

Philippines

Early Childhood Education Thematic Report

January - December 2022



Child development worker Cathy Lyn Japzon sings with the children of Concepcion Day Care Center, Gandara Municipality in one of the activity sessions. (© UNICEF/Philippines 2023/Beltran)

Prepared by:
UNICEF Philippines
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Expression of Thanks

UNICEF would like to take this opportunity to express our sincere appreciation for the funding provided by Teleperformance through the French Committee for UNICEF and its commitment to support the early childhood programme for at least two more years. This generous contribution to the learning continuity of children in the Philippines comes at a crucial time when schools are reopening to address the effects of the closure on children. Again, we thank you for helping advance our shared commitments to protecting the rights and improving the well-being of the youngest and most vulnerable children in the Philippines.

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Abbreviations and Acronyms

ADM	Alternative Delivery Modality
BEDP	Basic Education Development Plan
CDC	Child Development Center
CDW	Child Development Worker
DOH	Department of Health
DSWD	Department of Social Welfare and Development
ECCD	Early Childhood Care and Development
ECE	Early Childhood Education
LCPC	Local Council for the Protection of Children
LGU	Local Government Unit
LSWDO	Local Social Welfare Development Office
MTB-MLE	Mother Tongue-Based Multilingual Education
NEMEAS	National Monitoring, Evaluation and Accountability System
PEIRIDDDEC	Prevention, Early Identification, Referral and Intervention of Delays, Disorders and Disabilities in Early Childhood
UPCWSFI	University of the Philippines Center for Women Studies Foundation, Inc.

Executive Summary

The closure of Child Development Centers (CDCs) and Supervised Neighborhood Playgroups (SNPs) due to the pandemic has worsened the early childhood education (ECE) situation in the country. As a result, the national enrolment rate of children 3 to 4 years old dropped from 52 per cent in 2019 to 47 per cent in 2021, reversing the country's progress toward achieving universal ECE in recent years. To help address the development and learning loss caused by COVID-19, UNICEF has been supporting the Government in ensuring that young children attend ECE services in a safe and conducive learning environment. The programmable funding from Teleperformance of US\$352,612.14 has contributed to achieving the following results:

Strengthened cross-sectoral policy and program development and coordination at the national and local government unit (LGU) levels. At the national level, developing and adopting national guidelines and tools for safe ECE reopening and addressing the needs of children with developmental delays and disabilities strengthened the collaboration between the ECCD Council and its member agencies. At the LGU level, about 90 per cent of priority municipalities and cities in three provinces, one city, and in Typhoon Rai-affected areas have improved their capacity in risk-informed and needs-based planning and monitoring of safe ECE reopening.

Enhanced capacity of LGUs and schools in providing quality ECE services in safe learning environments. UNICEF's continuous advocacy and technical support helped increase the ECE enrolment rate of 3- to 4-year-old children from 2019 to 2021 in five priority municipalities of UNICEF (125 per cent of the target). Three of these municipalities have increased their enrolment by at least 21 per cent. In addition, UNICEF established a system in focus LGUs to address the quality of ECE services and provide technical assistance to CDWs. The system continues to improve the competencies of CDWs based on the national competency standards adopted by the ECCD Council.

Strengthened implementation of the system for prevention, early identification, referral and intervention of delays, disorder and disabilities in early childhood (PEIRIDDEC). A total of 38,195 (15,946 boys; 22,249 girls) children 3 to 4 years old benefitted from/served by trained CDWs both in development and humanitarian contexts. Of the children identified with risks of developmental delays, UNICEF referred 3,970 (1,458 boys; 2,512 girls) for further assessment and interventions by specialists. Three municipalities reported that 255 children 3 to 4 years old (146 boys; 109 girls) identified as at risk of developmental delays in 2022 had improved their development status.

While UNICEF achieved most of the 2022 ECE targets, the following challenges need to be addressed to sustain the results: a) lack of systematic monitoring of safe ECE reopening, especially at the national level; b) replacement of trained CDWs by local chief executives; and c) lack of specialists to provide services to children with developmental delays and disabilities.

UNICEF continues to work with the ECCD Council, DepEd and focus LGUs on addressing the challenges mentioned. Moreover, UNICEF will resume discussions with ECCD Council and DepEd on ensuring the smooth transition of children from home to pre-school, to kindergarten, and to primary education. At the LGU and school level, UNICEF will further support LGUs/Local Council for the Protection of Children (LCPC) in implementing LGU risk-informed and needs-based plans and monitoring of safe ECE reopening; implementation of alternative delivery modalities (ADMs);

operationalization of the system for competency-based capacity development of CDWs; and strengthening the referral pathways through partnerships of LGUs and professional groups to ensure that children with risks of developmental delays are referred to specialists for further assessment and intervention. UNICEF will also provide technical assistance to DepEd in expanding the implementation of the PEIRIDDDEC system in kindergarten.

Strategic Context

Early Childhood Education (ECE) is a vital foundation for learning. Children whose minds are stimulated in multiple early childhood settings, whether at home, in child development centers, or in kindergarten classes, were found to have higher achievement in elementary school.¹ Investing in ECE is necessary to achieve long-term positive impacts on children’s foundational skills. Before COVID-19, the country was one of the ten countries worldwide with the highest number of children at risk of not reaching their developmental potential.²

The pandemic has undermined the country’s limited progress in increasing access to ECE for 3-5 years old children in recent years. At the national level, the enrolment rate of children 3-4 years old declined from 52 per cent in 2019 to 47 per cent in 2020. On the other hand, the enrolment rate of 5 years old in kindergarten has increased from 89.86 per cent in 2020 to 95.28 per cent in 2021. The 2022 National Demographics and Health Survey’s preliminary findings show that only 77 per cent of children 2-5 years old are developmentally on-track. Inequity is very glaring where only 66 per cent of children of the poorest household are developmentally on-track compared to 84 per cent in the wealthiest households.

