

Independent Progress Review Report

Agreement Number – 707761 SO 01

Australian Department of Foreign Affairs and Trade (DFAT)
Philippines Early Childhood Care and Development (ECCD)
Project

15 April, 2015

Table of Contents

Executive Summary	6
Introduction	9
1. Purpose, Scope and Objectives	9
2. Background and Context	9
3. National Context for ECCD	10
4. Methodology	11
5. Assessment of the Project by Selected Criteria	12
6. Conclusions and Recommendations	33
7. Summary Review Rating of the Project against DFAT Evaluation Criteria	35
Annex 1: Terms of Reference	36
Annex 2: Theory of Change	40
Annex 3: Results Framework	41
Annex 4: Design Framework.....	44
Annex 5: People/Agencies Consulted	45
Annex 6: A Guide to Partner Interviews.....	48
Annex 7: Observation Checklist for Visits to Day Care Centres and Kindergartens	51
Annex 8: Early Learning for Life Project	52
Annex 9: Early Child Care and Development.....	69
Annex 10: Financial Implementation Report.....	98
Annex 11: List of Essential References.....	101

Initiative Summary

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Acronyms

4Ps	Pantawid Pamilyang Pilipino Programme (or the Philippine Conditional Cash Transfer Programme)
ACER	Australian Council for Educational Research
ACF	Action Against Hunger
ADHD	Attention Deficit Hyperactivity Disorder
AIP	Annual Investment Plan
BEST	Basic Education Sector Transformation
CCT	Conditional Cash Transfer
CDC	Child Development Centre
CDT	Child Development Teacher
CDW	Child Development Worker
COLF	Community of Learners Foundation
CPC	Country Programme for Children
CWC	Council for the Welfare of Children
DCC	Day Care Centre
DCW	Day Care Worker
DepEd	Department of Education
DFAT	Department of Foreign Affairs and Trade
DILG	Department of Interior and Local Government
DSWD	Department of Social Welfare and Development
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
EGRA	Early Grade Reading Assessment
ELDS	Early Learning and Development Standards
EYA	Early Years Act
FDS	Family Development Sessions
FGD	Focus Group Discussion
FSP	Family Support Programme
GER	Gross Enrolment Rate
IPR	Independent Project Review
K	Kindergarten/Kinder
KALAHÍ-CIDSS	Kapit-Bisig Laban sa Kahirapan (Linking Arms Against Poverty) – Comprehensive and Integrated Delivery of Social Services
KCEP	Kindergarten Catch-up Program
LCE	Local Chief Executive
LCPC	Local Council for the Protection of Children
LGC	Local Government Code
LGU	Local Government Unit
M&E	Monitoring and Evaluation
M/CSWDO	Municipal/City Social Welfare and Development Office/r
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MOA	Memorandum of Agreement
NELF	National Early Learning Framework
NER	Net Enrolment Rate
NGO	Non-Government Organization

PCA	Project Cooperation Agreement
PES	Parent Effectiveness Services
PHP	Philippine peso
QA	Quality Assurance
SMART	Specific, Measurable, Achievable and Time-bound
SNP	Supervised Neighbourhood Play
SReYa	School Readiness Year-end Assessment
TOR	Terms of Reference
TOT	Training of Trainers
TWG	Technical Working Group
ULAP	Union of Local Authorities of the Philippines
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

Executive Summary

The Australian Government's three year cooperation program/funding support to UNICEF's Project on *ECCD – Creating a Foundation for Lifelong Learning* is the basis for this Independent Progress Review (IPR). The IPR primarily addresses UNICEF, government, and other partner activities completed as of December 2014 and is meant to (1) assess the progress of Project implementation, (2) identify the successes and good practices including the gaps and constraints that need to be addressed, (3) determine what current partnership modalities are effectively contributing to the attainment of program objectives, (4) provide recommendations to improve Project implementation until completion, and (5) identify and recommend options for developing future ECCD programs.

The *ECCD – Creating a Foundation for Lifelong Learning* Project seeks to improve the school readiness of 3-5 year old boys and girls over a three-year period (2013-2015). Specifically, its Intermediate Outcomes are to: (1) improve the quality of ECCD programs in 36 vulnerable areas, (2) stimulate demand for ECCD services in these areas, and (3) strengthen the national policies, coordination, management and supervision of ECCD programs. In order to reach these aims, the Project works with partner government agencies (primarily the Department of Education, the Department of Social Welfare and Development, and the ECCD Council Secretariat as well as Local Government Units) at the national and local levels to support the development and implementation of both policies and strategies promoting holistic and integrated ECCD. These are meant to focus on two mutually-reinforcing components: (1) building scalable models for quality ECCD programs in 36 vulnerable areas and (2) mainstreaming ECCD innovations and institutional strengthening through enhancing the ECCD curriculum, improving instruction and assessment, designing an ECCD human resource development program for ECCD service providers, establishing quality standards and accreditation processes, promoting relevant research, and improving the management of ECCD programs.

The IPR found that, in general, the Project is relevant both to DFAT's interests and the needs of the Philippines; has been effective and efficient in its implementation, with clear impact in several areas of ECCD programming and several important innovations in the process of development and piloting, and has developed useful and usable M&E system at both national and local levels. Several risks exist, however, in regard to the future sustainability of its achievements, and a number of issues – disability, language, and gender – and a range of choices in regard to future programming priorities will need to be addressed as the Project comes to its conclusion.

Specifically, in regard to the evaluation criteria of interest, the IPR concluded as follows:

Relevance: The documentation, design, financing, and on-going implementation of the DFAT/UNICEF *ECCD Project: Creating a Strong Foundation for Lifelong Learning* reflect the importance which both the Australian and the Philippines governments place on the development and wellbeing of young children, especially those of disadvantaged families and communities. It is therefore clearly relevant to both governments' development priorities and to the needs of its beneficiaries.

Effectiveness: The Project has been effective in yielding considerable results under Intermediate Outcome 1 ("downstream"), especially in terms of building capacity in ECCD and in mainstreaming

ECCD into policies, plans, and services, with somewhat slower progress in achieving the desired outputs in Intermediate Outcome 2 and Intermediate Outcome 3 (“upstream”). More specifically:

- The advocacy work with and capacity-building of key LGU stakeholders related to this output have proven to be effective, resulting in participants’ better understanding and appreciation of ECCD and new knowledge and skills in evidence-based ECCD planning, programming, and budgeting.
- The Project’s training programs and materials are generally considered useful, and the planned outputs related to teaching and learning materials and basic furniture have been achieved.
- The Project has designed two effective alternative models for bringing ECCD closer to children in remote communities -- Supervised Neighbourhood Play (SNP) and the Kindergarten Catch-up Programme for indigenous children – and has promoted ECCD in the context of the country’s Conditional Cash Transfer (CCT) Program.
- The Project has begun developing a promising model to ensure the seamless, successful transition of 3-4 year-old children from home to day care centres, to kindergartens and to primary school.
- The Project has been effective in strengthening monitoring and evaluation mechanisms and tools at both local and national levels and in developing communication tools which have proven to be effective in promoting ECCD among both LGUs and parents.
- The Project has promoted both (1) the use of an ECCD Checklist by day care workers to monitor the growth and development of 3-4 year-old children and by kindergarten teachers for 5-year-olds and (2) the development of the School Readiness Year-End Assessment (SReYA) for administration to all kindergarten pupils and Grade 1 entrants.
- The Project engaged and trained 87 accreditors in 17 regions on how to assess day care services and provide technical assistance to day care workers using established accreditation standards
- In terms of research, the Project has launched a two-year longitudinal study on ECCD to understand better how the cognitive, social, and emotional skills of young children develop in different contexts and has supported the ECCD Council Secretariat study on developmental disorders and disabilities in early childhood.

Further efforts are needed, however, to promote a more systematic and effective monitoring, supervision, and mentoring process after initial training, to provide more sets of materials and resources per day care centre/kindergarten and develop clearer strategies for their maintenance and replacement, to fast-track WASH implementation in day care centres, and to ensure coherence of the ECCD governance structure at the local level. Also, there have been quite important delays in implementing some planned outputs such as the development and adoption of a standard curriculum for children aged 3-4 and a competency framework and standards for ECCD workers.

Efficiency: Although the overall utilisation rate for the Project is 53% two-thirds of the way through the Project (largely due to the impact on UNICEF priorities and resources of Typhoon Haiyan), the DFAT investment through UNICEF has generally led to efficient and appropriate use of its and other partners’ time and resources to achieve the Project’s objectives. It has done this largely by helping to promote a stable and supportive environment and context both for the development and mainstreaming of important policies and programs at the national level and the design and implementation of essential ECCD services in the targeted 36 vulnerable areas.

Efficiency (and effectiveness), however, are threatened by a number of risks:

- the lack of coordination and of clarity in the roles and responsibilities in ECCD among the major partners
- LGUs not delivering on their commitments
- the low absorptive capacity of partners, especially during an election year

Impact: A key achievement in regard to the impact of this initiative, in large part due to the advocacy efforts of UNICEF, is the wide-spread acceptance – mostly at the national level but increasingly at the local level - of two important principles of ECCD programming: (1) the need for a holistic, multi-sectoral approach to early childhood development, and (2) the importance of a seamless transition in the curricula and pedagogy for children aged 3-8 years of age. In addition, an assessment of the advocacy and training materials produced, the resources and materials provided, and the teaching-learning observed – as well as the overwhelmingly positive comments about the Project, its activities, and its outputs from stakeholders at both national and local levels – indicates a high quality of achievement. But further analysis concerning the role of the Project in regard to disability, language policies in regard to ECCD programs, and gender is required.

Monitoring and Evaluation: The M&E system developed in the Project has proven effective in measuring implementation progress towards meeting the expected outcomes.

Sustainability: It is likely that the government's policy and program reforms in ECCD, inspired at least in part by the DFAT/UNICEF Project, will be sustained beyond the life of current DFAT support; these include the further development, refinement, and dissemination of competency standards, curricula, prototype teaching-learning materials and resources (books, toys, worksheets), assessment tools, training programs, and Alternative Delivery Modes. Two threats to sustainability, however, are the need for continued donor and local/national government investment and technical assistance to support ECCD efforts and unclear governance and coordination mechanisms necessary to develop common goals, frameworks, standards, data systems, and communication channels to monitor progress and achieve targeted outcomes.

The IPR concludes with several recommendations:

- A greater part of UNICEF's routine implementation process and the more formal M&E effort over the coming months should focus on quality; this will help ensure that any further dissemination of the Project's outputs after the current funding cycle is completed will be more effective.
- More reflection around the priority given to standardisation (national dissemination) and contextualisation (local adaptation), leading perhaps to reallocating budgets and human resources in the remaining period of the Project as well as to designing the next Country Programme, would be useful.
- Consideration of the proper balance to be sought between further piloting and more generalised scaling up during the remainder of the Project is also needed in order to ensure that more of the Project's outputs are useful to, and sustainable in, a much larger number of regions in the Philippines both in the short-term and in the next UNICEF Country Programme.
- The Project should also continue both to ensure that the best possible ECCD programs for each targeted age group are developed (i.e., in terms of curricula, materials, training, and funding) but also to advocate for a more collaborative approach towards greater alignment and convergence of these programs across age groups.

Introduction

Given the rapidly accumulating evidence from a wide range of scientific research and practical experience, the critical nature of the period of early childhood (defined globally and by the Philippines as covering the age range of 0-8) in both influencing later individual well-being and contributing to national development is now clear. As a result, early childhood care and development (ECCD) has played an important role in the discourse around the new Education for All targets and, more broadly, the post-2015 Sustainable Development Goals – both of which the government of the Philippines, later this year, will commit to achieve.

1. Purpose, Scope and Objectives

The Australian Government's three year cooperation program/funding support to UNICEF's Project on *ECCD – Creating a Foundation for Lifelong Learning* is the basis for this Independent Progress Review (IPR). The IPR primarily addresses UNICEF, government, and other partner activities completed as of December 2014 and is meant to fulfill the following Terms of Reference (an outline version is in Annex 1):

- assess the progress of Project implementation
- identify the successes and good practices including the gaps and constraints that need to be addressed
- determine what current partnership modalities are effectively contributing to the attainment of program objectives
- provide recommendations to improve Project implementation until completion
- identify and recommend options for developing future ECCD programs.

In addition to drawing general conclusions and recommendations, the IPR addresses the specific challenges and opportunities in providing ECCD programs to disadvantaged communities characterised by poverty and vulnerability to disasters and armed conflict.

2. Background and Context

The *ECCD – Creating a Foundation for Lifelong Learning* Project is implemented in partnership with UNICEF under its Seventh Country Programme for Children (CPC-7). It represents a major investment toward furthering the shared objectives of the Australian Government and UNICEF in advancing comprehensive programming approaches to ECCD and thereby improving the foundations for learning for children 3-5 years of age that are necessary to ensure they later enter and succeed in school.

Australian support to ECCD aims to enhance the impact of two other major Philippine Government programs it is currently supporting; namely, the Conditional Cash Transfer (CCT) program and the Kindergarten plus 12 education cycle. It also demonstrates full support for the Government's Convergence Agenda of its ongoing reforms in education, social protection, and poverty reduction.

The Project seeks to improve the school readiness of 3-5 year old boys and girls over a three-year period (2013-2015). Specifically its Intermediate Outcomes are to: (1) improve the quality of ECCD programs in 36 vulnerable areas, (2) stimulate demand for ECCD services in these areas, and (3) strengthen the national policies, coordination, management and supervision of ECCD programs.

This Project is guided by a Theory of Change (Annex 2) as the conceptual framework, a Results Framework/Logframe (Annex 3), and a Design Framework (Annex 4) as indicated in the UNICEF Philippines Project Design Document of 15 October 2012.

To reach these aims, the Project works with partner government agencies (primarily the Department of Education, the Department of Social Welfare and Development, and the ECCD Council Secretariat as well as Local Government Units) at the national and local levels to support the development and implementation of both policies and strategies promoting holistic and integrated ECCD with a focus on **two mutually-reinforcing components**:

- **building scalable models for quality ECCD programs in 36 vulnerable areas** that are exposed to multiple vulnerabilities of poverty, disaster, conflict, and urban challenges as well as among population groups at particular disadvantage (e.g. children with disabilities, ethnic minorities, boys)
- **mainstreaming ECCD innovations and institutional strengthening** through enhancing the ECCD curriculum to ensure seamless alignment at various levels, improving instruction and assessment, designing an ECCD human resource development program for ECCD service providers, establishing quality standards and accreditation processes, promoting relevant research, and improving the management of ECCD programs.

3. National Context for ECCD

The quality of education in the Philippines is stagnating with national performance lagging significantly behind the Millennium Development Goals (MDG) education targets.¹ Much of the failure to reach universal completion of elementary education can be attributed to the failure of 6 year olds to enter Grade 1 on time – about a third of them are not enrolled. For those who do enroll, a large number drop out with the highest school leaver rate (13%) among Grade 1 students.² This is reflective both of poor preparation for, and a difficult transition to, Grade 1 for first-time school entrants and the lack of school readiness to receive these new entrants.

Philippines have a range of progressive laws and policies that strongly support early childhood care and development. Under the Aquino administration, the government passed three major national legislative/policy documents; i.e., the Kindergarten Education Act of 2012³, the Early

¹ 2013. UNDP Philippines. Manila. Millennium Development Goals Report 2013.

² 2013. UNESCO Institute of Education. Global Monitoring Report 2013 Statistical Tables.

³ Republic Act No. 10157 “An Act Institutionalizing Kindergarten Education into the Basic Education System and Appropriating Funds Therefore” approved January 20, 2012.

Years Act (EYA) of 2013⁴, and the Enhanced Basic Education Act of 2013⁵. The EYA directs that the age group 0-4 years is the responsibility of the ECCD Council and children aged 5 to 8 years, the responsibility of the Department of Education (DepEd). The EYA, however, has resulted in complex issues concerning the development, implementation, and management of ECCD programs – most importantly, perhaps, the nature of ECCD governance structures at all levels and the need to harmonise ECCD curricula developed separately by the Department of Social Welfare and Development (DSWD), the ECCD Council, and DepEd. Moreover, day care is devolved to the LGU (at the barangay level) as mandated by the Local Government Code of 1991; this can be viewed both as an opportunity and a challenge in ECCD program implementation.

But despite clear legislative support and a positive policy environment needed to strengthen the ECCD system, many Filipino children still do not have access to quality ECCD services. In 2010, the net enrolment rate (NER) among 3-4 year-old children in public ECCD programs was only 19.46%; this increased to 42.3% of the total population of 4.3 million 3-4 year-old children in 2012. On the other hand, the participation rate for 5 year-old children in kindergarten increased from 74.2% in 2011-2012 to 77.4% in 2012-2013. This is largely due to the universalisation of kindergarten in the country. In the same school year, 82.4% of Grade 1 entrants in public schools were reported to have pre-school experience.

At the field level, baseline data for the current UNICEF Country Programme reveal that within the 36 focus areas, only half (50.8%) of children aged 3 to 5 years old were attending preparatory classes/kindergarten, and there is wide variability in the level of ECCD support among local government units (LGUs). Their ECCD budget ranges from 0.1% to 6.9% of their total annual plan's budget.

4. Methodology

Given the shortness of time for the review and the few days available for both central-level partner interviews and field visits, the IPR design was largely qualitative, descriptive, and explanatory in nature. This included exploring the relevance and feasibility of ongoing and planned activities; in a limited fashion, observing the nature and quality of interventions on the ground; and seeking partner and implementer opinions in regard to the effectiveness, efficiency, impact, and ultimate sustainability of the Project as a whole.

In terms of sampling, DFAT, in discussion with UNICEF, selected both relevant staff of the principle partners in Manila (DepEd, DSWD, the ECCD Council, DFAT, and UNICEF) and the field sites visited: one large city – Davao City -- and two municipalities in Masbate. In these visits, interviews and focus group discussions were held with decision-makers, programmers, local

⁴ Republic Act No. 10410 “An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Funds Therefore and For Other Purposes” approved March 26, 2013.

⁵ Republic Act No. 10533 “An Act Enhancing the Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefore and For Other Purposes” approved May 15, 2013

government officials, practitioners, parents, and M&E staff directly involved with the program. (Annex 5: People/Agencies Consulted).

Two instruments were developed based on the prioritised assessment criteria and research questions: a guide to the partner interviews (Annex 6) and a simple checklist for the observation of the programs seen in the field (Annex 7). Given the nature of the DFAT/UNICEF Project (targeting the most disadvantaged regions and population groups), issues of gender/social inclusion and equity received particular attention.

Key data sources included essential Project documents⁶ and other UNICEF and partner reports. The validity of the opinions collected and of the observations made was checked through appropriate triangulation methods, and judgments concerning the analysis of the data and the ultimate conclusions and recommendations were based both on the strength of the methodology and the collective decades of experience of the research team in ECCD planning and programming.

There were, however, serious limitations to this process especially in terms of time and data. There were very few days allotted for document review and for the preparation of the inception report and the evaluation plan, only three days of Manila-based partner/respondent interviews, field visits to only a small sample of ECCD programs in three of the 36 target sites, and focus group discussions with only five LGU partners in Mindanao (Aleosan and Arakan in North Cotabato, Kalamansig in Sultan Kudarat, Upi in Maguindanao, and Davao City).

The findings of the review were shared with the partners whenever possible throughout the review process, particularly in the aide memoire and during the post-field visit presentation.

5. Assessment of the Project by Selected Criteria

a) Relevance: *Was this the right thing to do? Are the objectives of the Project still relevant to the Australian government and the partner government priorities and with the needs of the beneficiaries?* **Rating: 6**

The documentation, design, financing, and on-going implementation of the DFAT/UNICEF ECCD Project: Creating a Strong Foundation for Lifelong Learning reflect the importance which both the Australian and the Philippines governments place on the development and wellbeing of young children, especially those of disadvantaged families and communities. DFAT's investment in this Project is aligned first with the general goal of the Australian-Philippines Cooperation Program – “to assist the poor and vulnerable to take advantage of the opportunities that can arise from a more prosperous, stable and resilient Philippines” – and, more specifically, with targets found in this Program's Strategic Objective 1 on Strengthened Basic Services: “improved education” (reflected in “enhancing the delivery of ECCD services for 3-5 year olds”) and promoting “greater transparency and accountability to enable local governments to be more responsive to the needs of citizens, especially the poor”.⁷

⁶ See Annex 11 for a list of the most essential references.

⁷ *Australia-Philippines Development Cooperation Program Statement of Commitment.*

This DFAT investment is also aligned with the Philippines' development priorities as indicated in the current Philippine Development Plan and with the laws described above which provide a national policy environment that guarantees quality early learning and development as well as universal access to basic education for Filipino children aged 0-8 years. Providing young children and their families with the means by which to escape from the vicious cycle of inter-generational poverty is within the ambit of the two countries' development cooperation agenda.

This investment in ECCD is especially relevant in countries such as the Philippines where shortfalls in areas such as child health and nutrition, enrolment and achievement in education, and child protection make many children vulnerable to not achieving their full potential, to exploitation, and eventually to their later marginalisation in their nation's social and economic development.

As spelled out in the UNICEF Project proposal, the choice of areas for the Project was based on the recognition that multiple vulnerabilities to natural disasters, internal armed conflict brought about by insurgents and secessionist groups, and widespread poverty in urban centres aggravate the social conditions of families in the country. Indeed, it is in these settings that young children and their families have limited or no access to ECCD programs. Pursuing Project activities in these areas makes the Australian government's investment even more relevant and appropriate in meeting the needs of beneficiaries.

