



Report and Recommendation of the President to the Board of Directors

Project Number: 45089-004
April 2019

Proposed Results-Based Loan Republic of the Philippines: Secondary Education Support Program

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Asian Development Bank

CURRENCY EQUIVALENTS

(as of 1 April 2019)

Currency unit – peso/s (₱)

₱1.00 = \$0.019

\$1.00 = ₱52.71

ABBREVIATIONS

ADB	–	Asian Development Bank
ALS	–	Alternative Learning System
DepEd	–	Department of Education
DLI	–	disbursement-linked indicator
ESC	–	Educational Service Contracting
FM	–	financial management
JHS	–	junior high school
K to 12 Program	–	Kindergarten to Grade 12 Basic Education Program
NAT	–	National Achievement Test
PAP	–	program action plan
RBL	–	results-based lending
SBM	–	school-based management
SHS	–	senior high school
SY	–	school year
TA	–	technical assistance
TVL	–	technical-vocational-livelihood

NOTE

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

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RESULTS BASED PROGRAM AT A GLANCE

1. Basic Data		Project Number: 45089-004	
Project Name	Secondary Education Support Program	Department/Division	SERD/SEHS
Country	Philippines	Executing Agency	Department of Education
Borrower	Philippines		
2. Sector		ADB Financing (\$ million)	
✓ Education	Subsector(s) Secondary		300.00
		Total	300.00
3. Strategic Agenda		Climate Change Information	
Inclusive economic growth (IEG)	Subcomponents Pillar 2: Access to economic opportunities, including jobs, made more inclusive	Climate Change impact on the Project	Low
4. Drivers of Change		Gender Equity and Mainstreaming	
Governance and capacity development (GCD)	Components Institutional development Public financial governance	Effective gender mainstreaming (EGM)	✓
5. Poverty and SDG Targeting		Location Impact	
Geographic Targeting	No	Nation-wide	High
Household Targeting	No		
General Intervention on Poverty	No		
SDG Targeting	Yes		
SDG Goals	SDG4, SDG5, SDG10		
6. Risk Categorization:		Complex	
7. Safeguard Categorization		Environment: C Involuntary Resettlement: C Indigenous Peoples: C	
8. Financing			
Modality and Sources		Amount (\$ million)	
ADB		300.00	
Sovereign Results Based Lending (Regular Loan): Ordinary capital resources		300.00	
Cofinancing		0.00	
None		0.00	
Counterpart		23,777.40	
Government		23,777.40	
Total		24,077.40	
Currency of ADB Financing: USD			

I. THE PROPOSAL

1. I submit for your approval the following report and recommendation on a proposed results-based loan to the Republic of the Philippines for the Secondary Education Support Program.

2. The program will continue support for implementation of system-wide secondary education reforms during 2019–2023 as part of the Asian Development Bank’s (ADB) support to the Government of the Philippines’ Kindergarten to Grade 12 Basic Education Program (K to 12 Program).¹ The program builds on and complements ADB’s ongoing Senior High School Support Program² and will improve secondary level student learning outcomes and completion rates by (i) strengthening secondary education curriculum and assessment; (ii) improving the quality and relevance of technical-vocational-livelihood (TVL) education in secondary schools; (iii) improving the quality of teachers in secondary education; (iv) strengthening the secondary education financing system; and (v) strengthening school-based management in secondary education.³

II. THE PROGRAM

A. Strategic Context

3. The Philippines has experienced unprecedented economic expansion, with gross domestic product growth averaging 6.6% in 2011–2016. To maintain this growth, structural changes in the local economy and rapid technological changes in the global economy must be met with a workforce equipped with an appropriate set of advanced skills and knowledge. The government recognizes that human capital development is crucial for enhancing competitiveness, sustaining growth, and promoting inclusion. The Philippine Development Plan, 2017–2022 emphasizes equalizing human development opportunities by improving access to quality basic and tertiary education, particularly for the poor.⁴ The overarching strategic framework for basic education calls for (i) the full implementation of the K to 12 Program, (ii) continuing curriculum reforms, (iii) enhancing teacher competency, (iv) developing and improving interventions to keep students in school, and (v) strengthening inclusion programs.⁵

4. The K to 12 Program, introduced in 2013, aims to equip youth with foundational and life skills to prepare them for tertiary education and employment. The K to 12 Program’s secondary education component includes an additional 2-year senior high school (SHS) level; a curriculum to meet 21st century skills requirements, including problem solving and information and communication technology; a TVL track for job-ready skills; and expanded use of public–private partnerships in education financing, including the junior high school (JHS) Educational Service Contracting (ESC) and the SHS voucher program.⁶

¹ The K to 12 Program covers kindergarten, primary (grades 1–6), and secondary education. Secondary education comprises four years of junior high school (grades 7–10) and two years of senior high school (grades 11–12).

² Asian Development Bank (ADB). 2014. *Report and Recommendation of the President to the Board of Directors: Proposed Results-Based Loan to the Republic of the Philippines for the Senior High School Support Program*. Manila.

³ The ADB provided program preparatory technical assistance (TA) for Secondary Education Support Program. ADB. 2016. *Technical Assistance to the Government of the Philippines for Secondary Education Support Program*. Manila. (TA 9071).

⁴ National Economic and Development Authority. 2017. *Philippine Development Plan, 2017-2022*. Pasig City.

⁵ Basic education covers kindergarten to grade 12.

⁶ The ESC scheme provides a fixed tuition subsidy for students to pursue JHS education in a participating private school of their choice. The SHS voucher program is for JHS completers who opt to study SHS in a non-Department

5. Despite the gains in enrollment and completion compared with 1990 levels, the country's secondary education system continues to face access challenges. In school year (SY) 2015/16, the JHS net enrollment rate was only 68% and the completion rate was 74%. In the same school year, only six out of 10 children of secondary school age belonging to the poorest 20% of households were in JHS, compared with nine in the richest 20%. Only 15% of secondary school age children from the poorest 20% of households were in SHS compared with 52% from the richest quintile.⁷ Girls continue to outperform boys in most JHS indicators based on SY2015/16 sex-disaggregated data: net enrollment rate (female: 79.9%, male: 68.8%), completion rate (female: 78.5%, male: 69.7%), and dropout rate (female: 6.5%, male: 6.6%). In addition, more needs to be done to improve students' learning outcomes. In SY 2014/15, less than half of the students obtained a mean percentage score (MPS) greater than 50% in the National Achievement Test (NAT).⁸

6. The government has identified the next set of development constraints. Subject specialists and SHS teachers have noted (i) difficulties in completing the new SHS curriculum within the allocated instructional time, reflecting the need to review its scope and sequence, and (ii) poor alignment with community and industry needs. For example, many Department of Education (DepEd) secondary schools offer TVL specializations that are not necessarily responsive to local industry requirements or students' preferences. Moreover, the shortage of licensed guidance counselors has reduced schools' ability to provide good career guidance. DepEd's Alternative Learning System (ALS) Program has been addressing the learning needs of out of school youth. With the adoption of a new K to 12 curriculum, the rollout of a K to 12 compliant ALS curriculum needs to be accelerated.

7. In addition, teacher quality needs to improve. Many secondary schools do not have enough specialized teachers in core subjects because of difficulties in recruiting and deploying subject specialists. The shortage of specialized teachers and the challenge of retaining them in the system partly result from the absence of a clear teacher career pathway and inadequate professional development opportunities to address training needs. Key priorities to improve teacher quality include: (i) alignment of both pre-service education and in-service training with the K to 12 curriculum and the Philippine Professional Standards for Teachers; (ii) improving the matching of teacher specialization with subject taught; and (iii) developing a more responsive teacher career pathing policy, including an increase in the number of master teacher⁹ positions.

8. While budget allocation for basic education has increased significantly following recent education reforms, the DepEd's utilization of its budget has only started to improve and needed increases in specific budget items remain. The school maintenance and other operating expenses budget increased by more than 50% during 2011–2015, but this has been inadequate to meet specific needs at both JHS and SHS levels. These shortages are exacerbated by DepEd's chronic underutilization of its budget. Inadequate equipment, tools, and learning materials limit the ability

of Education (DepEd) SHS (i.e., private schools or state and local university and college). The assistance defrays (either partly or in full) the school fees charged by the non-DepEd SHS provider.

⁷ Philippine Statistics Authority. 2016. *Annual Poverty Indicators Survey*. Manila.

⁸ The students' performance progress and least mastered competencies could not be ascertained in SY2015/16 and SY2016/17 since the NAT was not administered due to procurement issues in the printing of the test instruments.

⁹ Master teacher refers to teaching positions in the DepEd system whose qualification standards for teachers in the academic track and core subjects include (i) at least a master's degree in the relevant strand or subject, (ii) at least 4 years of relevant teaching or industry experience, and (iii) at least 8 hours of training relevant to the subject area specialization.

of teachers (and students) to teach (and learn) specialized subjects. This is partly caused by delays in the centralized procurement of these critical inputs. The JHS ESC and SHS voucher programs provide increased options to male and female students to choose their secondary school. However, the subsidy programs' effectiveness, cost, equity of access, and quality assurance processes need careful examination to maximize positive outcomes. Finally, two decades of school-based management (SBM) implementation in the country show that key stakeholders need to be actively involved to continuously improve student learning outcomes.¹⁰ The establishment of school governance councils could provide a strong mechanism to foster community engagement and strategic partnerships. The previous system of assessing the SBM practice of each school needs to be invigorated, given its important link to improving schools and student learning outcomes.

