



# Technical Assistance Report

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Project Number: 48284-001  
Capacity Development Technical Assistance (CDTA)  
December 2015

## Republic of the Philippines: Implementing the Senior High School Support Program (Financed by the Japan Fund for Poverty Reduction)

This document is being disclosed to the public in accordance with ADB's Public Communications Policy 2011.

Asian Development Bank

## CURRENCY EQUIVALENTS

(as of 2 December 2015)

Currency unit	–	peso (P)
P1.00	=	\$0.0212067
\$1.00	=	P47.16

## ABBREVIATIONS

ADB	–	Asian Development Bank
DepEd	–	Department of Education
DLI	–	disbursement-linked indicators
ESC	–	education service contracting
FAPE	–	Fund for Assistance to Private Education
JHS	–	junior high school
K to 12	–	kindergarten to grade 12
M&E	–	monitoring and evaluation
PPP	–	public–private partnership
RBL	–	results-based lending
SHS	–	senior high school
SHSSP	–	Senior High School Support Program
TA	–	technical assistance
TOR	–	terms of reference

## NOTES

In this report, "\$" refers to US dollars.

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## CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE AT A GLANCE

<b>1. Basic Data</b>		<b>Project Number: 48284-001</b>	
<b>Project Name</b>	Implementing the Senior High School Support Program	<b>Department /Division</b>	SERD/SEHS
<b>Country</b>	Philippines	<b>Executing Agency</b>	Department of Education
<b>2. Sector</b>	<b>Subsector(s)</b>	<b>Financing (\$ million)</b>	
✓ Education	Education sector development		1.50
		<b>Total</b>	<b>1.50</b>
<b>3. Strategic Agenda</b>	<b>Subcomponents</b>	<b>Climate Change Information</b>	
Inclusive economic growth (IEG)	Pillar 2: Access to economic opportunities, including jobs, made more inclusive	Climate Change impact on the Project	Low
<b>4. Drivers of Change</b>	<b>Components</b>	<b>Gender Equity and Mainstreaming</b>	
Governance and capacity development (GCD)	Institutional development	Some gender elements (SGE)	✓
Knowledge solutions (KNS)	Knowledge sharing activities		
Partnerships (PAR)	Bilateral institutions (not client government) Official cofinancing		
Private sector development (PSD)	Conducive policy and institutional environment		
<b>5. Poverty Targeting</b>		<b>Location Impact</b>	
Project directly targets poverty	No	Not Applicable	
<b>6. TA Category:</b>	B		
<b>7. Safeguard Categorization</b>	Not Applicable		
<b>8. Financing</b>			
<b>Modality and Sources</b>		<b>Amount (\$ million)</b>	
<b>ADB</b>		<b>0.00</b>	
None		0.00	
<b>Cofinancing</b>		<b>1.50</b>	
Japan Fund for Poverty Reduction		1.50	
<b>Counterpart</b>		<b>0.00</b>	
None		0.00	
<b>Total</b>		<b>1.50</b>	
<b>9. Effective Development Cooperation</b>			
Use of country procurement systems		Yes	
Use of country public financial management systems		Yes	

## I. INTRODUCTION

1. The Government of the Philippines requested support from the Asian Development Bank (ADB) to strengthen the capacity of the Department of Education (DepEd) by assisting in the implementation of the Senior High School Support Program (SHSSP), which was approved by ADB in December 2014.<sup>1</sup> The proposal was discussed in detail with the government during an ADB mission in June and July 2015. At the conclusion of that mission, the government concurred with the impact, outcome, outputs, implementation arrangements, cost, financing arrangements, and terms of reference of the proposed capacity development technical assistance (TA). The design and monitoring framework is in Appendix 1.<sup>2</sup>

## II. ISSUES

2. As prescribed by the Enhanced Basic Education Act of 2013, DepEd will launch, in June 2016, a new level of basic education consisting of grades 11 and 12—senior high school (SHS).<sup>3</sup> In December 2014, ADB approved the SHSSP, a \$300 million results-based lending (RBL) program to support the establishment and implementation of SHS during 2014–2019, as part of the government’s kindergarten to grade 12 (K to 12) education reform program. The SHSSP supports four results areas with loan disbursements tied to the achievement of six disbursement-linked indicators (DLIs). Two of the results areas supported by the SHSSP are the establishment of an SHS voucher program for graduates of public, and some private, junior high schools (JHSs) to attend private SHSs, and assessing the feasibility of using public–private partnerships (PPPs) for the delivery of some SHS infrastructure.

