



# Technical Assistance Report

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Project Number: 54404-001  
Knowledge and Support Technical Assistance (KSTA)  
December 2020

## Republic of the Philippines: EdTech Solutions for Last Mile Schools in COVID-19

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Asian Development Bank

## CURRENCY EQUIVALENTS

(as of 1 December 2020)

Currency unit	–	Philippine peso (₱)
₱1.00	=	\$0.0208
\$1.00	=	₱48.1000

## ABBREVIATIONS

ADB	–	Asian Development Bank
COVID-19	–	coronavirus disease
DepEd	–	Department of Education
edtech	–	education technology
JHS	–	junior high school
K–12	–	kindergarten to grade 12
LAN	–	local area network
LCP	–	Learning Continuity Plan
LMS	–	last mile school
MELC	–	most essential learning competency
TA	–	technical assistance

## NOTE

In this report, “\$” refers to United States dollars.

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## KNOWLEDGE AND SUPPORT TECHNICAL ASSISTANCE AT A GLANCE

<b>1. Basic Data</b>		<b>Project Number:</b> 54404-001	
<b>Project Name</b>	EdTech Solutions for Last Mile Schools in COVID-19	<b>Department/Division</b>	SERD/SEHS
<b>Nature of Activity</b>	Capacity Development, Research and Development	<b>Executing Agency</b>	Department of Education
<b>Modality</b>	Regular		
<b>Country</b>	Philippines		
<b>2. Sector</b>	<b>Subsector(s)</b>	<b>ADB Financing (\$ million)</b>	
		<b>Total</b>	<b>0.00</b>
<b>3. Operational Priorities</b>		<b>Climate Change Information</b>	
✓ Addressing remaining poverty and reducing inequalities		GHG Reductions (tons per annum)	0
✓ Accelerating progress in gender equality		Climate Change impact on the Project	Low
		<b>ADB Financing</b>	
		Adaptation (\$ million)	0.00
		Mitigation (\$ million)	0.00
		<b>Cofinancing</b>	
		Adaptation (\$ million)	0.00
		Mitigation (\$ million)	0.00
<b>Sustainable Development Goals</b>		<b>Gender Equity and Mainstreaming</b>	
SDG 1.2		Effective gender mainstreaming (EGM)	✓
SDG 4.1			
SDG 5.b		<b>Poverty Targeting</b>	
SDG 10.2		General Intervention on Poverty	✓
<b>4. Risk Categorization</b>	Complex		
<b>5. Safeguard Categorization</b>	Safeguard Policy Statement does not apply		
<b>6. Financing</b>			
<b>Modality and Sources</b>		<b>Amount (\$ million)</b>	
<b>ADB</b>		<b>0.00</b>	
None		0.00	
<b>Cofinancing</b>		<b>2.00</b>	
Japan Fund for Poverty Reduction (Full ADB Administration)		2.00	
<b>Counterpart</b>		<b>0.00</b>	
None		0.00	
<b>Total</b>		<b>2.00</b>	
<b>Currency of Financing:</b> US Dollar			

## I. INTRODUCTION

1. The knowledge and support technical assistance (TA) will support the Department of Education (DepEd) of the Philippines in operationalizing the Basic Education Learning Continuity Plan (LCP),<sup>1</sup> which will enable students to continue learning through blended learning modalities during the coronavirus disease (COVID-19) pandemic.<sup>2</sup> The TA will build the DepEd capacity and support distance education by developing content, training teachers, and piloting education technology (edtech) solutions to ensure that secondary school students<sup>3</sup> have access to quality education throughout school year (SY) 2020/21 and beyond.<sup>4</sup> The pilot will use low-cost tablets to be connected to a local area network (LAN) supported by a solar-powered battery antenna, and target learners in selected school divisions. The content will be accessible nationwide through DepEd platforms. The TA responds to the request of the Government of the Philippines<sup>5</sup> to support the continued learning of secondary school students from disadvantaged households that are enrolled in so-called “last mile schools” (LMSs).<sup>6</sup>

2. The TA is not in the country operations business plan, 2020–2022.<sup>7</sup> It is aligned with the country partnership strategy, 2018–2023 of the Asian Development Bank (ADB) for the Philippines, which supports broader access to quality secondary education.<sup>8</sup> It will complement ADB’s Secondary Education Support Program, and the *Pantawid Pamilyang Pilipino* conditional cash transfer program, which provides education grants to poor households with children younger than 18 years old.<sup>9</sup> The TA is aligned with operational priority 1 (addressing remaining poverty and reducing inequalities) and operational priority 2 (accelerating progress in gender equality) of ADB’s Strategy 2030.<sup>10</sup> It will contribute to Sustainable Development Goal 4 by protecting the basic rights of thousands of students to quality education.<sup>11</sup>