B. Program Rationale

9. The program will complement ADB's ongoing SHS Support Program (footnote 2) by supporting reforms at the JHS level and addressing emerging issues in SHS. The program aligns with ADB's country partnership strategy for the Philippines 2018–2023, which supports improved access to quality secondary education.¹¹ It will complement ADB support to the conditional cash transfer program, which provides education grants to secondary school children belonging to poor families; and the JobStart Philippines Program, which focuses on getting youth from education to employment.¹² The program is also aligned with ADB's Strategy 2030 (Table 1).¹³

Table 1: Alignment with Strategy 2030

Strategy 2030 Priorities	Secondary Education Support Program
1. Addressing remaining poverty and reducing inequalities	(i) Improve employment opportunities and incomes of secondary education graduates; (ii) raise secondary level completion rates of those who would otherwise not have completed high school and who are likely to be from poorer households; (iii) address the learning needs and unique circumstances of the out-of-school youth through the Alternative Learning System program.
2. Accelerating progress in gender equality	Improve gender equality through actions that are gender-sensitive and responsive to the needs of female and male learners. This includes (i) integrating gender in the secondary education curriculum and in the analysis of test results, (ii) deploying qualified male and female master teachers, and (iii) mobilizing female and male career advocates in secondary schools.

Source: Asian Development Bank.

10. **Performance of current results-based lending program.** The SHS Support Program increased whole-of-government support and resources to achieve results and implement the reforms and innovations embedded in the results indicators. The SHS Support Program also supported the establishment and smooth rollout of the SHS level, starting with the development of the SHS curriculum. The SHS Support Program supported key results including the hiring of 47,000 science and math teachers, which allowed DepEd to achieve its minimum service standard for the number of qualified teachers per student in DepEd SHSs. The SHS Support Program was instrumental in the development and effective implementation of the SHS voucher

¹⁰ F. Yamauchi. 2014. An Alternative Estimate of School-Based Management Impacts on Students' Achievements: Evidence from the Philippines. *Journal of Development Effectiveness*. 6 (2). pp. 97–110.

¹¹ ADB. 2018. *Country Partnership Strategy: Philippines, 2018–2023—High and Inclusive Growth*. Manila.

¹² ADB. 2015. *Additional Financing: Social Protection Support Project in the Philippines*. Manila; and ADB. 2015. *Technical Assistance to the Republic of the Philippines for Support for the Nationwide Rollout of Jobstart Philippines*. Manila.

¹³ ADB. 2018. *Strategy 2030: Achieving a Prosperous, Inclusive, Resilient, and Sustainable Asia and the Pacific*. Manila.

program, which is now benefiting almost one million students. Strong government ownership of the results has ensured continued commitment despite leadership changes. Technical assistance (TA) provided by ADB improved DepEd's capacity to rigorously monitor the implementation of the overall SHS Support Program.¹⁴

11. **Lessons learned.** ADB has applied lessons learned from the SHS Support Program engagement in designing the proposed program. First, there should be strong commitment and support at all levels of the executing agency to achieve the results and sustain reform implementation. Second, there is a need to provide TA to strengthen government systems and support the achievement of the agreed results. Third, the use of an interagency program coordination committee improves implementation and addresses operational bottlenecks. Building on these lessons, program preparation involved extensive consultation with DepEd and other stakeholders to align with government priorities, capacity, resources, and commitment.

12. **Program modality.** Based on the experience and successes of the SHS Support Program, the use of the results-based lending (RBL) modality was selected for the proposed program. The government's secondary education reform agenda, which the program will support, is extensive—covering 8,751 DepEd schools, 5,210 private schools, 293,086 public school teachers, 223 schools divisions, 17 regions, and 10.6 million learners. The RBL modality is appropriate to support the government's reform agenda because it focuses on critical results and system reforms, rather than specific transactions and expenditures as in the case of the project modality. The RBL modality will leverage resources to advance key systemic and policy reforms and catalyze increased government and development partner resources to support the achievement of the program results. Given that the program's systems are applied, and reforms are implemented by government staff, the RBL modality will strengthen internal systems, enhance sustainability, and institutionalize good practices and initiatives.

13. **ADB value addition.** ADB's pioneering support for Philippine's secondary education helped achieve key reforms, including the recent transition to a K to 12 basic education cycle. ADB has provided direct support to the DepEd in the design and implementation of the ALS and the SHS voucher program and will continue to mobilize support to improve the programs' effectiveness. Reforms on teacher development, curriculum development, student assessment, and technical-vocational education will be supported, given ADB's extensive engagement and experience in implementing similar reforms in several Asian countries. Financing and engagement from the private sector and key partners will be leveraged by improving implementation of the TVL track and SBM. Institutional and capacity development on financial management (FM), procurement, and career guidance will be provided through ADB TA support (footnote 3).

C. Program Scope

14. The program will support the development and implementation of reforms under the government's secondary education program from 2019 to 2023. Following the RBL policy, the program will not include high-value procurement contracts and packages.¹⁵

¹⁴ ADB. 2015. *Technical Assistance to the Government of the Philippines for Implementing the Senior High School Support Program*. Manila.

¹⁵ High-value procurement includes contracts of \$50 million for works, \$30 million for goods, \$20 million for information technology systems and non-consulting services, and \$15 million for consulting services.

Table 2: Program Scope

Item	Broader Government Program	Results-Based Lending Program
Outcome	Improved basic education graduates prepared for employment or further education and training	Secondary level student learning outcomes and completion rates improved
Key outputs	K to 12: curriculum and assessment reform; basic education sector inputs (including classrooms, learning materials, equipment) delivered; teacher hiring, deployment, professional development, and incentives provided; and basic education sector management and administration reform supported	Secondary education: (i) curriculum and assessment reform, (ii) technical-vocational-livelihood education, (iii) career guidance, (iv) teacher professional development and career advancement, (v) DepEd public financial management reforms, (vi) student subsidy programs, and (vii) school-based management.
Program expenditure	\$59,526.0 million (K to 12 Program)	\$24,077.4 million (secondary education subsector of government's K to 12 Program)
Main financiers and the respective financing amounts	Government: \$58,790.0 million ADB: \$300.0 million World Bank: \$300.0 million Australia: \$69.2 million USAID: \$59.8 million UNICEF: \$7.0 million	Government \$23,777.4 million ADB: \$300.0 million
Geographic coverage	Nationwide	Nationwide
Implementation period	Ongoing from 2013	2019–2023

ADB = Asian Development Bank, DepEd = Department of Education, K to 12 = kindergarten to grade 12, UNICEF = United Nations Children's Fund, USAID = United States Agency for International Development.

Source: Asian Development Bank.

D. Program Results

15. The program's impact will be equalized opportunities for human development. The outcome will be improved secondary level student learning outcomes and completion rates. The program will primarily benefit current and future students who will gain increased access to a higher quality and more relevant secondary education that is aligned to 21st century labor market needs. Teachers will also benefit from the increased professional development opportunities and a clear career advancement pathway. Of the six disbursement-linked indicators (DLIs), DLI 1 will assess the achievement of the outcome by the improved performance of students in the NAT and in the SHS TVL national competency assessment. The rest of the DLIs are grouped into three program outputs and described in paras. 16–18. The DLIs are summarized in Table 3 and Appendix 3, Table A3.1.¹⁶

16. **Output 1: Quality and relevance of the secondary education program improved.** This output will strengthen the secondary education curriculum and assessment system, which is expected to equip approximately 10.6 million learners currently in the system, and an additional 2 million grade 7 entrants each year during 2019-2023 with essential competencies for lifelong learning and employability. To address the learning needs of some 2.5 million out-of-school youth who are not able to attend SHS formal education, the SHS-level ALS curriculum will be aligned with the K to 12 curriculum (DLI 2, program action plan [PAP] 1.1)¹⁷ and pilot tested in a few areas (DLI 2). The scope and sequence of the math, science, and English curriculum guides will be reviewed and revised to make them responsive to learners' needs, the labor market, and issues affecting youth (e.g., teenage pregnancy, substance abuse) (DLI 2). Grades 10 and 12 summative tests will be strengthened, and the results disseminated and analyzed (including from a gender perspective) to drive teaching and learning improvements. The DepEd schools division office staff

¹⁶ A detailed description of the DLI indicators and the corresponding verification protocols are in Appendix 3.

¹⁷ Program Action Plan (accessible from the list of linked documents in Appendix 2).

will be trained to analyze the test results to initiate needed adjustments in the teaching process (DLI 2, PAP 1.5). The TVL specializations offered in DepEd schools will be reviewed to align with student preferences, community needs, industry requirements, and labor market demand (DLI 3, PAP1.3). A tracking system will be developed to measure the national competency passing rate of TVL students (DLI 3).

17. **Output 2: Quality of secondary education teachers improved.** Recognizing the importance of teacher quality in engendering better learning outcomes, this output will support measures to enhance teacher motivation, increase teacher proficiency through professional development and career advancement opportunities, and increase the number of qualified teachers. A policy which establishes career paths for teachers will be adopted to provide incentives that will attract qualified male and female candidates into teaching, retain qualified teachers, and improve the link between teachers' professional development needs and training programs (DLI 4). Vacant master teacher positions will be filled in line with the teachers' career path requirements (DLI 4, PAP 2.3), and more teachers will be hired to meet the minimum service standards for teacher–student ratios in math, science, and Filipino (DLI 4). A comprehensive professional development program will be developed and implemented to improve teacher proficiencies in line with the teacher professional standards (DLI 4). The current 293,086 public secondary education teachers and additional teachers who will be hired during 2019-2023 will benefit from the improved teaching practice, content knowledge and quality of instruction, which will ultimately redound to improved student learning outcomes.