3. The Philippines has long used financing public-private partnerships at the JHS level, and the education act expands this to grades 11 and 12. Introduction of the SHS voucher program will provide students from families at all income levels with a choice of attending either a DepEd (i.e., public) or non-DepEd SHS. It will also help to increase the quality and efficiency of SHS delivery and will allow the government to make use of the extensive network of private education providers that exists in the Philippines. The government expects that 30%–40% of SHS enrollments—around 800,000 grade 11 and 12 students—will be subsidized to attend non-DepEd SHSs, which include public and private universities, colleges, and technical-vocational institutes offering SHS programs.<sup>4</sup> The SHS voucher program design is aligned with the Expanded Government Assistance to Students and Teachers in Private Education Act.<sup>5</sup>

4. One of the current programs under this expanded act is the education service contracting (ESC) program, which provides subsidies to JHS students who attend non-DepEd JHSs in areas where DepEd JHSs are overcrowded. ESC will continue to operate at the JHS level after the new SHS voucher program takes effect. ESC is managed under contract to DepEd by the Fund for Assistance to Private Education (FAPE), a nongovernment organization. FAPE will also operate the SHS voucher program on behalf of DepEd. A dedicated technical unit is needed to mainstream and strengthen DepEd’s SHS voucher and ESC program implementation and oversight functions. At present, there is no dedicated unit within DepEd with

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<sup>1</sup> ADB. 2014. *Report and Recommendation of the President to the Board of Directors: Proposed Results-Based Loan to the Republic of the Philippines for the Senior High School Support Program*. Manila.

<sup>2</sup> The TA first appeared in the business opportunities section of ADB’s website on 18 September 2015.

<sup>3</sup> Government of the Philippines. 2013. *Enhanced Basic Education Act*. Republic Act No. 10533. Manila.

<sup>4</sup> These institutions are not under the purview of DepEd.

<sup>5</sup> Government of the Philippines. 1998. *Expanded Government Assistance to Students and Teachers in Private Education Act*. Republic Act No. 8545. Manila.

specific responsibility for implementation and oversight of the ESC program or the SHS voucher program. The Office of the Secretary currently oversees the contract with FAPE for the implementation of ESC.

5. The government is also committed to assessing the feasibility of making further use of infrastructure PPPs to deliver the estimated 30,000 additional classrooms that will be required by 2016. Such PPPs can provide a vehicle for more timely delivery and improved value for money in the development of SHS infrastructure. In addition, infrastructure PPPs provide increased incentives for higher standards of construction and improved maintenance of SHSs. Since 2011, approximately 9,300 primary school classrooms have been constructed under the first phase of the PPP for School Infrastructure Project. An additional 4,370 classrooms are targeted for construction under the second phase of this project. In 2014, DepEd undertook a pre-feasibility study of the use of PPPs for SHS infrastructure. The SHSSP includes a DLI that requires the government to prepare a feasibility study to evaluate the use of PPPs for the delivery of SHS infrastructure and the successful preparation and tendering of a PPP-based procurement package. A dedicated technical unit is needed to mainstream and strengthen DepEd's implementation and oversight of school infrastructure PPPs. There is currently no such unit within DepEd with specific responsibility for infrastructure PPPs. To date, work relating to infrastructure PPPs has been managed out of the Office of the Undersecretary of Finance and Administration.

6. There is a need to strengthen DepEd's systems and capacity for managing and implementing RBLs and other results-based programs. The SHSSP uses the RBL modality whereby key elements of the government's basic education results framework are articulated as DLIs that are linked to loan disbursements. The RBL modality was adopted for several reasons (i) the existence of a rational and comprehensive basic education reform program (the K to 12 program) with strong government ownership, which the RBL is supporting; (ii) improvements in government management and fiduciary systems; (iii) the government's strong commitment to quality improvement through the approval and application of the K to 12 medium-term expenditure plan that enables predictable and sustainable program financing; and (iv) the extensive engagement and support of other development partners in the implementation of the program. The SHSSP, therefore, promotes the government's strategy to harmonize and coordinate efforts to achieve the target results.

