## Philippines: Implementing the Senior High School Support Program

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Implementing the Senior High School Support Program</th>
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<tr>
<td>Project Number</td>
<td>48284-001</td>
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<tr>
<td>Country</td>
<td>Philippines</td>
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<td>Project Status</td>
<td>Active</td>
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<tr>
<td>Project Type / Modality of Assistance</td>
<td>Technical Assistance</td>
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<tr>
<td>Source of Funding / Amount</td>
<td>TA 9004-Phi: Implementing Senior High School Support Program</td>
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<td>Japan Fund for Poverty Reduction</td>
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<td>US$ 1.50 million</td>
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### Strategic Agendas
- Inclusive economic growth

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

### Gender Equity and Mainstreaming
- Some gender elements

### Description
As prescribed in the Enhanced Basic Education Act of 2013 (the Act), in June 2016 DepEd will launch senior high school (SHS) nationwide, a new level of basic education consisting of grades 11 and 12. In December 2014, the ADB approved the ShSSP, a $300 million results based lending (RBL) program to support the establishment and implementation of SHS during 2014-2019 the government’s K to 12 education reform program. The ShSSP supports four results areas with loan disbursements tied to the achievement of six disbursement-linked indicators (DLIs). Among the results areas supported by the ShSSP are the establishment of a SHS voucher program for graduates of public junior high schools (JHSs) and some private JHSs to attend private SHSs, and assessing the feasibility of using infrastructure public-private partnerships (PPPs) for the delivery of some SHS infrastructure.

### Project Rationale and Linkage to Country/Regional Strategy
There is a need to strengthen DepEd’s systems and capacity for managing RBL programs. The ShSSP uses the RBL modality whereby key elements of the government’s overall results framework for basic education reform are articulated as DLIs that are the basis for financial disbursement when achieved. RBLs use government systems exclusively for program implementation, monitoring, financial management, and procurement. This modality was agreed given: (i) the government’s strong ownership of the K to 12 program; (ii) the government’s results-based management framework business model, which has been developed with ADB support; (iii) overall improvement in government management and fiduciary systems, (iv) the existence of the medium term expenditure program which enables predictable and sustainable program financing; and (v) presence of other development partners in the sector. The ShSSP therefore promotes government efforts toward results- and performance-based management.

### Impact
Effective implementation of the kindergarten to grade 12 education program (Enhanced Basic Education Act of 2013; Philippine Development Plan, 2011-2016 Midterm Update)

### Project Outcome
- DepEd capacity for effective implementation and oversight of key elements of ShSSP strengthened
- TA extended to continue to provide technical support and capacity building activities

### Implementation Progress
- Capacity of DepEd to implement SHS voucher program strengthened
- Capacity of DepEd to implement SHS infrastructure PPPs strengthened
- Capacity for RBL program implementation strengthened

### Status of Implementation Progress (Outputs, Activities, and Issues)
Output 1: Capacity of DepEd to implement SHS voucher program strengthened Technical unit established and staffed. SHS voucher program implementation ongoing. Communications plan for SHS voucher program developed and implemented. Continuing capacity building for technical unit. Ongoing technical assistance support to DepEd to conduct a review of SHS Voucher Program (including Educational Service Contracting) to inform policy reform and improvements in the implementation guidelines of both programs. Output 2: Capacity of DepEd to implement SHS infrastructure PPPs strengthened. A draft communications plan for SHS infrastructure PPP program developed but not implemented following government decision not to proceed with the PPP component for school building infrastructure. Capacity building on PPP for school building infrastructure initiated (sharing of international best practice, briefing on what worked and what did not, resource persons/experts on PPP mobilized) but not completed in view of the restructuring. Output 3: Capacity for RBL program implementation strengthened. Focal unit established within PMO. Ongoing technical support to DepEd in ShSSP DU monitoring and reporting and capacity building. Various technical assistance areas and extensive analytical support were provided and are being provided to facilitate achievement of the DLIs, including: 1) conduct of teacher workforce profiling study to inform teacher deployment; and 2) career guidance and advocacy for teachers. Output 4: Development of the technical-vocational-livelihood (TVL) national framework to inform the strengthening of the TVL track; 4) support to the review of financial management issues and challenges to inform the design of the public financial management reform roadmap; 5) support to the development of the data protocol to inform the development of the TVL tracking system; 6) support to the analyses of the National Achievement Test results; 7) overall support to the DepEd on monitoring and evaluation; 8) support to the development of the financial management reform roadmap of DepEd; 9) support on procurement reforms

### Geographical Location
Nation-wide

### Summary of Environmental and Social Aspects
Environmental Aspects

Involuntary Resettlement

Indigenous Peoples

Stakeholder Communication, Participation, and Consultation

During Project Design

Stakeholders from the different levels 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 and engaged in the design of the program. Various development partners were also consulted to ensure complementarity of support to the Government’s K to 12 program.

During Project Implementation

The regular review missions involved field visits to several schools, including DepEd senior high schools, and voucher participating schools such as private schools, local universities and state universities offering senior high school. During the school visits, extensive focused group discussions, interviews of key informants and school officials, teachers and school partners (e.g., parents, community representatives, local government units, industry partners) are held to assess progress of implementation of senior high school in their schools and community and identify issues, challenges, problems that need to be surfaced and addressed through policy, program intervention or technical support. Schools division offices and regional office officials and staff are also consulted to discuss progress and issues and challenges that need intervention or support. Meetings and focused group discussions with the DepEd Central officials and key bureau and office staff are also conducted to present findings in the field, and assess progress of implementation of the program at their level. The CDTA provided extensive technical support and advice and shared knowledge and expertise to support achievement of the disbursement-linked indicators, and improve capacity of staff in the implementation of the program, and sustain effective implementation of the government’s senior high school program by the DepEd staff beyond the ADB SHSSP program life.

Business Opportunities

Consulting Services

Individual consultants will be recruited to implement the TA (indicatively 27 person-months of international consultants and 66 person-months of national consultants). ADB will engage consultants as individuals in accordance with the Guidelines on the Use of Consultants (2013, as amended from time to time). Individual consultants are being used in order to acquire the specialist expertise required to implement the TA. In order to provide flexibility in TA implementation, the terms of reference and selection method for 6 person-months of additional international consultants and 6 person-months of additional national consultants possibly in the areas of private sector engagement, gender, financial management, education economics and costing, communications, and policy and program implementation will be determined during TA implementation. This will provide flexibility in implementation and allow the TA to be more responsive to needs as they are identified. The TA will also mobilize short-term resource persons as needed to provide specific expertise, in areas similar to those outlined above. Consultants will work in close collaboration with DepEd and will assist DepEd to prepare the outputs described below. Outline terms of reference are in Appendix 3.

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

Timetable

Concept Clearance

14 Sep 2015

Fact Finding

01 Jul 2015 to 10 Jul 2015

MRM

-

Approval

03 Dec 2015

Last Review Mission

-

Last PDS Update

27 Sep 2019

TA 9004-PHI

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Project Page

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