18. **Output 3: Secondary education sector management strengthened.** To support DepEd's financial management reforms, institutional arrangements, including the establishment of the DepEd financial management reform committee, will be implemented (DLI 5, PAP 3.1). The program will ensure that schools receive their maintenance and other operating expenses budget on time (DLI 5, PAP 3.3). The budget for tools, equipment, and school furniture will be released to schools division offices to facilitate timely procurement and delivery to schools (DLI 5, PAP 3.4). The program will assess the effectiveness of subsidy programs (ESC and voucher program), and improvements will be adopted to improve implementation of these programs (DLI 5). Output 3 will also support measures to strengthen SBM to empower schools and their key partners to take a more active role in improving student learning outcomes and alignment to labor market demands. School governance councils (with gender-balanced representation among parents, students, and teachers) will be established (DLI 6, PAP 3.9). The SBM assessment framework will be revised to strengthen stakeholder engagement and accountability and promote a conducive and safe learning environment (DLI 6, PAP 3.12). The financial management and SBM reforms are expected to improve spending efficiency, reduce bottlenecks especially at the financing level, and ensure better-informed school plans and actions. The reforms will benefit 8,751 public secondary schools and 223 schools division offices, while improvements in the subsidy programs will benefit close to 1 million students and 5,210 private schools.

Table 3: Disbursement-Linked Indicators

Indicator	Disbursement Allocated (\$ million)	Share of Total ADB Financing (%)
Outcome		
DLI 1 Learning outcomes for male and female secondary education students improved	40.0	13.33
Outputs		
DLI 2 Secondary education curriculum and assessment strengthened	60.0	20.00
DLI 3 Quality and relevance of TVL education in secondary schools improved	32.5	10.84
DLI 4 Quality of teachers in secondary education improved	65.0	21.67
DLI 5 Secondary education financing system strengthened	62.5	20.83

DLI 6 School-based management in secondary schools strengthened	40.0	13.33
Total	300.0	100.00

ADB = Asian Development Bank, DLI = disbursement-linked indicator, TVL = technical-vocational-livelihood.
Source: Asian Development Bank estimates.

19. Achievement of DLIs will be verified based on a rigorous verification protocol, agreed with the government and performed by outside entities independent of the DepEd. The Department of Budget and Management will verify the achievement of the targets in DLI 5 (secondary education financing system). An external independent verification agent, to be recruited under ADB-financed TA, will verify the achievement of the other DLIs (footnote 3).

E. Expenditure Framework and Financing Plan

20. **Program expenditures.** The RBL program expenditures are estimated to be \$24,077.4 million from 2019 to 2023 (Table 4).

Table 4: Summary of Program Expenditure Framework, 2019–2023 (in 2018 prices)

Item	Amount (\$ million)	Share of Total (%)
1. Teachers	13,794.8	57.3
2. School maintenance and other operating expenditures	2,767.8	11.5
3. Classrooms	2,365.6	9.8
4. Educational Service Contracting and Voucher Program	1,540.5	6.4
5. Learning materials	836.3	3.5
6. Information and communication technology package	557.9	2.3
7. Others	2,214.5	9.2
Total	24,077.4	100.0

Source: Asian Development Bank estimates.

21. **Program financing.** The government will finance \$23,777.4 million (98.8%) of the \$24,077.4 million cost of implementing the program. To address government's financing requirements, and to support DLI achievement, advance financing of up to 25% of the total loan amount can be provided. Financing of prior results achieved not more than 12 months before loan signing will be allowed (up to 20% of the total loan amount). However, disbursements can only be made once the program is effective. The combined outstanding balance of advance financing and financing for prior results cannot exceed 30% of the total loan amount.

22. The government has requested a regular loan of \$300,000,000 from ADB's ordinary capital resources to help finance the program. The loan will have a 25-year term, including a grace period of 5 years; an annual interest rate determined in accordance with ADB's London interbank offered rate (LIBOR)-based lending facility; a commitment charge of 0.15% per year; and such other terms and conditions set forth in the draft loan agreement. Based on the annuity method with 10% discount factor, the average maturity is 18.31 years and the maturity premium payable to ADB is 0.20% per year.

23. The financing plan is summarized in Table 5.

Table 5: Program Financing Plan

Source	Amount (\$ million)	Share of Total (%)
Government	23,777.4	98.8
Asian Development Bank		
Ordinary capital resources (regular loan)	300.0	1.2
Total	24,077.4	100.0

Source: Asian Development Bank estimates.

24. **Disbursement arrangements.** Except for advance financing, which will be based on the achievement of future DLIs, ADB disbursement will be made following achievement and verification of DLIs (Appendix 3). Disbursements will be allowed for early or late achievement of DLIs. Partial disbursements will be allowed for some DLIs. Disbursements will not depend on evidence of expenditure or transactions. The government will ensure that total program expenditures are equal to, or exceed, the total amount of the loan withdrawn. Before the disbursement of loan proceeds, the Department of Finance will submit a withdrawal application, along with evidence verifying DLI achievement in accordance with the verification protocol. In case advance financing was utilized, the government will refund any outstanding advance within 6 months of program completion if DLIs are not achieved by program completion. The loan proceeds will be disbursed to an account specified by the government.

F. Capacity Development and Program Action Plan

25. The PAP will support capacity development in program areas, including review of the curriculum, education assessment, collection of sex-disaggregated data to assess student learning, teacher proficiency, gender analysis, and SBM. It will also support the implementation of DepEd's financial management and procurement reforms.

G. Implementation Arrangements

26. DepEd will be the executing agency and will implement the program through its central, regional, schools division offices, and secondary schools. DepEd's Executive Committee will serve as the program steering committee and will set strategic directions and provide overall operational guidance.¹⁸ A program implementation and coordination committee, composed of DepEd implementing units, will coordinate implementation of DLI and PAP, and address operational bottlenecks. An expanded program implementation and coordination committee will include key officials from the Departments of Finance and Budget and Management, and the National Economic and Development Authority; and will discuss key implementation requirements that need their support or intervention.

III. SUMMARY OF ASSESSMENTS

A. Program Technical Assessments

27. The DLIs and PAP, which have been selected, prioritized, and vetted through a rigorous consultation process with government, directly respond to key secondary education issues and challenges. The results and planned actions are designed to improve learning outcomes and will contribute directly to the secondary education graduates' increased productivity, employability, and readiness to pursue further education. The DLIs and PAP are underpinned by the government's reform agenda and priorities in secondary education. These are based on extensive analyses undertaken by ADB and the government. The targeted results are likely to be sustainable in the medium-term since they will increase spending efficiency and gain strong stakeholder support once in place. Overall, the program has sound design and implementation arrangements, and a well-designed results framework. The DLIs are critical indicators for achieving the program results.

¹⁸ The secretary of education chairs the Executive Committee, and all undersecretaries and assistant secretaries are members.

28. As part of the government's secondary education program, the program will improve employment opportunities and incomes of graduates in two ways: (i) by equipping them, especially those taking the TVL track, with sufficient competencies to qualify them for good-quality, higher-paying jobs even if they do not intend to pursue further studies; and (ii) by preparing them to pursue higher education. This means that the program will contribute to raising their incomes closer to levels earned by post-secondary technical-vocational graduates (about 30% higher, on average, based on data from the Labor Force Survey), and even higher (about 86%) if they are able to complete college.¹⁹

29. The poor, who are mainly enrolled in DepEd schools or its nonformal education program, will have greater access to better and more affordable education because of the proposed program. They will also have better opportunities to pursue post-secondary education and training or improve their chances of getting better jobs and raising their incomes. The program will encourage the poor, who would otherwise not have completed high school, to complete high school. These outcomes can be attributed to the improved quality of secondary education.

30. The program is classified as *effective gender mainstreaming*. It aims to achieve gender equality results through actions that are gender-sensitive and responsive to the needs of female and male learners. The following key gender elements and actions are embedded in the DLIs: (i) integration of gender perspective in the analysis of NAT results; (ii) youth-relevant issues such as substance abuse, sexual and reproductive health, and teenage pregnancy, adequately addressed through curriculum revision; (iii) having two teachers (preferably one female and one male) in each secondary school trained, certified, and designated as career advocates to provide career guidance to students free of gender bias and stereotypes; and (iv) monitoring the progress and performance of a conducive and safe learning environment (free of gender-based discrimination and violence, and bullying), and making this an integral part of the SBM assessment framework.

B. Program Systems Assessments

31. **Monitoring and evaluation system.** DepEd's existing monitoring and evaluation systems are robust and will allow timely reporting and monitoring of implementation and results. However, further improvements are required, including establishing protocols to regularize data collection (e.g., passing rates of completers in the national competency assessment), encoding the data into the enhanced basic education information system, and improving the link between the learner information system and the ESC and voucher monitoring systems. DepEd's program management service will be responsible for consolidating reports from DepEd's implementing units and ensuring the timely submission of progress reports to ADB and DepEd.

