

INITIAL POVERTY AND SOCIAL ANALYSIS

Country: Philippines Project Title: Empowering Bangsamoro Communities through Adult Literacy and Productivity Enhancement Programs

Lending/Financing Modality: JFPR Grant Department/Division: SERD/ PhCO

I. POVERTY IMPACT AND SOCIAL DIMENSIONS

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

This proposed project is aligned with the Philippine Country Partnership Strategy 2011–2016, in particular, support for the education sector, which envisages support in interventions that aim to reverse recent declines in key education indicators and will emphasize regional and income-based inequalities in Millennium Development Goals (MDGs) achievement. The Education for All Philippine Plan of Action 2015 seeks to promote alternative learning system (ALS) by targeting a 50% improvement in adult literacy levels by 2015. This will be achieved by transforming non-formal and informal interventions into an ALS through a network of community-based groups to engage and organize persons in each locality. The Bureau of Alternative Learning System (BALS) of the Department of Education (DepEd) implements two non-formal education programs: (i) a basic literacy program focused on out-of-school youth and non-literate adults, and (ii) the accreditation and equivalency program for literates. Further, the Bangsamoro Development Agency has incorporated the non-literate population as a priority target for the Bangsamoro Development Plan (Part VI, Section 2, Social Cluster).

There are great opportunities for convergence given initiatives of the Department of Education (DepEd), Department of Social Welfare and Development (DSWD), ADB, Japan International Cooperation Agency (JICA), Magbassa Kita Foundation, Inc. (MKFI), and local government units.¹ DepEd's Abot-Alam program, which is a nationwide initiative, aims to help community-based youth through opportunities for education, possible career and employment. Moreover, it aims to organize efforts in integrating programs for out-of-school youth. The Conditional Cash Transfer Program of DSWD is a social development program that aims to improve the living standards of the poor and reduce poverty by investing in the health and education of poor households, particularly of children aged 0–14 years old, and the Sajahatra Program of the Office of the President of the Philippines being a social-development component to the peace treaty signed between the government of the Philippines and the Moro Islamic Liberation Front.

B. Poverty Targeting

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

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries.

This project will provide literacy, livelihood training, entrepreneurship, and skills development interventions to at least 30,000 individuals in selected areas in ARMM provinces.² The targeting criteria will be developed and will use indicators on poverty and hunger incidence, literacy and unemployment indicators. The aim of the project is to help the government in achieving inclusive growth in Muslim Mindanao by promoting adult literacy and skills development.

2. Impact channels and expected systemic changes

This project will alleviate poverty conditions and promote inclusive growth by:

- a. providing access by non-literate adults to basic and functional literacy;
- b. improving skills and knowledge in livelihood development and technical/vocational skills;
- c. increasing capacity for employment in formal labor market; and
- d. developing parents and guardians supportive of their children's education thereby sustaining basic education participation in the ARMM.

3. Focus of (and resources allocated in) the PPTA or due diligence. In the project design, the following issues need to be considered:

- a. regional peace, security and stability (the presence of terrorist and rebel groups vis-à-vis the Bangsamoro Transition);
- b. employment and livelihood issues; and
- c. gender roles (women's role in Muslim Mindanao's society).

4. Specific analysis for policy-based lending.

Not applicable.

¹ The MKFI is a non-government organization which has been implementing adult literacy programs especially in Muslim Mindanao since the 1960s.

² The level of security risk will determine the second area/province to be covered by the Project.

II. GENDER AND DEVELOPMENT

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

Key gender issues that are likely to be relevant are the following:

- a. United Nations Security Council Resolution 1325 and the National Action Plan 1325;
- b. women's access to education;
- c. women's access to decent and sustainable income opportunities;
- d. women's access to information and socio-political participation; and
- e. role of both genders in family planning and nurturing children, particularly school-age children.

2. Does the proposed project or program have the potential to make a contribution to the promotion of gender equity and/or empowerment of women by providing women's access to and use of opportunities, services, resources, assets, and participation in decision making?

Yes No Please explain.

Access to education can bring about changes in cognitive ability, which is essential to women's capacity to act on the conditions of their lives and to gain access to knowledge, information and new ideas that will help them to do so.³ A study in rural Zimbabwe found that among the factors that increased the likelihood of women accessing contraception and antenatal care, both of which improve maternal survival and well-being.⁴ Education also appears to increase socio-political capacity of women including government officials and service providers.⁵ In addition to these studies, MKFI's experience in its Literacy for Peace and Development Project funded by the United States Agency for International Development also yielded the same results. The United States Agency for International Development contracted evaluation noted that literate graduates reported that they have used their skills in teaching their children how to read and write, register and exercise in voting independently.

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

Yes No Please explain.

4. Indicate the intended gender mainstreaming category

GEN (gender equity) EGM (effective gender mainstreaming)
 SGE (some gender elements) NGE (no gender elements)

III. PARTICIPATION AND EMPOWERMENT

1. Who are the main stakeholders of the project, including beneficiaries and negatively affected people? Identify how they will participate in the project design.