7. ADB is working closely with the Government of Australia, the World Bank, and the Japan International Cooperation Agency to coordinate assistance to the SHSSP. The ADB TA will complement support being provided to DepEd through these development partners. The Japan International Cooperation Agency's Project for Supporting Senior High School Modeling in Selected Technical Vocational High Schools TA is providing technical support, including materials and equipment, to DepEd in its efforts to fine-tune activities in a small number of public technical-vocational high schools where K to 12 is being piloted.<sup>6</sup> The Australian government's \$150 million Basic Education Sector Transformation Program, which was approved in 2014, provides assistance focused on improving teaching and learning (e.g., curriculum and assessment methods, in-service teacher training, pre-service teacher training curriculum) and on strengthening systems (e.g., capacity for policy and planning and DepEd organizational structures).<sup>7</sup> The World Bank's Learning, Equity, and Accountability Program

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<sup>6</sup> Japan International Cooperation Agency. 2014. *Project for Supporting Senior High School Modeling in Selected Technical Vocational High Schools*. Tokyo.

<sup>7</sup> Government of Australia. 2014. *Basic Education Sector Transformation Program*. Canberra.

Support Project, which is also an RBL, includes a component to improve accountability and strengthen DepEd's financial management capability.<sup>8</sup> ADB staff will work closely with DepEd to ensure the assignment of staff to the SHS voucher and SHS infrastructure PPP units.

### III. THE CAPACITY DEVELOPMENT TECHNICAL ASSISTANCE

#### A. Impact and Outcome

8. The proposed TA will strengthen DepEd's capacity to manage RBL programs and to communicate, implement, and oversee the new SHS voucher and SHS infrastructure PPP programs. The TA is aligned with the effective implementation of the K to 12 program, in line with the Act and the Philippine Development Plan 2011–2016 Midterm Update.<sup>9</sup> The outcome will be DepEd's strengthened capacity for effective implementation and oversight of key elements of the SHSSP.

#### B. Methodology and Key Activities

9. The TA will strengthen DepEd's capacity to implement the SHS voucher program, SHS infrastructure PPPs, and the RBL modality. Expected TA outputs are as follows:

- (i) **Output 1: Capacity of the Department of Education to implement senior high school voucher program strengthened.** The TA will assist in (a) establishing a technical unit in DepEd that will be responsible for developing, implementing and monitoring the SHS voucher and ESC programs, including drafting and monitoring the contract with FAPE for the implementation of the SHS voucher program and ESC program; (b) developing and establishing operating procedures, processes, and rigorous monitoring and evaluation systems in the new unit; (c) providing capacity building and on-the-job training for DepEd staff and contractors, including building the skills and competencies for the ongoing development, implementation and monitoring of the SHS voucher program and the ESC program; and (d) building DepEd's capacity to develop and deliver a communications plan for the SHS voucher program, including development of a communications strategy and communications materials.
- (ii) **Output 2: Capacity of the Department of Education to implement senior high school infrastructure public-private partnerships strengthened.** The TA will assist in (a) establishing a technical unit in DepEd that will be responsible for developing, implementing, monitoring and managing SHS infrastructure PPPs; (b) developing and establishing operating procedures, toolkits, processes, and rigorous monitoring and evaluation systems in the new unit; (c) providing capacity building and on-the-job training for DepEd staff and contractors, including developing skills and competencies in respect of identification and prioritization of potential PPP projects, initial assessment of potential PPPs, and monitoring and managing PPPs; and (d) building DepEd's capacity to develop and deliver a communications plan for SHS infrastructure PPPs, including development of a communications strategy and communications materials.

<sup>8</sup> World Bank. 2014. *Learning, Equity, and Accountability Program Support Project*. Washington, DC.

<sup>9</sup> Government of the Philippines. National Economic and Development Authority. 2014. *Philippine Development Plan, 2011–2016 Midterm Update*. Manila.

- (iii) **Output 3: Capacity for results-based lending program implementation strengthened.** The TA will assist in (a) strengthening the project management division within DepEd's newly established project management service to implement, monitor, and report on implementation of RBL programs; (b) conducting capacity building within the SHSSP focal unit to monitor and report on progress in attaining results; and (c) assisting the unit to prepare reports drawn from sources specified in program design documents.

### C. Cost and Financing

10. The TA is estimated to cost \$1,575,000, of which \$1,500,000 will be financed on a grant basis by the Japan Fund for Poverty Reduction and administered by ADB. The government will provide counterpart support in the form of staff, office accommodation, office supplies, office space, and other in-kind contributions. The cost estimates and financing plan are in Appendix 2.