32. **Fiduciary systems.** The FM assessment of DepEd concluded that overall pre-mitigation FM risk is *substantial*. DepEd's FM has improved from 2014 to 2017, but some weaknesses remain, such as the limited number and weak capacity of internal audit staff. An action plan to address these issues has been formulated with DepEd (PAP 3.1, 3.2, 3.3, 3.6, and 3.7). A procurement capacity assessment of DepEd indicates that its procurement system has the institutional arrangements to implement reforms, but it also has key challenges. Procurement planning and compliance monitoring are weak. This causes delays in procurement and delivery of critical inputs to end-users. Risk mitigating measures include capacity building of field-level staff on procurement planning and hiring additional qualified staff to handle major procurement activities.

¹⁹ Government of the Philippines, Philippine Statistical Authority. 2017. *Labor Force Survey*. Manila. <https://psa.gov.ph/statistics/survey/labor-and-employment/labor-force-survey> (accessed 21 October 2018).

33. The Guidelines to Prevent or Mitigate Fraud, Corruption, and Other Prohibited Activities in Results-Based Lending for Programs were explained to and discussed with the government and DepEd.²⁰

34. **Safeguard systems.** The program is categorized C for environment, involuntary resettlement, and indigenous peoples. Therefore, no program safeguards system assessment was undertaken. No construction or renovation activities will occur, and no land acquisition or restriction of land use will trigger any of ADB's safeguards policy principles. Indigenous peoples communities will not be specifically targeted. No differential impacts are expected.

C. Integrated Risk Assessment and Mitigating Measures

35. Major risks and mitigating measures are described in detail in the integrated risk assessment and mitigating measures.²¹ Risks include (i) unanticipated economic slowdown which reduces school participation rates and government's fiscal capacity to provide services; (ii) change in government leadership, leading to a change of priorities and weakened support to reforms embedded in the program's results framework; (iii) insufficient funding for proper implementation of the SHS TVL track, which requires substantial investment in equipment and laboratories; (iv) limited number and weak capacity of DepEd's internal audit service staff; and (v) weak procurement capacity at central and subnational levels, leading to delays in procurement of critical inputs. Risk mitigating measures include (i) integrating efficiency and cost-effectiveness measures in FM reforms; (ii) broadening support by mobilizing multi-stakeholder engagement at national and local levels; (iii) ensuring full implementation of the basic education medium-term expenditure plan, 2019–2023, which includes the TVL track; (iv) strengthening audit procedures and training DepEd's internal audit staff; and (v) conducting procurement training of Bids and Awards Committee and procurement staff, with a focus on procurement planning.

IV. ASSURANCES

36. The government has agreed with ADB on certain covenants for the RBL program, which are set forth in the loan agreement.

V. RECOMMENDATION

37. I am satisfied that the proposed results-based loan would comply with the Articles of Agreement of the Asian Development Bank (ADB) and recommend that the Board approve the loan of \$300,000,000 to the Republic of the Philippines for the Secondary Education Support Program, from ADB's ordinary capital resources, in regular terms, with interest to be determined in accordance with ADB's London interbank offered rate (LIBOR)-based lending facility; for a term of 25 years, including a grace period of 5 years; and such other terms and conditions as are substantially in accordance with those set forth in the draft loan agreement presented to the Board.

Takehiko Nakao
President

24 April 2019

²⁰ ADB. 2013. *Piloting Results-Based Lending for Programs*. Manila. (Appendix 7)

²¹ Integrated Risk Assessment and Mitigating Measures (accessible from the list of linked documents in Appendix 2).

DESIGN AND MONITORING FRAMEWORK

Impact the Results-Based Lending Program is Aligned with

Opportunities for human development equalized (Philippine Development Plan, 2017–2022)^a

Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks
Outcome Secondary level student learning outcomes and completion rates improved	a. Proportion of JHS and SHS students (disaggregated by sex) with mean percentage score of at least within nearly proficient (50%-74%) or better in the NAT increased by at least 6 percentage points by SY 2022/23 (SY2016/17 baseline for grade 10: 32.3%); (SY2018/19 baseline for grade 12: TBD) ^b [DLI 1.2] b. At least 2 percentage point increase in the national certificate assessment passing rate of SHS TVL students (SY2019/20 baseline: TBD; ^c disaggregated by sex) by SY 2022/23 [DLI 1.1] c. Completion rate for JHS students increases to at least 78.5% (disaggregated by sex) ^d by SY 2022/23 (SY2015/16 baseline for grade 10: 74.0%; male: 69.7%, female: 78.5%) d. Completion rate for SHS students increases by X percentage points (disaggregated by sex) ^d by SY 2023/24 (SY2017/18 baseline: TBD; ^e disaggregated by sex)	a. DepEd-BEA b–c. DepEd-EBEIS, EMISD d. DepEd-EBEIS, EMISD	Unanticipated economic slowdown, reducing school participation rates and government's fiscal capacity to provide services
Outputs 1. Quality and relevance of the secondary education program improved	1a. BEA and SDOs report on results and analysis (including gender analysis) of grade 10 and 12 NAT disseminated to all Regional Offices, SDOs, schools by SY2019/20 (SY2018/19 baseline: Not disseminated on time, not analyzed) [DLI 2.2] 1b. At least 80% of 223 SDO focal persons trained on assessment with increased knowledge of how to utilize SY 2019/20 NAT results by 2020 (2018 baseline: 0) [DLI 2.2] 1c. Out-of-school learners accessed SHS level ALS in pilot areas in at least two SDOs by 2021 (2018 baseline: 0) [DLI 2.3] 1d. Revised JHS and SHS curricula on math, science, and English posted on DepEd website by 2022 (2018 baseline: not applicable) [DLI 2.4] 1e. At least 50% of DepEd secondary schools have two teachers (preferably one male and one female) certified and designated as career advocates by 2022 (2018 baseline: 0) [DLI 3.3]	1a. DepEd-BEA 1b. DepEd-BEA 1c. DepEd-BLD 1d. DepEd-BCD 1e. DepEd-YFD, NEAP	Reduced or weakened government support for the reforms embedded in the program's results framework
2. Quality of secondary education teachers improved	2a. By SY2019/2020, at least 10 percent increase in the number of DepEd secondary schools that achieve the minimum service standard for qualified teacher–student ratio in math, science, and Filipino (SY2018/19 baseline: math (6%), science (5.7%), Filipino (20.9%) [DLI 4.1] 2b. Gender-sensitive teacher career pathing policy established by 2021 (2018 baseline: no policy) [DLI 4.2] 2c. At least 50% of vacant Master Teacher ^f positions at the DepEd secondary schools as of 5 October 2018 filled by 2022 (5 October 2018 baseline: 0% of the 2,662 vacant master teacher positions) [DLI 4.3] 2d. Comprehensive proficiency program for teachers posted on DepEd website by 2023 (2018 baseline: no program) [DLI 4.4]	2a. DepEd-SDOs; DBM 2b. DepEd-EBEIS, EMISD 2c. DepEd-BHROD, PPD 2d. DepEd-NEAP	

Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks
3. Secondary education sector management strengthened	<p>3a. At least 50% of DepEd secondary schools as of December 31, 2018 receive their school maintenance and other operating expenses budget on time by 2020 (2018 baseline: 24%) [DLI 5.2]</p> <p>3b. At least 10% of the total budget for tools, equipment, and school furniture decentralized to schools division offices within 2 months from the start of the fiscal year by 2021 (2018 baseline: 0) [DLI 5.3]</p> <p>3c. Assessment of the secondary education subsidy programs completed by 2022 (2018 baseline: none) [DLI 5.4]</p> <p>3d. By 2023, policy on the improved implementation of the secondary education subsidy programs posted on DepEd website (2018 baseline: no policy) [DLI 5.5]</p> <p>3e. By 2020, policy on the establishment of SGCs with inclusive representation in all DepEd secondary schools posted on DepEd website (2018 baseline: no policy) [DLI 6.1]</p> <p>3f. Revised SBM assessment framework for secondary schools posted on DepEd website by 2021 (2018 baseline: 2012 framework) [DLI 6.2]</p> <p>3g. At least 20 percent increase in the number of DepEd secondary schools with functional SGCs by 2022 (2021 baseline: TBD)⁹ [DLI 6.3]</p>	<p>3a. DepEd-SDOs; DBM</p> <p>3b. GAA; DepEd-SDOs</p> <p>3c. OUFDA</p> <p>3d. DepEd order with operational guidelines</p> <p>3e-f. DepEd order; DepEd website</p> <p>3g. DepEd-BHROD-SED, SDOs</p>	
<p>Key Program Actions</p> <p>1. Quality and relevance of the secondary education program improved</p> <p>1.1 Review the implementation of K to 12-compliant SHS level ALS program by 2022</p> <p>1.2 Develop, issue, and disseminate curriculum policy for K to 12 to all stakeholders by 2019</p> <p>1.3 Install a process for periodic review of the secondary education curriculum by 2023</p> <p>1.4 Review and improve the secondary education summative and formative assessment systems by 2020</p> <p>1.5 Develop the training module for the analysis of grade 10 and 12 NAT results by 2021</p> <p>1.6 Review the implementation of the TVL joint delivery program by 2019</p> <p>1.7 Conduct consultation workshops at the regional offices and school divisions offices to ensure alignment of the TVL specialization offerings with labor market demand by 2023</p> <p>1.8 Prepare an SHS work immersion manual by 2019</p> <p>2. Quality of secondary education teachers improved</p> <p>2.1. Develop a program to support more TVL teachers to acquire at least Training Methodology 1 by 2020</p> <p>2.2. Institutionalize sex-disaggregated EBEIS data collection on teacher specializations by 2018</p> <p>2.3. Develop change management plan to implement the teacher career pathing policy for secondary education teachers by 2019</p> <p>2.4. Develop and institutionalize administration of assessment tool to evaluate secondary education teacher proficiency by 2023</p> <p>3. Secondary education sector management strengthened</p> <p>3.1. Review DepEd's financial management system for effective adoption of the government-wide fiscal reform agenda by 2019</p> <p>3.2. Create, fill, and deploy adequate number of financial management positions in DepEd secondary schools by 2021</p> <p>3.3 Establish system and adopt processes that will allow school divisions offices to receive the school maintenance and other operating expenses budget allocation of JHS and SHS non-implementing units directly from the DBM regional office by 2019</p> <p>3.4 Assess which items that are classified as tools and equipment and school furniture are most appropriately procured at the school division office level by 2020</p> <p>3.5 Build capacity of Bids and Awards Committee and procurement staff at all levels, with special focus on procurement planning by 2021</p> <p>3.6 Establish SBM support teams under SGOD, secondary school clusters in each division, and expand the school-to-school partnerships program, each with clearly articulated operational guidelines by 2020</p> <p>3.7 Strengthen procedures in line with Philippine Government Internal Audit Manual and train internal audit staff by 2019</p>			