The Philippines has a unique opportunity to be a global pioneer in the development and implementation of a holistic approach to early childhood care and development – from birth to age 2 with strong health, nutrition, protection, and parent education programs and, eventually, through a seamless, continuous curriculum and pedagogy for children aged 3-8. It possesses a comprehensive conceptual framework for early childhood, defined as covering the age range of 0-8; detailed laws and regulations concerning the "early years", kindergartens, and basic enhanced education (K-12); and agencies and individuals strongly supportive of both holistic early childhood development and universal coverage by ECCD services. DFAT and UNICEF have been instrumental, directly or indirectly, in helping to promote all of these achievements.

The desired end of Project outcome – to improve school readiness of 3-5 year old children – is a global priority, and the intermediate outcomes and specific outputs of improved quality of ECCD programs, greater demand for ECCD services, and stronger national policies, management, and supervision of ECCD programs are particularly relevant to the Philippines context. **The specific objectives, strategies, and activities supported under this Project are in general aligned well with the desired outputs and intermediate outcomes and appropriate to the eventual achievement of the end of Project outcome.** The heavy focus on governance, access, and quality is in keeping with the commonly accepted determinants of change and development. Moreover, the Project has also been well received by the government, its partners, and the intended beneficiaries with the expectation frequently expressed that financing and technical support from both international donors and the government must continue in order to further expand and improve ECCD programs in the future.

In summary, **the Project on ECCD: *Creating a Foundation for Lifelong Learning* is clearly relevant to both governments' development priorities and to the needs of its beneficiaries is clear. DFAT, in other words, is doing the "right thing".**

**b) Effectiveness: *Are we making the progress we expected at this point in time?*
Rating: 5**

And in most cases, the "thing" is also being done "right". The Project, although still on-going, has been effective in already yielding considerable results under Intermediate Outcome 1 ("downstream"), with somewhat slower progress in achieving the desired outputs in both Intermediate Outcome 2 and Intermediate Outcome 3 ("upstream").

Arriving at this conclusion is helped by the Project's realistic and measurable desired outcomes, supported by a robust logic and Theory of Change (see Annex 2) that serve as the framework against which Project success can be determined. Section 4 below on "impact" provides details on specific accomplishments of the Project. This section will provide a more general analysis of the extent to which progress towards outputs has been achieved and limitations/gaps that need to be addressed under the three intermediate outcomes.

In general, the Project has been effective in making considerable progress towards achieving the end of Project and intermediate outcomes despite the serious interruption caused by UNICEF's support to the emergency response to Typhoon Haiyan. Based on the updated results matrix and the latest progress report (1 April to 31 December 2014) prepared by UNICEF for the IPR team, as well as information gathered through the IPR team's interviews and field visits, there have been both significant achievements and some minor delays in terms of progress toward achieving the desired outcomes.

Two areas of achievement need to be noted:

- **Building capacity for ECCD:** The sum total of the Project's efforts in regard to building capacity – even 2/3 of the way through the Project -- has been significant. Strong advocacy at **the national level** has influenced the views and decisions of the Project's major partners leading to the formulation of legislation supportive of ECCD⁸ and the development and implementation of many of the ECCD programs described in this IPR. At **the local level**, similar advocacy and more specific training of Local Government Unit (LGU) staff, trainers, and Day Care Workers (DCWs) and kindergarten teachers and their supervisors in the 36 target areas (and, in some cases, at a larger scale as well) have led to more attention to, planning for, and financing of ECCD programs. Both these advocacy and training activities have produced a number of materials which will be able to be used throughout the country in the future. These materials include, among others, the ECCD Advocacy Kit for LGUs, manuals concerning Supervised Neighbourhood Play and the Standard Training of Day Care Workers, a Standard Kindergarten Training Program, ECCD modules for the Family Development Sessions, the 20-week Kinder

⁸ These include the Universal Kindergarten Act (2012), the Early Years Act (2013), and the Enhanced Basic Education Act (2013). The last two were approved during the time span of the Project. Two DepEd orders in 2014 promoted the Policy Guidelines on the Implementation of the Kindergarten Catch-up Education Program.

Catch-up Education Program (KCEP) Curriculum, and assessment tools such as the School Readiness Year-end Assessment (SReYa).

- **Mainstreaming ECCD into policies, plans, and services:** UNICEF has been influential in helping to introduce ECCD into the mainstream of policy dialogue and national development programs including the Early Years Act and the on-going education reform process. This influence has been heightened by the activities it has been able to promote which are supported by DFAT funding. This funding has directly contributed to the development of new ECCD policies and programs among each of the major partners. Some of these, such as the Alternative Delivery Modes and the tools developed for LGU ECCD planning and budgeting, are worthy of replication.

Some policy and programmatic gaps still exist, however. Although the definition of early childhood as covering the age range 0-8 is generally accepted at the conceptual level, this does not always get translated into everyday application in specific policies, regulations, programs, and materials. There is less priority, for example, for children under three years of age when children are most vulnerable and of the age range 6-8 when children are in the early years of primary school. DepEd is usefully focusing more on K-3 which provides an opportunity to deepen and scale-up the Project's modelling of the link between ECCD and primary education in selected convergence barangays of the target areas. This modelling process should be accelerated, however, because although the age range of 6-8 is beyond the direct scope of the DFAT-funded Project with its focus on children aged 3-5, full achievement of successful learning for all Filipino children can only occur when the quality of care and education through the early years/ grades and their logical flow from home to Day Care Centre (DCC) and to kindergarten are guaranteed.

More details of how effective the Project has been in achieving the specific mandated outcomes and outputs are highlighted below.

Intermediate Outcome 1: Improved Quality of ECCD Programs in 36 Vulnerable Areas

Output 1.1 Strengthened local government capacity, systems, structures and processes

The advocacy work with and capacity-building of key LGU stakeholders related to this output have proved to be effective, resulting in participants' better understanding and appreciation of ECCD and new knowledge and skills in evidence-based ECCD planning, programming, and budgeting. Skills building for results-based planning and investment programming was facilitated by a target-setting tool developed by UNICEF for use by ECCD program planners at the local level. The training also became the medium through which the LGUs verbalised their commitment to push for increased ECCD investments, especially for honoraria of ECCD workers.

The end result of this two-pronged initiative can be gleaned in the increase in investment for ECCD in focus LGUs from 1.3% in 2012 to 1.7% in 2014. For 2015, the increase in the ECCD budget of seven of the LGUs ranged from 3.75% to 38% of the total budget based on the

2015 Annual Investment Plans (AIP) in nine focus LGUs. As of March 30, however, the average allocation in the 2015 AIP of 33 LGUs was only 2.6%, with only 10 LGUs having more than this average and 16 with less than 1% (half of these in Mindanao). Even with what is planned to be more intense advocacy activities in underperforming LGUs, it will likely not be possible for the Project to reach the target of a 5% increase in LGU budgets for ECCD.

Moreover, six additional LGUs have allocated budgets for WASH in DCCs in their 2015 AIPs bringing to 13 the number of LGUs with MOAs (signed between the implementing WASH NGO and the LGU). The Project also provided technical assistance which facilitated adoption of local ordinances on WASH (e.g. Ordinance No. 4291, s.2015 “An Ordinance Institutionalizing Water, Sanitation and Hygiene in Day Care Centres in the City of Cotabato and Appropriating Funds Therefore”).

Output 1.2 Package of ECCD reforms implemented

(i) Training of ECCD workers and their supervisors

This package included training Day Care Workers/DCWs (referred to as Child Development Workers/CDWs in the EYA) and kindergarten teachers and their supervisors/coordinators. All DCW supervisors were trained, and many of these subsequently trained 40% of the targeted DCWs. DepEd reported that a majority of its targeted kindergarten teachers (87%) were trained using the National Kindergarten Curriculum, along with regional and division kindergarten coordinators, on issues such as the Kindergarten Catch-up Education Program (KCEP), the use of the ECCD Checklist and the School Readiness Year-end Assessment, the revised Kindergarten Standards and Competencies, mother tongue based multi-lingual education, and the contextualisation of the kindergarten curriculum for the Teduray in Upi, Maguindanao. **Reports indicated that these training programs and the accompanying materials were useful and well-received.**

(ii) Provision of teaching and learning materials and basic furniture in DCC/kindergarten

Overall, the planned outputs related to teaching and learning materials and basic furniture have been achieved. 1,394 Day Care Centres/DCCs (referred to as Child Development Centres in the EYA) were provided teaching-learning materials/ECCD kits and basic furniture benefitting around 50,000 children, and 2,575 kindergarten classes were provided instructional materials benefitting 103,000 children. In addition, the WASH in day care Project covered 220 DCCs in 2014 in 10 LGUs with orientation on WASH provided to Municipal/City Social Welfare and Development Officers (M/CSWDOs), DCWs, barangay officers and day care parent groups in 25 LGUs.

(iii) Support to alternative modes of delivering ECCD for marginalised and vulnerable children

The Project has designed two effective alternative models/strategies for bringing ECCD closer to children in remote communities -- Supervised Neighbourhood Play (SNP) and the Kindergarten Catch-up Programme for indigenous children, particularly the Teduray in Maguindanao. These strategies have contributed to positive changes in addressing the ECCD needs of disadvantaged and less reached young children and families and now, following

further evaluation and adaptation, need to be replicated/scaled up in other remote areas in order to increase the percentage of children aged 3 to 5 attending ECCD programs.

The Conditional Cash Transfer (CCT) Program is another effort to increase access to ECCD services for children 3-4 in DCCs and 5 year olds in kindergartens. This is important in light of the Project's objective to focus on marginalised and vulnerable children. The findings of a World Bank study on the impact of the CCT program indicate that, overall, the program is meeting its goal of keeping poor children in school by increasing enrolment among younger children (3-11 years old) and increasing attendance among 6-17 year olds⁹. Moreover, it is only in the Philippines where the CCT program covers participation of very young children (e.g. 3-4 year old children) in Day Care Centres as one of the conditionality's.

(iv) Modelling the link between ECCD and Primary Education

The Project has begun developing a promising model to ensure the seamless and successful transition of 3-4 year-old children from home to DCCs, to kindergartens and to primary school. The model as envisioned will focus on **strengthening the interlink of the following dimensions towards achieving the end of Project outcome of school readiness - ready families, ready children, ready schools, and ready communities.** This initiative will be accomplished through stimulating demand for quality ECCD/elementary school education, strengthening governance, and improving quality.

(v) Strengthening Monitoring and Evaluation

The Project has been effective in strengthening monitoring and evaluation mechanisms and tools at both local and national levels. The Project completed the 1st (baseline) and 2nd round of annual ECCD data collection and validation workshops in 2013 and 2014, which included sessions on data quality assurance. Data were used in ECCD planning, monitoring, and investment programming at the national and local levels. The Project also supported the conduct of an M&E capacity assessment of eight pilot national government agencies; results of the assessment will be used to design and deliver capacity development programs on M&E for the pilot agencies including the DSWD and DepEd.

Most effective was the implementation and publication of the *ECCD Profile in Selected Local Government Units*¹⁰, copies of which were distributed to all social welfare officers, day care centres, school superintendents, and kindergarten classes in the 36 focus LGUs. The ECCD Profile is a very handy tool for the LGUs in making sound decisions, supporting

⁹ Chaudhury, N., et al. 2013, *Promoting Inclusive Growth in the Philippines: Assessing the Impacts of the Conditional Cash Transfer Program*. World Bank.

¹⁰ The profile gives an insight on the conditions of early learning in 36 vulnerable LGUs in the Philippines in 2012. It provides the LGUs data on 35 ECCD indicators which include: total number of barangays, day care workers, day care centres, kindergarten teachers and schools; estimates of the number of children aged three to five from 2013-2015 that should be accommodated by the LGU ECCD programmes; the status of school participation of children aged three to five; perceptions about learning that need to be addressed; and the current LGU status for key ECCD programme indicators, along with benchmarks. The publication used data from the 2012 Multiple Indicator Survey by the National Statistics Office (NSO); the LGU Social Welfare and Development Offices and school division offices covering the 36 LGUs; and the 2000 and 2010 NSO Census of Population Reports.

advocacy efforts at the municipal and barangay level, formulating supportive local policies, allocating more resources, and developing and implementing plans and strategies to support quality ECCD programs.

What remains to be achieved? Despite the effective use of DFAT funds described above, more remains to be done in order to completely achieve the desired outcomes. These include in the areas of:

Capacity building of ECCD workers and their supervisors: Given the use of cascade approaches in the training of ECCD service providers and their supervisors, **further efforts are needed to promote a more systematic and effective monitoring, supervision, and mentoring process** after the initial training. On-going initiatives to establish and strengthen local mechanisms for continuous capacity building of ECCD workers (e.g., monthly mentoring sessions of DCWs/SNP workers, kindergarten session guides for use in school-based training and the Learning Action Cells of DepEd) are steps in the right direction.

ECCD learning materials: For the ECCD early learning materials and resources, **there is a need for more sets per day care centre/kindergarten, more efficient dissemination, and clearer strategies for their replacement with local support for maintenance and reproduction.**

WASH: The installation of WASH facilities in kindergartens was halted due to the withdrawal of an NGO implementing partner. The Project decided to focus on WASH in day care centres so **there is now a need to fast-track WASH implementation in these centres** with the support of UNICEF partner NGOs, namely Action Against Hunger (ACF) and the Philippine Centre for Water and Sanitation.

Local ECCD governance structures: The absence of a functional local ECCD governance structure/mechanism in many focus areas is a major concern in Project implementation. While the Union of Local Authorities of the Philippines (ULAP -- a board member of the ECCD Council) has yet to draft the guidelines defining the ECCD structure for local level, **it is imperative that the ECCD Council collaborate with the Department of the Interior and Local Government (DILG) which oversees the organisation and functioning of the Local Council for the Protection of Children (LCPC) to ensure coherence of the ECCD governance structure at the local level.**

A good example of success in this area is the Local ECCD Coordinating Committee under the LCPC in Mindanao which is very much in place and operational. The focus group discussion members in Mindanao attributed the presence of such a functional ECCD mechanism in their areas to the dynamic leadership of the local chief executive with strong support from the sanggunian (legislative body) and LGU officials and partners, continuing adherence to legal mandates for establishing such a governance structure (specifically cited were the Child and Youth Welfare Code and the DILG memorandum on LCPC and ECCD Coordinating Committees, and UNICEF technical assistance not only under this Project but in earlier Country Programmes for Children.

Intermediate Outcome 2: Stimulated Demand for ECCD Services in 36 Vulnerable Areas

Output 2.1 Communication Strategy to improve parents' knowledge, attitudes and practices on ECCD developed and implemented

UNICEF has developed two important communication tools which have proven to be effective in promoting ECCD among both LGUs and parents. These were developed in the context of a draft Communication Strategy designed both to improve parents' knowledge, attitudes, and practices in regard to ECCD and to promote LGU support to ECCD programs and resulted in the LGU Advocacy Kit cited earlier and the enrichment of the Family Development Sessions (FDS) Manual (used for parents receiving conditional cash transfers) with dedicated ECCD Learning Modules awaiting finalisation this year. In relation to these modules, the Project supported the training of trainers from eight regions where focus municipalities and cities are situated and over 300 officials called "Municipal Links" on how to deliver the modules. Moreover, roll-out of the FDS-ECCD modules is continuing in some focus areas covering about 30,000 parents.

What needs to be done/gaps: There is an urgent need to finalise the **ECCD Communication Strategy** in order to support communication, advocacy, and outreach activities of various ECCD stakeholders and enhance the promotion and sustainability of ECCD programs. To support this plan, **there is also a need to further align the several existing parent education programs including the Parent Effectiveness Service Modules (for non-CCT parents), the Family Development Sessions Modules of the CCT Programme, and the Family Support Programme of the ECCD Secretariat.**

Intermediate Outcome 3: Strengthened National Policies, Management, and Supervision of ECCD Programs

In general, there have been delays in implementing the planned outputs particularly with regards to the development and adoption of standards for the curriculum for children aged 3-4 and the competency framework and standards for ECCD workers.

Output 3.1: ECCD curriculum and assessment tools developed and adopted at national level

The development and adoption of a standard curriculum for children aged 3-4, based on clear desired competencies and an agreed upon set of domains of child development and organised around a common set of suggested activities, has not yet been achieved. In light of the Project design's commitment to the adoption of a standard curriculum for the National Child Development Program of the ECCD Council and for DCCs and SNPs, UNICEF has supported both (1) the ECCD Council Secretariat in completing a curriculum and activities for children 0-2 and 3-4 which are anchored on the National Early Learning

Framework (NELF)¹¹ and the Early Learning Development Standards for Filipino Children (ELDS)¹² and, (2) technical assistance to the DSWD from the Community of Learners Foundation to develop an enhanced activity guide based on developmental tasks and objectives expected of children aged 3-4 consistent with the Philippines ECCD Checklist¹³. The complications inherent in the existence of these different versions, developed through different processes and supported by different ECCD partner organisations, have not yet been sorted out; this has led to the ineffective use of financial and human resources. Harmonisation of these two sets of materials remains an urgent task. As indicated in the Project design, this sub-component is meant to support the ECCD Council, DSWD, and DepEd to fine-tune the ELDS and the NELF for children aged 0-6, which are the basis for the development of ECCD curricula and assessment tools; this has not yet been achieved.

On the other hand, the success of the ECCD Checklist now in general use by day care workers/child development teachers to monitor the growth and development of 3-4 year-old children and by kindergarten teachers for 5-year-olds and the development of the School Readiness Year-End Assessment (SReYA) for administration to all kindergarten pupils and Grade 1 entrants demonstrate effective use of DFAT's resources. What is now needed is to ensure that the Checklist used in DCCs is physically transmitted to the child's kindergarten teacher in order to provide a detailed picture of the child's progress along many developmental milestones; this is an essential step in the modelling of links between ECCD programs and primary schools in focus areas.

Output 3.2 Improved teaching competencies of ECCD human resources

This output remains to be achieved. To date, initial work on the formulation of the Competency Standards and Training Framework for ECCD workers has been done by the ECCD Council Secretariat. The draft document was presented to member agencies of the Council during a workshop in February 2015; its further development and validation are meant to be carried out from April to July.

Output 3.3 Improved ECCD standards, accreditation and research

(i) Accreditation standards

UNICEF also made effective use of DFAT resources through the engagement and training of 87 accreditors in 17 regions on how to assess day care services and provide technical assistance to day care workers using the 2012 DSWD accreditation standards¹⁴. A mechanism and tools are therefore now available to provide on-going accreditation until such time that the standards are eventually revised. But follow-up support to non-

¹¹ Resolution No. 10-01 of 2010 approved by the ECCD Council Board which followed the five domains of the ELDS and added a 6th domain of creativity.

¹² Council Resolution No.3 of 2008, *A Resolution Approving the Early Learning and Development Standards (ELDS)*, Council for the Welfare of Children/National ECCD Coordinating Council

¹³ Council Resolution No.3 of 2004, adopted by the Council for the Welfare of Children/National ECCD Coordinating Council in 2008 with seven domains for children aged 0-5.11

¹⁴ UNICEF reports that planning and validation workshops were held in February, 2015, to begin the development of ECCD programme standards which may eventually lead to the design of competency standards and a training framework for ECCD workers.

accredited centres and workers has not always been provided. A case in point are the DCCs/DCWs in Milagros and Aroroy (Masbate) which were assessed in October 2013 but which by mid-February 2015 had not received feedback on the accreditation results despite queries made by the MSWDOs with the DSWD Regional Office.

Enhancing the day care service accreditation system was initially planned for 2013/2104 to assist the DSWD to refine the system so that it becomes relevant to LGUs and improves accreditation rates. The Project instead assisted in the actual accreditation process of DCCs/DCWs by engaging accreditors in response to a request of the DSWD to allow it to implement the 2012 accreditation standards for day care services for at least two years before they are reviewed. The Project's focus until its completion is to assist in the processes of accrediting the remaining DCCs/DCWs in focus areas with pending accreditation and of providing technical assistance to DSWD based on the results of accreditation and linked to the further training of DCW supervisors and the eventual review of the standards.

(ii) Research

Under research, evidence of progress has included the launch of a two-year longitudinal study on ECCD to understand better how the cognitive, social, and emotional skills of young children develop in different contexts. The results will guide implementation of the EYA and the Enhanced Basic Education Act. The Australian Council for Educational Research (ACER) is undertaking the study. The 1st phase will track a cohort of kindergarten pupils enrolled in public elementary schools in 6-9 municipalities nationwide (SY 2015-2016) until they complete Grade 1 in March 2016.

A second research supported by the Project is the ECCD Council Secretariat study on the "Development of a System for Early Identification, Prevention, Referral, and Intervention of Developmental Disorders and Disabilities in Early Childhood" which focuses on the prevalence and challenges of "invisible" disabilities – autism, ADHD, and intellectual disabilities. As a result of this research, modules and tools were developed to institutionalise the recommended system in National Child Development Centres, and ECCD workers in three focus areas were trained by the ECCD Council Secretariat in identifying and managing young children with these conditions.

Overall, the Project proved effective in delivering several key outputs and activities as expected in both components: Component 1 (building scalable models for quality ECCD programs) and Component 2 (mainstreaming of ECCD Innovations and quality standards), with critical outputs lagging behind under Component 2 (e.g., the development of curricula, instruction and assessment tools, and competency and training frameworks); these have now been included in UNICEF's draft 2015 and early 2016 activities.

