**Philippines: Senior High School Support Program**

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Senior High School Support Program</th>
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<tbody>
<tr>
<td>Project Number</td>
<td>45089-002</td>
</tr>
<tr>
<td>Country</td>
<td>Philippines</td>
</tr>
<tr>
<td>Project Status</td>
<td>Active</td>
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<tr>
<td>Project Type / Modality of Assistance</td>
<td>Loan</td>
</tr>
<tr>
<td>Source of Funding / Amount</td>
<td>Loan 3237-PHI: Senior High School Support Program (formerly Education Improvement Sector Development Program) Ordinary capital resources US$ 300.00 million</td>
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**Strategic Agendas**
- Inclusive economic growth

**Drivers of Change**
- Governance and capacity development
- Knowledge solutions
- Partnerships
- Private sector development

**Sector / Subsector**
- Education - Secondary

**Gender Equity and Mainstreaming**
- Effective gender mainstreaming

**Description**

**Project Rationale and Linkage to Country/Regional Strategy**

**Impact**
- Employment of SHS graduates and those with some SHS enhanced

**Project Outcome**

**Description of Outcome**
- Effective SHS system established and implemented

**Progress Toward Outcome**
- All the targets under DLI 5 on senior high school enrollments in non-DepEd schools as well as DLI 6 on the performance targets in procurement monitoring have been achieved. Sixteen of the 20 DLI targets under the 6 major DLIs of the program have been achieved. Given the change in priority of the new DepEd administration, the DLI targets under DLI 4 on consideration of the use of public-private partnership modality for DepEd senior high school infrastructure was replaced (via restructuring) by a target under DLI 3, which aims to meet the minimum service standard for DepEd senior high school student-classroom ratio to at least 60%. The DLI on the TVL policy are almost complete while the DLI on the student-classroom ratio have recently been achieved. The two remaining DLIs are outcome DLIs.

**Implementation Progress**

**Description of Project Outputs**
- Results area 4: Basic education management, fiduciary, and safeguards systems strengthened
- Results Area 1: Quality of DepEd SHS program improved
- Results Area 2: Minimum service standard for school facilities in DepEd SHSSs achieved
- Results area 3: SHS voucher program developed and implemented

**Status of Implementation Progress (Outputs, Activities, and Issues)**
- RA 1: The minimum service standards for teacher-student ratio for math and science teachers were achieved in at least 85% and 50% of DepEd SHSSs. RA 2: The minimum service standard for student-classroom ratio is achieved in at least 50% of DepEd SHSSs. RA 3: The SHS voucher program is ongoing with at least 40% SHS enrollments in non-DepEd schools. SHS voucher manual has been finalized. RA 4: Technical assistance is continuously being provided to DepEd particularly on public financial management, technical-vocational education, teacher development, career guidance, school-based management, and voucher program review. Assessments on safeguards systems are also being done.

**Geographical Location**

**Safeguard Categories**
- Environment B
- Involuntary Resettlement B
- Indigenous Peoples B

**Summary of Environmental and Social Aspects**

**Environmental Aspects**

**Involuntary Resettlement**

**Indigenous Peoples**

**Stakeholder Communication, Participation, and Consultation**

**During Project Design**
- Representatives from different units of the Department of Education as well as from the Departments of Finance, Budget and Management and the National Economic and Development Authority were consulted, engaged and involved in the design of the program. Coordination with development partners were also undertaken to ensure complementarity of support to the overall K to 12 program of the government

**During Project Implementation**
- Semi-annual review missions are conducted which involves consultation and discussions with stakeholders from both public and private senior high schools, Department of Education schools divisions and regions, and implementing units at the central office. The mission is to primarily identify good or best practices worthy of replication and identify issues and challenges that they are confronted with which can be addressed either by the Department of Education or by other government agencies and which the CDTA can also support.
### Responsible ADB Officer
Lynnette Perez

### Responsible ADB Department
Southeast Asia Department

### Responsible ADB Division
Human and Social Development Division, SERD

### Executing Agencies
Department of Education
2nd Floor, Rizal Building
Department of Education, DepED Complex
Meralco Avenue, Pasig City

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### Timetable

<table>
<thead>
<tr>
<th>Event</th>
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<tr>
<td>Concept Clearance</td>
<td>05 Dec 2011</td>
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<tr>
<td>Fact Finding</td>
<td>10 Mar 2014 to 19 Jun 2014</td>
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<tr>
<td>MRM</td>
<td>23 Sep 2014</td>
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<tr>
<td>Approval</td>
<td>15 Dec 2014</td>
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<td>Last Review Mission</td>
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<td>Last PDS Update</td>
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### Loan 3237-PHI

#### Milestones

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<th>Effectivity Date</th>
<th>Closing</th>
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<td>10 Feb 2015</td>
<td>22 Apr 2015</td>
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#### Financing Plan

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<th>Others</th>
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#### Status of Covenants

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Project Page  
https://www.adb.org/projects/45089-002/main

Request for Information  
http://www.adb.org/forms/request-information-form?subject=45089-002

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25 January 2020

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