

PROGRAM PREPARATORY TECHNICAL ASSISTANCE

A. Justification

1. The Asian Development Bank (ADB) will support preparation of the results-based loan (RBL) through a program preparatory technical assistance (PPTA). A PPTA is justified given the wide-ranging nature of the government's K to 12 reform agenda, the innovative nature of many of the proposed elements of the Secondary Education Support Program (SESP), and the specialist nature of skills required in some areas. The PPTA will assess existing challenges and will provide technical inputs and assessments to assist the Government of the Philippines and ADB to jointly develop an RBL program that is suitable for ADB financing in all dimensions: technical, financial and economic, institutional, and safeguards; aligned with the new country partnership strategy and built on lessons learned from Secondary Education Development Project, Secondary Education Development and Improvement Project, Basic Education Sector Reform Agenda (BESRA) and other countries' experiences with extending the education cycle.

B. Major Outputs and Activities

2. The PPTA will be required to: (i) define program scope and design; (ii) update fiduciary and safeguards due diligence; (iii) prepare cost estimates, a financing plan and financial and economic analyses; (iv) support updating of the government's medium-term expenditure plan (MTEP); (v) review options for financing JHS, including reform of the education service contracting program or introduction of other forms of financing public-private partnerships (PPPs); (vi) assess the scope for expanding the use of PPPs to develop junior high school and senior high school infrastructure; (vii) undertake background studies; and (viii) prepare the program implementation document. The major outputs and activities are in Table A.4.1.

Table A.4.1: Summary of Major Outputs and Activities

| Major Activities | Expected Completion Date | Major Outputs | Expected Completion Date |
|---|--------------------------|--|--------------------------|
| Consultant mobilization | March 2016 | Signed contract with consultants | March 2016 |
| Prepare detailed work program | March 2016 | PPTA work plan and schedule for deliverables | March 2016 |
| Undertake sector assessment | April 2016 | Sector assessment report prepared | April 2016 |
| Initial stakeholder consultation and inception workshop | May 2016 | Inception report prepared and workshop held | May 2016 |
| Undertake procurement and FM assessments | July 2016 | Procurement and FM reports prepared | July 2016 |
| Assess expenditure and financing plan | November 2016 | Report on expenditure and financing assessment prepared | November 2016 |
| Develop detailed program results outputs | February 2017 | RRP, linked documents and supplementary appendixes prepared | February 2017 |
| Undertake safeguards assessments | April 2017 | Safeguards assessments and associated documents/categorization forms completed | April 2017 |
| Develop detailed | May 2017 | RRP, linked documents and | May 2017 |

| Major Activities | Expected Completion Date | Major Outputs | Expected Completion Date |
|---|--------------------------|--|--------------------------|
| implementation arrangements | | supplementary appendixes prepared | |
| Prepare PAP | June 2017 | PAP finalized | June 2017 |
| Prepare PID | July 2017 | PID finalized | July 2017 |
| Refinements to program results areas and costings | August 2017 | RRP, linked documents and supplementary appendixes finalized | August 2017 |

FM = financial management, MTEP = medium term expenditure plan, PAP = program action plan, PID = program implementation document, PPTA = program preparatory technical assistance, RRP = Report and Recommendation of the President

Source: Asian Development Bank estimates

C. Cost Estimate and Proposed Financing Arrangement

3. The PPTA cost is estimated at \$0.8 million equivalent to be financed from ADB's Technical Assistance Special Fund (TASF-Other Sources). Government will provide counterpart staff, office accommodation and other in-kind assistance. Cost estimates and the financing plan are in Table A.4.2.

Table A.4.2: Cost Estimates and Financing Plan (as at 8 January 2016)
(\$'000)

| Item | Total Cost |
|--|--------------|
| A. ADB Financing^a | |
| 1. Consultants | |
| a. Remuneration and per diem | |
| i. International consultants (22 person-months) | 488.8 |
| ii. National consultants (7 person-months) | 57.5 |
| b. International and local travel | 82.0 |
| c. Reports and communications | 5.0 |
| 2. Equipment (computers, printers, etc.) ^b | 14.5 |
| 3. Workshops, training, seminars, and conferences ^c | 30.5 |
| 4. Surveys and data collection | 20.0 |
| 5. Miscellaneous administration and support costs ^d | 17.0 |
| 6. Contingencies | 84.7 |
| Total | 800.0 |

Note: The technical assistance (TA) is estimated to cost \$0.8 million, which will be funded from the TA Special Fund (TASF-Other Sources). The government will provide counterpart support including counterpart staff, office accommodation and office supplies, and other in-kind contributions. The value of government contribution is estimated to account for 10% of the total technical assistance cost.