<p>3.8 Build capacity of SBM focal persons from central, regional, and division offices on SGC and SBM framework by 2021</p> <p>3.9 Conduct system-wide periodic monitoring of SGC and SBM framework implementation by 2023</p> <p>3.10 Train SDOs and SGCs on ensuring a conducive and safe learning environment by 2023</p> <p>3.11 Build capacity on data collection and analysis, including focus on gender to support policy, planning, and program implementation, by 2023</p> <p>3.12 Build capacity of the DepEd gender and development focal point system for implementing the Gender Responsive Basic Education Policy of 2017 and Child Protection Policy of 2012 by 2019</p>
<p>Financing Plan</p> <p>Total program financing from 2019 to 2023: \$24,077.4 million</p> <p>Government of the Philippines: \$23,777.4 million</p> <p>Asian Development Bank: \$300 million (loan)</p>
<p>Assumptions for Partner Financing</p> <p>Not applicable</p>

ALS = Alternative Learning System, BCD = Bureau of Curriculum Development, BEA = Bureau of Education Assessment, BHRD-SED = Bureau of Human Resources and Organization Development - School Effectiveness Division, BLD = Bureau of Learning Delivery, DBM = Department of Budget Management, DepEd = Department of Education, DLI = disbursement-linked indicator, EBEIS = enhanced basic education information system, EMISD = Education Management Information System Division, GAA = General Appropriations Act, JHS = junior high school, K to 12 = Kindergarten to Grade 12, NAT = National Achievement Test, NEAP = National Educators Academy of the Philippines, OUFDA = Office of the Undersecretary for Finance - Disbursement and Accounting, PPD = Policy and Planning Division, SBM = school-based management, SDO = schools division office, SGC = school governance council, SGOD = School Governance and Operations Division, SHS = senior high school, SY = school year, TBD = to be determined, TVL = technical-vocational-livelihood, YFD = Youth Formation Division.

^a Government of the Philippines, National Economic and Development Authority. 2017. *Philippine Development Plan, 2017–2022*. Pasig.

^b The baseline will be determined in June 2019 and the target in September 2019, after the grade 12 NAT is administered in February 2019.

^c The baseline is to be determined in June 2019 and the target in September 2019 because the tracking system for the national certification assessment passing rate will be put in place in SY2019/20.

^d Sex-disaggregated targets will be set in August 2019 as part of the midterm update of the Philippine Development Plan.

^e The baseline and target are to be determined in August 2019 after the SY2018/19 data for both the grade 12 enrollment and repeaters become available.

^f Master teacher refers to teaching positions in the DepEd system whose qualification standards for teachers in the academic track and core subjects include (i) at least a master's degree in the relevant strand or subject, (ii) at least 4 years of relevant teaching or industry experience, and (iii) at least 8 hours of training relevant to the subject area specialization.

^g The baseline is to be determined in November 2020 and the target in February 2021 because the policy on the establishment of SGCs in DepEd secondary schools, including the criteria for an SGC to be deemed functional, is to be issued in June 2020.

Source: Asian Development Bank.

LIST OF LINKED DOCUMENTS

<http://www.adb.org/Documents/RRPs/?id=45089-004-3>

1. Loan Agreement
2. Country Economic Indicators
3. Summary Sector Assessment: Education
4. Program Soundness Assessment
5. Program Results Assessment
6. Program Results Framework
7. Program Expenditure and Financing Assessment
8. Program Monitoring and Evaluation System Assessment
9. Program Fiduciary Systems Assessment
10. Integrated Risk Assessment and Mitigating Measures
11. Contribution to the ADB Results Framework
12. Development Coordination
13. Summary Poverty Reduction and Social Strategy
14. Program Implementation Document
15. Program Action Plan

DISBURSEMENT-LINKED INDICATORS, VERIFICATION PROTOCOLS, AND DISBURSEMENT SCHEDULE
Table A3.1: Disbursement-Linked Indicators

Disbursement-Linked Indicators	Baseline Value	Baseline Year	Target Values					
			Prior Results 2018	2019	2020	2021	2022	2023
DLI 1 Learning outcomes for male and female secondary education students Improved	NC assessment passing rate of SHS TVL students in SY 2019/20 will be determined in Q3 2020; 32.3% of JHS students with MPS of at least within nearly proficient range (50%-74%) or better in the NAT MPS of SHS students on the NAT will be determined in Q3 2019	SY 2019/20 SY 2016/17 SY 2018/19					1.1 At least 2 percentage point increase in the NC assessment passing rate of SHS TVL students	1.2 Proportion of JHS and SHS students (sex-disaggregated) with MPS of at least within nearly proficient range (50%-74%) or better in the NAT increased by at least 6 percentage points
DLI 2 Secondary education curriculum and assessment strengthened	SHS level ALS curriculum not aligned to K to 12 curriculum; NAT results not analyzed and no training on its utilization conducted; No out-of-school learners able to access K to 12 SHS level ALS; No review of secondary education curriculum	2017 2017 2017 2017		2.1 Alignment of SHS level ALS curriculum for out-of-school learners with K to 12 curriculum completed and promulgated	2.2 Results (sex-disaggregated) of census-type grades 10 and 12 NAT disseminated on time, and analyzed by the DepEd central office and SDO (including gender analysis), at least 80% of SDO focal persons on assessment trained on the utilization of NAT results	2.3 Out-of-school learners accessed K to 12 SHS level ALS in pilot areas in at least 2 SDOs	2.4 JHS and SHS curricula on math, science, and English reviewed, and revised; adjusted curricula promulgated	
DLI 3 Quality and relevance of TVL education in secondary schools improved	TVL specialization offerings not aligned with labor market needs; No tracking system of NC assessment takers and passers among SHS TVL students; No certified career advocates in secondary schools	2017 2017 2017			3.1 Tracking system for NC assessment passing rate of SHS TVL students established	3.2 TVL specialization offerings for SHS students reviewed and revised guidelines issued	3.3 At least 50% of DepEd SSs have two teachers (preferably 1 male, 1 female) trained, certified and designated as career advocates	
DLI 4 Quality of teachers in secondary	No DepEd career pathing policy;	2017			4.1 At least 10% increase in the number of DepEd SSs which achieve the MSS for	4.2 DepEd career pathing policy for teachers issued	4.3 At least 50% of vacant Master Teacher positions at the	4.4 Comprehensive program to support

Disbursement-Linked Indicators	Baseline Value	Baseline Year	Target Values					
			Prior Results 2018	2019	2020	2021	2022	2023
education improved	DepEd SSs that achieve the MSS for qualified teacher-student ratio in: math (6.0%), science (5.7%), and Filipino (20.9%); 2,662 Master Teacher positions at DepEd SSs vacant; No program for progression of teacher proficiency based on new teacher standards	SY 2018/19 5 October 2018 SY 2017/18			qualified teacher-student ratio in math, science and Filipino		DepEd SSs as of 5 October 2018 filled up	progression of teachers to higher proficiency level initiated
DLI 5 Secondary education financing system strengthened	No DepEd policy on implementation of PFM reform; 24% of DepEd SSs receive their school MOOE on time; Budget for tools, equipment, and school furniture not decentralized within 2 months from the start of the fiscal year; No assessment of secondary education student subsidy programs	June 2018 2018 2017 2017	5.1 Institutional arrangement to implement DepEd's PFM reform program defined and policy issued		5.2 At least 50% of DepEd SSs as of 31 December 2018, receive their school MOOE budget on time	5.3 At least 10% of the total budget for tools, equipment, and school furniture decentralized to SDO within 2 months from the start of the fiscal year	5.4 Assessment of the secondary education student subsidy programs, including in terms of equity of access, completed	5.5 Policy to improve implementation of secondary education student subsidy programs issued
DLI 6 School-based management in secondary schools strengthened	No policy on the establishment of SGCs in DepEd SSs issued; 2007 SBM Assessment Framework; Proportion of DepEd SSs with functional SGC. This baseline will only be available in 2021, a year after the policy on the establishment of SGCs are issued	2017 2017 2021			6.1 Policy on the establishment of SGCs with inclusive representation in DepEd SSs issued	6.2 SBM Assessment Framework for SSs reviewed, revised and disseminated	6.3 At least 20% increase in the number of DepEd SSs with functional SGCs	

ALS = Alternative Learning System, DepEd = Department of Education, DLIs = disbursement-linked Indicators, JHS = junior high school, MOOE = Maintenance and Other Operating Expenses, MPS = mean percentage score, MSS = minimum service standards, NAT = National Achievement Test, NC = National Certificate, PFM = public financial management, SBM = school-based management, SDO = schools division offices, SE = secondary education, SGC = school governing council, SHS = senior high school, SS = secondary school, SY = school year, TVL = technical-vocational-livelihood.