### D. Implementation Arrangements

11. The TA will be implemented from December 2015 to November 2017. DepEd will be the executing agency. Individual consultants will be recruited to implement the TA (indicatively 27 person-months of international consultants and 66 person-months of national consultants). ADB will engage consultants as individuals in accordance with the Guidelines on the Use of Consultants (2013, as amended from time to time). Individual consultants will be used to acquire the specialist expertise required to implement the TA. To provide flexibility in TA implementation, the terms of reference and selection method for 6 person-months of additional international consultants and 6 person-months of additional national consultants—possibly in the areas of private sector engagement, gender, financial management, education economics and costing, communications, and policy and program implementation—will be determined during TA implementation. The TA is categorized as some gender elements.

12. The TA will also mobilize short-term resource persons as needed to provide specific expertise in areas similar to those outlined above. ADB staff may be used as resource persons and some representation costs may be charged to the TA. The TA will support administrative staff, including a TA office manager. Equipment under the TA will be procured in compliance with ADB's Procurement Guidelines (2015, as amended from time to time). The executing agency may be provided with an advance payment facility for workshops and equipment. Consultants will work in close collaboration with DepEd and will assist DepEd to prepare the outputs described below. The TA will be disbursed in line with ADB's *Technical Assistance Disbursement Handbook* (2010, as amended from time to time). All equipment purchased under the TA will be turned over to the government upon TA completion. Representation costs may include meal expenses during meetings with high-level government officials while undertaking TA related work. Outline terms of reference are in Appendix 3.

## IV. THE PRESIDENT'S DECISION

13. The President, acting under the authority delegated by the Board, has approved ADB administering technical assistance not exceeding the equivalent of \$1,500,000 to the Government of the Philippines to be financed on a grant basis by the Japan Fund for Poverty Reduction for Implementing the Senior High School Support Program, and hereby reports this action to the Board.



## DESIGN AND MONITORING FRAMEWORK

<b>Impact the Project is Aligned with</b>			
Effective implementation of the kindergarten to grade 12 education program (Enhanced Basic Education Act of 2013; Philippine Development Plan, 2011–2016 Midterm Update)			
<b>Project Results Chain</b>	<b>Performance Indicators with Targets and Baselines</b>	<b>Data Sources or Reporting Mechanisms</b>	<b>Risks</b>
<b>Outcome</b> DepEd capacity for effective implementation and oversight of key elements of SHSSP strengthened	Timely achievement of annual DLIs	Semiannual program reports, review missions	Delay in assignment of DepEd staff to technical unit
<b>Outputs</b> 1. Capacity of DepEd to implement SHS voucher program strengthened	1a. Review of SHS voucher program and ESC program implementation and oversight system completed by Q1 2016  1b. Technical unit established and staffed by Q1 2016  1c. Communications plan for SHS voucher program developed and implemented by Q1 2016  1d. Operational plan for SHS voucher program and ESC program implementation and oversight finalized by Q2 2016  1e. Capacity building for technical unit undertaken by Q4 2017	1a. Government reports           1b-e. TA reports	1a. Development of student level data system delayed           1b-e. Delay in assignment of DepEd staff to technical unit
2. Capacity of DepEd to implement SHS infrastructure PPPs strengthened	2a. Technical unit established and staffed by Q1 2016  2b. Communications plan for SHS infrastructure PPP program developed and implemented by Q1 2016  2c. Operational plan for SHS infrastructure PPP program implementation and oversight finalized by Q2 2016  2d. Capacity building for technical unit undertaken by Q4 2017	2a-d. TA reports	2a-d. Delay in assignment of DepEd staff to technical unit

