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?

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.

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

☒ Information generation and sharing ☒ Consultation   ☒ Collaboration   ☒ Partnership

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? ☐ Yes   ☒ No

IV.   SOCIAL SAFEGUARDS

A. Involuntary Resettlement Category ☐ A ☐ B ☒ C

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

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.

2. What actions are required to address involuntary resettlement as part of the PPTA or assessment process?
☒ Program safeguard system assessment and actions   ☐ None

B. Indigenous Peoples Category ☐ A ☐ B ☒ C

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

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

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 program require broad community support of affected indigenous communities? ☐ Yes ☒ No

4. What actions are required to address risks to indigenous peoples as part of the PPTA or the program assessment process?
☒ Program safeguard system assessment and actions   ☐ None

V.   OTHER SOCIAL ISSUES AND RISKS

1. What other social issues and risks should be considered in the program design?
☐ Creating decent jobs and employment   ☐ Adhering to core labor standards   ☐ Labor retrenchment
☐ Spread of communicable diseases, including HIV/AIDS   ☐ Increase in human trafficking ☐ Affordability
☐ Increase in unplanned migration   ☐ Increase in vulnerability to natural disasters ☐ Creating political instability
☐ Creating internal social conflicts   ☐ Others, please specify: N/A

2. How are these additional social issues and risks going to be addressed in the program design? N/A

VI.   PPTA OR ASSESSMENT RESOURCE REQUIREMENT

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?
    ☒ Yes   ☐ No

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?

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.