



Project Information Document/ Integrated Safeguards Data Sheet (PID/ISDS)

Concept Stage | Date Prepared/Updated: 07-Sep-2018 | Report No: PIDISDSC25301



BASIC INFORMATION

A. Basic Project Data

Country Philippines	Project ID P164765	Parent Project ID (if any)	Project Name Teacher effectiveness and competencies enhancement project (P164765)
Region EAST ASIA AND PACIFIC	Estimated Appraisal Date Jan 14, 2019	Estimated Board Date Jul 09, 2019	Practice Area (Lead) Education
Financing Instrument Investment Project Financing	Borrower(s) Republic of the Philippines	Implementing Agency Department of Education	

Proposed Development Objective(s)

To improve teaching in kindergarten to grade 3 and improve elementary school management in project-supported areas

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	100.00
Total Financing	100.00
of which IBRD/IDA	100.00
Financing Gap	0.00

DETAILS

World Bank Group Financing

International Bank for Reconstruction and Development (IBRD)	100.00
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Environmental Assessment Category

B - Partial Assessment

Concept Review Decision

Track II-The review did authorize the preparation to continue



Other Decision (as needed)

N/A

B. Introduction and Context

Country Context

1. Economic growth in the Philippines has been strong over the past decade. The annual Gross Domestic Product (GDP) growth averaged from 3.4 percent in 1986–1995 to 4.1 percent in 1996–2005 and up to 5.4 percent in 2006–2015. The country's per capita income grew at an average of 3.6 percent annually, while the population grew at 1.8 percent over 2006–2015. Between 2011 and 2015, the country sustained growth at 6.3 percent, which increased to 6.9 percent in 2016 and then slightly dipped to 6.7 percent in 2017, the dip likely due to the dissipation of 2016 election spending.
2. National poverty rate fell from 26.6% in 2006 to 21.6% in 2015 but the pace of poverty reduction is slower than many countries in the East Asia Region. There also exists large regional as well as urban vis-à-vis rural disparities in terms of poverty. The reasons behind this slow decline in poverty include: the slower pace and less pro-poor pattern of growth, high inequality of income and wealth, and disasters and conflict.
3. Inclusive development is the heart of the national long-term vision. The Philippines Development Plan (PDP) 2017-2022 aims to lay a strong foundation for inclusive development and toward becoming a more innovative society. The target is to reduce poverty incidence and create an innovative and knowledge-based economy. Human development and equalization of opportunities for everyone is placed at the center of the PDP. The PDP emphasizes that human development is an important factor of development and that “better human development outcomes will be attained by reducing inequalities in the Filipino's ability to stay healthy, be well-nourished, and continuing to learn through their lives”.

Sectoral and Institutional Context

4. Major policy reforms have been launched to improve the quality of education. In the past years, the government of the Philippines has embarked on an ambitious reform agenda in education sector. In 2011, the Kindergarten Education Act (Per Republic Act no. 10157) incorporated kindergarten into the education system. The implementation of universal kindergarten began in school year (SY) 2011-2012 and one-year kindergarten became a pre-requisite for admission to Grade 1 (enforced since the SY 2014-2015). The 2013 “Act Enhancing the Philippines Basic Education” (Public Act No. 10533) aims to create a functional basic education system that will equip citizens with essential competencies, skills and values for both life-long learning and productive employment. These objectives are to be achieved by: (i) adding one-year kindergarten and grades 11 and 12 to basic education; (ii) developing new curricula for senior high school; (iii) revising curricula for kindergarten through grade 10; and (iv) improving teacher quality through both in-service and pre-service teacher training to meet the content and performance standards of the new kindergarten to grade 12 (K to 12) curriculum. The curriculum implementation started during SY 2012-2013 and the first batch of senior high school students graduated in 2018.
5. The implementation of the reform increased the demand for teachers and required measures to further improve teacher quality. The education reform requires an increase in the number of teachers as well as upgrade their credentials. Continuing this effort, the Department of Education adopted the Philippines Professional Standards for Teachers (PPST) through the DepEd Order 42, 2017. The PPST outlines the required skills and competencies of quality teachers, enabling