## II. ISSUES

3. Like most countries, the Philippines has been hit hard by the COVID-19 pandemic. DepEd reopened schools on 5 October 2020 for SY2020/21—4 months later than usual—after suspending SY2019/20 on 15 March 2020. The President of the Philippines and the Inter-Agency Task Force instructed DepEd to open schools using distance education instead of face-to-face classes for SY2020/21.<sup>12</sup> To continue providing education under these unprecedented circumstances, DepEd developed the LCP in consultation with local government units, school division offices, academia, the private sector, civil society organizations, and development

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<sup>1</sup> Government of the Philippines, DepEd. 2020. [DepEd Order No. 12, s. 2020: Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency](#). Pasig.

<sup>2</sup> DepEd applies the term “blended learning” to a combination of distance education modalities using printed materials; online education; and education based on television, radio, and/or education technology at home.

<sup>3</sup> Secondary education comprises junior high school (grades 7 to 10) and senior high school (grades 11 to 12).

<sup>4</sup> The school year (SY) in the Philippines generally begins in June and ends in March of the following year.

<sup>5</sup> In a letter dated 24 July 2020, the Department of Finance requested the Asian Development Bank (ADB) to support DepEd in providing learning support kits for disadvantaged students and teachers.

<sup>6</sup> Government of the Philippines, DepEd. 2019. [DepEd Memorandum No. 059, s. 2019: Prioritizing the Development of the Last Mile Schools in 2020-2021: Reaching Out and Closing the Gap](#). Pasig. DepEd defines “last mile schools” as public schools in remote and isolated areas with unreliable or no access to electricity and/or the internet.

<sup>7</sup> ADB. 2019. [Country Operations Business Plan: Philippines 2020–2022](#). Manila.

<sup>8</sup> ADB. [Country Partnership Strategy: Philippines, 2018–2023—High and Inclusive Growth](#).

<sup>9</sup> ADB. [Philippines: Secondary Education Support Program](#); ADB. [Philippines: Social Protection Support Project \(Second Additional Financing\)](#); ADB. [Philippines: Expanded Social Assistance Project](#); and ADB. Republic of the Philippines: Facilitating Youth School-to-Work Transition Program (Subprogram 3) (forthcoming).

<sup>10</sup> ADB. [Strategy 2030: Achieving a Prosperous, Inclusive, Resilient, and Sustainable Asia and the Pacific](#).

<sup>11</sup> The TA first appeared in the business opportunities section of ADB’s website on 2 December 2020.

<sup>12</sup> Government of the Philippines, DepEd. 2020. [Official Statement on the Opening of Classes](#). Pasig.

partners. The LCP defines the most essential learning competencies (MELCs) per subject per grade for SY2020/21, which were streamlined to cover about 40% of the kindergarten to grade 12 (K–12) curriculum. It lays out a strategy for teaching and learning using blended learning modalities. DepEd is developing self-learning modules based on the MELC that can be printed and distributed to, or downloaded by, the learners with complementary learning resources such as online materials, and/or television- and radio-based instructions. Financing the entire LCP will require an estimated budget of ₱62.89 billion (about \$1.29 billion). DepEd is facing challenges in budget and technical capacity, especially in developing the self-learning modules and complementary learning resources for secondary education.

**4. Low enrollment under the LCP and impact of lost learning opportunities.** The rates of secondary school enrollment and completion had been improving steadily prior to the COVID-19 pandemic. The net enrollment rate in junior high school (JHS) had improved from 65% in SY2010/11 to 81% in SY2018/19, while the completion rate had risen from 75% to 89% over the same period.<sup>13</sup> However, as in many other countries, the COVID-19 pandemic threatens to reverse some of these gains in the Philippines education sector.<sup>14</sup> As of 26 October 2020, 25 million K–12 students had enrolled in public and private schools for SY2020/21, or just 90% of the total K–12 enrollments in SY2019/20. The secondary education gross enrollment rate declined from 94% in SY2019/20 to 86% in SY2020/21. Regional disparities persist: the Bangsamoro Autonomous Region in Muslim Mindanao suffered the largest reduction in secondary education enrollment (41%). The negative impact on K–12 enrollment is larger in the National Capital Region (10%), Region III (11%), and Region IV-A (11%) than in other regions, which is associated with a more significant contraction of the economy in these regions and the related adverse effect on household incomes. Students from the poorest quintile are at high risk of dropping out of schools. They may not be able to re-enroll because they do not have ready access to distance education and/or their families' economic situation has become particularly precarious. Available research suggests that prolonged disruption in schooling and learning will have an adverse long-term impact on affected students,<sup>15</sup> and eventually on the youth joining the Philippine workforce. The loss in potential human capital because of low enrollment in basic education will have substantial long-term social and economic implications for the Philippines.

