

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.			