Source: Asian Development Bank.

Table A3.2: Verification Protocols - Disbursement-Linked Indicator Verification Protocols
(As of April 2019)

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
<p>DLI 1: Learning outcomes for male and female secondary education students improved</p> <p>2022: At least 2 percentage point increase in the National Certificate assessment passing rate of SHS technical-vocational-livelihood students</p>	<p><u>NC assessment</u> refers to a process of collecting evidence to confirm that an individual possesses the skills, knowledge, attitudes, and work values to perform to the standards expected at the workplace as expressed in the competency standards defined in TESDA promulgated Training Regulations. It leads to the issuance of a National Certificate (<i>TESDA Circular No. 7 s. 2016</i>)</p> <p><u>NC assessment passing rate</u> refers to the number of DepEd SHS TVL students who take and pass the NC assessment expressed as a percentage of the total number of SHS TVL students who take the NC assessment</p> <p><u>Percentage point increase</u> refers to the difference between the NC passing rate of DepEd TVL students in SY 2022/23 and the NC assessment passing rate of DepEd TVL students in SY 2019/20</p> <p>This DLI is achieved when the NC assessment passing rate of DepEd SHS TVL students in SY 2022/23 shows a 2 percentage point increase relative to that in SY 2019/20</p>	<p>EBEIS Annually (commencing in SY 2019/20)</p>	<p>DepEd submits attestation that the DLI is met and attaches a report showing the NC assessment passing rate of SHS TVL students in SY 2019/20 and SY 2022/23; ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>June – August 2023</p>
<p>2023: Proportion of JHS and SHS students (sex-disaggregated) with MPS of at least within nearly proficient range (50%-74%) or better in the NAT increased by at least 6 percentage points</p>	<p>This DLI is achieved when: (i) the grades 10 and 12 NAT are administered to <u>all</u> grade 10 and 12 students before the end of SY 2022/23; and (ii) the proportion of grades 10 and 12 students with MPS of at least within nearly proficient range (50%-74%) or better in the NAT increased by at least 6 percentage points relative to the SY 2016/17 baseline for the grade 10 NAT and the SY 2018/19 baseline for the grade 12 NAT</p> <p><u>Partial disbursement:</u> 50% of DLI allocation can be disbursed for achievement of target for grade 10 NAT results and 50% for achievement of target for grade 12 NAT results</p> <p><u>Partial disbursement of DLI allocation</u> on a pro-rata basis when the percentage point increase in the proportion of students with MPS of 66% or better in the NAT reaches 50% of the target</p>	<p>BEA report on the results of the grade 10 and 12 NAT administered in SY 2022/23 September 2023</p>	<p>DepEd submits attestation that the DLI is met and attaches copy of the DepEd-BEA report on results of the SY 2022/23 grade 10 and 12 NAT; ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>November 2023</p>
<p>DLI 2: Secondary education curriculum and assessment strengthened</p> <p>2019: Alignment of SHS level Alternative Learning System curriculum for out of school youth learners with K to 12 curriculum completed and promulgated</p>	<p>This <u>alignment</u> of the SHS level ALS curriculum with the K to 12 curriculum is <u>completed</u> when the content, content standards, performance standards and learning competencies for each of the 6 learning strands in the SHS level ALS curriculum incorporate those in the K to 12 curriculum of the formal system in a manner that will allow SHS level ALS learners to complete the competencies required of any one of the four SHS program exits (i.e., employment, entrepreneurship, post-secondary TVET, and higher education)</p> <p><u>Promulgated</u> means issued through, at a minimum, posting on the DepEd website</p>	<p>DepEd website October 2019</p>	<p>DepEd submits attestation that the DLI has been achieved and attaches the relevant link to website address; ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>November 2019</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
<p>2020: Results (sex-disaggregated) of census-type grades 10 and 12 NAT disseminated on time, analyzed by the CO and SDOs (including gender analysis), and at least 80% of SDO focal persons on assessment trained on the utilization of NAT results</p> <p>2021: Out-of-school learners accessed SHS level Alternative Learning System in pilot areas in at least 2 SDOs</p>	<p>This DLI is achieved when: (i) grades 10 and 12 NAT are administered to <u>all</u> Grade 10 and 12 students before the end of SY 2019/20; (ii) grades 10 and 12 NAT (disaggregated by sex) results are disseminated to ROs, SDOs, Schools and students by the BEA at most 3 months after NAT administration; (iii) grades 10 and 12 NAT results are analyzed by the BEA and SDOs to identify least mastered competencies by gender and by school and the output of analysis given to schools at most 2 months after the dissemination of NAT results; and (iv) at least 80% of SDO assessment focal persons trained on the utilization of NAT results (including gender-related findings) to inform teacher training is conducted before the end of FY 2020</p> <p><u>Gender analysis</u> of NAT results involves the further breakdown of data and scores, by subject area, and by sex, in relation with other variables which may affect a learner's performance</p> <p>Examples of these variables include location (region, urban/ rural), socio-economic class, age, gender identity, disability, ethnicity)</p> <p>This DLI is achieved when the DepEd submits a report indicating that at least two SDOs have started to deliver the K to 12 compliant SHS level ALS program, together with the number and profile of the learners enrolled and the ALS facilitators involved in program delivery by track and strand, mode of delivery, and description of learning venue and facility used, subject to compliance with the Data Privacy Act. A copy of the learning materials should be attached to the report</p>	<p>BEA report on the results of the grades 10 and 12 NAT administered before the end of SY 2019/20</p> <p>NEAP report on the number of SDO assessment focal persons trained</p> <p>August 2020</p> <p>DepEd website</p> <p>October 2021</p>	<p>DepEd submits attestation on administration of a census-type grades 10 and 12 NAT, and the dissemination of its results to ROs, SDOs, schools and students, including a consolidation of the ROs' reports on the analysis of NAT results done by SDOs; ADB-funded TA verifies the attestation submitted by DepEd</p> <p>DepEd submits an attestation that the DLI has been achieved and attaches a copy of the report on the pilot of the SHS level ALS; ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>September 2020</p> <p>November 2021</p>
<p>2022: JHS and SHS curricula on math, science, and English reviewed, revised and adjusted curricula promulgated</p>	<p>The scope and sequence of the curriculum guide on math, science, and English include the development of the content of a learning area or subject across the grade levels where: (i) <u>scope</u> means the concepts, skills and attitudes or values to be acquired by a learner during the particular course of study; and (ii) <u>sequence</u> means the order and progression of the introduction or teaching of concepts and skills within the subject which reflect the acquisition of competencies over a period of time</p> <p><u>Reviewed</u> means to have considered the evidence of success and identify the challenges faced in implementation and achievement within the curricula</p> <p><u>Revised</u> means to have made changes in accordance with the review to make the scope and sequence more appropriate, relevant, and responsive to the needs of the learner and issues affecting the youth (including substance abuse, sexual and reproductive health including teenage pregnancy, disaster preparedness and climate change education as per the DepEd's 10-point agenda) and ensure smooth progression through the grades</p> <p><u>Promulgated</u> means issued through, at a minimum, posting on the DepEd website</p> <p>This DLI is achieved when the scope and sequence of JHS and SHS curriculum guide for math, science and English are revised in accordance with the evidence of the review, the revised curricula are approved and promulgated</p>	<p>OUCI report on the revised JHS and SHS curricula on math, science, and English</p>	<p>DepEd submits attestation that the DLI has been achieved and attaches the link to the website address; ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>November 2022</p>