A final note: There is one further issue related to the effectiveness of the Project as a whole. Globally, ECCD is now considered to include not only the traditional components of health, nutrition, and cognitive development and early learning, but also, more and more, child protection. The impact of family abuse and violence, social conflict, and stress of all kinds, especially on a young child's brain development, is becoming increasingly important in any

discussion of ECCD. **It is therefore essential that the Child Protection sector of UNICEF in the Philippines becomes an integral part of its multi-sectorial ECCD team.**

c) Efficiency: *Is the investment making appropriate use of Australia's and other partners' time and resources to achieve objectives?* Rating: 4

The Government of Australia has committed a total investment of AUD\$7.82 million in support of this Project over three years (2103-2015). Based on the Financial Implementation Report submitted by UNICEF, the DFAT allocation translates to US\$7,095,286.82, with a fund utilisation of US\$3,753,868.11 (53%), and a fund balance of US\$3,341,418.71 (47%), while UNICEF has provided matching funds of US\$1,837,137.96. The utilisation rate for Component 1 is reported as 84% (mainly for direct service delivery expenditures such as furniture, learning materials, training, accreditator recruitment and training, and WASH interventions). For Component 2, the rate is 5%, largely because many of the upstream activities planned for this component – such as the development of curricula, training manuals, and accreditation standards – have been funded with substantial counterpart contributions. The utilisation rate for the Education Sector was 55%; for WASH, 41%; and for M&E, 52%. (The relatively low utilisation rate for the WASH component is largely due to the withdrawal of an NGO partner from the Project and the need, therefore, to re-program this component.)

The low rate of overall utilisation 2/3 of the way through the Project timeline appears to be due largely to the need for UNICEF to interrupt its regular programming in 2014 to respond to Typhoon Haiyan¹⁵. Plans are now in place for the expenditure of the remaining funds in previously scheduled and a few selected new activities depending on the outcome of the IPR and the final end-date established for the Project.

Overall, the investment of the Government of Australia through UNICEF has led to efficient and appropriate use of its and other partners' time and resources to achieve the Project's objectives. It has done this largely by helping to promote a stable and supportive environment and context both for the development and mainstreaming of important policies and programs at the national level and the design and implementation of essential ECCD services in the targeted 36 vulnerable areas. Without this investment, progress in these areas would have been slower or might not have occurred. (E.g., focus group members in Mindanao described how the Project had opened doors to “revive” and “breathe new life” into DCC implementation.)

Although not all outputs and activities have been delivered on time, the investment modality and implementation arrangements are considered appropriate and proportional to the desired outcomes. Those that were on time appear to have been produced in a cost-effective manner; their reporting has been transparent and accountable; and the funding and staff available for their implementation have been sufficient. In fact, it is quite

¹⁵ Given UNICEF's mandate as humanitarian organization, it maintains a pool of human resources which can be immediately mobilised for emergency response so as not to disrupt regular program operations. However, due to the magnitude of impact of Typhoon Haiyan, regular program activities of UNICEF were suspended for two months. With the engagement of more staff to handle this emergency response, implementation of the Country Program resumed in January 2014.

extraordinary that so many activities, at both local and national level, have been completed or launched with the human and financial resources available.

One major constraint – perhaps even a risk – to continued efficiency, however, relates to inadequate coordination mechanisms among partners. Many factors have affected the efficiency of the Project's implementation arrangements and therefore made more complicated the achievement of its desired outputs. These include:

- new laws and regulations about ECCD and the resulting lack of clarity around the roles and responsibilities of the major ECCD partners (especially in regard to children aged 3-4 and in parent education programs)
- the differing levels of devolution of authority to local governments across these partners (e.g., DSWD and DepEd) as provided under the Local Government Code of 1991
- the lack of alignment among different frameworks of standards and domains related to child development and different versions of age-based curricula and suggested centre/classroom activities
- new institutions (National Child Development Centres) seemingly in competition with old ones (Day Care Centres)
- even new terminology (pre-kindergarten rather than day care)

Recommendations were made in the IPR's final aide memoire concerning the steps needed to improve partner coordination and therefore increase the efficiency of Project implementation; these are explained further below.

More generally in terms of the management of risks which can affect Project effectiveness and efficiency, it is clear that natural disasters such as typhoons will continue to plague the nation. UNICEF will need to identify some kind of mechanism by which its essential role in responding to disasters does not continue to put into jeopardy its implementation of such important donor-funded Projects as this one.

In terms of other risks, UNICEF, in consultation with DFAT, has completed a detailed Risk Management Plan (Annex 4 of the original Project Design) which lays out very usefully the most relevant and compelling risks facing the Project. Three risks seem particularly salient as a result of the IPR analysis:

- LGUs not delivering on their commitments – as described above, UNICEF is taking a number of steps in regard to ensuring stronger LGU commitment and capacity and larger budgets in relation to ECCD
- weak coordination among partners – UNICEF is continuing to stress the importance of stronger coordination through mechanisms such as a strong Technical Working Group on ECCD
- the low absorptive capacity of partners, especially during an election year – UNICEF will need to advocate even more strongly for continued partner attention to, and counterpart funding of, ECCD despite what will likely be pressure for the financing of more visible and therefore politically attractive programs.

Other concerns around efficiency relate to the following:

- the need for greater coordination with other ECCD initiatives (i.e., affecting children aged 0-8) funded by multilateral and bilateral donors and INGOs. This includes work of the World Bank, Save the Children, ChildFund, and Plan International as well as DepEd programs such as “Every Child Reading”; this is especially true in regard to the project’s relationship – seemingly both within DFAT and in DepEd – with the complementary Australian-funded BEST program. The ECCD project, with its broader concern for the quality of kindergarten, the successful transition into the early grades, and the mastery of basic literacy when children reach the age of 8, should build on the joint development of the literacy and numeracy assessment tools being used for the ECCD longitudinal study to seek even greater collaboration with BEST in areas of common concern such as national level policy dialogues and standards development.
- the need to use and improve existing mechanisms (Local Councils for the Protection of Children) and processes (Community-Based Information Systems) supportive of ECCD rather than to create new ones. This is not always an easy task given the absence of such Councils in some LGUs and the frequent preference to use more informal means of collaborating around the protection of children. But by 2014, 32 of the 36 target areas were reported to have some kind of functional ECCD Committee, many of them under the LCPC. A major success factor cited by the FGD participants in Mindanao in regard to the LCPC’s role in ECCD has been the leadership of the Local Chief Executive with the strong support of the Sanggunian and other LGU officials and partners. UNICEF is committed to work further on this issue within the life of the Project, particularly in the larger context of developing and building the capacity of effective local ECCD governance structures (e.g., an ECCD Committee within the LCPC).

d) Impact: *What positive and negative changes were produced by the initiative, directly or indirectly, intended or unintended? Innovative strategies?*

A key achievement in regard to the impact of this initiative, in large part due to the advocacy efforts of UNICEF, is the wide-spread acceptance – mostly at the national level but increasingly at the local level - of two important principles of ECCD programming: (1) the need for a holistic, multi-sectoral approach to early childhood development, and (2) the importance of a seamless transition in the curricula and pedagogy for children aged 3-8 years of age. These principles are more and more advocated for and accepted in international discourse, and their acceptance and ownership by the ECCD community and partners in the Philippines are remarkable and still uncommon phenomena – and also lay the groundwork for what could be even more globally pioneering achievements in the expansion and improvement of ECCD.

More specifically, to date the Project has had considerable observable positive impact on beneficiaries at both national and local levels. At the **local level**, the Project’s activities in advocacy, program development, procurement, training, and M&E have:

- produced advocacy materials to encourage more parents to enrol their children in ECCD programs

- encouraged more LGUs to be supportive of ECCD programs, in terms of both financing and governance
- trained LGU and other local officials in results-based and investment programming
- carried out two rounds of ECCD data collection and validation focusing on the use of the data for ECCD planning, monitoring, and investment programming
- developed and implemented a results-based target setting tool to help LGUs develop ECCD work and financial plans
- trained kindergarten to Grade 3 teachers and school heads on child development principles and learner-centred (age and developmentally appropriate) teaching practices related to the implementation of the K-3 curriculum
- trained SNP workers in 37 isolated and sparsely populated Project sites, over 1000 day care workers/supervisors, over 2,200 kindergarten teachers (many trained on KCEP implementation and some on identifying and managing children with disabilities), and 300 CCT “Municipal Links” on how to deliver the Family Development Sessions ECCD/early learning modules
- trained a total of 79 kindergarten teachers on integrating child protection in early childhood education curriculum and ECCD program development and management under the KCEP for indigenous children, Lingap Pangkabataan’s Project on *Strengthening Community Based Services for Tri-People in Maguindanao*¹⁶.
- provided 1250 day care centres and all kindergartens in the target areas with furniture, supplies, and teaching-learning resources (with WASH facilities in the former)
- hired DSWD accreditors to assess 295 DCCs in Project sites
- implemented WASH in 220 DCCs and conducted WASH orientations in 25 LGUs
- strengthened the capacities of LGU and barangay officials on WASH and promoted technical working groups to manage and coordinate the inter-sectorial WASH components

For each of these activities, plans have been made for their expansion and/or enrichment through the end of the current Project cycle/2015-2016 school year.

But these local-level impacts have only affected 36 out of some 1500 areas governed by LGUs; thus, the work done at the **national level**, both as part of the Project and as a conscious attempt to scale up its current achievements to a wider audience, is critical. At this level, UNICEF has:

- developed and implemented a range of training of trainer programs, materials, and teacher/activity guides and manuals for SNP implementation, day care centre workers/supervisors (including a WASH component), and kindergarten teachers/coordinators (on the kindergarten curriculum and KCEP)
- produced prototype sets of furniture and useful toys, story books, and other materials for all divisions nationwide and for 100 elementary schools in the focus areas; these were provided to all kindergartens with DepEd funds as part of its counterpart contribution to the Project

¹⁶ Lingap Pangkabataan is supported through a PCA of UNICEF

- begun discussions with the Department of Interior and Local Government on how to strengthen local ECCD governance mechanisms
- supported the assessment of over 7500 DCCs and DCWs by the DSWD leading to the accreditation of over 2/3 of them
- conducted M&E capacity assessments of national partners
- conducted initial capacity building of key LGU stakeholders on evidence-based planning and programming
- drafted a conceptual framework for the enhancement of the ECCD Information System leading to the more systematic collection and integrated reporting of ECCD data
- drafted a National ECCD Communication Strategy and moved ahead to develop specific advocacy materials for parents and LGUs
- launched, with ACER, an important longitudinal study of the progress of children from kindergarten through Grade 2
- helped in the refinement of the curriculum and assessment tools for kindergartens and in the adoption of the KCEP
- developed a curriculum for Madrasah kindergartens and pilot tested it in 100 schools
- carried out a Leadership Executive Management Course for provincial, city, and municipal social welfare officers
- evaluated Model Kinder Schools and carried out an Implementation Review of the Kindergarten Program

Of special note in regard to the above list is that UNICEF has already drafted plans for how to expand and enrich these activities in 2015 and early 2016 in order to attempt to ensure the further scaling up of its work at the national level. (See Annex 8)

Admittedly, the lists above largely represent reports on the existence and quantity of activities and results and not on the quality of their content, implementation, or outcomes. But **the assessment of the advocacy and training materials produced, the resources and materials provided, and the teaching-learning observed – as well as the overwhelmingly positive comments about the Project, its activities, and its outputs from stakeholders at both national and local levels – indicate a high quality of achievement.**

Two important innovative strategies should be highlighted:

- the development of models of how to strengthen the link between ECCD programs and the early grades of primary education in order to provide a context for learning and explore effective and viable approaches to expanding five and six year olds' access to quality ECCD programs within the public school system. Mapping of 0-11 year old children in the community is on-going with the end view of enlisting children who should be enrolled in DCCs, kindergartens, and all other grade levels in 2015-2016. Although this was begun in some areas early in the Project, often separately by schools, DCCs, and communities, the current mapping process is attempting to harmonise these various actors and efforts in order to prevent duplication and maximise impact.

The mapping will allow the community, LGU, DCC, and school to ensure that children enrol at the right age, at the right time; provide inputs to determine basic resource

requirements of schools; and assist in the preparation of three-year School Improvement Plans. It will also facilitate SNP/DCC/kindergarten/primary school transition (e.g., a seamless, continuous curriculum and pedagogy for children aged 3-8) which will focus on normally excluded children (by disability, gender, poverty, conflict, and disasters) and those at risk of failure, promote the harmonisation of child assessment tools (the ECCD checklist to the School Readiness Year-end Assessment to any future Early Grade Reading Assessment), and ensure common training in child development for both ECCD workers and early grade teachers

- the development of Alternative Delivery Modes (e.g., Kindergarten Catch-up Education Programs and Supervised Neighbourhood Play), including the contextualisation of curricula and materials for Indigenous People and the promotion of the use of mother tongue to ensure ECCD participation by those most disadvantaged.

No negative impacts were uncovered during this assessment. One unintended consequence, however, has been the greater visibility of the differences of opinions, approaches, and programs -- and of the inadequate alignment among UNICEF's partners, notably DepEd, DSWD, and the ECCD Council Secretariat – discussed in the preceding section. This issue can affect not only the efficiency of UNICEF's work but also its ultimate outcomes. DFAT's investment and UNICEF's efforts, in other words, could have even more impact in the future to the extent that these roles and responsibilities are clarified and clear commitment is gained in regard to working towards a seamless, continuous ECCD program for children aged 0-8. Essential mechanisms to help achieve this impact is stronger leadership of the ECCD Council and, within it, the establishment of a multi-partner Technical Working Group.

Two other issues in regard to impact are important, especially in terms of the Project's focus on disadvantaged areas and population groups. These include:

- Disability – despite the Project's efforts (see Outcome 3.3 above) in the area of “invisible” disabilities (ADHD, autism, and intellectual disabilities), more effort is needed to combat the general lack of concern in the system for young children with a broader range of disabilities and inadequate teacher and school capacity to identify, mitigate, refer, and respond to disabilities. (See below for additional analysis.)
- Language – despite the Project's support for the government's Mother Tongue-Based Multi-lingual Education policy – e.g., a session on MTB-MLE in the orientation of Regional and Division Kindergarten Coordinators on the implementation of KCEP and National Kindergarten Curriculum Guide – more effort could be spent in advocating for more consistent implementation of this policy and in clarifying the role of mother tongue in kindergartens and day care centres (e.g., although there is a statement in the DSWD curriculum for 3-4 year olds supporting mother tongue, there appears to be no systematic DSWD policy or strategy about its use, and some LGUs appeared confused as to its role in kindergartens). Working with partners in the Project to help develop such a policy would be a useful further outcome.

e) Monitoring and Evaluation: *Is an M&E system being used to effectively measure implementation progress, and progress towards meeting expected outcomes?*
Rating: 5

The M&E system developed with UNICEF with DFAT support has proven effective in measuring implementation progress towards meeting the expected outcomes. A detailed, informative progress report and an updated Results Matrix (RM) were prepared through the end of December, 2014. The Matrix (Annex 9) – the status of implementation in regard to each of the desired outputs -- is clear and transparent, with SMART indicators, useful definitions, essential disaggregation's (usually by sex, target LGU, and ECCD program type, and with information on frequency of collection and means of verification), baseline data and end of Project targets, results achieved (with % where appropriate), progress to date, lead agencies, and explanatory notes including the source of data. It therefore presents a detailed snapshot which explains at a glance what is meant to be achieved, what has been achieved, and information on changes to, and challenges toward reaching, the desired final outputs and outcomes. This accomplishment is no doubt partly due to the fact that almost 24% of the total Project budget was devoted to M&E.

In addition, and as mentioned above, at the national level UNICEF and its partners have also been active in M&E by conducting M&E capacity assessments of national partners and drafting a conceptual framework for the enhancement of the national ECCD Information System which is meant to lead to the more systematic collection and integrated reporting of ECCD data.

At the local level, in March 2014, UNICEF did its 2nd round of data collection to track the progress of Project indicators, determine bottlenecks, and inform appropriate solutions. Data were collected from all day care centres and kindergartens in the 36 Project sites through the local social welfare officers and kindergarten coordinators. Results/findings were presented to the national government partners and were used to update the Project's Result Matrix; at the local level they became the basis for setting ECCD program targets and corresponding budget requirements for 2015 and 2016, preferably in the context of a systematic LGU ECCD plan.

Not all ECCD stakeholders, however, understand and appreciate the importance of M&E and of the establishment of user-friendly data systems to monitor progress and achieve targeted outcomes. To the extent that such systems build on those already operating (e.g., the Community-Based Monitoring System), especially at the local level – and attempt to integrate them so that, for example, every child has a data-based record of developmental milestones (e.g., birth registration, immunisation history, ECCD checklist results, day care/kindergarten/primary school attendance and achievement up to a Grade 2/3 EGRA results and beyond) – the appreciation of the importance of M&E should only increase.

f) Sustainability. *To what extent will benefits endure after Australia's contribution has ceased?* **Rating: 4**

The overall progress made in developing national ECCD policies and laws; formulating standards and frameworks such as the ELDS and the NELF; designing child assessment tools

such as the ECCD Checklist and SReYa; and mainstreaming ECCD into services provided by national partner agencies including Local Government Units augurs well for an increased commitment to ECCD and the expectation that investment in ECCD will at least be sustained and will even continue to grow. **It is therefore likely that the government's policy and program reforms in ECCD, inspired at least in part by the DFAT/UNICEF Project, will be sustained; these include the further development, refinement, and dissemination of competency standards, curricula, prototype teaching-learning materials and resources (books, toys, worksheets), assessment tools, training programs, and Alternative Delivery Modes.**

More specifically in regard to UNICEF, given the current status of the Project with nine months to go until its formal conclusion in December 2015, it is likely that UNICEF, in close partnership with its three major partner agencies (ECCD Council, DSWD and DepEd), will achieve planned outcomes in regard to the curricula, assessment tools, and competency standards which are all activities in progress as indicated in the plan for 2015-2016 (Annex 8). Additional outcomes would be achieved, of course, if the formal life of the Project were extended to the middle of 2016.

At the local level, given the growing awareness of the importance of ECCD among local government leaders and their increased capacity in ECCD programming and budgeting, some LGU respondents were optimistic that the momentum and progress will continue, particularly for LGUs whose local chief executives and officials are supportive of ECCD. In LGUs where ECCD is a priority program, formal ECCD plans have been developed and their budgets form an integral part of their Annual Investment Plan (AIP) with other LGU budgets are also being used for ECCD. In general, however, ensuring larger budget allocations for ECCD, which are critical to the sustainability of ECCD initiatives at the local level, remains a challenge.

It is noteworthy that there are a number of good practices/strategies/models that are being implemented under this Project that can be replicated and scaled up – such as the SNP and KCEP, communication/advocacy efforts utilising the LGU ECCD Advocacy Kit, the ECCD Profile of Selected LGUs, and the results-based planning tool.

Overall, the positive feedback about the Project from various ECCD stakeholders at the national and local levels and their active involvement including counterpart sharing/contributions (in cash and in kind) are indicative of the extent of ownership of the ECCD programs among partner agencies and beneficiaries. Partnerships with and support from both international NGOs (PLAN International, Save the Children) and local NGOs (such as COLF, Lingap Pangkabataan, ACF, the Philippine Eagle Foundation, and the Philippine Centre for Water and Sanitation) are another indicator in support of sustainability.

Specific issues raised during discussion with ECCD stakeholders include the need to guarantee sustainability of:

- ECCD governance/coordinating structures at national and local levels (e.g., an ECCD coordinating committee under the Local Council for the Protection of Children)

- ECCD early learning materials and resources - more sets per day care centre/ kindergarten, more efficient dissemination, and strategies for their replacement with support for local production, maintenance and reproduction
- capacity building of ECCD staff - the need for the more systematic monitoring and supervision of those trained especially those using a cascade approach (e.g., through the animation of Learning Action Cells at school and district level)
- personnel services; e.g., the uncertainty of some day care workers being retained once a new barangay captain is elected into office and the DepEd plan to replace volunteer kindergarten teachers.

While there is therefore considerable evidence of national and local engagement and ownership of ECCD including increased budgetary allocations, there are two threats to sustainability:

- **The need for continued donor and local/national government investment and technical assistance to support ECCD efforts.** External support cannot and need not continue forever, of course, but if there are insufficient funding allocations for ECCD plans and programs over the next few years (of which donor funding must play a part), implementation and sustainability will be at risk, and national and local officials and community leaders will not be in a position to offer and sustain ECCD interventions at the quality and intensity needed to affect child and family outcomes. Strengthening technical skills related to Project planning, budgeting, implementation and M&E will also enhance the prospects for sustainability.
- **Unclear governance and coordination mechanisms necessary to develop common goals, frameworks, standards, and data systems and communication channels to monitor progress and achieve targeted outcomes.** As mentioned previously, the roles and responsibilities in regard to ECCD must be defined among government entities and sectors at the national and local level to avoid overlaps/duplication of efforts and for a more effective and efficient use of budgets and resources (administrative, organisational, and technical). Such clarity will ultimately save money, promote the sharing of technical expertise, and lead to greater sustainability.

g) Cross-cutting Issues

Disability: As mentioned above, more effort is needed to combat the general lack of concern in the system for young children with disabilities and inadequate teacher and school capacity to identify, mitigate, refer, and respond to disabilities. Estimates of the number of children with disabilities in the Philippines are unreliable, but if one accepts the general view that 5%-10% of any given population has a disability, the number is in the millions. But only 200,000 are reported to be enrolled in Special Education classes at the kindergarten/primary level and even fewer are likely to be fully included in “regular” schools; there appears to be even less information about such children in DCCs though it is in just such informal, child-centred contexts that children with disabilities should be found.