them to cope with emerging global changes. The PPST articulates what constitutes teacher quality in the K to 12 reforms through well-defined domains, strands and indicators that provide measures of professional learning, competent practice, and effective engagement. As a result, in-service training is at the center of the implementation of the PPST. Central to the strategy to improve teacher quality through school-based in-service teacher training is the Learning Action Cells (LAC). LAC supports the continuing professional development of teachers based on the principle of lifelong learning and aims to improve teacher competencies. The LAC function as a professional learning community for teachers and to date, more than 30,000 grades 1 to 3 teachers have been trained in early literacy and numeracy.

6. As the government continues the expansion of its K to 12 agenda, improvement of results will require a further deepening of the reform agenda particularly as it relates to teachers. There are two major challenges that remain: (1) the processes related to teacher quality (pre-service training, in service training, monitoring and evaluation, etc.) should be aligned with the new standards; and (2) it is expected that a large number of teachers will not achieve the new service standards.

Relationship to CPF

7. The proposed project will support the World Bank’s Country Partnership Strategy (CPS) 2015 – 2019 Engagement Area 2 “Empowerment of the poor and vulnerable” by improving the quality of basic education and access for the vulnerable. The proposed operation is consistent with and derived from the CPS and was identified in the Performance & Learning Review as part of the “Comprehensive program for regional development in Mindanao” for boosting human development. In addition, the interventions under the proposed project are aligned with the Bank’s twin goals of eradicating extreme poverty and increasing shared prosperity, and the literature on human capital has documented a positive correlation between investment in human capital and social and economic development.

C. Proposed Development Objective(s)

To improve teaching in kindergarten to grade 3 and improve elementary school management in project-supported areas

Key Results (From PCN)

- Improved teaching practices in reading and math based on classroom observations¹ (disaggregated by gender)
- Improved coaching practices based on clear outcomes to be reached by coaches as defined by the project
- Increase in percentage of principals applying new teacher support practices (disaggregated by gender)
- Improved reading and math scores based on an agreed assessment tool (i.e., ELLNA, etc.).

D. Concept Description

Component 1: Improve teacher professional development for grades kindergarten to grade 3 (K to 3)

8. Teachers matter more for learning than any other school-level factor. In recognition of the central role played by teachers, DepEd developed the PPST that outlines the required skills and competencies of quality teachers in the Philippines. PPST, as the foundation for this component, will be supported to improve teacher effectiveness through

¹ The instrument for measuring the indicators for teachers, coaches and principals will be finalized during project preparation. It will be based on tools that have already been developed for classroom observations and monitoring of performance of coaches and principals.



coaching and professional development activities.

9. Sub-component 1.1: Transform coaching at the school level through innovative approaches. This sub-component will support an enhanced coaching program for kindergarten to grade 3 teachers. The role of coaching currently exists in the Philippines education system and while some of the pieces of the existing system will be utilized, there will be a change of the system to make it more formal, consistent and effective.

10. Sub-Component 1.2 In-service interactive professional development to complement and support coaching activities. This sub-component will support the development and implementation of teacher professional development activities that will serve as a complement to the coaching activities. While coaching will be a primary focus of the intervention, the effectiveness of the coaching will increase if the teachers have accompanying individual (self-study) and group activities closely aligned to the coaching that strengthen knowledge and skills. Coaches can leverage these activities and tailor their work to individual teachers to address specific areas for improvement.

11. Sub-component 1.3: Establish links with pre-service teacher training institutions based on in-service teacher training and coaching. This sub-component will focus on involvement of pre-service teacher training institutions in supporting the training of coaches and of the coaching program. The specific literacy and numeracy activities as well as those helping children build socioemotional skills under the coaching program itself -- including the materials, teaching approach and practices—could inform and be integrated into the pre-service program. This would ensure consistency of approach and have teachers coming out of pre-service programs better prepared to effectively teach early grade literacy and numeracy.