DLI 3: Quality and relevance of TVL education in secondary schools improved

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
<p>2020: Tracking system for National Certificate assessment passing rate of SHS TVL students established</p>	<p><u>Tracking system for NC assessment passing rate</u> refers to the necessary protocols on EBEIS for collecting and analyzing end-of-school year data on the number of SHS TVL students who have taken the TESDA NC assessments and number of those who took the said assessments and passed</p> <p><u>NC passing rate of SHS TVL students</u> refers to the number of SHS TVL students who passed the NC assessments as a percentage of those who took the assessments</p> <p>This DLI is achieved when the tracking system provides data on the NC assessment passing rate of SHS TVL students in SY 2019/20</p>	<p>DepEd EBEIS</p> <p>Annually starting in SY 2019/20</p>	<p>DepEd submits a report on the number of SHS TVL students who took and passed the TESDA NC assessment in SY 2019/20; ADB-funded TA verifies the report submitted by DepEd</p>	<p>November 2020</p>
<p>2021: TVL specialization offerings in SHS reviewed and guidelines issued</p>	<p><u>TVL specializations</u> refer to specializations (currently 86) provided under the 4 SHS TVL strands and specializations (currently 9) under the Maritime study program</p> <p><u>TVL specialization offering</u> refer to any one of the specializations chosen by SHSs to make available to students enrolled in the SHS TVL track</p> <p><u>Review</u> means an analysis of the processes used to determine which TVL strand(s) and specialization offerings will be provided by the SHSs</p> <p><u>Guidelines</u> shall contain, at a minimum: (i) selection processes that should be used to determine which specialization offerings will be delivered under the TVL track by the SHSs based on the supply side factors (including teachers, equipment, facilities) and demand side factors (including labor market needs, learners' preferences and interest); (ii) roles and responsibilities of the stakeholders engaged in the selection processes; and (iii) description of the processes for continuing review and revision of the selected TVL specialization offerings</p> <p><u>Issued</u> means the guidelines are made available to stakeholders through, at the minimum, posting on the DepEd website</p>	<p>DepEd website</p> <p>October 2019</p>	<p>DepEd submits attestation that the DLI is met and attaches the relevant link to the website address; ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>November 2021</p>
<p>2022: At least 50% of DepEd SSs have two teachers (preferably 1 male, 1 female) trained, certified and designated as career advocates</p>	<p><u>Certified career advocate</u> is a DepEd SS teacher who has (i) undergone the requisite training on guiding students in making career choices, including choice of track, strand and specialization, based on their interest and aptitude, and regardless of their gender; and (ii) passes the assessment test administered at the end of the training to evaluate if trainee has acquired requisite competencies</p> <p><u>Designated</u> means teacher is officially assigned to perform career advocate function</p> <p>This DLI is achieved when 2 teachers (preferably, 1 male and 1 female unless based on school human resources, it is not possible to have 1 male teacher) have been trained, certified and designated as career advocates in at least 50% of DepEd SSs</p> <p><u>Partial disbursement of DLI allocation</u> on a pro-rata basis when the proportion of DepEd SSs with 2 trained, certified and designated career advocates reaches 50% of the target</p>	<p>DepEd EBEIS</p> <p>Annually starting in SY 2021/22</p>	<p>DepEd submits a report on the percent of SSs with teachers trained, certified and designated as career advocate in SY 2022/23 (preferably 1 male, 1 female); ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>November 2022</p>
<p>DLI 4: Quality of teachers in secondary education improved</p>				
<p>2020: At least 10 percent increase in the number of DepEd SSs which achieve the</p>	<p><u>Teachers</u> means full or part time teachers teaching in JHS and/or SHS classes</p> <p><u>MSS for TSR for qualified teachers</u> means the maximum number of JHS/SHS students per qualified teacher as defined in DepEd policy (per proposed planning parameters for 2018: 1 teacher per 40 students up to a maximum of 45 in JHS and 1 teacher per 40 students in SHS)</p>	<p>DepEd report on school level analysis of E-BEIS data on qualified</p>	<p>Using the EBEIS or a separate survey, DepEd submits attestation that the DLI is met and attaches report listing schools where</p>	<p>November 2020</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
<p>minimum service standards for qualified teacher-student ratio in math, science and Filipino</p>	<p><u>Qualified teachers</u> refer to teachers who obtained a bachelor’s degree in education, with major or minor in subject under consideration, teachers with specialized relevant degrees (e.g., BS Physics), or teacher who completed relevant specialized training</p> <p>This DLI is achieved when the number of DepEd SSs (both JHSs and SHSs) which meet the MSS for TSR for qualified teachers in math, science and Filipino increase by at least 10 percent relative to the SY 2018/19 baseline</p> <p><u>Partial disbursement</u>; 35% of DLI allocation can be disbursed for the achievement of the MSS for TSR target for qualified teachers in math, 35% for qualified teachers in science, and 30% for qualified teachers in Filipino</p> <p><u>Partial disbursement of DLI allocation</u> on a pro-rata basis when the percentage point increase in the proportion of DepEd SSs which meet the MSS for TSR for qualified teachers in math, science and Filipino reaches 50% of the target</p>	<p>teachers in math, science and Filipino</p> <p>E-BEIS data collected annually starting in SY 2018/19</p>	<p>MSS for TSR for qualified teachers in Math, Science and Filipino are met; ADB-funded TA verifies the attestation submitted by DepEd</p>	
<p>2021: DepEd career pathing policy for teachers issued</p>	<p><u>DepEd policy on career pathing for teachers</u> defines the professional growth of DepEd teachers. It contains, at a minimum, an articulation of: (i) the alignment of the credentials and competency level of teachers as defined in terms of the PPST career stages of teachers with the government position classification; (ii) how a teacher progresses from one career stage to the next both in terms of teaching practice and in terms of the classification and compensation of the position they occupy; (iii) the change management processes, free of gender bias, involved in shifting from the current to the new career path; and (iv) any special measures that would be required to address any identified gender issues in career pathing for teachers</p> <p>This DLI is achieved when the DepEd Order on the teacher career pathing policy is posted, at the minimum, on the DepEd website</p>	<p>DepEd website</p>	<p>DepEd submits attestation that the DLI is met and attaches the relevant link to website address; ADB-funded TA verifies the attestation submitted by DepEd</p> <p>DepEd submits attestation that the target percent of vacant Master Teacher positions as of 5 October 2018 are filled up based on the 2021 GAA and SDO reports on the proportion of secondary level Master Teacher positions filled; ADB-funded TA verifies the reports submitted by DepEd</p>	<p>November 2021</p>
<p>2022: At least 50% of vacant Master Teacher positions at the secondary level (as of 5 October 2018) filled up</p>	<p><u>Positions are filled after the SDOs hold interviews for all new positions within its jurisdiction and then submits a list of new hires to the DepEd and/or DBM regional office</u></p> <p>The DLI is achieved when at least the target percent of unfilled Master Teacher positions are filled up</p>	<p>Planning Service report on the proportion of vacant Master Teacher positions as of 5 October 2018 filled in 2021</p>	<p>DepEd submits an attestation that the DLI is met and attaches the relevant link to the website address; ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>November 2022</p>
<p>2023: Comprehensive Program to support progression of teachers to higher proficiency level issued</p>	<p>The <u>Comprehensive Program</u> to raise DepEd teachers’ proficiency shall include, at the minimum, the timeline, milestones, and budget requirements for (i) the development of the technical aspects of the program such as the development of the assessment tool for evaluating teachers’ proficiency, and the development of training design and training materials to be used in the program, and (ii) the administration of the teacher proficiency assessment tool and the conduct of teacher training tailored to the specific needs of different groups of teachers classified in terms of their initial teacher proficiency level</p>	<p>October 2022</p> <p>NEAP report on the progress in the preparation of the Comprehensive Program</p> <p>October 2023</p>	<p>DepEd submits an attestation that the DLI is met and attaches the relevant link to the website address; ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>November 2023</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
<p>DLI 5: Secondary education financing system strengthened</p> <p>2018: Prior Result: Institutional arrangement for the implementation of DepEd's public financial management reform program defined and policy issued</p>	<p><u>Issued</u> means the dissemination of the Comprehensive Program through the posting at the DepEd website, at the minimum</p> <p><u>DepEd's PFM reform program (PFMRP)</u> refers to a set of well-defined set of policies and activities that DepEd will undertake to: (i) modernize budgetary and accounting practices to promote greater transparency and accountability; (ii) reform organizational structures and systems to implement the shift to an annual cash-based budgeting; and (iii) the installation of an integrated FMIS to facilitate the creation of a single portal which will provide real-time information on the DepEd's plans, programs, budget execution and physical/ financial reporting</p> <p><u>Institutional arrangement</u> refers to creation of the Financial Management Reform Committee (FMRC), Task Teams and Technical Working Groups (TWGs), and their respective functions and responsibilities</p>	<p>DepEd website</p> <p>November 2018</p>	<p>DepEd submits an attestation that the DLI is met and attaches a relevant link to the website address;</p> <p>ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>2019</p>
<p>2020: At least 50% of DepEd SSs as of December 31, 2018 receive their school maintenance and other operating expenses budget on time</p>	<p>This DLI is achieved when the policy defining its PFMRP in terms of (i) program objectives and components and (ii) the composition and roles and responsibilities of the FMRC and TWGs is issued and posted, at the minimum, on the DepEd website</p> <p>DepEd SSs may be classified either as implementing units (IUs) or non-implementing units (non-IUs). <u>IUs</u> refer to DepEd SSs whose budget allocations for school Personnel Services (PS) and school MOOE (i) are explicitly appropriated to them (i.e., appear under their name/account) in the GAA, and (ii) are directly released to them by the DBM ROs. <u>Non-IUs</u> refer to DepEd SSs whose budget allocations for PS and school MOOE (i) are appropriated under the GAA to the SDO as a lump sum item and (ii) are released to the SSs in the form of cash advance from the SDOs to which they belong</p> <p>For IUs, the <u>school MOOE budget is received on time</u> when the allotment authority and NCA for SHS school MOOE budget is released to the school not later than January 31 of the current fiscal year</p> <p>For non-IUs, the <u>school MOOE budget is received on time</u> when the first tranche of the cash advance for the SSs school MOOE budget is released to the school not later than two weeks after the relevant DBM regional office has released the allotment authority and NCA for the SSs school MOOE budget for all non-IU DepEd SSs belonging to a given SDO</p> <p>This DLI is achieved when (i) at least 50% of DepEd SSs receive their school MOOE budget on time and when DepEd submits attestation that the DLI is met and attaches consolidated reports of SSs IUs and SDO release of SSs school budget</p> <p><u>Partial disbursement of DLI allocation</u> on a pro-rata basis when the proportion of DepEd SSs that receive their school MOOE budget on time reaches 50% of the target</p>	<p>DepEd report which consolidates (i) reports of the Accounting Division of individual SDOs on timing of release of the first tranche of cash advance for SSs school MOOE budget to non-IUs in their respective SDOs, and (ii) SHSs IUs reports on the timing of release of allotment authority and NCA for their school MOOE budget</p> <p>July 2020</p>	<p>DepEd submits attestation that this DLI is achieved including the number and list of DepEd SSs which receive their school MOOE budget on time;</p> <p>DBM verifies the attestation submitted by DepEd</p>	<p>November 2020</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
<p>2021: At least 10% of the total budget for tools, equipment, and school furniture, decentralized to SDOs within 2 months from the start of the fiscal year</p>	<p>The budget for tools, equipment, and school furniture is deemed <u>decentralized to SDOs within 2 months from the start of the fiscal year</u> when the budget allocation intended for the purchase of the same (or some part of it) is <i>either</i> (i) explicitly appropriated to the SDO (i.e., appear under their name/account) in the GAA and directly released to them from the DBM RO in the form of allotment release or NCA within 2 months from the start of the fiscal year; <i>or</i> (ii) explicitly appropriated to the DepEd CO and subsequently sub-allotted to SDOs within 2 months from the release of the allotment release or the NCA by the DBM CO to DepEd CO</p> <p>The DLI is achieved when 10% of the total budget allocation for tools, equipment, and school furniture, is decentralized to SDOs within time indicated</p> <p><u>Partial disbursement of DLI allocation</u> on a pro-rata basis when the budget for tools, equipment, and school furniture that is decentralized to SDOs reaches 50% of the target</p>	<p>DepEd report on the amount of the budget allocation for tools, equipment, and school furniture, that is decentralized to SDOs</p> <p>July 2021</p>	<p>DepEd submits attestation that the DLI is achieved and attaches report; DBM verifies the attestation submitted by DepEd</p>	<p>November 2021</p>
<p>2022: Assessment of the student subsidy programs including in terms of equity of access, completed</p>	<p><u>Assessment of the ESC and Voucher Program</u> refers to a study that reviews and evaluates, at the minimum, the following aspects: (i) effectiveness in attaining program objectives, (ii) student eligibility, (iii) program cost including subsidy value, subsidy tiering across geographic area, administration cost, (iv) equity of access (i.e., access by the disadvantaged considering factors such as gender identity, economic status, disability status) and means testing, (v) teacher subsidy, (vi) student performance, (vii) quality assurance and certification of non-DepEd participating schools, (viii) institutional and administrative arrangements, (ix) typology of schools, and (x) recommendations to improve the program</p> <p>The DLI is achieved when the Assessment Report is submitted to the OSEC</p>	<p>November 2022</p>	<p>DepEd submits attestation that the DLI is achieved and attaches report</p> <p>ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>2022</p>
<p>2023: Policy to improve implementation of secondary education subsidy programs issued</p>	<p><u>Policy to improve implementation of secondary education subsidy programs</u> refers to a set of policies and guidelines to improve (i) effectiveness of the said programs in attaining objectives, (ii) program administration in terms of: student eligibility (including for the poor and disadvantaged students), subsidy value and tiering across geographic area, type of school last attended, means testing, teacher subsidy, and quality assurance and certification of non-DepEd participating schools</p> <p><u>Issued</u> means the policy is posted, at the minimum, on the DepEd website</p>	<p>DepEd website</p> <p>November 2023</p>	<p>DepEd submits attestation on the achievement of the DLI and attaches link to the website address; ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>November 2023</p>
<p>DLI 6: School-based</p> <p>2020: Policy on the establishment of school governance councils with inclusive representation in DepEd SSS issued</p>	<p><u>Management in secondary schools strengthened</u></p> <p><u>The SGC</u> is a mechanism to foster community engagement and strategic partnership within the school system. It is a governance and feedback structure within schools for all stakeholders</p> <p><u>The SGC policy</u> contains, at a minimum: (i) the rationale, scope, objective, structure, composition (ensuring gender balance and inclusion), function and authority limitations, (ii) relationship with Local School Board, (iii) procedure on SGC creation; (iv) guidelines and procedures on governance structure and feedback mechanism, specific functions, roles and responsibilities of members; (v) procedures for election of members, tenure, filling vacancies, removal from office; (vi) guidelines on meetings, decision-making, budget, storage of documents and stakeholder engagement; (vii) roles and responsibilities of DepEd governance levels; (viii)</p>	<p>DepEd website</p> <p>October 2020</p>	<p>DepEd submits attestation that the DLI is met and attaches the link to the relevant website address; ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>November 2020</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency and Procedure	Verification Time Frame
<p>2021: School-based management Assessment Framework reviewed, revised and disseminated</p>	<p>implementing guidelines, monitoring & evaluation process, reporting mechanisms, advocacy plan; and (ix) criteria for a SGC to be deemed functional</p> <p><u>Issued</u> means made available across DepEd governance levels and the public</p> <p>DLI is achieved when policy is posted on the DepEd website, at the minimum <u>SBM Assessment Framework</u> to be revised was that issued as DepEd Order No. 83, s.2012 “Guidelines on the Revised SBM Framework, Assessment Process and Tool”</p> <p>The <u>revised assessment framework</u> will contain at the minimum (i) objectives, conceptual framework, performance standards, and rubrics to describe progression; (ii) a description of the assessment process; (iii) self-assessment tool, and (iv) the following focus areas: curriculum, instruction and assessment, finance and resource management and mobilization, governance and accountability, human resource and team development, leadership and conducive and safe learning environment (free of gender-based discrimination and violence, and bullying)</p> <p><u>Reviewed</u> means to have assessed the appropriateness of the content</p> <p><u>Revised</u> means to have made changes and updated the content of the document</p> <p><u>Disseminated</u> means make available to DepEd and the public</p>	<p>DepEd website</p> <p>October 2021</p>	<p>DepEd submits attestation that the DLI is met and attaches the link to the relevant website;</p> <p>ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>2021</p>
<p>2022: At least 20 percent increase in the number of DepEd SSs with functional SGCs</p>	<p>The DLI is achieved when revised framework is posted on the DepEd website</p> <p><u>Percent of DepEd SSs</u> means number of DepEd SSs with functional SGCs divided by total number of DepEd SSs</p> <p><u>Functional</u> means meeting the minimum operational criteria for SGC as described in the policy and guidelines issued in 2020</p> <p>This DLI is achieved when: (i) school self-assessment has been conducted and validated by the SDO; (ii) self-assessment results in the SDO have been reported to the RO and CO for system-wide collation; (iii) third party has verified the assessment through a sampling of SDOs and schools; and (iv) the number of DepEd SSs with functional SGC increased by at least 20 percent relative to 2021 baseline</p> <p><u>Partial disbursement of DLI allocation</u> on a pro-rata basis when the percentage point increase in the proportion of DepEd SSs with functional SGCs reaches 50% of the target</p>	<p>SED Program Monitoring data for SY 2022/23</p> <p>November 2022</p>	<p>DepEd submits attestation that the DLI is achieved and attaches SED Program Monitoring Report;</p> <p>ADB-funded TA verifies the attestation submitted by DepEd</p>	<p>November 2022</p>