In visits to three DCCs (one with a teacher of over 20 years’ experience) and four primary schools cum kindergartens (one with over 6000 pupils), children with disabilities were not

only barely visible but also of little concern (e.g., “they must be in another DCC or kindergarten”, or “the school with a SPED – Special Education – centre must be taking care of them”). The Project’s focus on “invisible” disabilities (autism, ADHD, and other intellectual disabilities), which are rarely diagnosed and even more rarely responded to, and the development of training programs and manuals to help teachers identify, refer, and respond to these disabilities are admirable activities, but much more effort is needed (e.g., through the ongoing mapping of children aged 0-11) to identify the likely large number of children with disabilities (including clearly “visible” ones) and get the system as a whole and individual ECCD programs to worry more about them. Advocacy of the draft law on “inclusive education” is one way to make this happen.

Gender: The Philippines is one of the increasing number of nations in the world where boys are consistently disadvantaged in terms of school enrolment and achievement (e.g., Grade 1-3 drop-out rates are 30%-50% higher for boys than for girls). The country is unusual in that this disadvantage appears to begin even at the pre-primary level with a small (1-2%) difference in attendance rates and a Gender Parity Index for the Adjusted Net Enrolment Ratio in pre-primary education of 1.04 in favour of girls – becoming 1.19 in secondary education¹⁷. Because the baseline data from the 36 Project sites, which are disaggregated by sex, do not indicate the same disparity, it has not become an important part of the Project.

But because the major partners in the Project (DSWD, DepEd, and the ECCD Council Secretariat) seem unaware of even the possibility of gender disparities in their programs, despite the fact that they presage future and ever more serious trends, let alone the possible reasons for it and its implications for their future programming, UNICEF should pay more attention to the issue in its baseline analyses, its advocacy work around gender and ECCD, and its future programming.

Partnerships: The DFAT-UNICEF Project on ECCD is a significant investment to help strengthen the country’s early childhood care and development system with its end of Project outcome of school readiness of all children aged 3-5. Substantive partnerships between and among the various ECCD stakeholders -- international donor agencies, national and local partners, and direct beneficiaries -- are central to successful program implementation.

Over five decades of work spanning seven UNICEF Country Programmes for Children, through both financial and technical assistance and supported by a large number of bright, dynamic, and sensitive professional staff, both international and national, UNICEF has both established very close, collaborative, and trusting relationships with its major partners in ECCD and generated a wealth of learning and insights that informed the design and implementation of this Project. This was witnessed at both national and local levels, including in LGUs and individual DCCs and schools. Thus, one of the major strengths of the Project is having the ‘right’ partners, most of them involved with UNICEF since the first

¹⁷ Data from 2011 reported in the 2014 Education for All Global Monitoring Report (UNESCO) and from 2012 from the State of the World’s Children and MICS Philippines (UNICEF).

Country Programme; these include the key stakeholders in ECCD -- DepEd, DSWD, the ECCD Council Secretariat, LGUs, partner INGOs and NGOs, academics, parents, and communities.

But links with related efforts of other donors and development agencies appear less strong – and even weaker with the private sector, either as managers of ECCD programs or as potential supporters of UNICEF's work.

h) Analysis and Learning

The logic of the Project's design is indicative of the sound technical analysis that went into its initial planning and eventual programming. UNICEF's history of solid, experienced, and professional staff involved in ECCD and in the other sectors which support it has contributed to the continuous learning which is a characteristic of the administration of this Project – the ability to assess bottlenecks and barriers to progress, explore innovative approaches to overcome these barriers, adapt the Project's trajectory to take into account exigencies such as Typhoon Haiyan, and plan for how to make most effective use of the funds remaining in the time remaining.

This learning process has led to an analysis of the challenges which remain in the Project's further implementation which need to be taken into account both in its final year and in any subsequent ECCD programming. These include an even strong focus on:

- providing both more accessible and better quality ECCD services for the most excluded areas and population groups of the Philippines
- developing more genuinely holistic ECCD programs, including issues around child protection
- developing stronger coordinating structures and mechanisms (and the subsequent alignment of their efforts) among the various ECCD partners
- building feasible models of successful transition through early learning for children aged 3-8
- developing more comprehensive M&E systems, at both national and local levels, and reliable and user-friendly data collection processes
- further strengthening the critical role of parents in early childhood through more comprehensive and consistent parent education programs
- enhancing further the capacity of LGUs and their desire to implement and adequately finance ECCD programs.

One important issue that has not been taken reflected in the Project or considered by UNICEF as a whole, however, is the impact of parental migration on child development. One source¹⁸ estimates that there are about nine million children under the age of 18 left behind by one or both parents who are working temporarily or permanently abroad (not counting "weekend" parents working in Manila and returning to their homes only on weekends) and therefore are being raised most often by grandparents and also in other kinds of extended families. Studies have shown the impact of such migration on the psycho-social development of young children; on their health, nutrition, cognitive development, and

¹⁸ Reyes, Melanie. *Migration and Filipino Children Left Behind: A Literature Review*

school achievement; and on the possibility of abuse and exploitation. This situation has not been taken into account adequately in regard to the targeting and programming of this Project – either by UNICEF or its partners – and therefore needs to become a more integral part of future UNICEF programming for ECCD. This situation is also yet another reason why the Child Protection unit of UNICEF Philippines must play a more active role in its ECCD program.

6. Conclusions and Recommendations

As a result of the interviews, observations, and analyses done for this IPR, the following conclusions and recommendations for the future are considered most critical:

6.1 Quantity vs Quality

In a relatively short time, the Project has generally achieved -- or is on the way to achieving, with considerable effectiveness and efficiency -- a remarkable set of outputs in terms of the sheer number of materials produced, resources disseminated, trainers and trainees trained, and activities implemented. Although this review is of the general impression that many of these outputs have proven useful and effective, **there does not appear to have been enough attention on the part of UNICEF in reflecting on quality – of the materials, of the training, or of other immediate outputs.** This is not an uncommon problem when faced with donor deadlines, complicated by the distractions of passing typhoons, but one recommendation is that **a greater part of UNICEF's routine implementation process and the more formal M&E effort over the coming months should focus on quality. This will help ensure that any further dissemination of the Project's outputs after the current funding cycle is completed will be more effective.**

6.2 Standardisation vs Contextualisation

The design of this Project is, in many ways, bipolar. On the one hand, it is intensely **local**, meant to focus on 36 carefully chosen disadvantaged areas of the country (and the more disadvantaged population groups within these areas), enhancing both the quality of and the demand for a range of ECCD programs and, in the process and wherever useful and necessary, **contextualising** these programs in terms of language and culture, geographic location, social-economic status, sex, and (dis)ability. On the other hand, it is also clearly **national**, meant to strengthen national policies, management, and supervision of ECCD and, in the process and wherever useful and necessary, contributing to **standardising** competency frameworks, curricula, materials, assessment and accreditation tools, and training programs and manuals for at least three kinds of ECCD programs – SNP, DCCs, and kindergartens. Both of these approaches are important, of course – to the government, to UNICEF, and to DFAT. But **the relative importance given by the Project to contextualisation and standardisation does not seem to have been adequately and systematically considered** (e.g., 84% of the planned DFAT funding has been spent on building scalable models of local-level activities vs. 5% on mainstreaming institutional strategies at the nation level) – Annex 10. **More reflection around this prioritisation, leading perhaps to reallocating budgets and human resources in the remaining period of**

the Project as well as to designing the next Country Programme, would therefore be useful.

6.3 Piloting vs Scaling Up

A common Project modality is the piloting of innovations in order to see if they are effective, feasible, and ultimately scalable. This Project is trying out (or trying to improve) several innovative strategies including Alternative Delivery Modes such as SNP and the Kindergarten Catch-up Education Program, Model Kindergartens, the contextualisation of the program among the Teduray in Mindanao, and the Madrasah kindergarten curriculum. These strategies have contributed to positive changes in addressing the ECCD needs of disadvantaged and less reached young children and families and now require further evaluation and adaptation. The challenge is to move successful pilots (which usually receive special attention, extra supervision, and additional funding to support them) to system-wide replication, especially in disadvantaged areas, when there is necessarily less attention, less monitoring, and more routine funding. **The Project is so far managing the tension between piloting and scaling up well by achieving a balance between intensive work in the 36 target areas and the use of selected products and processes from this work at national level. Again, however, further reflection on the proper balance to be sought during the remainder of the Project would be important to ensure that more of the Project's outputs are actually or potentially useful and sustainable to a much larger number of areas both in the short-term and in the next UNICEF Country Programme.**

6.4 Donor Proactivity vs Beneficiary Ownership

Another tension facing donor agencies is the extent to which they attempt proactively to push or nudge their partners towards a situation which makes for the more effective, efficient, and ultimately successful implementation of the work they are doing together – in this case, for example, pushing harder to overcome the historical, bureaucratic, and sometimes personal obstacles which are complicating the further coordination and alignment of their programs and activities and therefore jeopardising the fully effective use of DFAT funding. Greater, more aggressive nudging, however, can come at the expense of the ownership of the process felt by the partners. **DFAT and UNICEF should both consider carefully what further steps might be taken, if any, to try to promote greater cooperation and alignment;** e.g., through stronger and more frequent interventions at the level of the ECCD Council and its Chair and through the re-establishment/strengthening of the Council's ECCD multi-agency Technical Working Group.

Collaboration within and the management and governance of any multi-sectoral ECCD program are always complex processes. Some countries solve the problem through a super coordinating Ministry or an office under the Executive Branch detached from any one sector; others invest the coordinating authority in the most active or relevant Ministry depending on the local context (e.g., Social Welfare, Women's and Children's Affairs, Education). Whatever option is ultimately chosen in the Philippines, the essential need is to ensure that the roles and responsibilities of all the relevant stakeholders in regard to ECCD are clear.

6.5 Getting it “Right” for Each Age Range vs Seamless Alignment and Convergence

It is difficult enough to work with often different partners, on activities related to different (but sometimes the same) age range, and end up with what are seen to be successful and usable (but stand-alone) curricula, materials, and training programs. The Project has already largely achieved this. But such separate efforts, however successful each one is, can come at the expense of any continuity to the whole process. The expected competencies and related activities designed for children aged 0-2 (at home but with their care guided by parental education programs) might have little relationship with those aged 3-4 (in DCCs), aged 5 (in kindergartens), and aged 6-8 (in the early grades). On the other hand, too much focus on the seamless alignment of curricula and pedagogy for children to the age of 8 (e.g., making sure that the domains which structure each curriculum are the same and, for example, that the activities of the last week in DCC of children aged 4 are similar to those of the first week in kindergarten of children aged 5) may take attention away from further refinement of the age-based materials. **The Project, must, of course, do both; this means continuing to ensure that the best possible ECCD programs for each targeted age group are developed (i.e., in terms of curricula, materials, training, and funding) but also to advocate for a more collaborative approach towards greater alignment and convergence of these programs.**

DFAT, UNICEF, and the Government of the Philippines have a unique opportunity to work together to develop both good quality, aged-based programs and their seamless alignment. Giving greater attention to fulfilling this opportunity (e.g., by accelerating work on the modelling of effective transition processes) should be a major priority for the next year and in the future. DFAT’s continued support to this effort beyond the current Project will only make the achievement of this priority more likely.

7. Summary Review Rating of the Project against DFAT Evaluation Criteria

The ratings below summarises those provided above and are derive from the major evaluation criteria of DFAT’s Final Aid Quality Check. The **rating definitions** are as follows:

6	Very good; achieved or exceeded objectives and outcomes
5	Good; major objectives achieved and substantial programs toward achieving outcomes
4	Adequate; some objectives achieved and measurable progress towards outcomes
3	Less than adequate; outputs delivered but less than satisfactory progress towards outcomes
2	Poor; although there is some evidence of progress, the investment did not achieve its objectives or outcomes
1	Very poor; objectives and outcomes not achieved

Overall rating	4.6
Relevance	6
Effectiveness	5
Efficiency	4
Monitoring and Evaluation	5
Sustainability	4
Gender Equality	4
Risk Management and Safeguards	4
Innovation	5

Annex 1: Terms of Reference

Terms of Reference

Independent Progress Review

Philippines Early Childhood Care and Development:

Creating the Foundations for Lifelong Learning

Objectives

The Independent Progress Review aims to:

- a) Assess the progress of the Project implementation;
- b) Identify the successes and good practices including the gaps and constraints that need to be addressed;
- c) Determine what current partnership modalities are effectively contributing to the attainment of program objectives;
- d) Provide recommendations to improve Project implementation until completion; and
- e) Identify options and recommend suitable options for developing Early Childhood Care and Development (ECCD) programs.

Duration and Phasing

The mission is allotted up to 30 input days spread from 2 February to 31 March 2015.

Scope of Services

The review team composed of one international and local ECCD/Evaluation consultants will jointly address the following scope of services and will draw their collective skills to produce the best possible output. They will:

- a. Review relevant guiding policies and strategic plans of both Governments and other documents as necessary;
 - Relevant DFAT Guidelines
 - ECCD Project design and updated results matrix
 - Progress Reports from UNICEF including research proposals
 - DFAT Policy, Guidelines and Instructions on Independent Evaluation of an Aid Activity and Education Thematic Strategy, Philippines-Australia Statement of Commitment, Development Assistance Strategy 2012-2017
 - Australian aid: promoting prosperity, reducing poverty, enhancing stability
 - Philippines Government Early Years Act 2013, National Early Learning Framework and Philippines Government Basic Education Act 2013
 - CCT Impact Evaluation
- b. Submit Evaluation Plan/Inception Report
- c. Facilitate pre-mission team planning in Manila
- d. Undertake consultation and field visits
 - Consult with DFAT Manila, UNICEF and other stakeholders

- Evaluate the Project using the evaluation criteria identified in DFAT Guidelines and in 5a above
 - Undertake field visits as agreed.
- e. Present aide memoire of key preliminary findings and recommendations (2-3 pages narrative and a power point presentation for exit mission debrief)
 - f. Submit draft IPR Report to be submitted for comments
 - g. Revise IPR report based on consolidated feedback received from DFAT
 - h. submit Final IPR report

Reporting Requirements

The team will submit the following report to the DFAT Activity Manager:

- a. Evaluation Plan/Inception Report by 9 February 2015
- b. Aide Memoire of 2-3 pages narrative and a power point presentation of key preliminary findings and recommendations 23 February 2015
- c. A draft IPR Report of approximately 20 pages (excluding preliminary pages, executive summary, annexes and schedules based on DFAT Guidelines by 10 March 2015).
- d. A final IPR Report within two weeks of receiving consolidated comments from government partners, UNICEF and DFAT, or no later than 15 April 2015.

Criteria for Assessing Progress

a. Relevance:

- a.1. Are the objectives still relevant to the Australian Government (*in the context of the new aid policy*) and partner government priorities and to the context/needs of beneficiaries? In what way is it relevant?
- a.2. How relevant and appropriate are the Project strategies and interventions in responding to:
 - The need and objective towards the provision of holistic early childhood development services in the Philippines?
 - Demand and needs of the disadvantaged and hard to reach young children and families?
 - ECCD related priorities set forth in the National Development Plans and Policies?
 - Demand and needs of service providers?
- a.3. Define the extent to which the Project contributes to improved school readiness of children 3-5 year olds.

b. Effectiveness

- b.1. Describe key inputs for this Project. Are these appropriate to meet the objectives? Why or why not?
- b.2. How has the Project able to increase the capacity of service providers, caregivers and decision makers on ECCD at the national and local levels?
- b.3. What is the contribution of the Project to national capacity-building efforts among ECCD professionals and policy makers? Describe these new capacities and how they are being used for policy/program development and implementation.
- b.4. To what extent did the Project mainstream ECCD in national development policies and programs? To what extent has the Project contributed to policy dialogue and development

of new ECCD policies and programs in the country? What are the remaining critical policy/programmatic gaps (if any)?

b.5. What models and innovations have been implemented worthy of replication? What are the knowledge or policy gaps that are preventing bigger investment in ECCD?

b.6. Are the objectives on track to being achieved? What evidences show this? If not, what changes need to be made to ensure that they are achieved?

c. Efficiency

c.1. Is the Project efficiently managed to get value for money from inputs to achieve outcomes? Explain.

c.2. What are the risks to achievement of objectives? How were the risks managed appropriately? Are there risks that require higher level management attention?

c.3. How has implementation made effective use of time and resources to achieve desired outcomes expected at this stage?

c.4. Is expenditure on budget, transparent and accountable?

c.5. Have contractual obligations been met?

c.6. How effective and efficient were the coordination mechanisms at the country level (i.e. coordination amongst the ECCD program implementers from the government agencies (DSWD, DepEd, ECCD Council and LGUs))? If noticeable gaps are evident, how can they be addressed?

d. Impact

d.1. To what extent has the Project increased the awareness of relevant national and local stakeholders on importance of ECCD?

d.2. What are the observable intermediate outcomes as a result of the Project, if any?

d.3. What are the unintended (positive and negative) results at different levels: children, ECCD workers, institutions (DCCs, Kinder Classes), communities/LGUs and national policy makers?

d.4. Is there evidence of possible long-term positive outcome as a result of the Project? What are these?

d.5. Are there innovative strategies that facilitated effective implementation?

d.6. To what extent has national/local ownership of ECCD Project increased? What is the evidence regarding national and local engagement and ownership of the ECCD Project initiative? What are the success factors and lessons learned? Where this has not occurred fully, what are the constraints and consequent lessons for the future? Is there any evidence of increased budgetary allocations?

d.7. What was the Project contribution in creation of strategic partnership? Towards joint/common ECCD goals at the national level?

e. Sustainability

e.1 Do beneficiaries and Project partners demonstrate ownership, capacity and resource to maintain outcomes after funding has ceased?

e.2. What progress has been made in developing capacity? Are the strategies working?

e.3. What areas of the Project are clearly not sustainable, if any? What lessons can be learned? What actions should be taken to address such?

e.4. Are the benefits that have been achieved sustainable? Are interventions scalable and replicable? Why or why not?

f. Monitoring and Evaluation

- f.1. To what extent was the Project successful in using key elements of result-based planning and management? More specifically;
- Were the objectives SMART and monitoring reporting indicators/plans developed adequately in a timely manner?
 - How often were outcomes and outputs measured? Was data sufficiently disaggregated to identify excluded groups? To what extent was data/information generated used in decision-making (i.e. adjusting the planned results/targets, shifting program focus)?
- f.2. Does the M & E system effectively measure progress towards meeting objectives? Does it collect useful information on cross-cutting issues?
- Does evidence exist to show that objectives have been achieved?
 - Were there features of the M & E system that represented good practice and improved the quality of the evidence available?
 - Was gender data disaggregated to measure the outcomes of the activity on men, women, boys and girls, including disability?
 - Is there evidence on the use of M & E data to support implementation?

g. Cross cutting issues: Gender, Disability, Partnerships

g.1. *Gender*

- How did the Project promote equal participation and benefits for and access by boys and girls?
- How did the Project help to develop capacity (donors, partner stakeholder, others) to understand and promote gender equality?

g.2. *Disability*

- How did the Project incorporate and address issues of disability (inclusive development)?

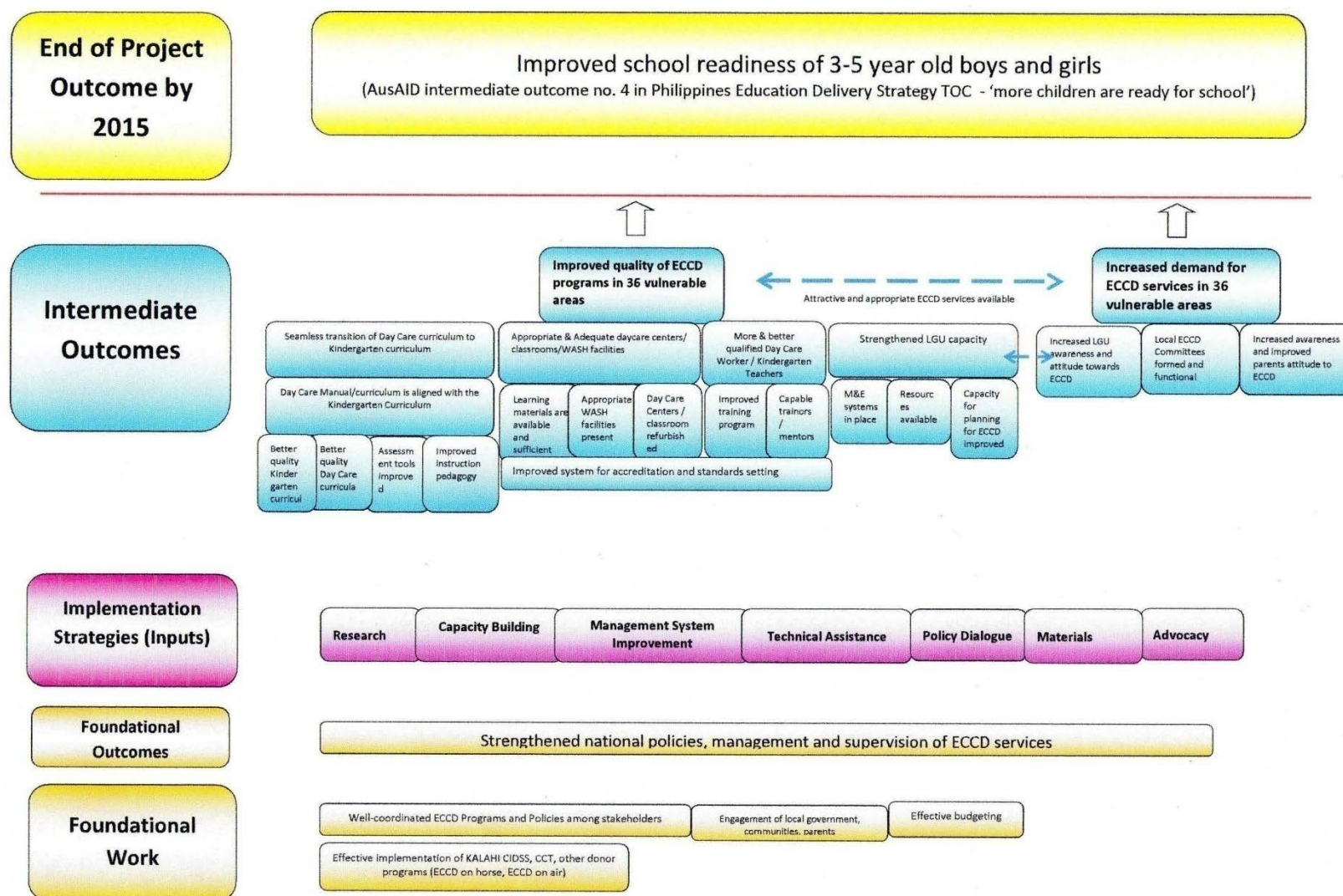
g.3. *Partnerships*

- Describe the partnerships established through this Project.

h. Analysis and Learning

- h.1. Is the Project based on sound technical analysis and continuous learning?