^a Financed by the Asian Development Bank's Technical Assistance Special Fund (TASF-Other Sources).

^b Office equipment includes photocopier, projector, screen, fan, office table, whiteboard, desktop computer: \$14,500. Equipment purchased under the TA will be turned over to the TA recipient at the conclusion of the TA.

^c Workshops: Manila – inception (1), thematic (2), government (2), midterm review (1), and final (1).

^d Includes office operations, administration/technical staff and local transportation.

Source: Asian Development Bank estimates.

D. Consulting Services

4. ADB will recruit individual consultants to assist in implementing the PPTA. Consultant engagement will be sequenced. Consultant requirements are estimated at 17 person-months of international consultant inputs and 7 person-months of national consultant inputs. In order to provide flexibility in TA implementation, 3 person-months of national consultants have been left

unallocated. Resource persons and other consultants may be used in the following areas: education policy and program analysis, public-private partnerships, monitoring and evaluation, financial management, procurement, social analysis, and gender. Consultant requirements are summarized in Table A.4.3. All consultants will be recruited and engaged in accordance with ADB's Guidelines for the Use of Consulting Services (2013, as amended from time to time).

5. The consultants will provide advice on technical matters, including education finance, PPPs, program costing, and fiduciary and social safeguards. They will work closely with DepEd and ADB staff 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 program implementation document (PID), and will perform other tasks as requested by DepEd or the ADB. The consultants will procure equipment through shopping in accordance with ADB's Procurement Guidelines (2015, as amended from time to time). Upon completion of the TA, equipment procured under the PPTA will be transferred to the executing agency. The consultants 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.

Table A.4.3: Summary of Consulting Services Requirement

| Name of Position | International | Person-months | Name of Positions | Person-months |
|--|---------------|---------------|--|---------------|
| | | | | |
| Secondary education policy, system reform and finance specialist and team leader | | 5 | Environment specialist | 1 |
| Education economist and costing specialist and deputy team leader | | 5 | Gender and social development specialist | 1 |
| School-based management and school finance specialist | | 2 | Procurement specialist | 1 |
| Educational facilities and infrastructure PPP specialist | | 2 | Involuntary resettlement specialist | 1 |
| Secondary education curriculum specialist | | 1 | Unallocated | 3 |
| Secondary education TVET specialist | | 1 | | |
| Financial management specialist | | 1 | | |
| Total | | 17 | Total | 7 |

PPP = public private partnership, TVET = technical vocational education and training
Source: Asian Development Bank estimates

6. The outline terms of reference for the project preparatory TA consultants are described in paragraphs 7 to 18.

E. Consultant Indicative Outline Terms of Reference

International Consultants

7. **Secondary Education Policy, System Reform and Finance Specialist and Team Leader** (5 person-months). The consultant will have extensive international experience in leading preparation of large RBL programs and considerable awareness of ADB RBL program preparation requirements. The consultant will work closely with officials from DepEd, as well as officials from other government agencies including Commission on Higher Education, Technical Education and Skills Development Authority; the PPP Center of the Philippines; the Department of Finance; Department of Budget and Management; National Economic and Development Authority; 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) Prepare a stocktake of progress in the implementation of the K to 12 reform agenda, including existing progress on K to 12 reform design and implementation;
- (ii) Advise on the design of the RBL program, including program rationale, program scope, program results, program financing, disbursement linked indicators, the program action plan, verification protocols, implementation arrangements, safeguards, PID, and any necessary capacity development;
- (iii) Advise on the design and implementation of any associated TA projects, including TA outcome, outputs and implementation arrangements;
- (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 PID; (d) preparation of procurement plan; (e) preparation of safeguards-related documents; and (f) preparation of program costings;
- (vi) Overseeing the establishment of the PPTA office; and
- (vii) Administration of workshops, training, seminars and conferences and surveys.

