

DEVELOPMENT COORDINATION

A. Major Development Partners: Strategic Focus and Key Activities

1. The Philippines' Department of Education, its predecessors, and other government agencies have been supported by many development partners since 1960 through assistance in all the education subsectors from early childhood education to higher education. The table below shows the 22 currently active programs in education of the Asian Development Bank (ADB) and other development partners.

Table 1: Major Development Partners

Development Partner	Program Name	Duration	Amount (\$ Millions)
Early Childhood			
ADB	Enhancing Access to Quality Early Childhood Education Services for Children in Poor Communities	2012—2015	1.5
Basic Education			
ADB/e-AKPF	Teach for the Philippines	2014—2015	0.5
USAID	Access to Education for People with Disabilities in the Philippines	2011—2013	0.3
GIZ	Support for national school health program	2011—2014	3.6
Australian Aid	School Building Project for Basic Education	2012—2014	20.0
Australian Aid	Philippines Response to Indigenous Peoples' and Muslim Education	2011—2014	16.5
UNICEF	Country Program for Children	2012—2016	...
USAID	BASA Pilipina (Read Philippines)	2013—2016	24.0
Korea Through KEXIM and EDCF	Integrated Disaster Risk Reduction (education component only)	2013—2016	8.1
World Bank	Learning Equity and Accountability Program Support Project	2013—2017	300.0
Australian Aid	Basic Education Assistance for Mindanao	2012—2018	89.0
Australian Aid	Basic Education Sector Transformation (BEST) Program	2013—2019	150.0
JICA	Support for SHS Modeling in Selected Technical Vocational High Schools	2014—2017	...
Higher Education			
USAID	Science, Technology, Research, and Innovation for Development Program	2013—2018	32.0
Organizational Capacity			
Australian Aid	Education Performance Incentive Partnerships	2008—2013	15.0
USAID	Philippines Education Data for Decision Making	2012—2013	1.6
Australian Aid	Philippines-Australia Human Resource and Organizational Development Facility	2010—2015	...
USAID	Education Governance Effectiveness	2013—2018	7.4
Alternative Learning Systems			
USAID	Literacy for Peace and Development	2010—2013	1.3
USAID	Education Quality and Access for Learning and Livelihood Skills	2006—2013	63.0
USAID	Padayon Mindanao	2012—2015	0.7
USAID	Mindanao Youth for Development	2013—2018	11.5

ADB = Asian Development Bank, eAKPF = e-Asia and Knowledge Partnership Fund, EDCF = Economic Development Cooperation Fund, JICA = Japan International Cooperation Agency, KEXIM = Korean Export-Import Bank, UNICEF = United Nations Children's Fund, USAID = United States Agency for International Development.

Source: Asian Development Bank.

B. Institutional Arrangements and Processes for Development Coordination

2. Results-based lending entails a greater focus on country ownership and uses the country's results framework for the sector as the basis for design and for budgeting and operating systems for program implementation, management, and monitoring. The modality is consistent with the Organization for Economic Cooperation and Development's attributes of program-based approaches: (i) leadership by the host country or organization; (ii) a single comprehensive program and budget framework; (iii) a formal process for development coordination and harmonization of development partner procedures for reporting, budgeting, financial management, and procurement; and (iv) increasing use of local systems for program design and implementation, financial management, monitoring, and evaluation.

3. In the Philippines, education sector development activities are loosely coordinated through the Philippines development forum (PDF) working group on the Millennium Development Goals and social progress. The PDF includes government and development partner representatives and is the primary mechanism used by the government to facilitate substantive policy dialogue between stakeholders on the country's development agenda. It also provides a process for developing consensus among stakeholders and generating commitments from them to support activities critical to the government's reform agenda. The alignment of externally funded programs and projects with the government's kindergarten-to-Grade-12 (K to 12) education reform program is assured by the Philippines' rigorous development assistance approval process, which entails review and approval at the highest level of the executive branch of government. In 2013, the Department of Education appointed an undersecretary for external partnerships as a step toward greater coordination with development partners, other government departments, and the private sector.

C. Achievements and Issues

4. The assistance for basic education by development partners other than ADB focuses on education in basic skills in early grades, particularly in disadvantaged areas. These efforts include (i) program design for disadvantaged groups, accountability, and incentives for performance through the World Bank's Learning Equity and Accountability Program Support (LEAPS) project; (ii) sector-wide strengthening of monitoring, learning assessment, teacher training, and financial management systems by Australian Aid's Basic Education Sector Transformation (BEST) program; and (iii) improving early grade reading, tertiary education, and education in conflict zones, through the United States Agency for International Development. While other development partners—the World Bank and Australian Aid, in particular—are supporting the government's K to 12 program, ADB is the only development partner whose assistance is focused on implementing the K to 12 component to add 2 years of senior high school to the current 10 grades of basic education. Australian Aid's BEST program provides some scope for complementary assistance to the Senior High School Support Program, since it is flexible and its outputs will be determined based on a work program set at the beginning of each year. If other development partners wish to support the implementation of the senior high school component of the K to 12 program in the future, the government's program and results framework and the ADB's use of results-based lending provide considerable scope for complementarity between these support programs.

D. Summary and Recommendations

5. Development partners have supported and continue to support the basic education sector in the Philippines. To date, much of this support has been project-driven. Some

development partners are supporting the shift to results-based lending. For example, although the World Bank's LEAPS project does not formally employ a program-for-results financing modality, it is results-based and involves the use of disbursement-linked indicators. More broadly, the World Bank has made considerable use of a program-for-results financing modality. Building on this experience, ADB's Senior High School Support Program seeks to achieve a programmatic approach by (i) financing the government's own K to 12 program, (ii) making use of disbursement-linked indicators to incentivize the achievement of particular results, and (iii) making use of country systems for fiduciary and safeguards management and the strengthening of these through capacity-building measures.