Regional: Strengthening Human Resources and Leadership for Education

Project Name: Strengthening Human Resources and Leadership for Education
Project Number: 51301-001
Country: Regional, Bangladesh, Cambodia, Philippines
Project Status: Active
Project Type / Modality of Assistance: Technical Assistance
Source of Funding / Amount:
- TA 9725-REG: Strengthening Human Resources and Leadership for Education
- Technical Assistance Special Fund
- US$ 750,000.00

Strategic Agendas:
- Inclusive economic growth

Drivers of Change:
- Governance and capacity development
- Knowledge solutions
- Partnerships

Sector / Subsector:
- Education - Education sector development

Gender Equity and Mainstreaming:
- Some gender elements

Description:
The regional knowledge and support technical assistance (TA) will help to (i) strengthen teacher quality and leadership capacities for school education in the Philippines through innovative initiatives for teacher professional development and education leadership and (ii) enable knowledge exchange on promising and effective approaches on improving quality through partnerships between government and civil society organizations (CSOs) for improving teacher quality and effectiveness with Bangladesh and Cambodia.

Project Rationale and Linkage to Country/Regional Strategy:
Major reforms are underway in the Philippines to modernize the education system. Despite increases in enrollment, recent studies show that teachers' content knowledge is weak, in-service teacher training is inadequate, and student learning remains poor. There is a misalignment between school needs and teacher specialization and deployment, and inadequate professional development to deliver the K-12 curriculum. Other countries in Asia and the Pacific face similar problems of inadequate teacher availability and teacher professional development. Ministries of Education in different countries are partnering with CSOs to improve teaching and learning, through intensive school-based activities. Teach for All (TFA) is a global CSO network of 48 independent country organizations with a shared vision to expand educational opportunity. With a common approach of selecting young and high-performing graduates and placing them as teachers with intensive teacher training localized to the country context, the country organizations affiliated with TFA have contributed significantly to augmenting high quality teacher resources in poor and remote schools to improve teaching and learning outcomes.

Collaborative approaches between Teach for the Philippines (TFP) and the Department of Education of the Philippines (DepEd) have helped to address teacher shortage and lack of capacities in government schools. The next phase of reforms in the Philippines calls for continued efforts to strengthen teacher capacities and performance. As governments in the region expand high-quality secondary education, the dearth of qualified teachers gets more acute in higher grades. Building on collaboration between CSOs and education to equip teachers with professional development tools is critical to scale up quality improvement. Developing countries in Asia and the Pacific, such as Cambodia and Bangladesh also face problems of teacher quality and inadequate learning. Cambodia continues to face disparities in education attainment and lack of qualified teachers, particularly in secondary schools. Bangladesh faces considerable challenges in quality of learning and teachers lack adequate skills. The TA, while focusing largely in the Philippines, seeks to bring relevant lessons to other countries in Asia and the Pacific. The TA will document the experiences of TFA organizations in two countries (Bangladesh and Cambodia) in strengthening teacher professional development and in-school support to improve teaching and learning. Bangladesh and Cambodia exemplify the challenges faced by developing countries in improving the quality and performance of the teaching force. ADB has significant investments in nation-wide reform programs in school education in these countries for which such TA could offer complementary support. These countries also have active CSO partnerships in education which can be further informed by activities in this TA.

Impact:
The TA is aligned with: quality of teaching and learning in intervention schools improved.

Project Outcome
Description of Outcome: The outcome will be: Instructional practice and leadership skills in intervention schools improved.
Progress Toward Outcome:

Implementation Progress
Description of Project Outputs: Teacher professional development for primary and junior secondary education in government schools enhanced
Leadership skills for basic education strengthened
Knowledge sharing, and dissemination facilitated

Status of Implementation Progress (Outputs, Activities, and Issues)
Geographical Location:
- Bangladesh - Nation-wide
- Cambodia - Nation-wide
- Philippines - Nation-wide

Summary of Environmental and Social Aspects
Environmental Aspects
Involuntary Resettlement
Indigenous Peoples
Stakeholder Communication, Participation, and Consultation

During Project Design
During Project Implementation

Business Opportunities

Consulting Services
As at TA Concept Stage: Firm, 25 person-months, Firm selection (direct contracting) Individuals, 7 person months

Procurement
As at TA Concept Stage: Office equipment and supplies, request for quotations Software and data management, request for quotations.

Responsible ADB Officer
Shanti Jagannathan

Responsible ADB Department
SDSC

Responsible ADB Division
SDSC-EDU

Executing Agencies
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Timetable

Concept Clearance 27 Feb 2019
Fact Finding -
MRM -
Approval 05 Apr 2019
Last Review Mission -
Last PDS Update 15 Apr 2019

TA 9725-REG

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Project Page
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