8. The specialist 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 have at least 15 years of experience in leading the preparation and implementation of large scale education sector programs and projects, including RBL programs. 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 government counterpart staff. S/he should have a very good command of English.

9. **Education Economist and Costing Specialist and Deputy Team Leader** (international, 5 person-months). The specialist will have expertise in economic analysis in the education sector, including reform programs. The consultant will also be experienced in preparing education sector expenditure frameworks and have a mastery of Excel software. S/he should have an advanced degree in economics, statistics or other relevant area and at least 15 years of work experience, with a focus on the Philippines and Southeast Asia. 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 expenditures required to implement and sustain key elements of the K to 12 reform agenda; (iv) reviewing existing analytical work and assessing supply- and demand-side constraints to secondary

education access and education outcomes, as well as the projected poverty impact of the proposed program; (v) conducting economic and financial analyses for the proposed program, including sustainability aspects; (vi) providing technical advice on the design and costing of all demand-side programs considered for development as part of the program, including voucher and voucher-type arrangements; and (vii) assessing options for rigorous econometric impact evaluation for selected interventions, (viii) preparing detailed and disaggregated cost estimates for all elements of the program; and (ix) providing inputs into the RRP, DMF, DLI matrix, PID, Program Action Plan (PAP) and other documents.

10. **School-based Management and School Finance Specialist** (2 person-months). The specialist should have an advanced degree in economics, education, policy analysis, or other associated area and at least 15 years of relevant work experience. The specialist will (i) do a stocktake of school-based management (SBM) reforms and assess progress in implementing SBM at the basic education level in the Philippines; (ii) review international experience with SBM and assess its relevance to the situation in the Philippines; (iii) identify potential areas and design workable models for extending SBM at the basic education level in the Philippines; (iv) assess the existing school finance policy framework at the basic education level, including the ESC program; (v) identify international examples of education service delivery PPPs and good practice in their design and implementation; (vi) develop and design models for expanded private school financing mechanism, including changes to ESC and education voucher programs; (vii) identify necessary legislative and other reforms required to implement SBM and a revised school finance system; (viii) assess the capacity of DepEd and schools to move towards increased SBM and a revised school finance framework and identify any required capacity development; and (ix) provide inputs into the RRP, DMF, DLI matrix, PID, PAP and other documents.

11. **Education Facilities and Infrastructure PPP Specialist** (2 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.

12. **Secondary Education Curriculum Specialist** (1 person-month). The specialist should have a degree in education or related discipline, as well as international experience in the development of secondary and tertiary education curricula. Key tasks include (i) assessing progress in implementing the revised curriculum under the K to 12 program; (ii) identifying potential areas for improvement in the design and implementation of the revised K to 12 curriculum; and (iii) providing inputs into the RRP, DMF, DLI matrix, PID, PAP and other documents.

13. **Secondary Education TVET Specialist** (1 person-month). The specialist will have expertise in TVET and broader human resource development (HRD) approaches, as well as an advanced degree in economics, education, human resource development or related discipline. The specialist will: (i) assess progress in implementing the TVL component of the K to 12

reform; (ii) identify potential areas for improvement in the design and implementation of the K to 12 TVL track; (iii) identify strategies to increase the relevance of TVET training and strategies for increasing engagement with the private sector; and (iv) provide inputs into the RRP, DMF, DLI matrix, PID, PAP and other documents.

14. **Financial Management Specialist** (1 person-month). The specialist should have a degree in economics, accounting or finance; an accounting designation; and at least 10 years of relevant experience. The specialist's tasks will include: (i) updating the financial management capacity assessment that was undertaken during the preparation of the SHSSP, taking into account any recent assessments from other development partners or the ADB; (ii) recommending ways of addressing any identified weaknesses in financial management; (iii) identifying actions to be included in the DLI matrix and/or the PAP; and (iv) providing inputs into the RRP, DMF, DLI matrix, PID, PAP and other documents.

National Consultants

15. **Environment Specialist** (1 person-month). The consultant will have experience in environmental assessments, as well as experience in undertaking RBL related assessments. The specialist should have a degree in economics, engineering, environmental studies or a related discipline. Specific responsibilities include: (i) reviewing the environmental implications of civil works and environmental settings of the proposed program; (ii) updating the environmental assessment that was undertaken during the preparation of the SHSSP and any recent development partner assessments; (iii) identifying priority interventions to address identified issues in the design of the proposed program; and (iv) providing inputs into the RRP, DMF, DLI matrix, PID, PAP and other documents.