Annex 2: Theory of Change



Annex 3: Results Framework

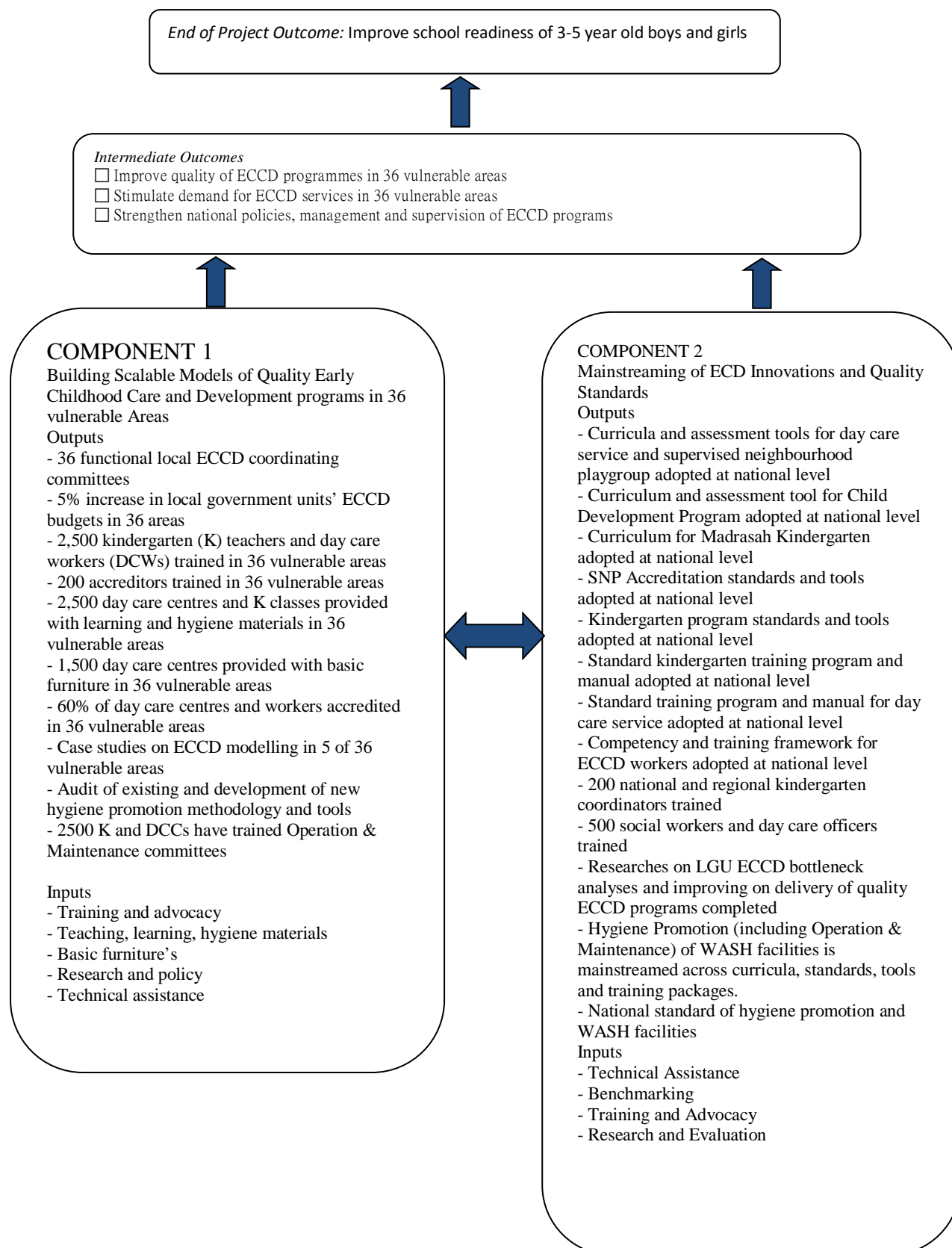
No.	Results/Outcomes	Outcome/Output Indicator	Method of data collection; frequency and source	Baseline (2012) *	Planned & Actual	Year 1	Year 2	Year 3	Notes/Description
1	Improved school readiness of 3-5 year old children	Per cent of children tested who pass school readiness test	DepEd-BEE report, annual	Tbd			60%	80%	Baselines to be determined at beginning of Project
		Per cent of Grade 1 entrants with early childhood education experience	DepEd-BEE report , annual	Tbd			60%	80%	Baselines to be determined at beginning of Project
		Proportion of 6-year olds currently attending Grade 1 (by sex)	Multiple Indicator Survey (MIS)	Tbd					Baselines to be determined at beginning of Project
		Drop-out rate in Grades 1 – 3 (Indicators to include learning outcomes/performance of Grade 1-3 children who have had prior ECCD experience – will be fleshed out further in the M&E plan)	DepEd BEE report, annual	Tbd					Baselines to be determined at beginning of Project
2	Improved quality of ECCD programs for 3-5 year old children in 36 vulnerable areas	Proportion of 6-year olds who have completed kindergarten/preparatory (by sex)	Multiple Indicator Survey (MIS)	Tbd					Baselines to be determined at beginning of Project
		Per cent of children washing hands with soap after toilet use	DepEd, SDWD, ECCDC reports	Tbd					Baselines to be determined at beginning of Project

No.	Results/Outcomes	Outcome/Output Indicator	Method of data collection; frequency and source	Baseline (2012) *	Planned & Actual	Year 1	Year 2	Year 3	Notes/Description
		Per cent increase in local government unit's budget in ECCD	DILG, LGU report, annual	0	Planned		2%	5%	Baselines to be determined at beginning of Project
		Number and per cent of accredited day care workers	DSWD, LGU report, annual	Tbd	Planned (cum)	20%	40%	60%	Baselines to be determined at beginning of Project
					Actual				
		Number and per cent of accredited day care centres	DSWD, LGU reports, annual	0	Planned (cum)	20%	40%	60%	Baselines to be determined at beginning of Project
					Actual				
		Per cent of DCCs/Ks with access to functional WASH infrastructure	LGU, DSWD, DepEd report, annual	Tbd	Planned (cum)	35%	80%		Baselines to be determined at beginning of Project
					Actual				
3	Demand stimulated for ECCD services in 36 vulnerable areas	Proportion of respondents who are citing reasons (child is too young to go to grade 1/preschool) for not attending ECCD	Multiple Indicator Survey (MIS)	Tbd					Baselines to be determined at beginning of Project
		Proportion of respondents who expressed that Early Childhood Education prepares a child for school	Multiple Indicator Survey (MIS)	Tbd					Baselines to be determined at beginning of Project
		List of top 5 reasons cited for children 3-5 years old not attending school	Multiple Indicator Survey	Tbd					Baselines to be determined at beginning of Project
		Proportion of respondents who agree that it is the parents' responsibility to ensure that child completes his/her education	Multiple Indicator Survey	Tbd					Baselines to be determined at beginning of Project

No.	Results/Outcomes	Outcome/Output Indicator	Method of data collection; frequency and source	Baseline (2012) *	Planned & Actual	Year 1	Year 2	Year 3	Notes/Description
		Proportion of 3-5 year olds attending early childhood education (by sex, by age)	Multiple Indicator Survey (MIS)	Tbd					Baselines to be determined at beginning of Project
		Proportion of 5-year olds currently attending kindergarten/preparatory school (by sex)	Multiple Indicator Survey (MIS)	Tbd					Baselines to be determined at beginning of Project
4	Strengthened national policies, management and supervision of ECCD programs	<p>Aligned Day Care Centre curriculum with the Kindergarten curriculum</p> <p>Improved assessment tools</p> <p>Improved Standards for service accreditation of DCCs adopted at the national level</p> <p>Comprehensive and sustainable training program for DCW and K teachers</p>							

Annex 4: Design Framework

2012 – 2015



Annex 5: People/Agencies Consulted

1. National Level	
	Position/Bureau/Division/Unit
1.1. Department of Social Welfare and Development (DSWD)	
	Undersecretary for Policy and Plans Group
	Policy Development and Planning Bureau
	Standards Bureau
	Capacity Building Bureau
	Social Technology Bureau
	Technical Assistance Unit
	Pantawid Pamilya NPMO
	RMEO
1.2. Department of Education (DepEd)	
	Director IV, BEE
	Senior Education Program Specialist, SDD
	Education Programme Specialist II (3)
	Senior Education Programme Specialist, SPED
1.3. Early Childhood Care and Development (ECCD) Council Secretariat	
	Vice Chairperson and Executive Director
	Head, Programs and Policy Unit
	Programme Management Officer
	Planning Officers (2)
	Programme Development Officers (2)
	Administrative Assistant
1.4. UNICEF	
	Chief, Education Section
	ECD Specialist
	ECD Officer
	M & E Specialist and OIC for M & E
	M & E Officer
	WASH Specialist and OIC for WASH
	WASH Specialist (2)
1.5. Other Partners	
	Community of Learners Foundation (COLF)
	LingapPangkabataan Inc.
	Former UNICEF Education Section Chief

2. Local Level	
	Position/Designation
2.1. Masbate	
2.1.1. Milagros	
Bacolod Crossing Day Care Centre	
	Day Care Worker (1)
	Day Care Parents (9)
	Barangay Officials (5)
Milagros West Central School	
	Kindergarten Teacher (1)
	School Head (1)
	Kindergarten Parent (1)
	Barangay Officials (5)
Discussion Meeting with LGU Officials	
	Municipal Mayor
	Chair of the Education Committee of the Sanggunian
	Municipal Planning and Development Officer (MPDO)
	Municipal Social Welfare and Development Officer (MSWDO)
2.1.2. Aroroy, Masbate	
Ambulong Day Care Centre	
	Day Care Worker (1)
	Day Care Parents (7)
	Barangay Officials (2): Barangay Chairman and Chair of the Committee on Education of the Sanggunian
Syndicate Elementary School	
	Kindergarten Teacher (1)
	Kindergarten Parent (1)
	Barangay Officials (2) Barangay Chairman and Chair of the Committee on Education of the Sanggunian
Discussion with LGU Officials	
	Sangguniang Bayan Members (3) (Committee on Rules and Environment, Committee on Tourism, Committee on Education and Budget)
	Municipal Planning and Development Officer (MPDO)
	Municipal Social Welfare and Development Officer (MSWDO) and MSWD Staff
	Budget Officer
	Staff of the Office of the Vice-Mayor
	Action Against Hunger – ACF (NGO partner of UNICEF WASH Section) (2): Head of Base and Staff
2.2. Davao City	
Barangay 32-D Day Care Centre	

Day Care Worker (1)
Day Care Parents (5)
Barangay Officials (4): Barangay Chairman and Kagawads (Committees on: Finance; Health Environment and Sanitation; Women, Family and Education)
Magallanes Elementary School
Kindergarten Teacher (1)
School Head (1)
Kindergarten Parent (10)
Barangay Official: Kagawad, Committee on Education
City Social Services and Development Office (CSSDO) Staff, Council for Women

3. Focus Group Discussions (FGDs) Conducted

3.1. Mayors/Representatives

Mayor of Upi, Maguindanao
Mayor of Kalamansig, Sultan Kudarat
City Administrator of Davao City
Chair, Education Committee of Davao City Sanggunian

3.2. M/CSWDOs/M/CPDOs

3.2.1. Davao City

City Social Services Department Officer (CSSDO)
City Planning Officer
Assistant City Planning Officer

3.2.2. Upi, Maguindanao

MSWDO
MPDO

3.2.3. Kalamansig Sultan Kudarat

Social Welfare Assistant/ECCD Focal Person
MPDO

3.2.4. Arakan, North Cotabato

MSWDO
MPDO

3.2.5. Aleosan, North Cotabato

MSWDO
ECCD Focal Person

3.3. Kindergarten Coordinators and ECCD Service Providers

Kindergarten Coordinators of Davao City and Sultan Kudarat
Kindergarten Teacher of Davao City
Day Care Worker of Davao City
Staff of the Philippine Centre for Water Sanitation (NGO partner of UNICEF WASH Section)

Annex 6: A Guide to Partner Interviews

Issues for inclusion in the instruments: National and local decision-makers, planners, and implementers

Intermediate Outcome 1: Quality

- 1.1. LGU management:
To what extent are LGUs involved usefully in their structures, processes, and budgets in ECCD? (e.g., the existence and role of ECCD Coordinating Committees)
Is this changing as a result of the program? If so, now?
- 1.1.1. ECCD reform packages:
For DCC
 - What is the content, quality, and utility of the DCW training?
 - What is the content, quality, and utility of teaching-learning materials – content, quality, and utility of materials (including DCC curricula, guides, ECCD checklist, and materials for children)?
 - What is the extent and use of WASH facilities/practices? (reasons for not reaching the target)For Kinders
 - What is the content, quality, and utility of the kinder teacher training (especially for KCEP)?
 - What is the content, quality, and utility of teaching-learning materials – content, quality, and utility of materials (including the kindergarten curricula, guides, ECCD checklist, SReYa kit, and materials for children)
 - What is the extent and use of WASH facilities/practices? (reasons for not reaching target)
- 1.1.2. LGU M&E systems
 - What is the extent of the capacity/readiness of LGU M&E units to effectively monitor ECCD programs (e.g., the nature and use of ECCD indicators)?

Intermediate Outcome 2: Demand

- 2.1. Communication strategy/advocacy
 - What progress is being made on the Communication Strategic Plan for ECCD designed by UNICEF?
 - How effective (and complementary) are the various parent education programs (PES, FDS, ERPAT)? What has been their impact on parenting? (e.g., on willingness to enroll children in kindergarten)
 - What additional content is required in these parent education programs?

Intermediate Outcome 3: Strengthening of national policies, management, and supervision

- 3.1 ECCD curricula and assessment tools
- To what extent have policies related to standard curricula been adopted for DCC, SNP, and kindergarten?
 - What progress is being made on the harmonisation of the DSWD 3-4 year old curriculum and the ECCD Council 0-4 curriculum?
 - How are these being linked to the primary grade curriculum?
 - What is the current status of the Madrasah Kindergarten curriculum?
 - To what extent have standard assessment tools (e.g., ECCD Checklist) been adopted and effectively used for SNP, DCC, and regular/madrasah kindergartens?
- 3.2 Teacher competencies (HRD)
- What progress has been made on the content, quality, and impact of policies relating to competency and training frameworks, training programs, and manuals/guides for DCC workers and kindergarten teachers?
- 3.3 Management capacities
- What are the nature, quality, and impact of training for kindergarten coordinators and social workers?
- 3.4 ECCD standards, accreditation, and research
- What progress has been made on the adoption and implementation of policies related to national quality standards and tools (e.g., monitoring checklists) for kindergarten, SNP, and DCC?
 - What progress has been made on the adoption and implementation of policies related standard for hygiene (e.g., monitoring checklists) for kindergarten, SNP, and DCC?
 - What kind of research has been done on the improvement and impact of ECCD delivery (e.g., evaluation of kindergartens)? What further research would be useful?
- 3.5 What progress has been made on the development of “ECCD models”? (ACER research)
- How accurate to you think the data are in regard to the enrolment in ECCD programs and progress towards the targets of the ECCD program?
 - To what extent if the definition of early childhood as the age range of 0-8 is understood and adopted?
 - To what extent is the concept of holistic ECCD understood and implemented?
 - What progress have been made on essential policies/documents related to the program:
 - mapping tool
 - ECCD checklist
 - curriculum for 3-4 year olds
 - school readiness assessment tool
 - competency standards and training frameworks for ECCD
 - tools for children with disabilities (the last four are the responsibility of the ECCD Council)

- To what extent is the desired 3-8 year old seamless continuum being achieved in regard to:
 - pre-service and in-service teacher training (e.g., a B.Ed. in early learning)
 - the equivalency in status, qualification, remuneration, and working conditions of kindergarten and primary school teachers (e.g., the ability to move from KG teaching to primary school and back again)
 - the harmonisation and logical continuity of curricula for children aged 0-4 (the ECCD Council), 3-4 (DSWD), and 5-8 (DepEd)
 - the mapping of the development/education history of children aged 0-11
 - the “seamless” ECCD models being piloted in the field
 - the concern of “readiness” (of the child for the school and the school for the child) and transition from one level to another
- What has been achieved – and still needs to be done in regard to the program’s special focus on the marginalised and vulnerable:
 - the contextualisation of the curriculum for indigenous groups
 - identifying and serving children with disabilities
 - boys
 - linguistic minorities -- mother tongue-based multi-lingual education
 - KCEP
 - the establishment of Annex Schools and multi-grade teaching in remote areas
 - conditional cash transfers

Annex 7: Observation Checklist for Visits to Day Care Centres and Kindergartens

- Days/hours of operation
- Group size
- DCC worker/teacher-child ratio
- Physical setting¹⁹
 - Clean, pleasant and safe
 - Free from hazards
 - *Basic furniture*
 - Table and chair for teacher
 - Child-sized tables and chairs for children
 - *WASH facilities*
 - Water supply
 - Child-sized toilet – separated for girls and boys
 - Child-sized hand washing facility/sink
 - Hygienic materials²⁰
 - *Room arrangement and organization*
 - *A variety of appropriate learning materials*²¹
- Teaching-learning processes and classroom interaction²²
 - *Curricula and activities in DCC/Kindergarten*
 - *Children's interaction*
 - *DCW/kinder teacher-child/ren interaction*
- Day care worker/kindergarten teacher
 - *Training and qualifications*
 - *Attributes/qualities*
 - *Links to DCC/KG/primary school*

¹⁹ Includes indoor and outdoor

²⁰ Hygiene kit – soap, toothbrush, fluoride toothpaste

²¹ For play, arts/crafts, music/movement, literacy/language, math

²² Nature/quality of teacher-child/ren relationships

Annex 8: Early Learning for Life Project

Status of Implementation, Plans 2015-16, Focus and Non-Focus Areas

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
Intermediate Outcome 1. IMPROVED QUALITY OF ECCD and KINDERGARTEN CLASSES IN 36 VULNERABLE AREAS Output 1.1. Strengthened local government capacity, systems, structures and processes	<ul style="list-style-type: none"> • Continuous advocacy with 36 focus LGUs to increase investment in ECCD • Development and distribution of (initial) LGU Advocacy Kit to 36 focus LGUs • Initial capacity-building of key LGU stakeholders (Local Chief Exec, Chair of Educ Committee of Sangguniang Bayan, Municipal/City Planning and Budget Officers and Mun/city Social Welfare and Development Officer) on evidence-based ECCD planning and programming 	<ul style="list-style-type: none"> • Continuous advocacy with 36 focus LGUs to increase investment in ECCD (addressing access, quality and equity) <ul style="list-style-type: none"> ✓ 36 focus LGUs ✓ Selected convergence barangays in 36 focus LGUs • Capacity-building of local ECCD governance structures in charge of managing ECCD (on planning, programming, monitoring, coordination and resource mobilization) <ul style="list-style-type: none"> ✓ 36 focus LGUs ✓ Selected convergence 	<ul style="list-style-type: none"> • On-going discussion with Dept of Interior and Local Government (DILG) on how to strengthen local ECCD governance structures/mechanism • Inter-agency dialogue on WASH in ECCD commenced in 2014 	<ul style="list-style-type: none"> • Follow-up with ECCD Council Governing Board the issuance of policy defining the appropriate local ECCD governance structure • Development/enrichment and distribution of LGU advocacy kits (provincial, municipal, city and barangay levels) <p>For discussion with DILG/ULAP</p> <ul style="list-style-type: none"> • Advocacy to LGUs nationwide through mechanisms/programs of DILG and Union of Local Authorities in the Philippines (ULAP) – up to early 2016

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
	<ul style="list-style-type: none"> Two pilot LGUs released budgets for WASH in day care from their 2014 AIP allocations, while another seven LGUs have allocated budgets in their 2015 AIPs 	barangays in 36 focus LGUs		<ul style="list-style-type: none"> Integration of CB for local ECCD governance structures in regular training/development programs of DILG and ULAP– <u>up to early 2016</u> Integration of key ECCD indicators (i.e., increased LGU investment in ECCD, increase percent of accredited DCCs/SNPs and DCWs/SNP workers, including WASH indicators) in DILG's Seal of Good Local Governance and DILG-CWC Child Friendly Local Governance Award Issuance of joint memorandum circular between ECCDC and DILG on consolidating national mandates and local investment on WASH in ECCD Integration of WASH in ECCD in national incentive systems (e.g. barangay sanitation awards)
Output 1.2 Package of ECCD/kindergarten interventions implemented in vulnerable areas	Training of DCW and SNP Workers <ul style="list-style-type: none"> Training of Trainers in 36 focus areas on Standard Training for DCWs 	<ul style="list-style-type: none"> Continuation of roll-out of Standard Training for DCWs 	<ul style="list-style-type: none"> National Training of Trainers on Standard 	<ul style="list-style-type: none"> Distribution of training modules/session guides and