The main stakeholders who will be positively affected by this project are as follows:

- a. adult non-literates especially women;
- b. local government units (LGUs) (executive and legislative of city/municipality & provincial governments)
- c. DepEd and the Local School Board;
- d. Department of Agriculture (DA), Technical Education and Skills Development Authority (TESDA), DSWD;
- e. local religious leaders; and
- f. young professionals/literacy facilitators

2. How can the project contribute (in a systemic way) to engaging and empowering stakeholders and beneficiaries, particularly, the poor, vulnerable and excluded groups? What issues in the project design require participation of the poor and excluded?

Engagement across all levels among the DSWD, Department of Interior and Local Government (DILG), DepEd and TESDA will be undertaken to discuss cross-project partnerships such as adult literacy curriculum development, local government support, sustainable cottage enterprise and agriculture enhancement for farm and aquaculture. More importantly, the project will engage local community officials, provincial and city government to generate their inputs as to how to effectively implement and sustain the project at the local level.

3. What are the key, active, and relevant civil society organizations in the project area? What is the level of civil society organization participation in the project design?

(M-High) Information generation and sharing: Noorus Salam (women's organization), National Ulama Conference of the Philippines (NUCP), Soroptimists and other civil society organizations, State Universities (i.e., Mindanao State University, Ateneo De Zamboanga, others); Mindanao Development Authority (MinDA), Bangsamoro Development Authority (BDA), DSWD, ARMM DILG and DepEd

(M-High) Consultation: MinDA, BDA, DILG, DepEd, DSWD, Department of Health, DTI, LGUs, NUCP, Noorus Salam, and others.

(H) Collaboration: DepEd, DILG, local cities/municipalities and barangay, Noorus Salam, and NUCP

(High) Partnership: private businesses, e.g. SMART/Philippine Long Distance Telephone Company, Metrobank Foundation, Noorus Salam, Yakan Integrated Resource Development Foundation Inc., and other local civil service organizations, DA, TESDA, DSWD and DepEd.

³ Jejeebhoy, S. 1995. *Women's Education, Autonomy, and Reproductive Behaviour: Experience from Developing Countries*. Clarendon Press, Oxford

⁴ Becker, S. 1997. 'Incorporating Women's Empowerment in Studies of Reproductive Health: An Example from Zimbabwe', paper presented at seminar on Female Empowerment and Demographic Processes, University of Lund.

⁵ Footnote 4 above.

4. Are there issues during project design for which participation of the poor and excluded is important? What are they and how shall they be addressed? Yes No

The design phase of the project will encourage participation of the poor and excluded especially in terms of the following:

- project implementation strategy (i.e., timing of classes and trainings, resource needs assessment, resource appraisal, security plan); and
- policy and Programs advocacy (i.e., education, gender, employment and livelihood)

IV. SOCIAL SAFEGUARDS

A. Involuntary Resettlement Category A B C FI

1. Does the project have the potential to involve involuntary land acquisition resulting in physical and economic displacement? Yes No

2. What action plan is required to address involuntary resettlement as part of the PPTA or due diligence process?

- Resettlement plan Resettlement framework Social impact matrix
 Environmental and social management system arrangement None

B. Indigenous Peoples Category A B C FI

1. Does the proposed project have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples? Yes No

Directly, this will increase indigenous people's opportunities for poverty alleviation efforts by increasing livelihood and employment opportunities. Their inherent right to access basic education will also be achieved thereby boosting their self-confidence in tackling issues of ancestral domains, right to exploit natural resources and to preservation of culture and local knowledge.

2. Does it affect the territories or natural and cultural resources indigenous peoples own, use, occupy, or claim, as their ancestral domain? Yes No

3. Will the project require broad community support of affected indigenous communities? Yes No

Since the project will use the mother tongue-based learning, the project will use the local indigenous language for teaching such that instructional and resource materials are in their own dialects. With this, there should be a careful process in translating these learning materials so that knowledge and proper messaging could be achieved, and local customs observed. Further, the project requires coordination with the barangay leaders and their support.

4. What action plan is required to address risks to indigenous peoples as part of the PPTA or due diligence process?

- Indigenous peoples plan Indigenous peoples planning framework Social Impact matrix
 Environmental and social management system arrangement None

V. OTHER SOCIAL ISSUES AND RISKS

1. What other social issues and risks should be considered in the project design?

- Creating decent jobs and employment (L-M) Adhering to core labor standards Labor retrenchment
 Spread of communicable diseases, including HIV/AIDS Increase in human trafficking Affordability
 Increase in unplanned migration (L) Increase in vulnerability to natural disasters Creating political instability
 Creating internal social conflicts Others, please specify _____

2. How are these additional social issues and risks going to be addressed in the project design?

Ensure that safe labor practices and labor rights are included in the curriculum during the skills development training. Further, the health, disaster risk reduction/mitigation, and socio-political issues will be discussed by the facilitators when reading words that are associated with these issues. Post-literacy materials developed will incorporate these issues.

VI. PPTA OR DUE DILIGENCE RESOURCE REQUIREMENT

1. Do the terms of reference for the PPTA (or other due diligence) contain key information needed to be gathered during PPTA or due diligence process to better analyze (i) poverty and social impact; (ii) gender impact, (iii) participation dimensions; (iv) social safeguards; and (v) other social risks. Are the relevant specialists identified?

Yes No

2. What resources (e.g., consultants, survey budget, and workshop) are allocated for conducting poverty, social and/or gender analysis, and participation plan during the PPTA or due diligence?

- gender specialist;
- education specialist; and
- economic/sustainable livelihood specialist