16. **Gender and Social Development Specialist** (1 person-month). The specialist 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 costing specialist and will take lead responsibility in preparing poverty and social analyses and providing related inputs to design of program interventions and implementation arrangements. Specific responsibilities include: (i) providing a summary assessment of gender issues in education (in particular in secondary education) in the Philippines, (ii) identifying priority interventions to address identified issues in the design of the proposed program; (iii) collecting key sex-disaggregated baseline data to be monitored during implementation; (iv) conducting poverty and social analyses, and assisting in the development of the monitoring and evaluation framework; (v) preparing a gender action plan; and (vi) providing inputs into the RRP, DMF, DLI matrix, PID, PAP and other documents.

17. **Procurement Specialist** (1 person-month). The specialist will have experience in procurement in education and related programs and projects, as well as experience in undertaking RBL related assessments. The specialist should have a degree in economics, finance, business or a related discipline. Specific responsibilities include: (i) updating the procurement capacity assessment that was undertaken during the preparation of the SHSSP and any recent development partner assessments; (ii) providing inputs into the RRP, DMF, DLI matrix, PID, PAP and other documents.

18. **Involuntary resettlement Specialist** (1 person-month). The consultant will have in-depth understanding of international best practice and policy on involuntary resettlement issues and substantial experience in community mobilization and analysis of resettlement issues. Specific responsibilities include: (i) updating the involuntary resettlement assessment that was undertaken during the preparation of the SHSSP and any recent development partner assessments; and (ii) providing inputs into the RRP, DMF, DLI matrix, PID, PAP and other documents.

F. Implementation Arrangements

19. The program will be implemented from 1 January 2018 to 31 December 2022. DepEd will be the executing agency and implementation will be through DepEd and its regional offices and divisions. The program steering committee which is responsible for the SHSSP will also be responsible for the SESP. It will set policy guidelines and strategic directions for the SESP and will be headed by the DepEd Secretary, and will include DepEd's executive committee. The SHSSP focal unit within DepEd will be responsible for monitoring progress in attaining DLIs.

20. DepEd will work closely with other government agencies and sector stakeholders to ensure coordination of the K to 12 reform agenda. Extensive consultation will be undertaken during the PPTA, including with development partners and sector stakeholders. DepEd will provide qualified counterpart staff and adequate office accommodation for the consultants and 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. The proposed TA processing and implementation schedule is in Table A.4.4.

Table A.4.4: Proposed Technical Assistance Processing and Implementation Schedule

| Milestone | Expected Completion Date | Milestone | Expected Completion Date |
|--|--------------------------|---------------------------|--------------------------|
| ADB intradepartmental circulation of concept | 25 September 2015 | Management review meeting | May 2017 |
| Reconnaissance mission | 4-12 November 2015 | Loan negotiations | June 2017 |
| ADB peer review meeting | 19 November 2015 | Board circulation | August 2017 |
| VP concept clearance and PPTA approval | 20 January 2016 | Loan approval | September 2017 |
| Start of PPTA | March 2016 | Loan signing | October 2017 |
| Fact-finding mission | February 2017 | Loan effectiveness | January 2018 |

ADB = Asian Development Bank, PPTA = program preparatory technical assistance, TA = technical assistance, VP = Vice President

INITIAL POVERTY AND SOCIAL ANALYSIS

| | | | |
|-----------------------------|-----------------------|----------------------|---|
| Country: | Philippines | Program Title: | Secondary Education Support Program |
| Lending/Financing Modality: | Results-based lending | Department/Division: | Southeast Asia Department Human and Social Development Division |

I. POVERTY IMPACT AND SOCIAL DIMENSIONS

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

The Philippine 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 three 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 SESP is aligned with the Philippine Development Plan (PDP) 2011–2016 Midterm Update, 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 basic education sector reform agenda (BESRA), which provides an overarching strategic framework for the Philippines’ basic education subsector.

B. Poverty Targeting:

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 and Social Analysis

1. Key issues and potential beneficiaries.

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 as a 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.

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 basic education sector curriculum.

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.