Component 2: Provision of instructional materials for effective teaching and learning that include socio-emotional skills from K to Grade 3

12. The DepEd has developed the curriculum of reading and mathematics subjects for K to grade 3 in English, Filipino and 19 local languages. This component will support textbook and instructional material development by first, evaluating existing materials available for each individual grade from K to grade 3 that have been developed either by central DepEd or the regional education offices for reading and math.

13. Subcomponent 2.1: Development of supplementary instructional materials. During preparation, an initial research to review a select number of existing reading and math materials. This will give a sense of the magnitude of activities under this sub-component. Based on results, this sub-component will support technical assistance to review the full K to grade 3 curriculum, textbooks and other resources for teaching and learning reading and math, and identify gaps in teaching and learning materials.

14. Subcomponent 2.2: Production and dissemination of materials. This subcomponent will support the production and distribution of a suite of required teaching and learning resources; both existing and supplementary instructional materials for teaching and learning identified and developed under sub-component 2.1.

Component 3: Enhance leadership through professional development

15. Evidence shows that teachers tend to be more effective in a strong support system, and that strong school leadership is necessary for teacher growth and skills upgrading. With the roll out of the PPST, teachers have a framework within which to orient themselves and identify their specific areas for development to meet the new standards and progress in their career. This component's activities will complement interventions under component 1.



16. Subcomponent 3.1: Regional and division education staff professional development. This sub-component aims to improve functions and responsibilities of regional and division offices in charge of teaching and learning by creating a support system for teachers and principals. The project will support activities that will build accountability at the regional and division level as well as a collaborative networking environment across the education sector.

17. Subcomponent 3.2: Strengthen school leadership. Principals and school heads play a critical role in the quality of instruction in classrooms. Research points to the potential impact on improved student learning when school leaders are trained on how to support teachers. Technical assistance and training in proven school management skills and practices for principals and school heads would be supported under this sub-component. Project preparation will also consider potential opportunities for climate change adaptive capacity building at the school level. Although DepEd already has specific guidelines related to disaster risk mitigation and climate change hazards, the project could provide additional support that strengthens school leadership awareness of additional hazards and preparedness to reduce vulnerability to such risks.

Component 4: Project management, monitoring and evaluation and data analysis capacity

18. Sub-component 4.1: Strengthen school-level data management and reporting. Training and capacity building will be provided at the school level to teachers, principals and school heads on data analysis and reporting as needed for better accuracy and effectiveness of information being shared (i.e., through school report cards, school improvement planning etc.). This sub-component will also provide technical assistance related to formative assessment data collection (see component 1) to help capture and manage such data, and potentially linking formative assessment results with other existing school-level systems. Lastly, it will build on current interventions that support DepEd information system development and training to identify potential information gaps and opportunities to further strengthen information management and reporting.

19. Sub-component 4.2: Support project management, monitoring and reporting. This will support implementation, coordination, and management of project activities on planning and execution, financial management, procurement, supervision and reporting, internal and external audits, environmental and social safeguards management (as applicable), and monitoring and evaluation. In addition, this sub-component will provide necessary training/workshops, logistics, and operational costs to relevant DepEd bureaus and support the monitoring and evaluation of project activities and results indicators.

20. Finally, it is likely that this project will focus on select region(s) first to establish a solid evidence base of an effective teacher coaching mechanism before expanding this approach to other regions in the Philippines. It is critical that lessons learned are being collected and monitoring and evaluation results captured as part of a “blue print” for other regions wanting to adapt this approach. This sub-component will also provide the necessary support in the development of an expansion plan.