**5. Learning inequality in disadvantaged areas.** Inequality in resources and facilities persist for schools in geographically isolated and disadvantaged areas. DepEd issued a memorandum prioritizing the advancement of LMSs in May 2019 to fill the learning gaps. In SY2018/19, a total of 1,573,360 K–12 students enrolled in 9,225 LMSs across all regions, except the National Capital Region (footnote 6). These schools do not have access to internet, adequate textbooks, the required teaching materials, or equipment. LMSs often provide multigrade teaching and are mostly more than 1 hour's travel distance away from a town center or are in difficult terrain. Over 3,500 LMSs lack access to reliable electricity. Even before the COVID-19 crisis, teachers and learners in LMSs were disadvantaged in terms of access to basic infrastructure, learning environment, and resources. Now, with distance education, they face even greater challenges since they lack reliable access to electricity and the internet. Many LMS students do not have

<sup>13</sup> In SY2010/11, only 5 of 10 children of secondary school age in the poorest 20% of households were in JHS, compared with 8 of 10 children in the richest 20% of households. In SY2017/18, 7 of 10 children of secondary school age in the poorest 20% of households were in JHS, compared with 9 of 10 children in the richest 20% of households.

<sup>14</sup> The Philippines is the only country in Southeast Asia that has reopened schools based solely on distance education (i.e., no face-to-face classes). Other countries in the region have reopened schools with face-to-face classes, after putting in place required health, safety, and social distancing protocols; with the exception of Myanmar where schools have been suspended altogether since August 2020 because of the increase in COVID-19 cases.

<sup>15</sup> E. Hanushek and L. Woessmann. 2020. [The Economic Impacts of Learning Losses](#). *OECD Education Working Papers No. 225*. OECD Publishing, Paris.

desks or computers at home, or parents who can help them with learning. The government has therefore called for a concerted effort to find suitable edtech solutions for these disadvantaged schools, teachers, and students. The DepEd office in the Sarangani province introduced a unique blended learning model using low-cost tablets connecting to a LAN supported by a solar-powered battery antenna. This solution does not require internet connection or printing and allows continued learning.

6. **Lack of skills and quality learning resources to support distance education.** DepEd has made significant efforts to train more than 850,000 teachers and school leaders for school reopening without face-to-face classes. It implemented three online teacher training courses—management of learning delivery modalities, learner welfare and well-being, and psychosocial support and training in wellness—covering 90% of teachers nationwide. However, conducting distance education full-time for all students and for a prolonged period is new and requires continuous support and upskilling as teachers, learners, and guardians encounter emerging challenges. This rapid scale-up of distance education highlights the need to develop quality learning resources that can be used with different learning modalities: online, audio, and visual. It has also become clear that secondary education requires more relevant digital content for both audio and visual modes than elementary education does.<sup>16</sup>

### III. THE TECHNICAL ASSISTANCE

#### A. Impact and Outcome

7. The TA is aligned with the following impact: opportunities for human development equalized.<sup>17</sup> The TA will have the following outcome: secondary education learning continuity strengthened in the time of COVID-19.<sup>18</sup> The achievement of the outcome will be determined by examining the dropout rate and the mainstreaming of interactive, gender-, and indigenous people-responsive content as proxies of quality education being provided in LMSs as a result of this TA's outputs. One of the most frequent reasons cited for dropping out of high school in the Philippines is lack of interest, which relates to low quality and relevance of education and makes these two indicators appropriate for strengthened education delivery.