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
	<ul style="list-style-type: none"> Roll-out of Standard Training for DCWs covering about 1,077 (40%) of DCWS in 36 focus areas 	<ul style="list-style-type: none"> Strengthening of local mechanisms for continuous training/mentoring of DCWs thru the development and distribution of training modules/session guides and prototype training materials in 36 focus areas (topics will include but not limited to the following: deepening of understanding on child development principles, adoption of age and developmentally appropriate teaching practices, development of local teaching-learning materials, use of ECCD checklist, WASH, ECCD in Emergency, identification and management of young children with disabilities) 	Training for DCWs	prototype training materials for use in continuous training and mentoring of ECCD workers in at least 30% of municipalities/cities nationwide prioritizing those with low percent of accredited DCWs – up to early 2016(subject to further discussion with national government partners)
	<ul style="list-style-type: none"> Training of Trainers on Supervised Neighbourhood Play in 36 focus areas Training of SNP workers and parent volunteers on SNP 	<ul style="list-style-type: none"> Support to expansion of SNP in selected focus LGUs (training of SNP workers and parent volunteers) 	<ul style="list-style-type: none"> National Training of Trainers on SNP Implementation 	<ul style="list-style-type: none"> Documentation and dissemination of experiences in SNP implementation (partnership with Plan International) to other LGUs

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
	implementation in 40 sites in 3 focus municipalities (in partnership with Plan International)			nationwide (part of advocacy to increase support for SNP)
	<ul style="list-style-type: none"> • Training of selected ECCD workers on identifying and managing young children with ADHD, autism and intellectual disability in 3 focus areas (c/o ECCDC Secretariat) 	<ul style="list-style-type: none"> • TOT on identifying and managing children with disabilities in 36 focus areas - up to early 2016 (subject to further discussion with DSWD, DepEd and ECCDC Secretariat) 		<ul style="list-style-type: none"> • National TOT on identifying and managing children with disabilities - up to early 2016 (subject to further discussion with DSWD, DepEd and ECCDC Secretariat)
		<ul style="list-style-type: none"> • Training of trainers in 36 focus areas on the use of the enriched WPAG/curriculum standards for 3-4 y/o (subject to further discussion with DSWD) 		<ul style="list-style-type: none"> • National Training of trainers on the use of the enriched WPAG/curriculum standards for 3-4 y/o (subject to further discussion with DSWD)
	Training of Kindergarten Teachers <ul style="list-style-type: none"> • Roll-out of training on the National Kindergarten Curriculum covering 2,241 kindergarten teachers in 36 focus areas • Roll-out of training on the 	<ul style="list-style-type: none"> • Strengthening of local mechanisms for continuous training of Kinder teachers thru the development and distribution of training modules/session guides and 	<ul style="list-style-type: none"> • National Training of Trainers/Kinder Coordinators on the implementation of the National Kindergarten Curriculum and KCEP 	<ul style="list-style-type: none"> • Distribution of training modules/session guides and prototype training materials for use in continuous training and mentoring of Kinder teachers in all divisions nationwide (for

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
	Kindergarten Catch-Up Education Program. To date, a partial number of 930 kinder teachers in 36 focus areas were trained on KCEP implementation.	prototype training materials in 36 focus areas (topics will include but not limited to the following: deepening of understanding on child development principles, adoption of age and developmentally appropriate teaching practices, development of local teaching-learning materials, use of ECCD checklist, WASH, use of mother tongue, identification and management of young children with disabilities <ul style="list-style-type: none"> • Training of Kinder teachers on KCEP implementation in selected focus areas 		further discussion with DepEd)
	<ul style="list-style-type: none"> • Training of volunteer kinder teachers on contextualization of Kinder Curriculum for the Tedurays in Upi, maguindanao 	<ul style="list-style-type: none"> • Support to contextualisation of Kinder Curriculum in selected indigenous communities in focus areas (for further discussion with DepEd-BEE and DepEd-ARMM) 		For further discussion with DepEd <ul style="list-style-type: none"> • Documentation and dissemination of experiences in contextualization of Kinder curriculum for indigenous children - early 2016 • National Orientation on

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
				contextualization of Kinder Curriculum for indigenous children (early 2016)
				<ul style="list-style-type: none"> National TOT on implementation of the Kinder ALIVE Program
	Provision of basic furniture and ECCD kits <ul style="list-style-type: none"> ✓ Provision of tables and chairs to priority 1250 DCCs in 36 focus LGUs • Provision of ECCD kits to priority 1250 DCCs in 36 focus LGUs 	<ul style="list-style-type: none"> • Provision of (reduced) ECCD Kit and basic supplies to selected SNP sites in focus LGUs • Provision of ECCD checklists for all children currently enrolled in DCCs modelling the link between ECCD and Primary Education • Continuous advocacy to LGUs in the focus areas the inclusion of basic furniture and ECCD kits, ECCD checklist, and other basic teaching-learning materials in their Annual Investment Plan 	<ul style="list-style-type: none"> • Provision of ECCD kits to 144 DCCs in KALAHI-CIDDS areas 	<ul style="list-style-type: none"> • Include in the advocacy to LGUs (through DILG and ULAP) increased budget for basic furniture and ECCD kits, ECCD checklist, and other teaching-learning materials in the LGU Annual Investment Plan, Local School Board Plan, Local Poverty Reduction Action Plan (LPRAP) and other local funds (up to early 2016) • Advocate for the inclusion in DSWD 2016 budget reproduction of ECCD Checklist for DCCs in poor LGUs (5th and 6th class municipalities; in barangays without Internal Revenue Allocation or IRA)
	<ul style="list-style-type: none"> • Provision of Kindergarten 	<ul style="list-style-type: none"> • Provision of teaching- 	<ul style="list-style-type: none"> • Provision of Kindergarten 	

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
	Materials (manipulative toys, story books) to all public elementary schools in focus areas (DepEd Counterpart)	learning materials for KCEP in selected sites of 36 focus areas	Materials (manipulative toys, story books) to all schools nationwide (DepEd Counterpart) <ul style="list-style-type: none"> Provision of prototype teaching and learning materials for Kindergarten to all divisions nationwide 	
	Accreditation of DCCs and DCWs <ul style="list-style-type: none"> In 2013, 51 accreditors from the 36 focus areas were engaged and trained on how to assess day care services, provide technical assistance for day care centres and support day care workers to receive accreditation. Out of the 295 day care centres assessed in the target areas, 75 were accredited, which increased the percentage of accredited day care centres from 28% in mid-2013 to 41% to date. 	<ul style="list-style-type: none"> Provision of technical assistance to DCCs and DCWs in 36 focus areas with pending accreditation Support to accreditation process in 36 focus areas (those with pending accreditation) 	<ul style="list-style-type: none"> In 2013, 87 accreditors in 17 regions of the Philippines (incl 51 from focus areas) engaged and trained. This resulted to the assessment of 7,538 DCCs and DCWs nationwide, 5,105 DCCs and DCWs of which were accredited. In 2014, through the Standards Bureau and using its annual budget allocation for accreditation, DSWD was able to accredit a total of 4,029 DCCs and DCWs out 	

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
			of the 2,924 target, equivalent to 138% accomplishment.	
	<ul style="list-style-type: none"> WASH in day care Project implementation has covered 220 DCCs in 2014 in 10 LGUs. Implementation includes provision of hygiene kits, installation of group hand washing facilities, improvement of access to water and toilets, conduct of daily group hygiene activities, and formation of DCPGs into WASH operation and maintenance committee. 	<ul style="list-style-type: none"> Scale-up to 1,400 DCCs, began in 2014 with capacity-building to additional 16 LGUs. 	<ul style="list-style-type: none"> Integration of group hygiene facilities in design of NCDCs 	<ul style="list-style-type: none"> Integration of group hygiene facilities in KALAH-I-CIDDS funded day care centres Securing DOH support to hygiene supplies in public DCCs and elementary schools through Garantisadong Pambata program
	<p>Modelling the Link between ECCD and Primary Education in selected convergence barangays in 36 focus areas</p> <ul style="list-style-type: none"> Orientation-Planning re. establishing/strengthening link bet ECCD and primary education to ensure smooth transition of young children from home, to preschool, to 	<ul style="list-style-type: none"> Based on results of mapping, provision of technical assistance in: <ul style="list-style-type: none"> ✓ Preparation or enrichment of Baranggay Development Plan and 		<ul style="list-style-type: none"> Documentation and dissemination of the experiences in the entire modelling process to the rest of LGUs nationwide (to be completed in April 2016)

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
	Kinder, to primary school <ul style="list-style-type: none"> Mapping of children 0-11 y/o and Early Registration (on-going) 	School Improvement Plan <ul style="list-style-type: none"> ✓ Organization and implementation of KCEP, SNP and Annex Primary Schools ✓ Continuous training of ECCD workers and Grades 1 to 3 teachers through local mechanisms (using the training modules/session guides that will be developed for this purpose) ✓ Strengthening the process of turning -over the ECCD checklist from DCWs to Kinder teachers, from Kinder teachers to Grade 1 teachers ✓ Establishing and strengthening community-based mechanisms for tracking children who are at risk of dropping out 		
Output 1.3 Improved M&E Systems for ECCD programs	<ul style="list-style-type: none"> First (baseline) and 2nd round of annual ECCD data collection 	<ul style="list-style-type: none"> Conduct of 3rd annual ECCD data collection in the 36 	<ul style="list-style-type: none"> Conduct of M&E capacity assessment of national 	<ul style="list-style-type: none"> Strengthening of the national ECCD information system

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
	<p>and validation workshops in 2013 and 2014, which includes sessions on data quality assurance and use data in ECCD planning, monitoring, and investment programming</p> <ul style="list-style-type: none"> ECCD Profile of Selected LGUs published and disseminated to all social welfare officers, day care centres, school superintendents, and kindergarten classes in the 36 Project sites to serve as the principal reference for tracking progress of ECCD programmes Results-based target setting tool which facilitated the preparation of the 2015-2016 ECCD work and financial plan of the 36 LGUs Informal settlers survey conducted in five priority cities and Multiple Indicator Survey in 12 municipalities in Mindanao which provided data on key ECCD indicators 	<p>Project sites and data validation and analysis workshop among the social welfare officers or the LGU ECCD focal person</p> <ul style="list-style-type: none"> Development of LGU specific ECCD data dashboard to facilitate evidence-based analysis and planning Advocacy for integration of ECCD indicators and data in existing LGU monitoring and information systems, e.g., LGU scorecard, Local Governance Performance Measurement System, Community-based Monitoring Information System Conduct of end-of-programme Multiple Indicator Survey in the 36 Project sites to generate data for key ECCD indicators 	<p>government agencies, including the DSWD, DepEd, and ECC Council to inform appropriate capacity building programs</p> <ul style="list-style-type: none"> Draft conceptual framework for the enhancement the ECCD Information System for more systematic collection and integrated reporting of ECCD data ECCD Longitudinal Study launched 	<ul style="list-style-type: none"> Capacity building of DSWD, DepEd, and ECCD Council on monitoring and managing research and evaluation Continued implementation and monitoring of the ECCD Longitudinal Study Conduct of the ECCD end-of-program evaluation

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
Intermediate Outcome 2. STIMULATED DEMAND FOR ECCD SERVICES IN 36 VULNERABLE AREAS Output 2.1 Communication strategy developed to improve parents' knowledge, attitudes, and practices on ECCD	Enrichment of FDS <ul style="list-style-type: none"> • Training of about 300 CCT municipal/city links in 36 focus areas on how to deliver the Family Development Sessions (FDS)-ECCD Early Learning Modules • Roll-out of the ECCD Early Learning Modules initiated in focus areas covering 23,846 parents. 	<ul style="list-style-type: none"> • Continuation of roll-out of ECCD Early Learning Modules in 36 focus areas 		<ul style="list-style-type: none"> • Training of trainers in all provinces nationwide
		<ul style="list-style-type: none"> • Capacity-building of 36 focus LGUs on planning, implementing and monitoring ECCD C4D initiatives 	<ul style="list-style-type: none"> • Development of National ECCD Communication Strategy 	<ul style="list-style-type: none"> • Adoption of the National ECCD Communication Strategy • Provision of technical support to concerned national agencies in re-enforcing ECCD C4D activities of LGUs
Intermediate Outcome 3. STRENGTHENED NATIONAL POLICIES, MANAGEMENT,				

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
AND SUPERVISION OF ECCD PROGRAMS Output 3.1 ECCD Curriculum, Instruction and Assessment tools developed and adopted at the national level			<ul style="list-style-type: none"> Refinement of the curriculum and assessment tools for the kindergarten program; adoption of the Kinder Catch-Up Education Program (KCEP) 	<ul style="list-style-type: none"> Finalization of SREYA and alignment with EGRA and EGMA (?) Technical support to strengthen the implementation of mother tongue in Kinder Finalization of the standard curricula for Madrasah Kinder Development/enrichment of tools for identifying young children with disabilities (will work with DSWD and ECCD Council Secretariat)
			<ul style="list-style-type: none"> Development and harmonization of the standard curriculum for 3-4 year olds developed by DSWD and the curriculum for the National Child Development Centre developed and field-tested by the ECCDC Secretariat Integration of WASH in standard curriculum for 3- 	<ul style="list-style-type: none"> Adoption of national standard curriculum for 3-4 y/o

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
			4 y/o	
			<ul style="list-style-type: none"> • Printing and distribution of the service manual and activity guide for SNP 	
Output 3.2. Improved teaching competencies of ECCD human resource	See above status of training of ECCD workers and Kinder teachers	See above plans for continuous training of ECCD workers and Kinder teachers	<ul style="list-style-type: none"> • Adoption of standard training program and manual for DCWs and kindergarten teachers including a WASH in Day Care module that was integrated through specific entry points in the draft ECCD curriculum. • As mentioned above, conduct of National Training of Trainers on the National Kindergarten Curriculum and KCEP as well on Standard Training for DCWs 	<ul style="list-style-type: none"> • Development of national competency standards and training framework for ECCD workers • Based on the above, development of a comprehensive and sustainable training program for DCWs and Kindergarten teachers, including hygiene promotion

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
Output 3.3. Improved management capacities of ECCD human resource	<ul style="list-style-type: none"> Conduct of Leadership Executive Management Course for M/CWDOs in 36 focus areas 	<ul style="list-style-type: none"> Follow-through training of M/CWDOs in 36 focus areas particularly on supervising ECCD workers 	<ul style="list-style-type: none"> M/CWDOs in other provinces and regions nationwide participated in the Leadership Executive Management Course for provincial, city, municipal welfare officers. 	
	<ul style="list-style-type: none"> Participation of M/CWDOs in 36 focus areas in the Asia-Pacific Regional Conference on Early Childhood Development (ECD) 		<ul style="list-style-type: none"> Conduct of in-country learning visits of the ECCD Sub-Group of the Child Development Technical Working Group of DSWD Participation of some member of the ECCD Sub-group of DSWD in the Asia-Pacific Regional Conference on Early Childhood Development (ECD) 	<ul style="list-style-type: none"> Capacity-building of key staff from DSWD, and ECCDC Secretariat
	<ul style="list-style-type: none"> WASH Orientation to DCWs/teachers, barangay officials, day care parent groups, and municipal officials/staff conducted in 25 LGUs 	<ul style="list-style-type: none"> Development and implementation of WASH modules for continuing local-level capacity building of DCWs/teachers 	<ul style="list-style-type: none"> WASH in day care included in national TOT on Standard Day Care Training Manual 	<ul style="list-style-type: none"> Integration of WASH in day care in subsequent edition of Standard Day Care Training Manual
Output 3.4 Improved ECCD standards, accreditation, and research			<ul style="list-style-type: none"> Adoption of the refined accreditation tool for day care service. 	<ul style="list-style-type: none"> Review and enhancement of the accreditation standards and processes based on experiences

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
				in 2013-2014 accreditation (will be linked to accreditation related initiatives mandated by the ECCD Council Governing Board) <ul style="list-style-type: none"> • Development of national standards for hygiene promotion and WASH facilities for incorporation in the enhanced ECCD Accreditation Standards mentioned above
			<ul style="list-style-type: none"> • Issuance of Memorandum from DSWD Secretary to Regional Offices on the implementation of WASH in day care centres 	<ul style="list-style-type: none"> • Development of national standards for hygiene promotion and WASH facilities for incorporation in the enhanced ECCD Accreditation Standards mentioned above
			<ul style="list-style-type: none"> • Evaluation of Model Kinder Schools • Kindergarten Program Implementation Review 	<ul style="list-style-type: none"> • Based on results of the evaluation/program review, formulation/refinement of policies on Kinder Program implementation
			<ul style="list-style-type: none"> • Conduct of two-year longitudinal study on ECCD (Kinder to Grade 2). 	<ul style="list-style-type: none"> • Continuation of the ECCD Longitudinal Study
			<ul style="list-style-type: none"> • Documentation of case studies/good practices on ECCD 	<ul style="list-style-type: none"> • Continue documentation of case studies/good practices ✓ increasing access to quality

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
			<ul style="list-style-type: none"> ✓ Roll-out of Standard Training for DCWs ✓ Modelling of Link between ECCD and Primary education: Mapping and Early Registration 	<ul style="list-style-type: none"> ECCD by children in hard-to-reach areas ✓ addressing tenure, welfare and capacity-building of ECCD workers linked to accreditation ✓ increasing LGU investment in ECCD ✓ local structure and process in planning, programming, monitoring and coordination ✓ stimulating demand for ECCD – increasing awareness of parents on importance of ECCD and engaging them in providing early learning interventions to their young children). • Dissemination of case studies/good practices to the rest of LGUs nationwide
		<ul style="list-style-type: none"> • Research and development of hygiene behaviour change in elementary pupils (including kindergartens) conducted • Documentation and knowledge management of 	<ul style="list-style-type: none"> • Lessons learned from WASH in day care piloting documented 	<ul style="list-style-type: none"> • Knowledge management of WASH in ECCD experience at national level • Formative research on hygiene behavior change in day care setting • Development of C4D tools for

Components/Activities		Status of Implementation		
	Focus Areas		Beyond 36 focus areas/Nationwide	
	Progress/Accomplishments, to date	Planned (2015)	Progress/Accomplishments to date	Planned (2015-early 2016)
		good practices in implementing LGUs		hygiene behavior change in day care setting

Annex 9: Early Child Care and Development

Creating a Foundation for Lifelong Learning: 2013-2015

Results Matrix (Updated - 31 December 2014)

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/ 2/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
End of Project Outcome: School readiness of 3-5 year old children improved in 36 vulnerable areas	Proportion of 6-year old currently attending Grade 1	Proportion of 6-year old children attending grade 1 to the total number of 6-year old children covered by the survey Numerator: Number 6-year old children attending grade 1 Denominator: Total number of 6-year old children	Disaggregation: By sex and ECCD target LGU FOC: Start and end of project MOV: 2012 and 2015 Multiple Indicator Survey Reports	M: 59% F: 57.9%	M: 65.0% F: 65.4% Total: 65.2%	Results achieved for this indicator will be reported by the end of the project using data from the 2016 Multiple Indicator Survey.			Not applicable	To facilitate the smooth and successful transition of young children from ECCD to primary school , UNICEF is working with national and local stakeholders in modelling the link between ECCD and Primary Education in	All implementing partners	Baseline data source: 2012 Multiple Indicator Survey The 2015 target was set at 2% (percentage points) annual increase for males and 2.5% for females from baseline. Target assumptions and computation are available.
	Percentage of children attending grade 1 who completed kindergarten	Proportion of children attending grade 1 who completed kindergarten to the total number of 6-year old children covered by the survey Numerator:	Disaggregation: By ECCD target LGU FOC: Start and end of project MOV: 2012 and 2015 Multiple Indicator Survey Reports	91.6%	94.6%	Results achieved for this indicator will be reported by the end of the project using data from the 2016 Multiple Indicator Survey.			Not applicable	selected convergence barangays of focus areas. The model will focus on establishing and strengthening the interlink of the following dimensions	All implementing partners	Baseline data source: 2012 Multiple Indicator Survey The 2015 target was set at 1% (percentage point) annual increase from baseline. Target assumptions and

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/ 2/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
		Number of children attending grade 1 who completed kindergarten Denominator: Total number of 6-year old children								towards achieving the objective of School Readiness: ✓ Ready Family – improving parental beliefs and attitudes towards learning/schooling (parents involvement in the learning process; creating a stimulating home environment; and creating public will) ✓ Ready Children – developing what children should know and able to do when they enter school and their eagerness to learn (holistic development) ✓ Ready School – strengthening the ability of the school in:		computation are available.
	Drop-out rate in Grade 1	Simple drop-out rate in Grade 1: Proportion of pupils who did not finish grade 1 to the total number of enrolled pupils in grade 1 in a given year Numerator: Number of pupils who did not finish grade 1 Denominator: Total number of enrolled pupils in grade 1	Disaggregation: By sex and ECCD target LGU FOC: Annual MOV: DepEd-BEIS	1.08% Male: 1.23% Female: 0.91%	0.80% Male: 0.90% Female: 0.60%	Results achieved for this indicator will be reported by the end of the project.			Not applicable		All implementing partners	Data source: DepEd BEIS data for SY 2011-2012. The 2015 target was set at 0.1% (percentage point) annual decline from baseline. Target assumptions and computation are available.
	Drop-out rate in Grade 2	Simple drop-out rate in Grade 2: Proportion of pupils who did not finish grade 2 to the total number of enrolled pupils in grade 2 in a given year. Numerator:	Disaggregation: By sex and ECCD target LGU FOC: Annual MOV: DepEd-BEIS	0.63% Male: 0.74% Female: 0.51%	0.30% Male: 0.40% Female: 0.20%	Results achieved for this indicator will be reported by the end of the project.			Not applicable		All implementing partners	Data source: DepEd BEIS data for SY 2011-2012 The 2015 target was set at 0.1% (percentage point) annual decline from baseline. Target

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
		Number of pupils who do not finish grade 2 Denominator: Total number of enrolled pupils in grade 2								seeking children not enrolled in school; creating continuity between home and school environment; providing quality learning for all adopting child-centered approaches; and promoting healthy, safe and secured learning environment. ✓ Ready Community-engaging key community stakeholders in establishing and sustaining mechanisms for ensuring that 3-5 y/o children enroll, regularly attend and complete pre-school and successfully		assumptions and computation are available.