Gender analysis

21. Review of existing literature and evidence from the Philippines suggest that primary-aged boys are underperforming relative to girls in enrollment, attendance, retention, and learning outcomes. This “reverse” gender disparity in the Philippines begins at the pre-primary level, where the net enrollment ratio shows that boys (79.9%) participate in pre-primary education less than girls (80.8%) (2015, UNESCO Institute for Statistics); their lower school readiness is likely to put them at a disadvantage upon entering grade 1.



22. Project preparation activities will explore potential entry points to address gender biases and gaps. Proposed preparation activities include a review of existing teaching and learning materials to identify gender-biased portrayal of boys and girls and produce more gender-balanced materials, work with other donors who have supported “gender neutral” teaching in Filipino classrooms, adjust project-supported training and coaching to turn “awareness” of teachers, coaches and principals about gender stereotyping into “action” in classrooms. A draft gender results chain has been developed and is currently being discussed with the Bank’s gender focal teams.

SAFEGUARDS

A. Project location and salient physical characteristics relevant to the safeguard analysis (if known)

Exact project location has not been determined but is likely to focus on specific regions in Mindanao including the Autonomous Muslim Region of Muslim Mindanao, which would have presence of indigenous peoples. Once specific locations are identified, the ISDS would be updated accordingly.

B. Borrower’s Institutional Capacity for Safeguard Policies

DepEd has strong internal guidelines and policies governing environmental and social safeguards aspects, and capacity to implement these policies.

C. Environmental and Social Safeguards Specialists on the Team

Maria Loreto Padua, Social Specialist
Gerardo Pio Francisco Parco, Environmental Specialist

D. Policies that might apply

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	No civil works will be undertaken. This policy is triggered because of the need to do a social assessment in connection with triggering OP 4.10.
Performance Standards for Private Sector Activities OP/BP 4.03	No	
Natural Habitats OP/BP 4.04	No	This policy is not triggered as the project will not impact natural habitats
Forests OP/BP 4.36	No	This policy is not triggered given that the project will not finance activities that affect forests
Pest Management OP 4.09	No	This policy is not triggered given that the project will not finance the purchase or use of pesticide
Physical Cultural Resources OP/BP 4.11	No	This policy is not triggered given that there will be no expected impacts on physical cultural resources



Indigenous Peoples OP/BP 4.10	Yes	Although specific location/s have not been identified, there is high probability that the target area in Mindanao would have presence of IPs.
Involuntary Resettlement OP/BP 4.12	No	Project does not involve civil works.
Safety of Dams OP/BP 4.37	No	This policy is not triggered given that the project will not support the construction or rehabilitation of dams, nor will support other investments which rely on the services of existing dams
Projects on International Waterways OP/BP 7.50	No	This policy is not triggered given that the project will not affect international waterways as defined under the policy
Projects in Disputed Areas OP/BP 7.60	No	This policy is not triggered given that the project will not affect disputed areas as defined under the policy

E. Safeguard Preparation Plan

Tentative target date for preparing the Appraisal Stage PID/ISDS

Nov 30, 2018

Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS

Safeguards preparatory work will commence following the PCN review meeting, most likely in September to be completed prior to the Decision Meeting in December 2018. Specifically, this will involve the preparation of the updated IP Participation Framework (IPPF) as safeguards instrument. The IPPF shall be based on consultations with organized IP groups; IP service providers for education; and the National Commission on Indigenous Peoples. It would also entail a review of the accomplishments of the IP National Education Policy to be led by the IPs Education Office of DepEd as well as other programs and studies that are related to the proposed project. In addition, social assessment(s) will be carried out in scope and form necessary once location and intervention mechanisms have been determined.

As a safeguards instrument, the IPPF would confirm the commitment to ensure responsiveness of the project to IP groups as part of the National Policy Framework on IP Education as well as the specific commitments such that these policies would be observed and applied in the design, implementation and monitoring of TEACEP with corresponding technical and financial resources. Similarly, the social assessment(s) will ensure that key social issues and risks are identified/understood, and determine social impacts on different stakeholders to guide potential mitigation measures.

CONTACT POINT

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APPROVAL

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