#### B. Outputs, Methods, and Activities

8. The TA will have three outputs, as outlined below and described in more detail in the terms of reference.<sup>19</sup>

9. **Output 1: Content for blended learning in secondary education developed.** The TA will recruit a consulting firm to develop interactive, gender-, and indigenous people-responsive digital content for both audio and visual modes for secondary education, which are aligned with the MELCs and K–12 curriculum. DepEd has defined the MELCs in each subject, so that students can learn better with complementary learning resources. The TA will develop digital content that covers at least 50% of MELCs in three prioritized core subjects—mathematics, science, and English—for students of grades 7–12. It will also develop digital content for selected courses of

<sup>16</sup> Several development partners, including the Government of Australia, United Nations Children's Fund (UNICEF), and United States Agency for International Development, have been supporting kindergarten and elementary education.

<sup>17</sup> Government of the Philippines, National Economic and Development Authority. 2017. [Philippine Development Plan 2017-2022](#). Manila.

<sup>18</sup> The design and monitoring framework is in Appendix 1.

<sup>19</sup> Terms of Reference for Consultant or Organization (accessible from the list of linked documents in Appendix 3).

the technical-vocational-livelihood track,<sup>20</sup> which is offered to senior high school students via distance education. The content will promote interactive and individualized learning by incorporating gamification features to facilitate learning. The TA will enhance DepEd's learning management system to analyze learners' behavior and assess the learning progress. The digital content will be used and tested in the pilot supported by output 2, targeting selected LMSs. The piloted content will be made available to secondary students nationwide through DepEd Commons, an online platform for students and teachers that supports distance education. The different modes and the content, once tested and validated, can also be adapted for use in ADB's other developing member countries. The TA will incorporate best practices on edtech solutions to develop the content.

**10. Output 2: Low-cost edtech solution for distance education piloted.** The TA will conduct a pilot project using low-cost tablets and installing antennas to connect to LANs. These will be supported by solar-powered batteries in selected LMS communities, where reliable electricity access and internet connection are not available. DepEd's computerization program before COVID-19 provided at least one laptop or desktop computer to 93% of the schools. These computers will be used as servers for the pilot. ADB, in consultation with DepEd, will select participating school divisions and LMSs based on results from a rapid assessment supported under ongoing ADB assistance.<sup>21</sup> The rapid assessment team will validate DepEd's LMS dataset and collect additional school-specific information to select target LMSs and assess feasibility based on certain criteria (e.g., school's commitment and contiguousness of households within the school community). The TA will provide about 20 LAN sets, consisting of wi-fi antenna, solar panel, cables, and poles; and 3,000 tablets to secondary school students in 20 LMSs to support distance education. Information technology officers from selected school divisions will work with the consulting firm to install the LANs and will be responsible for their maintenance. The consulting firm will monitor participating school divisions, and design baseline and end-line surveys to assess the impact of edtech solutions on learning outcomes. The findings will be used to adjust any implementation shortcomings prior to scaling up the pilot. Resulting lessons, including gender-specific insights from the pilot, will be shared at knowledge sharing events and inform ensuing edtech projects in the Philippines and in other ADB developing member countries.

**11. Output 3: Technical expertise and training in sustaining blended learning provided.** The TA will support training for teachers and school leaders in sustaining student learning through distance education in the medium and long term. This involves (i) using technologies for additional content development; (ii) supporting individualized learning for students; (iii) enhancing formative assessment of student learning; and (iv) transitioning students back to classroom teaching and learning. The TA will produce several knowledge products to underpin DepEd's communication with stakeholders and the presentation of lessons and best practices. These products will include (i) digital training tools for teachers and school leaders to manage blended learning; (ii) user-friendly and inclusive guidance notes and social marketing tools for parents and guardians to support learning at home (e.g., radio-based communication for parents and guardians who are illiterate); and (iii) reports on the pilot using edtech in LMSs. All knowledge products will use gender-sensitive language and imagery. An external impact assessment of student learning by learning modality will be done at the end of the TA activities.

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<sup>20</sup> Senior high schools in the Philippines offer four tracks for students to select: academic, technical-vocational-livelihood, sports, and arts. About 40% of senior high school students were enrolled in the technical-vocational-livelihood track in SY2019/20.

<sup>21</sup> ADB. [Philippines: Secondary Education Support Program](#) (Transaction Technical Assistance).

## C. Cost and Financing

12. The TA is estimated to cost \$2.1 million, of which \$2.0 million will be financed on a grant basis by the Japan Fund for Poverty Reduction and administered by ADB. The key expenditure items are listed in Appendix 2. The Government of the Philippines will provide counterpart support in the form of counterpart staff, secretarial assistance, and other in-kind contributions.