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/ 2/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
										transition to next grade levels.		
	Drop-out rate in Grade 3	Simple drop-out rate in Grade 3: Proportion of pupils who did not finish grade 3 to the total number of enrolled pupils in grade 3 in a given year. Numerator: Number of pupils who did not finish grade 3 Denominator: Total number of enrolled pupils in grade 3	Disaggregation: By sex and ECCD target LGU FOC: Annual MOV: DepEd-BEIS	0.68% Male: 0.86% Female: 0.48%	0.40% Male: 0.60% Female: 0.20%	Results achieved for this indicator will be reported by the end of the project.			Not applicable		All implementing partners	Data source: DepEd BEIS data for SY 2011-2012. The 2015 target was set at 0.1% (percentage point) annual decline from baseline. Target assumptions and computation are available.
Intermediate Outcome1 : Quality of ECCD programs for 3-5 year old children improved in 36 vulnerable	Proportion of 6-year old who have completed kindergarten/ preparatory school	Proportion of 6-year old children who have completed kindergarten/preparatory school to the total number of 6-year old children covered by the survey. Numerator: Number of 6-year	Disaggregation: By ECCD target LGU FOC: start and end of project MOV: 2012 and 2015 Multiple Indicator Survey Reports	62%	68%	Results achieved for this indicator will be reported by the end of the project using data from the 2016 Multiple Indicator Survey.			Not applicable		All implementing partners	Baseline data source: 2012 Multiple Indicator Survey The 2015 target was set at 2% (percentage points) annual increase from baseline. Target assumptions and computation are available.

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
LGUs		old children who have completed kindergarten/preparatory school Denominator: Total number of 6-year old children										
Output 1.1: Strengthened LGU management capacities, systems, and structures for ECCD programs	Per cent of LGU budget allotted to ECCD	Proportion of LGU budget for ECCD to the total LGU budget for the current year as indicated in the LGU annual investment plan. ECCD budget includes allotment for any of the following: 1) personnel costs, 2) repair/construction of day care centres, 3) training of day care centre workers, kindergarten teachers, home-based workers, parents, community	Disaggregation: By ECCD target LGU FOC: Annual MOV: LGU annual investment plan	1.3% (based on the 2013 LGU AIP in 31 LGUs)	5%	1.7% (based on the 2014 LGU AIP in 26 LGUs)			34%	Range of 3.75% - 38%. (based on 2015 LGU AIPs for approval in 9 focus LGUs)	ECCD Council	Data source: ECCD data collection in the 36 LGUs • 1 st round - March 2013 • 2 nd round - March 2014

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
		members, 4) teaching and learning materials, 5) basic furniture's, 6) hygiene materials, 7) budget for children 0-6 yrs. old with disabilities, 8) IEC and advocacy materials for ECCD Numerator: Budget allotted to ECCD (by LGU) Denominator: Total LGU budget for the current year (by LGU) Reported value: Average of percent allocation by LGU.										
Number of functional local ECCD coordinating committees	This refers to the number of city/municipal ECCD coordinating committees with a level of functionality which is <u>at least progressive</u> or with a rating of above 20% (following the DILG functionality assessment guidelines - DILG Memo Circular 2008-126). The	Disaggregation: By ECCD target LGU FOC: Annual MOV: Completed city/municipality functionality assessment forms from the Provincial Inter-agency Monitoring Task	15	36	13			36%	Advocacy and initial capacity building of key LGU stakeholders in 36 focus areas (LCE, Education Chair of	ECCD Council	Data source: ECCD data collection in the 36 LGUs • 1 st round - March 2013 • 2 nd round - March 2014	

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

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						2013	2014	2015																
	<div>functionality ratings are: 1) Basic (with score 0-20%); 2) Progressive (with score 21-50%); 3) Mature (with score 51-79%); and 4) Ideal (with score 80-100%). Using the functions of a local ECCD committee listed in the ECCD Act (old law), the following score was given to a committee that currently perform the function:</div> <table><tr><th>Functionality Element</th><th>Score</th></tr><tr><td>With organizational structure</td><td>10%</td></tr><tr><td>Conduct regular meetings (at least once in a quarter)</td><td>10%</td></tr><tr><td>Prepare LGU ECCD program plan with budget</td><td>10%</td></tr><tr><td>Recommend and support the passage of local legislations on ECCD policies</td><td>10%</td></tr><tr><td>Support and compliment resources of the</td><td>4%</td></tr></table>	Functionality Element	Score	With organizational structure	10%	Conduct regular meetings (at least once in a quarter)	10%	Prepare LGU ECCD program plan with budget	10%	Recommend and support the passage of local legislations on ECCD policies	10%	Support and compliment resources of the	4%	Forces							Sanggunian, Mun Planning and Budget Officers and MWSDO/ECCD Focal Officers) on evidence-based planning and programming for ECCD) conducted. Discussions on how this initiative will be replicated to cover the Local ECCD Coordinating Committees has been initiated. <u>Note: Need to seek advice from the ECCD Council on how to move this forward.</u>		The baseline data (15) was based on the functionality of existing LCPC in the LGU. It was assumed that when an LGU has a functional LCPC, it also has a functional ECCD coordinating committee. This definition of the indicator was changed with the current one focusing on the ECCD coordinating committee within the LCPC.	
Functionality Element	Score																							
With organizational structure	10%																							
Conduct regular meetings (at least once in a quarter)	10%																							
Prepare LGU ECCD program plan with budget	10%																							
Recommend and support the passage of local legislations on ECCD policies	10%																							
Support and compliment resources of the	4%																							

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

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						2013	2014	2015				
	barangays for ECCD program implementation											
	Develop and implement training program for ECCD service providers at all levels	4%										
	Facilitate the accreditation process of ECCD programs and services	4%										
	Organize and strengthen the barangay ECCD coordinating committees	4%										
	Implement the early screening & intervention program for children with disabilities	4%										
	Mobilize and encourage private sector initiatives on ECCD	4%										
	Coordinate and monitor the delivery of ECCD services at the barangay level	20%										

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
	Establish and maintain an ECCD database	10%										
	Ensure documentation, accurate reporting and its timely submission	10%										
	Total Score	100%										
Output 1.2: Package of ECCD reforms implemented	Number of kindergarten (K) teachers and day care workers (DCWs) trained	<p>This refers to the number of:</p> <ul style="list-style-type: none"> Kindergarten teachers trained on the Standard Kindergarten Curriculum Day care workers trained on the following: 1) standard training for day care workers, or induction training for day care workers. 	<p>Disaggregation: By kindergarten and day care workers, sex, LGU</p> <p>FOC: Annual MOV: Training reports with attendance sheets from DSWD/DepEd</p>	4,319	<p>2,500</p> <p>New target: All DCWs- 2,647 and Kinder teachers -2,571</p> <p>Total: 5,218</p>	3,920			<p>156%</p> <p>Using the new target: 75%</p>	<p>Day Care Workers: 1,077 trained in Standard Training of DCWs only</p> <p>Note: Need to update number of DCWs provided induction training –c/o ECCDC Secretariat</p> <p>Kinder Teacher: 2,241</p> <p>Note: Out of 224 who participated in Orientation-Training on the Implementation of Kindergarten Catch-Up</p>	<p>DepEd for kindergarten teachers' training</p> <p>DSWD for day care workers' training</p>	<p>Data source: ECCD data collection in the 36 LGUs</p> <ul style="list-style-type: none"> 1st round - March 2013 2nd round - March 2014 <p>UNICEF and its implementing partners agreed to increase the target covering all day care workers and kindergarten teachers in the 36 project sites. This was agreed during a partners' meeting held on 16 May 2014.</p>

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
										Education Program, secure data on how many were teachers and how many teachers benefitted from Roll-Out of this training – c/o DepEd-BEE).		
	Number of accreditors trained	This refers to the number of accreditors of day care centres and workers trained on accreditation system and procedures for day care services.	Disaggregation: By sex and ECCD target LGU FOC: Annual MOV: Training reports with attendance sheets from DSWD regional office	79	200 New target: 72	39			54% (using the new target)	No accreditation process conducted in 2014	DSWD	Data source: DSWD The 2015 target was changed from 200 to 72 with the assumption that the project will train at least 2 accreditors per LGU in the 36 project sites. Baseline was based on 27 LGU reports from the DSWD regional offices.
	Per cent of accredited day care workers	Proportion of day care workers who obtained accreditation from DSWD during the project period (Jan	Disaggregation: By sex and ECCD target LGU FOC: Annual MOV: Copy of the certificate of	32%	60%	54%			90%	No accreditation process conducted in 2014	DSWD	Data source: ECCD data collection in the 36 LGUs • 1 st round - March 2013 • 2 nd round - March

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
		2013 – Jun 2015) to the total number of day care workers with no accreditation. Day care workers with expired accreditation status are considered not accredited. Numerator: Number of day care workers who obtained accreditation from DSWD during the project period (Jan 2013 – Jun 2015) Denominator: Total number of day care workers with no accreditation	accreditation issued/Accreditation reports from DSWD									2014 The new target was agreed by UNICEF and DSWD in a meeting held in July 2013.
	Per cent of accredited day care centres	Proportion of DSWD accredited day care centres who obtained accreditation DSWD during the project period (Jan 2013 – Jun 2015) to the total number of	Disaggregation: By ECCD target LGU FOC: Annual MOV: Copy of the certificate of accreditation issued/Accreditation reports from DSWD	36%	60%	42%			70%	No accreditation process conducted in 2014	DSWD	Data source: ECCD data collection in the 36 LGUs • 1 st round - March 2013 • 2 nd round - March 2014

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

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						2013	2014	2015				
		day care centres with no accreditation. Day care centres with expired accreditation status are considered not accredited. Numerator: Number of day care centres who obtained accreditation from DSWD during the project period (Jan 2013 – Jun 2015) Denominator: Total number of day care centres with no accreditation										
	Number of day care centres and K schools provided with teaching and learning materials	This refers to the number of day care centres and K classes provided with the following set of materials (minimum): 1) Standard ECCD package for day care centres 2) Standard	Disaggregation: By DCC/K schools and ECCD target LGU FOC: Annual MOV: Signed receiving copy from day care Centre/K schools or DepEd and DSWD progress reports	2,584 Day Care Centres: 1,436 Kinder Schools: 1,148	2,500 Day Care Centres : 1,250 Kinder Schools: 1,250	2,751 Day Care Centres: 1,558 Kind			110% Day Care Centres: 124% Kinder Schools: 95%	Same as in 2013 All divisions nationwide were provided with prototype teaching-learning materials for Kindergarten (thru PCA with Community of	DepEd for kindergarten teachers; DSWD for day care workers	Data source: ECCD data collection in the 36 LGUs • 1 st round - March 2013 • 2 nd round - March 2014

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

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						2013	2014	2015				
		kindergarten package – copy of kindergarten curriculum, curriculum guide, SReYa kit, and learning materials for children.				er Scho ols: 1,19 3				Learners Foundation).		
	Per cent of Kindergarten enrolees who completed the school readiness year-end assessment	Proportion of kindergarten enrolees who completed the school readiness year-end assessment (SReYA) test to the total number of kindergarten enrolees during the school year. Numerator: Number of kindergarten enrolees who completed the school readiness year-end assessment Denominator: Total number of kindergarten	Disaggregation: By sex and ECCD target LGU FOC: Annual MOV: DepEd-BEE reports	Not applicable	80%	Not applicable			Not applicable		DepEd	The implementation of SReYA has not started yet. Finalization of the SReYA tool is on-going.

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

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						2013	2014	2015				
		kindergarten enrolees during the school year.										
	Number of day care centres provided with basic furniture	This refers to the number of day care centres provided with all the following: 1) teacher's table, 2) teacher's chair, and 3) chairs and tables for 30 children	Disaggregation: By ECCD target LGU FOC: Annual MOV: Signed receiving copy from day care centre/DSWD progress reports	1,084	1,500	1,611 (62% of 2,599)			107%	Same as in 2013 Note: 1,250 is the new target, as agreed with DFAT earlier, to free up funds to cover the ECCD kits to be provided for KALAHI-CIDSS 148 DCCs)	DSWD	Data source: ECCD data collection in the 36 LGUs • 1 st round - March 2013 • 2 nd round - March 2014
	Number of DCCs and K schools with functional operation & maintenance committee	This refers to the number of DCCs/K schools with functional operations and maintenance committee. The committee is considered functional when the following are present: 1) A group responsible for the cleaning/repair of DCCs/K	Disaggregation: By K/DCCs, and ECCD target LGU FOC: Annual MOV: Copy of any document indicating the schedule of cleaning/ repair of DCC/K school's toilet and copy of day care centre's records/K school budget indicating budget allocation for the cleaning/repair;	---	2,500	478 (12% of 4,022) DCCs : 372 (14% of 2,599) KSs: 106 (7%			12%		UNICEF and its partner CSOs/NGOs in implementing the WASH component of the ECCD project	Data source: ECCD data collection in the 36 LGUs • 1 st round - March 2013 • 2 nd round - March 2014 The end-project target will be for further discussion due to changes in the assumptions made at project inception.

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
		schools toilet 2) A work arrangement and schedule of cleaning/repair; and 3) Regular budget for the cleaning/repair of DCCs/K schools toilet as indicated in the day care centre's records or K school budget	progress report of UNICEF partner CSOs in implementing WASH			of 1,423)						
	Per cent of DCCs and K schools with access to functional WASH infrastructure	Proportion of kindergarten and daycare centers with water supply, functional toilet, and group hand washing facilities which can accommodate 10 pupils at a time to the total number of kindergarten and day care centres in the LGU Numerator: Number	Disaggregation: By kindergarten/day care centre, and ECCD target LGU FOC: Annual MOV: C/MSWD records, and DepEd BIES	22%	80%	16% (630 of 4,022) DCCs : 386 (15% of 2,599) K Scho			16%		UNICEF and its partner CSOs/NGOs in implementing the WASH component of the ECCD project	Data source: ECCD data collection in the 36 LGUs • 1 st round - March 2013 • 2 nd round - March 2014 The end-project target will be for further discussion due to changes in the assumptions made at project inception. The definition of a

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

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						2013	2014	2015				
		kindergarten and daycare centers with water supply, functional toilet, and group hand washing facilities which can accommodate at least 5 pupils at a time Denominator: Total number of kindergarten and day care centres in the LGU				ols: 244 (7% of 1,423						group hand washing facility was changed to a facility that can accommodate at least 5 pupils at a time from previous definition of 10 pupils at a time. This is based on DSWD's memorandum in 2013 encouraging all day care centres to establish group hand washing facility that can accommodate at least 5 pupils at a time.
	Number of DCCs and K schools provided with hygiene materials	Number of daycare centers and kindergarten schools provided with hygiene kits (soap, toothbrush, toothpaste) to the total number of kindergarten and daycare schools Numerator: Number daycare centers and kindergarten	Disaggregation: By DCC/K class and ECCD target LGU FOC: Annual MOV: C/MSWD reports for DCCs; BEE reports for kindergarten classes	587 DCCs:456 Ks: 131	2,500	1,349 DCCs :839 Ks: 510			54%		UNICEF and its partner CSOs/NGOs in implementing the WASH component of the ECCD project	Data source: ECCD data collection in the 36 LGUs • 1 st round - March 2013 • 2 nd round - March 2014

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
		schools provided with hygiene kit Denominator: Total number of day care centres and kindergarten schools										
	Per cent of DCCs and K schools conducting daily group hand washing with soap and tooth brushing with fluoride	Proportion of DCCs and K classes conducting daily group hand washing with soap and tooth brushing with fluoride to the total number of DCCs and K classes Numerator: Number of DCCs and K classes conducting daily group hand washing with soap and tooth brushing with fluoride Denominator: Total number of DCCs and K schools in the LGU	Disaggregation: By ECCD target LGU FOC: Annual MOV: C/MSWDO reports and DepEd EBIES	Hand-washing: 46% DCCs: 55% KSs: 29% Tooth-brushing: 50% DCCs: 66% KSs: 22%	50% 50%	Hand-washing: 55% DCCs: 65% KSs: 37% Tooth-brushing: 47% DCCs: 56% KSs: 31%			110% 97%		UNICEF and its partner CSOs/NGOs	Data source: ECCD data collection in the 36 LGUs • 1 st round - March 2013 • 2 nd round - March 2014
Output 1.3: Improved	Number of LGUs with ECCD indicators in its monitoring and evaluation systems	Number of city/municipalities collecting and	Disaggregation: By LGU, day care centre and kinder	0	36	36			100%			Data source: ECCD data collection in the 36 LGUs

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
LGU M&E systems for ECCD programs		utilizing LGU-wide annual data on ECCD indicators to improve the implementation of the ECCD program at the local level.	school, ECCD indicator FOC: Annual MOV: LGU profiles on ECCD, database and statistical tables of ECCD indicators collected from all day care centres and kinder schools in all project sites; LGU profiles on ECCD.									<ul style="list-style-type: none"> 1st round - March 2013 2nd round - March 2014
Intermediate Outcome2 . Demand for ECCD services stimulated in 36 vulnerable LGUs	Proportion of 3-5year old children currently attending early childhood education	Proportion of 3-5 years old currently attending school to the total number of 3-5 year old children Numerator: Number of 3-5 year old children currently attending school Denominator: Total number of 3-5 year old children	Disaggregation: By sex and ECCD target LGU FOC: Start and end of project MOV: 2012 and 2015 Multiple Indicator Survey Reports	M: 70.5% F: 73.6%	M: 73.5% F: 76.6% Total: 75.0%	Results achieved for this indicator will be reported by the end of the project using data from the 2016 Multiple Indicator Survey.			Not applicable		All implementing partners	Baseline data source: 2012 Multiple Indicator Survey The 2015 target was set at 1% (percentage point) annual increase from baseline. Target assumptions and computation are available.
	Proportion of 5-year old children currently attending kindergarten/ preparatory school	Proportion of 5-year old children currently attending kindergarten/prepa	Disaggregation: By sex and ECCD target LGU FOC: Start and end	M: 58.2% F: 59.6%	M: 64.2% F: 65.6%	Results achieved for this indicator will be reported by the end of the project using			Not applicable		All implementing partners	Baseline data source: 2012 Multiple Indicator Survey

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

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						2013	2014	2015				
		ratory school to the total number of eligible survey respondents Numerator: Number of 5-year old children currently attending kindergarten/preparatory school Denominator: Total number of 5-year old children	of project MOV: 2012 and 2015 Multiple Indicator Survey Reports		Total: 65.9%	data from the 2016 Multiple Indicator Survey.						The 2015 target was set at 2% (percentage point) annual increase from baseline. Target assumptions and computation are available.
	Per cent of 3-5 children not attending school because their “parents think child is too young to be enrolled in grade 1/preschool”	Proportion of 3-5 children not attending school because their “parents think child is too young to be enrolled in grade 1/preschool” to the total number of eligible survey respondents Numerator: Number of 3-5 children not attending school because their “parents think child is too young to be	Disaggregation: By ECCD target LGU FOC: Start and end of project MOV: 2012 and 2015 Multiple Indicator Survey Reports	76.6%	70.6%	Results achieved for this indicator will be reported by the end of the project using data from the 2016 Multiple Indicator Survey.			Not applicable		All implementing partners	Baseline data source: 2012 Multiple Indicator Survey The 2015 target was set at 2% (percentage point) annual decline from baseline. Target assumptions and computation are available.