Project Results Chain	Performance Indicators with Targets and Baselines	Data Sources or Reporting Mechanisms	Risks
3. Capacity for RBL program implementation strengthened	3a. Focal unit established within PMS by Q1 2016  3b. SHSSP DLI monitoring and achievement reports are accurate and meet agreed timelines	3a. TA reports  3b. Focal unit reports	3a-b. Delay in assignment of DepEd staff to focal unit
<b>Key Activities with Milestones</b>			
<b>Output 1: Capacity of DepEd to implement SHS voucher program strengthened</b>			
<ul style="list-style-type: none"> <li>1.1 Identify technical unit tasks and human resource requirements, and develop job descriptions for SHS voucher program and ESC program implementation and oversight by Q1 2016.</li> <li>1.2 Review voucher program and ESC program, enabling environment, and status of plans for implementing SHS voucher distribution, redemption, and oversight functions by Q1 2016.</li> <li>1.3 Identify key stakeholders and SHS voucher program communications plan targets by Q1 2016.</li> <li>1.4 Prepare communications materials for SHS voucher program by Q1 2016.</li> <li>1.5 Prepare processes, procedures, operating manuals, and other documentation for implementation and oversight of SHS voucher program and ESC program by Q1 2016.</li> <li>1.6 Prepare operational plan for SHS voucher program and ESC program oversight systems, including major components, subcomponents, activities, and outputs, by Q2 2016.</li> <li>1.7 Undertake an assessment of the first year of operations of the SHS voucher program, and ESC program implementation and oversight systems by Q3 2017.</li> </ul>			
<b>Output 2: Capacity of DepEd to implement SHS infrastructure PPPs strengthened</b>			
<ul style="list-style-type: none"> <li>2.1 Identify technical unit tasks and human resource requirements, and develop job descriptions for SHS infrastructure PPP program implementation and oversight by Q1 2016.</li> <li>2.2 Identify key stakeholders and SHS infrastructure PPP program communications plan targets by Q1 2016.</li> <li>2.3 Prepare communications materials for SHS infrastructure PPP program by Q2 2016.</li> <li>2.4 Prepare processes, procedures, operating manuals, and other documentation for implementation and oversight of SHS infrastructure PPP program by Q2 2016.</li> <li>2.5 Prepare operational plan for SHS infrastructure PPP program oversight systems, including major components, subcomponents, activities, and outputs, by Q2 2016.</li> <li>2.6 Undertake assessment of SHS infrastructure PPP program implementation by Q3 2017.</li> </ul>			
<b>Output 3: Capacity for RBL program implementation strengthened</b>			
<ul style="list-style-type: none"> <li>3.1 Determine appropriate location for focal unit within DepEd by Q1 2016.</li> <li>3.2 Identify focal unit tasks and human resource requirements, and develop job descriptions for focal unit staff by Q1 2016.</li> <li>3.3 Undertake a critical path analysis for each SHSSP annual DLI to identify bottlenecks and remedies by Q2 2016.</li> <li>3.4 Build focal unit capacity to analyze sex-disaggregated data and prepare DLI achievement, PAP progress, and quarterly reports by Q2 2016.</li> <li>3.5 Assist focal unit to prepare DLI achievement and other reports by Q2 2016.</li> </ul>			
<b>Inputs</b>			
Japan Fund for Poverty Reduction: \$1,500,000 (grant)			
<b>Assumptions for Partner Financing</b>			
Not applicable.			

DepEd = Department of Education, DLI = disbursement-linked indicator, ESC = education service contracting, PAP = program action plan, PMS = project management service, PPP = public-private partnership, Q = quarter, RBL = results-based lending, SHS = senior high school, SHSSP = Senior High School Support Program, TA = technical assistance.

Source: Asian Development Bank.

**COST ESTIMATES AND FINANCING PLAN**

(\$'000)

<b>Item</b>	<b>Amount</b>
<b>Japan Fund for Poverty Reduction<sup>a</sup></b>	
1. Consultants	
a. Remuneration and per diem	
i. International consultants	632.2
ii. National consultants	400.5
b. International and local travel	94.5
c. Reports and communications	10.0
2. Equipment <sup>b</sup>	25.0
3. Workshops, seminars, and conferences <sup>c</sup>	70.0
4. Surveys	75.0
5. Miscellaneous administration and support costs <sup>d</sup>	35.0
6. Contingencies	157.8
<b>Total</b>	<b>1,500.0</b>

Note: The technical assistance (TA) is estimated to cost \$1,575,000, of which contributions from the Japan Fund for Poverty Reduction are presented in the table above. The government will provide counterpart support in the form of staff, office accommodation, office supplies, office space, and other in-kind contributions.

<sup>a</sup> Administered by the Asian Development Bank.

<sup>b</sup> Indicative equipment list includes desktop computers with standard software and modems, laptop computers with standard software and modems, photocopier, laser printers, office furniture, and other equipment. All equipment purchased under the TA will be turned over to the government upon TA completion.

<sup>c</sup> Technical, knowledge-sharing and regional workshops will be held as part of TA implementation. These will be held in Manila and in selected regional centers. ADB staff may be used as resource persons and some representation costs may be charged to the TA.