13. In accordance with the Japan Fund for Poverty Reduction's Policy Guidelines for Technical Assistance Grant (2020), eligible expenditures include: (i) consultant services, (ii) non-consultant costs for local training and workshops, goods for pilot testing, etc., and (iii) operating costs essential to carry out the TA, including vehicle rental, if justified. The TA will not finance ineligible expenditures: (i) purchase of vehicles, (ii) salaries for civil servants, (iii) foreign travel, (iv) scholarships or long internships, (v) detailed engineering design, (vi) civil works and other related expenses, and (vii) those on ADB's Prohibited Investment Activities List.

## D. Implementation Arrangements

14. ADB will administer the TA. The Human and Social Development Division of ADB's Southeast Asia Department will select, supervise, and evaluate consultants, and will monitor the procurement of goods by the consultants. DepEd will be the executing agency, and its executive committee will provide oversight and guide the respective focal divisions. The implementation arrangements are summarized in the table.

**Implementation Arrangements**

Aspects	Arrangements		
Indicative implementation period	January 2021–January 2023		
Executing agency	Department of Education		
Implementing agency	ADB (Human and Social Development Division, Southeast Asia Department)		
Consultants	To be selected and engaged by ADB		
	Firm QCBS (90:10)	One consulting firm providing various experts: education specialist and team leader; curriculum development and training specialist; education technology and ICT specialist; gender and social development specialist; procurement specialist; and monitoring and evaluation specialist	\$1,800,000
Procurement of goods <sup>a</sup>	To be procured by consultants		
	Open competitive bidding, national advertisement	Number of contracts will be finalized based on the rapid assessment results	\$600,000 included in TA firm's contract as a provisional sum
Disbursement	Disbursement of TA resources will follow ADB's <i>Technical Assistance Disbursement Handbook</i> (2020, as amended from time to time). Payments for goods for pilot testing will be made directly to suppliers using direct payment procedure in accordance with ADB's <i>Technical Assistance Disbursement Handbook</i> (2020, as amended from time to time).		
Asset turnover	Tablets and other ICT equipment purchased under the TA will be turned over to the target schools following ADB guidelines. <sup>b</sup>		

ADB = Asian Development Bank, ICT = information and communication technology, QCBS = quality- and cost-based selection, TA = technical assistance.

<sup>a</sup> Procurement Plan (accessible from the list of linked documents in Appendix 3).

<sup>b</sup> ADB. 2018. Administering Grant-Financed Technical Assistance. *Project Administration Instruction*. PAI 5.09 (paras. 41 and 42). Manila.

Source: Asian Development Bank.

15. **Consulting services.** ADB will engage the consultants following the ADB Procurement Policy (2017, as amended from time to time) and its associated staff instructions (footnote 19). The terms of reference of the consultants will include the procurement of goods under the TA, but payments for goods for pilot testing will be made directly to suppliers using direct payment procedure in accordance with ADB's Technical Assistance Disbursement Handbook (2020, as amended from time to time).

16. **Pilot testing of project approach.** Pilot testing of a project approach will test the use of low-cost edtech solutions for LMS learners in selected school divisions in the second semester of SY2020/21 (February 2021 to June 2021) and in SY2021/22. The pilot will target at least 3,000 secondary education female and male students in selected LMSs and use digital content developed by the TA (output 1) to improve student learning outcomes. The result of the pilot will be used for a scale-up in other regions and to design future education projects in the Philippines and other ADB developing member countries. ADB will engage a consulting firm to implement the pilot, and the consultants will facilitate the procurement of goods for the pilot. The goods will include about 20 LAN sets, consisting of wi-fi antenna, solar panel, cables, and poles; and 3,000 tablets for secondary school students. The firm and the selected LMS school divisions will develop the capacity of students and teachers for using the edtech, implement and monitor the pilot, and raise the understanding of parents and communities (output 3). DepEd, as the executing agency, and selected LMS school divisions will supervise the pilot's implementation and monitoring. The pilot testing will not result in any potential adverse environmental and/or social impacts. The size and cost of the pilot project will not exceed 30% of the TA amount. Counterpart in-kind contribution, including allocation of project sites and permits or clearances, and implementation arrangements were agreed with the government during the consultation mission in October 2020. The TA meets all criteria for pilot testing of a project approach.