2. Impact channels and expected systemic changes.

The poor, who comprise majority of those attending the public school system, are expected to have more access to better and more affordable secondary education as a result of this project. As such, they will also have better opportunities to raise their income and improve their chances of getting a good job and decent work, with the improved quality of secondary education as a result of the curriculum reform and accompanying reforms in secondary education.

3. Focus of (and resources allocated in) the PPTA or due diligence.

The PPTA will look closely at how the benefits from the program will directly benefit the poor, disadvantaged and vulnerable, especially those who are at the secondary school age.

II. GENDER AND DEVELOPMENT

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

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 program have an adverse impact on women and/or girls or widen gender inequality? Yes No

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

4. Indicate the intended gender mainstreaming category: EGM (effective gender mainstreaming)

III. PARTICIPATION AND EMPOWERMENT

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

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

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

| |
|--|
| <p>Design and thematic-based workshops with: DepEd, CHED, TESDA (including K to 12 technical working groups) and other Government departments, development partners, and private sector/nongovernment groups; K to 12 technical working groups, consultations with school principals, teachers and students.</p> |
| <p>3. What are the key, active, and relevant civil society organizations (CSOs) in the program area? What is the level of CSO participation in the program design? Philippine Business for Education, League of Corporate Foundations, Teach for the Philippines, Check My School, E-Net Philippines, and Fund for Assistance to Private Education</p> <p><input checked="" type="checkbox"/> Information generation and sharing <input checked="" type="checkbox"/> Consultation <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Partnership</p> |
| <p>4. Are there issues during program design for which participation of the poor and excluded is important? What are they and how will they be addressed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |
| <p>IV. SOCIAL SAFEGUARDS</p> |
| <p>A. Involuntary Resettlement Category <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C</p> |
| <p>1. Does the program have the potential to involve involuntary land acquisition resulting in physical and economic displacement? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Construction of new schools or expansion of existing ones may require resettlement. However, the government has indicated that construction of new sites will be only be on sites owned by DepEd or other government entities, thus eliminating or substantially reducing the need for resettlement.</p> |
| <p>2. What actions are required to address involuntary resettlement as part of the PPTA or assessment process?</p> <p><input checked="" type="checkbox"/> Program safeguard system assessment and actions <input type="checkbox"/> None</p> |
| <p>B. Indigenous Peoples Category <input type="checkbox"/> A <input type="checkbox"/> B <input checked="" type="checkbox"/> C</p> |
| <p>1. Does the proposed program have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>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 any interventions will be included in the Program</p> |
| <p>2. Does it affect the territories or natural and cultural resources indigenous peoples own, use, occupy, or claim, as their ancestral domain? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |
| <p>3. Will the program require broad community support of affected indigenous communities? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> |
| <p>4. What actions are required to address risks to indigenous peoples as part of the PPTA or the program assessment process?</p> <p><input checked="" type="checkbox"/> Program safeguard system assessment and actions <input type="checkbox"/> None</p> |
| <p>V. OTHER SOCIAL ISSUES AND RISKS</p> |
| <p>1. What other social issues and risks should be considered in the program design?</p> <p><input type="checkbox"/> Creating decent jobs and employment <input type="checkbox"/> Adhering to core labor standards <input type="checkbox"/> Labor retrenchment <input type="checkbox"/> Spread of communicable diseases, including HIV/AIDS <input type="checkbox"/> Increase in human trafficking <input type="checkbox"/> Affordability <input type="checkbox"/> Increase in unplanned migration <input type="checkbox"/> Increase in vulnerability to natural disasters <input type="checkbox"/> Creating political instability <input type="checkbox"/> Creating internal social conflicts <input type="checkbox"/> Others, please specify: N/A</p> |
| <p>2. How are these additional social issues and risks going to be addressed in the program design? N/A</p> |
| <p>VI. PPTA OR ASSESSMENT RESOURCE REQUIREMENT</p> |
| <p>1. Do the terms of reference for the PPTA (or program assessments) contain key information needed to be gathered during PPTA or the program assessment 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?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> |
| <p>2. What resources (e.g., consultants, survey budget, and budget for workshop(s)) are allocated for conducting poverty, social and/or gender analyses, and participation plan during the PPTA or the program assessments?</p> <p>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.</p> |