<sup>d</sup> Includes legal fees, local transport, accounting services, office supplies, and dissemination of TA results. Representation costs (e.g., may include meal expenses during meetings with high-level government officials while undertaking TA-related work) may be charged to the TA.

Source: Asian Development Bank estimates.

## OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

### A. Introduction

1. Individual consultants will be recruited to implement the capacity development technical assistance (TA) (indicatively 27 person-months of international consultants and 66 person-months of national consultants). ADB will engage consultants as individuals in accordance with the Guidelines on the Use of Consultants (2013, as amended from time to time). To provide flexibility in TA implementation, the terms of reference and selection method for 6 person-months of additional international consultants and 6 person-months of additional national consultants—possibly in the areas of private sector engagement, gender, financial management, education economics and costing, communications, and policy and program implementation—will be determined during the TA. The allocation of consultants is summarized in Table A.3.1 below.

**Table A.3.1: Summary of Consulting Services Required**

Position	Person-Months Required	Position	Person-Months Required
<b>International</b>	<b>27.0</b>	<b>National</b>	<b>66.0</b>
Education policy and program development specialist and team leader	12.0	Education policy and program specialist	18.0
Education infrastructure PPP specialist	6.0	Infrastructure specialist	12.0
Monitoring and evaluation specialist	3.0	Legal and regulatory specialist	6.0
Unallocated	6.0	Communications specialist	12.0
		Assistant communications specialist	12.0
		Unallocated	6.0

PPP = public-private partnership.  
Source: Asian Development Bank.

### B. International Consultants

2. **Education policy and program development specialist and team leader** (12 person-months). The education policy and program development specialist and team leader will have an advanced degree in economics, education, public policy or related discipline, and at least 10 years' experience in education sector policy and program design and implementation, preferably with some exposure to demand-side financing mechanisms such as school vouchers. The team leader will have overall responsibility for the quality and timeliness of the team's outputs. In addition, in collaboration with the Department of Education (DepEd), the specialist will (i) undertake a policy and program review of the senior high school (SHS) voucher program and the education service contracting (ESC) program from an implementation and oversight perspective, including lessons from other similar programs operating in the Philippines and elsewhere; (ii) advise on the design, structure, and size of the proposed SHS voucher technical unit within DepEd; (iii) prepare terms of reference (TORs) for the technical unit at DepEd responsible for implementing and overseeing the SHS voucher and ESC programs; (iv) recommend operating procedures, processes, and rigorous monitoring and evaluation systems for the technical unit; (v) advise on issues related to monitoring and evaluation (M&E) of the SHS voucher program; (vi) provide capacity building and on-the-job training for DepEd staff and contractors who will be responsible for implementation and oversight functions in the technical

unit; and (vii) organize workshops, seminars, and conferences on voucher program and ESC program implementation and oversight.

**3. Education infrastructure public–private partnership specialist** (6 person-months). The education infrastructure public–private partnership (PPP) specialist will have an advanced degree in economics, finance, engineering or related discipline, and at least 10 years' experience in the design and implementation of social sector infrastructure PPPs, preferably with some experience in the education sector. The specialist will provide advice on the design, structure, and size of the education infrastructure PPP technical unit within DepEd. In collaboration with DepEd and the PPP Center of the Philippines, the specialist will also (i) prepare TORs for the technical unit in DepEd responsible for implementing and overseeing education infrastructure PPP programs; (ii) using international best practice as a guide, recommend operating procedures, processes, and rigorous M&E systems for the technical unit; (iii) provide capacity building and on-the-job training for DepEd staff and contractors who will be responsible for implementation and oversight functions in the technical unit; (iv) recommend mechanisms to DepEd and the PPP Center of the Philippines for maximizing benefits from the use of PPPs for DepEd infrastructure; (v) organize workshops, seminars, and conferences on PPP for education infrastructure; (vi) prepare progress and results reports as required for the TA; (vii) provide advice on issues related to M&E of infrastructure PPPs; and (viii) with input from other experts and specialists, identify any required software for the technical unit and DepEd's project management service.