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
		enrolled in grade 1/preschool” Denominator: Total number of 3-5 children not attending school										
	Per cent of respondents who agreed that early childhood education prepares a child for school	Proportion of respondents who agreed that early childhood education prepares a child for school to the total number of eligible survey respondents Numerator: Number of respondents who agreed that early childhood education prepares a child for school Denominator: Total number of survey respondents	Disaggregation: By ECCD target LGU FOC: Start and end of project MOV: 2012 and 2015 Multiple Indicator Survey Report Reports	92.8%	95.8%	Results achieved for this indicator will be reported by the end of the project using data from the 2016 Multiple Indicator Survey.			Not applicable		All implementing partners	Baseline data source: 2012 Multiple Indicator Survey The 2015 target was set at 1% (percentage point) annual increase from baseline. Target assumptions and computation are available.
	Percentage of respondents who agreed that it is the parents’ responsibility to ensure that child completes his/her education	Proportion of respondents who agreed that it is the parents’ responsibility to ensure that child	Disaggregation: By ECCD target LGU FOC: Start and end of project MOV: 2012 and 2015 Multiple	98.9%	98.9%	Results achieved for this indicator will be reported by the end of the project using data from the 2016 Multiple Indicator			Not applicable		All implementing partners	Baseline data source: 2012 Multiple Indicator Survey The 2015 target was set at the same level

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
		completes his/her education to the total number of eligible survey respondents Numerator: Number of respondents who agreed that it is the parents' responsibility to ensure that child completes his/her education Denominator: Total number of survey respondents	Indicator Survey Report			Survey.						with the baseline. Baseline information is already high; interventions for this indicator may no longer needed.
Output 2.1: Communication strategy to improve parents' knowledge, attitudes, and practice on ECCD developed and	Presence of a communication strategy for ECCD	Communication strategy/plan to improve parents' knowledge, attitudes, and practice on ECCD	Disaggregation: National FOC: Not applicable MOV: Copy of the communication strategy/plan	No	Yes	No				Per instruction of ECCD Council, UNICEF drafted the Communication Strategic Plan for ECCD for comments/inputs by concerned agencies. UNICEF is still awaiting inputs from concerned partners.	ECCD Council	Data source: ECCD Council

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

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						2013	2014	2015				
implement ed	Number of parents reached by ECCD education sessions	This refers to the number of attendees to the family development sessions (FDS), parent effectiveness sessions (PES), and empowerment and re-affirmation of paternal abilities (ERPAT) with ECCD topics that are conducted in the communities.	Disaggregation: By ECCD target LGU FOC: Annual MOV: C/MSWDO reports	150,118	314,138	232,128			74%	23,846 parents in 11 focus areas were covered in the FDS-ECCD Sessions (thru the trained trainers). UNICEF supported the development of the ECCD Modules of the Family Development Sessions of the Conditional Cash Transfer Program which aim to increase parents' awareness and appreciation on the importance of ECCD. These consist of three modules: 1) Understanding the Child/Child's Potential; b) Understanding Moral Development; and 3) Parental Involvement in	DSWD	Data source: ECCD data collection in the 36 LGUs <ul style="list-style-type: none"> • 1st round - March 2013 • 2nd round - March 2014 <p>The 2015 target was set with the assumption that the annual increase achieved from baseline to 2013 will continue until 2015.</p>

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/ 2/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
										ECCD.		
Intermedi ate Outcome 3. National policies, manageme nt and supervisio n of ECCD programs strengthen s												
Output 3.1: ECCD curriculum and assessmen t tools developed and adopted at national level	Adoption of enhanced standard curricula for the major ECCD programs at the national level	This refers to the issuance of policy document/s adopting at the national level the standard curricula for the following ECCD programs: 1. Day care services 2. Supervised neighbourhood playgroup (SNP) 3. Regular kindergarten	Disaggregation: by ECCD program FOC: Annual MOV: Copy of the Memo Circular or any other policy document issued	No for Day Care Services and SNP Yes for Regular and Madrasa h kinderga rten	Yes for Day Care Services and SNP Yes for Regular and Madras ah kinderg arten	No for Day Care Servi ces No for SNP Yes for regul ar Kind			0 100% 100%	No for Day Care Services No for SNP Yes for regular Kindergarten Yes for	DSWD for Day Care Services and SNP DepEd for regular and Madrasah kindergarten	Data source: DSWD

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
		4. Madrasah kindergarten				erga rten Yes for Mad rasa h Kind erga rten				Madrasah Kindergarten		
	Adoption of assessment tools for the major ECCD programs at the national level	This refers to the issuance of policy document/s adopting at the national level the standard assessment tools for the following ECCD programs: 1. Day care services 2. Supervised neighbourhood playgroup 3. Regular kindergarten 4. Madrasah kindergarten	Disaggregation: by ECCD program FOC: Annual MOV: Copy of the Memo Circular or any other policy document issued at the national level	No for Day Care Services and SNP Yes for Regular Kindergarten No for Madrasah Kindergarten	Yes for Day Care Services and SNP Yes for Regular Kindergarten Yes for Madrasah Kindergarten	No for Day Care Services No for SNP Yes for regular kindergarten Yes for			0 100% 100%	Yes for Day Care Services Yes for SNP Yes for regular Kindergarten No for Madrasah Kindergarten	DSWD for Day Care Services and SNP DepEd for regular and Madrasah kindergarten	Data source: DSWD

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
						Mad rasa h Kind erga rten						
Output 3.2: Improved teaching competenc ies of ECCD human resource	Adoption of a competency and training framework for ECCD workers at the national level	This refers to the issuance of a policy document adopting at the national level the competency and training framework for day care workers and kindergarten teachers.	Disaggregation: Not applicable FOC: Annual MOV: Copy of the Memo Circular or any other policy document issued at the national level	No	Yes	No			0	No	ECCD Council	Data source: ECCD Council
	Adoption of a standard training program and manual for day care workers at the national level	This refers to the issuance of a policy adopting at the national level the standard training program and manual for day care workers.	Disaggregation: Not applicable FOC: Annual MOV: Copy of the Memo Circular or any other policy document issued	No	Yes	No			0	Yes (Standard Training Program for Day Care Workers)	ECCD Council	Data source: ECCD Council
	Adoption of a national standard training program and manual for kindergarten teachers at the national level	This refers to the issuance of a policy document adopting at the national level the standard training program for kindergarten	Disaggregation: Not applicable FOC: Annual MOV: Copy of the Memo Circular or any other policy document issued at	Yes	Yes	Yes			100%	Yes	DepEd	Data source: DepEd

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
		teachers which includes trainer's guide.	the national level									
	Hygiene promotion integrated in training packages	This refers to the integration of hygiene promotion in the competency and training framework, and standard training program and manuals for day care and kindergarten workers.	Disaggregation: Not applicable FOC: Annual MOV: Copy of the training framework, and standard training program and manuals for day care and kindergarten workers integrating hygiene promotion	No	Yes	Yes			100%		DSWD	Data source: DSWD
Output 3.3: Improved management capacities of ECCD human resource	Number of kindergarten coordinators trained	This refers to the number of kindergarten coordinators at national, regional, division, and district levels trained on mentoring kindergarten teachers and monitoring the implementation of the National Kindergarten program.	Disaggregation: By sex and geographic level FOC: Annual MOV: Training reports with attendance sheets or progress reports of DepEd BEE.	TBD	200	0			0	All regional and division coordinators nationwide were re-trained on regular Kinder Curriculum and oriented on the Kinder Catch-Up Education Program	DepEd	Data source: DepEd The target covers kindergarten coordinators in DepEd's division offices nationwide not only in project sites.

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
	Number of social workers and day care officers trained	This refers to the number of social workers trained on executive management course for provincial/city/municipal social welfare officers.	Disaggregation: By sex and geographic level FOC: Annual MOV: Training reports with attendance sheets or progress reports	0	500 New target: 135	2			1%	36 participants to the Learning Development Intervention for Local Social Welfare and Development Officers: Course on Problem Solving and Decision-Making (from the 36 focus areas) The training also covered LSWDOs in other divisions/regions.	DSWD	Data source: DSWD The 2015 target was changed from 500 to 135. The total number of DSWD municipal/city level officers in all the 36 sites, provincial level officers in all provinces (82), and regional officers in all regions (17) is only 135.
Output 3.4: Improved ECCD standards, accreditation, and research	Adoption of quality standards and tools for kindergarten program at the national level	This refers to the issuance of a policy document adopting at the national level the quality standards and tools for kindergarten program as indicated in the National Kindergarten Act – Implementing Rules and Regulations	Disaggregation: Not applicable FOC: Annual MOV: Copy of the Memo Circular or any other policy document issued at the national level	Yes	Yes	Yes			100%	Yes	DepEd	Data source: DepEd

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

Results/ Outcomes	Indicator	Definition	Data disaggregation, frequency of collection (FOC), means of verification (MOV)	Baseline (2012)	End of Project Target (2015)	Results Achieved 1/			% Achieved (for 2013)	Progress to date (as of end of 2014) 2/	Lead Agency (for achieving performance targets)	Notes
						2013	2014	2015				
		(DepEd Order 32, s.2010). Tools include monitoring checklist to determine compliance with the quality standards.										
	Adoption of quality standards and accreditation tools for supervised neighbourhood playgroups program at the national level	This refers to the issuance of a policy document adopting at the national level the quality standards and accreditation tools for supervised neighbourhood playgroups program	Disaggregation: Not applicable FOC: Annual MOV: Copy of the Memo Circular or any other policy document issued by DSWD/ECCD council at the national level	Yes	Yes	Yes			100%	Yes	DSWD	Data source: DSWD
	Presence of an enhanced national standards for accreditation of DCC services	This refers to the issuance of a policy document adopting at the national level the enhanced national standards for accreditation of DCC services	Disaggregation: Not applicable FOC: Annual MOV: Copy of the Memo Circular or any other policy document issued at the national level	No	Yes	No			0	No	DSWD	Data source: DSWD
	Presence of national standards for hygiene promotion and WASH	This refers to the issuance of a policy document by	Disaggregation: Not applicable FOC: Annual	No	Yes	No			0		DSWD	Data source: DSWD

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

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						2013	2014	2015				
	facilities	adopting at the national level the standards for hygiene promotion and WASH facilities	MOV: Copy of the Memo Circular or any other policy document issued at the national level									
	Presence of researches on LGU ECCD bottleneck analyses for improved delivery of quality ECCD programs	This refers to the research/es conducted on LGU ECCD bottleneck analyses to improve delivery of quality ECCD programs.	Disaggregation: Not Applicable FOC: Annual MOV: Final document on ECCD research/es conducted	No	Yes	No			0	No	All implementing partners	
	Number of case studies on ECCD models completed	This refers to the number of case studies on ECCD models documented in any of the 36 target areas	Disaggregation: By ECCD model FOC: End of project MOV: Project document on the ECCD models	0	5	0			0	0	UNICEF through ACER	Data source: Case studies on ECCD models submitted by ACER (UNICEF research partner)

1/ Through the Periodic Monitoring of the Project spearheaded by UNICEF M&E Section in collaboration with national and local government partners

2/ Through Activity Implementation Reports of National Partners submitted to and information gathered directly from LGU partners by UNICEF Education Section

Annex 10: Financial Implementation Report

FINANCIAL IMPLEMENTATION		0.97			All in USD with adjusted exchange rate (3yr average)			
		SECTOR	Proposed DFAT Amount in USD	DFAT Fund Utilisation	UNICEF matching funds	% DFAT fund Util	Draft Util Plan 2015-2016	DFAT Util + 2015-16 Plan
1. BUILDING SCALABLE MODELS OF ECCD/KINDERGARTEN IN VULNERABLE AREAS			2,993,973	2,520,262.51	1,384,500.38	84%	1,534,312.88	4,054,575.40
1.1 Strengthening local government capacity, systems, structures and processes								
1.1.1	Consultation meetings and organization of local ECCD committees	EDU	-	329.29	338,913		-	329
1.1.2	Training and study visits	EDU	-	-	-		181,447	181,447
1.1.3	Technical assistance on equity-based planning, budgeting, implementation and monitoring	EDU	430,477.43	70,349.91	145,379	16%	476,298	546,648
1.1.4	Technical assistance on leveraging funds for WASH infrastructure (Advocacy package) for day care centres and schools	WASH	145,286.28	210,639.85	121,671	145%	184,036	394,676
1.2 Delivering a package of ECCD/kindergarten interventions in vulnerable areas								-
Support to expansion of SNPs, mobile ECCD								-
1.2.1	Training of SNP, mobile ECCD workers	EDU	-	-	53,748		68,043	68,043
1.2.2	Provision of learning materials	EDU	-	-	38,784		170,107	170,107
1.2.3	Provision of hygiene materials	WASH	77,486.01	-	-	0%	-	-
1.2.4	Honoraria and other support to SNP, ECCD workers	EDU	-	-	-		-	-
1.2.5	Training of WASH O&M committees in schools and day care centres	WASH	40,680.16	-	-	0%	-	-
Support to day care centres								-
1.2.6	Training of day care workers	EDU	484,287.59	261,924.45	386,379	54%	158,766	420,691
1.2.7	Training of Accreditors	EDU	86,095.68	93,764.89	103,319	109%	-	93,765
1.2.8	Provision of learning materials	EDU	403,573.31	1,034,113.40	37,578	256%	-	1,034,113
1.2.9	Provision of basic furniture	EDU	484,287.59	544,877.81	-	113%	-	544,878
1.2.10	Provision of hygiene materials in schools and day care centres	WASH	96,857.52	10,785.31		11%	69,952	80,737
1.2.11	Honoraria and other support to day care worker	EDU	-	-		-	-	-
1.2.12	Training of WASH O&M committees including parents in DCCs	WASH	52,303.06	143,358.13	46,508	274%	123,600	123,600

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

FINANCIAL IMPLEMENTATION		0.97	All in USD with adjusted exchange rate (3yr average)					
		SECTOR	Proposed DFAT Amount in USD	DFAT Fund Utilisation	UNICEF matching funds	% DFAT fund Util	Draft Util Plan 2015-2016	DFAT Util + 2015-16 Plan
1.2.13	Training of kindergarten teachers	EDU	322,858.07	150,119.47	40,052	46%	-	150,119
1.2.14	Provision of learning materials	EDU	269,048.88	-	72,169	0%	102,064	102,064
1.2.15	Provision of hygiene materials	WASH	65,863.11	-	-	0%	-	-
1.2.16	Salaries/honoraria and other support to K teacher	EDU	-	-	-	-	-	-
1.2.17	Training of WASH O&M committees	WASH	34,868.71	-	-	0%	-	-
2. Mainstreaming of ECCD Innovations and Institutional Strengthening			2,120,104	109,323.30	165,659.37	5%	1,203,585.16	1,312,908
2.1.1	Support to the development and printing of Madrasah curriculum	EDU	96,857.52	-	-	0%	68,043	68,043
2.1.2	Support to the development of curricula and assessment tools for DCS and SNP	EDU	193,715.04	13,272.56	18,857	7%	136,085	149,358
2.1.3	Support to the development of curricula and assessment tool for the National Child Development Program	EDU	48,428.76	30,427.62	-	63%	-	30,428
2.2.1	Support to the development of Kindergarten training program and manual	EDU	290,572.55	-	-	0%	158,766	158,766
2.2.2	Support to the development of standard training program and manual for DCS	EDU	387,430.07	6,961.00	1,731	2%	138,353	145,314
2.2.3	Support to the development of competency and training framework for ECCD workers	EDU	145,286.28	17,681.83	-	12%	-	17,682
2.3 ECCD Management								-
2.3.1	Technical Assistance in the Strengthening of DepEd BEE in the management of universal kindergarten program	EDU	-	-	2,689	-	34,021	34,021
2.3.2	Training of national, regional and division kindergarten coordinators	EDU	107,619.36	32,081.29	-	30%	147,426	179,507
2.3.3	Technical Assistance to DSWD in the strengthening of ECCD national and regional structures	EDU	-	-	15,788	-	34,021	34,021
2.3.4	Training of social workers and day care officers	EDU	269,048.88	495.00	37,895	0%	136,085	136,580
2.4 Quality Standards and Accreditation								-
2.4.1	Support to the development of SNP accreditation standards and tools	EDU	96,857.52	-	-	0%	74,847	74,847
2.4.2	Support to the development of K program standards and tools	EDU	96,857.52	-	4,528	0%	158,766	158,766
2.4.3	Assessment, audit and development of WASH facilities and hygiene promotion methods/tools in day care centres and	WASH	242,143.79	-	-	0%	37,171	37,171
2.4.5	Support to the development of national standards and tools for WASH facilities and hygiene promotion in schools and	WASH	145,286.28	8,404.00	84,171	6%	80,000	88,404

Australian Department of Foreign Affairs and Trade Independent Progress Review of the Philippines Early Childhood Care and Development Program

Independent Progress Review Report: Agreement Number – 707761 SO 01

FINANCIAL IMPLEMENTATION		0.97			All in USD with adjusted exchange rate (3yr average)			
		SECTOR	Proposed DFAT Amount in USD	DFAT Fund Utilisation	UNICEF matching funds	% DFAT fund Util	Draft Util Plan 2015-2016	DFAT Util + 2015-16 Plan
3. Monitoring, evaluation and research			1,734,223	899,609.12	96,541.82	52%	865,212.59	1,764,822
3.1	Survey	M&E	678,002.63	224,886.90	-	33%	453,116	678,003
3.2	Support to enhancement of LGU M/E system	M&E	279,810.71	61,428.89	-	22%	218,382	279,811
3.3.	Researches	M&E	321,179.53	490,077.32	36,360	127%	-	409,077
3.4	Evaluation	M&E	193,715.04	-	-	0%	193,715	193,715
3.5	Management Cost	M&E	261,515.30	204,216.01	60,182	78%	-	204,216
4. Management and Cross-Sectoral Costs (actually 1.3 in design document)		EDU	246,986.67	224,673.18	190,436	91%	30,000	254,673
Grand Total			7,095,286.82	3,753,868.11	1,837,137.96	53%	3,633,110.63	7,386,979
* Draft Utilisation Plan 2015-2016 is subject to further discussion and planning with different government counterparts. Currently it exceeds the total DFAT contribution, and it will be further refined in relation to UNICEF contributions and government counterparts' contributions.								
Utilisation Summary by Sector			Allocated	DFAT Utilised	UNICEF Utilised		Draft Util Plan 2015-16*	TOTAL*
EDU			4,460,288.70	2,481,071.70	1,488,246.64		2,273,139.03	4,754,210.73
WASH			900,774.92	373,187.29	252,349.50		494,759.01	867,946.30
M&E			1,734,223.20	899,609.12	96,541.82		865,212.59	1,764,821.71
7,095,286.82			3,753,868.11	1,837,137.96	-		3,633,110.63	7,386,978.74

Annex 11: List of Essential References

Basic Project Documents	
Department of Foreign Affairs and Trade (DFAT), Australian Government	
1.	Australia-Philippines Aid Program Strategy (2012-17). September 2012.
2.	Australia-Philippines Cooperation Program Statement of Commitment
3.	Australian aid: promoting prosperity, reducing poverty, enhancing stability. June 2014.
4.	Project Brief: Early Learning for Life: Creating a Foundation for Lifelong Learning.
5.	Promoting Inclusive Growth in the Philippines Assessing the Impacts of the Conditional Cash Transfer Program. WB AusAid. 22 January 2013.
6.	PowerPoint on 2nd WAVE IMPACT Evaluation Results. 12 September 2014.
Government of the Philippines National Laws	
7.	Republic Act No. 10157 - Kindergarten Education Act
8.	Republic Act No. 10410 - Early Years Act of 2013
9.	Republic Act No. 10533 - Enhanced Basic Education Act of 2013
UNICEF Philippines	
10.	Early Childhood Care and Development Proposal on Creating a Foundation for Lifelong Learning 2013-2015 Submitted to the Government of Australia. 15 October 2012.
11.	ECCD Creating a Foundation for Lifelong Learning Updated Results Matrix 31 December 2014.
Other Project Related References	
Council for the Welfare of Children (CWC)	
12.	The Early Childhood Care and Development (ECCD) Checklist. 2004.
13.	The Early Learning and Development Standards (Age-validated Indicators for Established Standards for Filipino Children Aged 0 to 5 years 11 months). 2008.
Department of Education (DepEd)	
14.	Evaluation of the Model Kindergarten Schools in the Philippines 2013-2014.
15.	School Readiness Year-end Assessment for Kindergarten (SReYa) Draft Manual, Table of Competencies and Test Items as of 2012.
16.	Establishing and Strengthening Link of ECCD and Primary Education “Seamless Transition from Home and Pre-school to Primary School”: Draft Concept
Department of Social Welfare and Development (DSWD)	
17.	Administrative Order No. 15, series of 2011 Guidelines for the Accreditation of Day Care centres and Day Care Workers.
18.	“Gabay sa Pagpapaunlad ng Pamilyang Pilipino” (or The Family Development Sessions (FDS) Manual of CCT Program or the Pantawid Pamilya Pilipino Program). 2010.
19.	Manual on Effective Parenting (Enriched Parent Effectiveness Service). August 2001.
20.	Manual for the Standard Training of Day Care Workers. 2013.
21.	The Supervised Neighbourhood Play Service Manual and Activity Guide. 2012.
22.	“Play and Learn with Three and Four Year Olds in ECCD Program: A Curriculum Activity Guide (DRAFT Manual developed for DSWD under UNICEF PCA with COLF). 2013.

Other Project Related References
Early Childhood Care and Development Council (ECCD Council)
23. The National Early Learning Framework of the Philippines. 2010. 24. Learning Resource Packages (LRPs) for Pre-Kindergarten No. 1-7. 2014. 25. PowerPoint on the “Study on the Development of a System for Early Identification, Prevention, Referral, and Intervention of Development Disorders and Disabilities in Early Childhood”
Lingap Pangkabataan Inc.
26. Final Project Report on Strengthening Community-Based ECCD for Tri-People in Upi, Maguindanao. 28 February 2014.
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27. ECCD Creating a Foundation for Lifelong Learning Progress Report 1 April to 31 December 2014 Prepared for the DFAT Independent Progress Review. 28. ECCD Info Kit: What is ECCD? Why is ECCD Important? 2014. 29. ECCD Draft Modules for the Family Development Sessions (FDS) Manual. 30. Early Childhood Care and Development Profile in Selected Local Government Units. 2014. 31. Early Learning for Life Project Status of Implementation and Draft Plans (in focus and non-focus areas) 2015-2016. 32. Financial Implementation (Final Draft Consolidated Fund Utilization including draft Utilization Plan 2015-2016). 33. Progress Report Modeling Link of ECCD and Primary Education “Seamless Transition from Home and Pre-school to Primary School”