17. **ADB's procurement.** Procurement will follow the ADB Procurement Policy (2017, as amended from time to time) and Procurement Regulations for ADB Borrowers (2017, as amended from time to time).

18. **Cofinancier requirements.** The TA's monitoring and reporting requirements and any changes in implementation arrangements will follow ADB's applicable project administration and staff instructions, and will comply with the Japan Fund for Poverty Reduction's guidelines. Major changes in the TA scope and objectives will be discussed with DepEd and Japan Fund for Poverty Reduction, and the TA completion report will be shared with the Government of Japan.

#### IV. THE PRESIDENT'S DECISION

19. The President, acting under the authority delegated by the Board, has approved the Asian Development Bank administering technical assistance not exceeding the equivalent of \$2,000,000 to the Republic of the Philippines to be financed on a grant basis by the Japan Fund for Poverty Reduction for EdTech Solutions for Last Mile Schools in COVID-19, and hereby reports this action to the Board.

## DESIGN AND MONITORING FRAMEWORK

<b>Impact the TA is Aligned with</b> Opportunities for human development equalized. <sup>a</sup>			
<b>Results Chain</b>	<b>Performance Indicators with Targets and Baselines</b>	<b>Data Sources and Reporting Mechanisms</b>	<b>Risks</b>
<p><b>Outcome</b> Secondary education learning continuity strengthened in the time of COVID-19</p>	<p>By 2024</p> <p>a. Dropout rates for junior and senior high school boys and girls in participating LMSs is below X%,<sup>b</sup> disaggregated by sex (SY2019/20 baseline: TBD,<sup>b</sup> disaggregated by sex)</p> <p>b. Piloted edtech solution replicated in at least 1 non-pilot participating school division (2020 baseline: not applicable)</p> <p>c. Secondary education digital content for distance education mainstreamed, with at least 80% uploaded on DepEd Commons<sup>c</sup> (2020 baseline: not applicable)</p>	<p>a. DepEd-EBEIS, EMISD</p> <p>b. Consultants' completion report</p> <p>c. DepEd secondary education curriculum</p>	<p>Class suspensions because of an increase in local COVID-19 transmission</p>
<p><b>Outputs</b></p> <p>1. Content for blended learning in secondary education developed</p> <p>2. Low-cost edtech solution for distance education piloted</p> <p>3. Technical expertise and training in sustaining blended learning provided</p>	<p>By 2023</p> <p>1a. Gender- and IP-responsive<sup>c</sup> digital content for secondary education covering at least 50% of the most essential learning competencies in mathematics, science, and English developed and disseminated (2020 baseline: not applicable)</p> <p>2a. At least 80% of pilot-participating students (at least 50% of them female) complete digital content for distance education by SY2021/22 using tablet (2020 baseline: not applicable)</p> <p>2b. At least one knowledge-sharing event organized to disseminate the pilot findings (2020 baseline: not applicable)</p> <p>3a. At least 80% of teachers and school leaders (at least 20% of them men<sup>d</sup>) report increased skills in gender- and IP-inclusive blended learning</p>	<p>1a. Consultants' quarterly reports</p> <p>2a. Consultants' quarterly reports</p> <p>2b. Event agenda and minutes</p> <p>3a. Consultants' completion report, based on post-training self-assessments</p>	<p>Continued COVID-19 restrictions delay procurement and delivery of edtech equipment</p> <p>Insufficient participation of parents and guardians to sustain blended learning</p>

Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks
	modalities (2020 baseline: not applicable)  3b. Gender- and IP-inclusive social marketing materials for parents and guardians disseminated (2020 baseline: not applicable)	3b. Consultants' quarterly reports	
<p><b>Key Activities with Milestones</b></p> <p><b>1. Content for blended learning in secondary education developed</b></p> <p>1.1 Obtain DepEd endorsement on the content development plan by Q3 2021</p> <p>1.2 Complete validation and quality assurance processes by Q4 2021</p> <p><b>2. Low-cost edtech solution for distance education piloted</b></p> <p>2.1 Procure edtech equipment by Q2 2021</p> <p>2.2 Collect baseline data for learning outcomes through pre-survey by Q3 2021</p> <p>2.3 Conduct online training for teachers and school leaders on equipment and modules by Q4 2021</p> <p>2.4 Conduct knowledge-sharing event on evaluation report findings by Q4 2022</p> <p><b>3. Technical expertise and training in sustaining blended learning provided</b></p> <p>3.1 Establish radio partnership for communication tools and social marketing by Q2 2021</p> <p>3.2 Develop and obtain DepEd endorsement of gender- and IP-inclusive audio and visual social marketing content by Q3 2021</p> <p>3.3 Disseminate communication tools and social marketing content by Q4 2021</p> <p>3.4 Complete teacher and school leader training by Q4 2022, and post-training self-assessments by Q4 2022</p>			
<p><b>Inputs</b></p> <p>Japan Fund for Poverty Reduction: \$2.0 million</p> <p>Note: The government will provide counterpart support in the form of counterpart staff, secretarial assistance, and other in-kind contributions.</p>			
<p><b>Assumptions for Partner Financing</b></p> <p>Not applicable</p>			