ALS = Alternative Learning System, BEA = Bureau of Education Assessment, BHROD = Bureau of Human Resources and Organization Development, DBM = Department of Budget Management, DepEd = Department of Education, CO = Central Office, DLIs = disbursement-linked indicators, EBEIS = Enhanced Basic Education Information System, ESC = Educational Service Contracting, JHS = junior high school, MOOE = Maintenance and Other Operating Expenses, MSS = Minimum Service Standards, NAT = National Achievement Test, NCA = National Certificate Assessment, NEAP = National Educators Academy of the Philippines, OUCI = Office of the Undersecretary for Curriculum and Instruction, OUFBPM = Office of the Undersecretary for Finance - Budget and Performance Monitoring, OUPFO = Office of the Undersecretary for Planning and Field Operations, OSEC = Office of the Secretary, PPST = Philippine Professional Standards for Teachers, PS = Planning Service, RO = Regional Office, SDOs = Schools Division Offices, SE = Secondary Education, SGC = School Governance Council, SHS = senior high school, SSs = Secondary Schools, SY = School year, TA = Technical Assistance, TVL = technical-vocational-livelihood.

Source: Asian Development Bank.

Table A3.3: Disbursement Schedule
(\$ million)

Disbursement-Linked Indicators	Total ADB Financing Allocation	Share of Total ADB Financing (%)	Financing for Prior Results	2019	2020	2021	2022	2023
Outcome								
DLI 1: Learning outcomes for male and female secondary education students improved	40.00	13.33					15.00	25.00
Outputs								
DLI 2: Secondary education curriculum and assessment strengthened	60.00	20.00		15.00	15.00	20.00	10.00	
DLI 3: Quality and relevance of technical-vocational-livelihood education in secondary schools improved	32.50	10.84			10.00	15.00	7.50	
DLI 4: Quality of teachers in secondary education improved	65.00	21.67			20.00	15.00	20.00	10.00
DLI 5: Secondary education financing system strengthened	62.50	20.83	15.00		15.00	15.00	7.50	10.00
DLI 6: School-based management in secondary schools strengthened	40.00	13.33			15.00	15.00	10.00	
Total	300.00	100.00	15.00	15.00	75.00	80.00	70.00	45.00

ADB = Asian Development Bank, DLI = disbursement-linked indicators.

Source: Asian Development Bank.