**4. Monitoring and evaluation specialist** (3 person-months). The M&E specialist will have an advanced degree in economics, management, education or related discipline, and at least 10 years' experience in M&E of programs and projects. Tasks will include (i) leading the development of an M&E plan linked to verification of the disbursement-linked indicators and the program action plan; (ii) coordinate the monitoring and reporting of program implementation; (iii) oversee collection, analysis, and interpretation of data, including sex-disaggregated data, to prepare progress reports for ADB; and design a format for reporting to ADB on program progress; (iv) identify and highlight potential risks and challenges to program implementation; (v) lead the preparation of M&E reports for development partners, develop program for M&E capacity development of staff in DepEd, and deliver training sessions on M&E; (vi) facilitate effective coordination and communication within DepEd headquarters and with regional and divisional offices, and with development partners such as the Government of Australia; and (vii) carry out other duties as required.

### **C. National Consultants**

**5. Education policy and program specialist** (18 person-months). The education policy and program specialist will have a degree in economics, education, public policy or related discipline, and have at least 10 years' experience in education sector policy and program design and implementation. The specialist will (i) serve as deputy team leader; (ii) work in collaboration with the international education policy and program development specialist on reviews and activities relating to the SHS voucher program and ESC program; (iii) prepare TORs for technical unit and focal unit consultants; (iv) together with international experts, prepare documentation of procedures and processes for technical unit implementation, oversight, and financial management functions; (v) conduct workshops and on-the-job training as required, (vi) coordinate with DepEd's project management service to prepare overall plan for monitoring and reporting on progress of results-based programs and projects, and assist with preparation of quarterly and disbursement-linked indicators reports for the SHSSP; (vii) provide advice on

issues related to M&E of the SHS voucher program and SHS infrastructure PPP program; and (viii) supervise the office manager.

6. **Infrastructure specialist** (12 person-months). The infrastructure specialist will have a degree in economics, finance, engineering or related discipline, and at least 5 years' experience in infrastructure development in the Philippines. The specialist will (i) work in conjunction with the international education infrastructure PPP specialist on all assessments, reviews, and activities relating to the education infrastructure PPPs and the education PPP technical unit; (ii) prepare TORs for technical unit consultants; (iii) prepare documentation on operating procedures, processes, and rigorous M&E systems for the technical unit; and (iv) undertake capacity building and on-the-job training for DepEd staff and contractors who will be responsible for implementation and oversight functions provided.

7. **Legal and regulatory specialist** (6 person-months). The legal and regulatory specialist will have legal qualification from a recognized university, and at least 5 years' experience in legal matters relating to infrastructure development in the Philippines. The specialist will (i) review the legal and regulatory environment for PPP for infrastructure in general, and in education in particular; (ii) review DepEd's current legal and regulatory capacity to implement and oversee education infrastructure PPPs; (iii) recommend possible changes to improve the capacity of the education infrastructure PPP technical unit within DepEd; (iv) formulate and review DepEd processes for the use of PPPs to deliver education infrastructure; (v) provide advice on issues related to education infrastructure, including risk allocation, tax and insurance issues, land acquisition, and other legal risks and procurement requirements, and recommend mitigation measures if any; (vi) review the legal and regulatory environment for SHS voucher and ESC implementation and oversight, and (vii) review DepEd's current legal and regulatory capacity to implement and oversee the SHS voucher and ESC programs.

8. **Communications specialist** (12 person-months). The communications specialist should have at least 10 years' experience in communications, marketing or advocacy in a public policy environment. The consultant will undertake a number of tasks, including but not limited to (i) undertaking a stakeholder analysis and strengths, weaknesses, opportunities, and threats analysis; (ii) developing and delivering an internal and external communications plan for the SHS voucher program and SHS infrastructure PPP program, including for stakeholders such as DepEd staff, students and families, educational providers, the private sector, and nongovernment organizations; (iii) ensuring that the SHS voucher program and SHS infrastructure PPP program communications plans and tools are gender responsive; (iv) developing and overseeing the preparation and delivery of marketing and communication tools; and (v) assisting other specialists with the dissemination and communication of TA outputs.

9. **Assistant communications specialist** (12 person-months). The assistant communications specialist should have at least 5 years of experience in communications in a public policy environment. The consultant will undertake a number of tasks, such as assisting the communications specialist in (i) developing and delivering an internal and external communications plan for the SHS voucher program and SHS infrastructure PPP program, including for stakeholders such as DepEd staff, students and families, educational providers, the private sector, and nongovernment organizations; (ii) developing and overseeing the preparation and delivery of marketing and communication tools; and (iii) assisting other specialists with the dissemination and communication of TA outputs.