COVID-19 = coronavirus disease, DepEd = Department of Education, EBEIS = enhanced basic education information system, edtech = education technology, EMISD = Education Management Information System Division, IP = indigenous people, LMS = last mile school, Q = quarter, SY = school year.

<sup>a</sup> Government of the Philippines, National Economic and Development Authority. 2017. [Philippine Development Plan 2017-2022](#). Manila.

<sup>b</sup> The baseline and target are to be determined in February 2021, after the SY2019/20 data on LMS dropouts become available.

<sup>c</sup> DepEd Commons is an online platform for public school teachers and learners from kindergarten to grade 12 (K–12), which supports distance learning modalities.

<sup>c</sup> In this context, “gender- and IP-responsive” refers to measures and actions taken to address unconscious gender- and ethnicity-based biases and stereotypes in the course materials and associated teaching methodology. This definition is in line with DepEd’s “Gender Responsive Basic Education Policy” (DepEd Order # 32, S. 2017).

<sup>d</sup> 73% of DepEd secondary school teachers are women.

Source: Asian Development Bank.

**COST ESTIMATES AND FINANCING PLAN**  
(\$'000)

Item	Amount
<b>Japan Fund for Poverty Reduction<sup>a</sup></b>	
1. Consultants	
a. Remuneration and per diem	
i. International consultants	350.0
ii. National consultants	700.0
b. Out-of-pocket expenditures	
i. International and local travel	50.0
ii. Goods (rental and/or purchase) <sup>b</sup>	20.0
iii. Surveys	10.0
iv. Training, seminars, and conferences <sup>c</sup>	40.0
v. Reports and communications	10.0
vi. Printed publications <sup>d</sup>	20.0
2. Pilot testing	
a. Goods <sup>e</sup>	600.0
3. Contingencies	200.0
<b>Total</b>	<b>2,000.0</b>

Note: The technical assistance (TA) is estimated to cost \$2.1 million, of which contributions from the Japan Fund for Poverty Reduction are presented in the table. The government will provide counterpart support in the form of counterpart staff, secretarial assistance, and other in-kind contributions. The value of the government contribution is estimated to account for 5% of the total TA cost.

<sup>a</sup> Administered by the Asian Development Bank.

<sup>b</sup> Goods includes office equipment and other modest goods (e.g. software and materials) to support digital content development, which will be proposed by consulting firm and be determined during the TA implementation. The equipment will be handed over to the Department of Education at TA completion.

<sup>c</sup> Modalities of trainings and conferences will depend on the coronavirus disease pandemic situation. If limited in-country, face-to-face trainings for teachers and school leaders are not feasible, it will be conducted via online. Includes travel allowance of ADB staff acting as a resource person, following ADB (Budget, Personnel, and Management Systems Department; and Strategy and Policy Department). 2013. Use of Bank Resources: Regional Technical Assistance and Technical Assistance vs. Internal Administrative Expenses Budget. Memorandum. 26 June (internal).

<sup>d</sup> Printed materials include user-friendly and inclusive guidance notes and social marketing tools developed by the TA for teachers, parents and guardians to support students learning at home.

<sup>e</sup> Local area network set consisting of wi-fi antenna, solar panel, cables, and poles; and tablets for students.

Source: Asian Development Bank estimates.

**LIST OF LINKED DOCUMENTS**

<http://www.adb.org/Documents/LinkedDocs/?id=54404-001-TARreport>

1. Terms of Reference for Consultant or Organization
2. Contribution to Strategy 2030 Operational Priorities
3. Procurement Plan

**Supplementary Document**

4. Approved Technical Assistance Concept Paper