information, recommending reforms to policies and legislation, such as the Expanded GASTPE Act, improvements to the current design and operation of the ESC scheme (eg. financing modality, level and nature of payments, targeting, administration of scheme, and oversight responsibility within DepED), assessing capacity-building requirements for implementing the expanded ESC scheme, and preparing guidelines, sample school contracts and other supporting materials. Develop and design program under which private providers manage public schools, including financing modality, determining targeting criteria and level and nature of payments to providers, administration of scheme, responsibility within DepED), assessing capacity-building requirements for implementing the expanded ESC scheme, and preparing guidelines, sample school contracts and other supporting materials. The consultant will gather information, develop options for the expansion of educational access through innovative delivery mechanisms such as the Open High School Program and other alternative delivery mechanisms. The consultant will also coordinate with the World Bank, who will be preparing a framework and methodology for the conduct of a randomized impact assessment of the PPP initiatives.

25. **Financial Management Specialist** (national, 3 person-months). The consultant will: (i) i prepare a financial management capacity assessment; (ii) analyze the fiscal framework and financial procedures and recommend strategies to ensure sustainability and accountability of financial managers; (iii) define financial procedures and delineation of responsibilities between central government and local government units, and educational institutions, for financial management of loan proceeds; (iv) design a fund flow mechanism and identify appropriate ADB disbursement procedures for the ensuing project, based on an assessment of EA'/Implementing Agency's capacity; and (v) propose strategies to ensure the financial sustainability of the proposed project.

26. **Gender and Social Development Specialist** (national, 3 person-months). The consultant will have expertise in assessments of gender and social development issues surrounding females, the poor, indigenous people, and other disadvantaged groups, preferably in the context of the education sector. S/he will have experience in the use of participatory methodologies to collect and analyze information and develop relevant action plans, as well as a good understanding of relevant ADB policies and requirements. The consultant will work with the Team Leader, Deputy Team Leader and Education Finance and Costing Specialist in conducting demand-side analyses, and will take lead responsibility in preparing poverty and social analyses and providing related inputs to design of EISDP interventions and implementation arrangements.

27. Specific responsibilities include:

- (i) Review ADB's *Handbook on Social Analysis* (2007), *Poverty Handbook* (2006), and other relevant ADB policies and documents;
- (ii) Provide a summary assessment of gender issues in education (in particular in secondary education) in the Philippines, including supply- and demand-side factors affecting access to secondary education, quality of education, and learning outcomes; identify priority interventions to address these in the design of the proposed EISDP; and collect key sex-disaggregated baseline data to be monitored during the SDP implementation;
- (iii) Work with the Education Finance and Costing Expert and the Team Leader to conduct poverty and social analyses, including a disaggregated analysis of social impacts and benefits of the proposed EISDP, and to develop the monitoring and evaluation framework;
- (iv) Develop an Indigenous Peoples Planning Framework; and
- (v) Identify priority interventions and procedures to promote participation by and benefits to women, the poor, indigenous people, and other disadvantaged groups under the proposed EISDP, including developing gender action plan and indigenous peoples plan.

28. **Resettlement Specialist** (national, 3 person-months). The consultant will have in-depth understanding of international best practices and policy on involuntary resettlement issues. Substantial experience in community mobilization and analysis of resettlement issues would be a great advantage. As a resettlement specialist, good understanding of resettlement checklists and guidelines of ADB or other international funding agencies will be an asset. The consultant's tasks will include, but not be limited to: (i) Screen all sites identified for school construction to ensure that none of these sites will entail involuntary resettlement as defined in ADB's involuntary resettlement policy and Operations Manual section F2 (OMF2) on involuntary resettlement; (ii) Develop a resettlement plan in accordance with ADB's involuntary resettlement

policy and OMF2 if any of the sites for rehabilitation or expansion will result in involuntary resettlement; and (iii) Assess land issues, titles, and the potential impact of the ensuing project.

29. **Environment Specialist** (national, 2.5 person-months). Key tasks include: (i) review the environmental implications of civil works and environmental settings of the proposed EISDP; (ii) review environmental risks of the proposed EISDP, and, where such risks are present (e.g., construction), examine the measures that could be taken during implementation to mitigate the risks; and (iii) conduct an initial environmental examination or environmental impact analysis for construction-related proposals for prospective university facilities, in accordance with ADB's *Environment Policy* (2002) and *Environmental Assessment Guidelines* (2003).

30. **Procurement Specialist** (national, 3 person-months). The consultant will have extensive experience in procurement in education and related projects, as well as good knowledge of Excel. Specific responsibilities include: (i) In coordination with DepED, the PPP Center of the Philippines, other consultants and beneficiary educational institutions, prepare a tentative list of civil works, furniture and equipment, textbooks and teacher guides, materials and supplies, and capacity building initiatives to be procured under the proposed EISDP. This should take into account: (a) information on existing facilities; (b) the new K to 12 curriculum; and (c) assessments of the needs of individual educational institutions (ie. schools and teacher education institutions); and (ii) Prepare a procurement capacity assessment or update any recent capacity assessments prepared by other donor agencies, including specific strengthening of the focus on secondary education; (iii) provide training and other support as needed to address any key procurement capacity gaps in relevant central and local institutions; and (iv) prepare the procurement plan for the investment components of the proposed EISDP, in conformity with ADB guidelines.

F. Implementation Arrangements

31. The project will be implemented over a 7 year period – from 15 December 2013 until 14 December 2020. DepED will serve as the Executing Agency for the PPTA. The existing K to 12 steering committee, co-chaired by the DepED Secretary, the Director-General of TESDA and the Chairperson of CHED, will provide overall guidance to the PPTA and support intra- and cross-agency policy dialogue. The steering committee will be supported by the K to 12 program secretariat within DepED. The DepED Undersecretary for Programs and Projects will act as Program Director and will provide day to day oversight and liaison with ADB and the consultants.

32. Five technical working groups have been established under the steering committee to develop the various components of the K to 12 reform agenda. DepED will need to work very closely with TESDA, CHED, the PPP Center of the Philippines and other government agencies to ensure good coordination, particularly given the complexity of the K to 12 reform agenda. A steering committee will be established within ADB to ensure coordination across PPTA activities. The Philippine Development Forum Subworking Group on Education will serve as a vehicle for coordination and dialogue across development partners. Extensive consultation will be undertaken during the proposed PPTA, including with development partners and private sector stakeholders.

33. DepED will provide qualified counterpart staff and adequate office accommodation for the consultants and working meetings. Disbursements will be done in accordance with ADB's *Technical Assistance Disbursement Handbook* (May 2010, as amended from time to time). The

Government was advised that approval of the TA does not commit ADB to financing any ensuing loan/grant.

34. The proposed TA processing and implementation schedule is listed in Table A.5.4.

Table A.5.4: Proposed Technical Assistance Processing and Implementation Schedule

Milestone	Expected Completion	Milestone	Expected Completion
ADB Intradepartmental circulation of concept	12 September 2011	Peer review	February 2013
Reconnaissance mission	12-28 October 2011	Management review meeting	March 2013
ADB Peer review meeting	16 November 2011	Loan negotiations	May 2013
VP concept clearance and PPTA approval	29 November 2011	Board circulation	June 2013
Start of PPTA	January 2012	Loan approval	July 2013
TA Draft final report	December 2012	Loan signing	September 2013
Program fact-finding mission	January 2013	Loan effectiveness	December 2013

PPTA = project preparatory technical assistance, TA = technical assistance, VP = Vice President

Source: Asian Development Bank estimates