Child Development Workers (CDWs) play a very crucial role in the development and learning of young children. CDWs in the selected LGUs have a competency level of “1-Beginner”, which connotes “readiness with assistance” in performing his or her tasks. However, given their many years of work and service, the level of competency is supposed to have reached the optimum level, which points to a slow movement in improving the skills of the CDWs. A confluence of factors has resulted in this slow progress, including (1) limited technical assistance (monitoring, coaching, mentoring, supervision) given to CDWs/CDTs, especially among the novice and those with limited education, (2) absence of accreditation, and (3) meager salary and limited financial incentives.³ Furthermore, given the use of cascade approaches in training CDWs and their supervisors, more effort is needed to promote more systematic and effective monitoring, supervision and mentoring after the initial training.

During the closure of CDCs and SNPs, the provision of ECE services relied mainly on the capacity of parents and caregivers to facilitate development and learning activities at home. Marginalized and disadvantaged children in remote and indigenous communities, conflict-affected areas, and those with developmental delays and disabilities suffered more from the lack of access to ECE services and experienced difficulties transitioning to Grade 1.⁴ In a survey by ECCD Council in

¹ Crosnoe, et. al. (2010). Family Socioeconomic Status and Consistent Environmental Stimulation in Early Childhood. *Child Development*. 2010; 81 (3): 972-987 cited by Society for Research in Child Development

² Lu, et al., (2016). Risk of Poor Development in Young Children in Low-Income and Middle-Income Countries: An Estimation and Analysis at the Global, Regional and Country Level. *Lancet Global Health*

³ Javier, et al (2020). Assessment of Existing Competencies of Child Development Workers/Teachers. A Study Commissioned by UNICEF for ECCS Council.

⁴ UNICEF (2018). Situation Analysis of Children in the Philippines.

2020, only about half of the CDWs were implementing the Center-Based Program in Alternative Venues (CBPAV) or home-based ECE because parents preferred in-person learning. About 60 per cent of the respondents reported that there were not enough materials to get ideas about children’s activities. Through the implementation of the PEIRIDDDEC, ECCD Council, with technical assistance from UNICEF developed new tools to help parents and caregivers conduct development and learning activities at home and identify risks of developmental delays. However, the use of these materials is still limited to focus areas of UNICEF (three provinces and two cities).

To mitigate the adverse effects of the pandemic to young children’s development and learning, the Government needs to accelerate cross-sectoral efforts to provide holistic and quality ECE services, including a more systematic and effective capacity-building of and support to CDWs and parents/caregivers.

Results Achieved in the Sector

UNICEF’s support to the ECCD Council and priority LGUs focused on delivering the following results towards addressing development and learning loss due to the pandemic:

1. Strengthened cross-sectoral policy and program development and coordination at the national and LGU levels



Members of the LCPC in one municipality of Zamboanga del Norte prepare the draft risk-informed plan. ©UNICEF Philippines/2022/FGuzman

At the national level, UNICEF’s technical assistance to ECCD Council resulted in adopting national guidelines and tools for the pilot and nationwide implementation of safe ECE reopening. Tools for risk-informed and needs-based planning and monitoring safe ECE reopening are now being used by LGUs nationwide. Tools for parents/caregivers and workers on how to help address risks of developmental delays in young children were also developed and are now being used in priority LGUs of UNICEF. In addition, global/regional evidence and guidelines and technical expertise from different sections of UNICEF have contributed to developing national guidelines and

tools. This cross-sectoral development process and adoption of national guidelines and tools strengthened the collaboration between and among ECCD Council and its member agencies.

Updating the National ECCD Strategic Plan 2019-2030 and fully operationalizing the NEMEAS are expected to strengthen further cross-sectoral collaboration between and among the ECCD Council and its member agencies. However, these require renewed commitment and support from all agencies concerned. The ECCD Council is now managing NEMEAS, and users from the Department of Health (DOH), National Nutrition Council (NNC), Department of Social Welfare and Development (DSWD), and Department of Education (DepED) received an orientation about the system. The full operationalization of NEMEAS is crucial in monitoring progress in achieving national ECCD commitments.

At the LGU level, about 90 per cent of municipalities and cities in three provinces, one city, and Typhoon Rai-affected areas, have improved their capacity in risk-informed and needs-based planning and monitoring of safe ECE reopening. The Municipal/City Council for the Protection of Children (M/CCPs) currently supports the Barangay Council for the Protection of Children (BCPC) in preparing and/or implementing the Barangay Risk-Informed and Needs-Based ECE Plan. Re-orientation of LCPCs on their role in ECE is ongoing in some municipalities of Northern Samar, Samar and Zamboanga del Norte.

2. Enhanced capacity of LGUs and schools in increasing access of young children to quality and inclusive early childhood education services

Despite the pandemic, the continuous advocacy and technical support of UNICEF resulted in an increase in ECE enrolment rate of 3 to 4 years old children from 2019 to 2021 in 5 priority municipalities of UNICEF (125 per cent of target). In addition, three of these municipalities have increased their enrolment by at least 21 per cent.

After 2.5 years of physical closure of CDCs due to COVID-19, the ECCD Council advised LGUs to reopen all CDCs and SNPs nationwide starting 5 September 2022. As of 6 December 2022, 399,585 children 3 to 4 years old attend in-person ECE services nationwide (80 per cent of the 500,000 targets of UNICEF) This could be an understatement of the actual status since only about 20 percent of LGUs submitted reports to ECCD Council.

Six of the 11 municipalities supported by UNICEF, reported that 2,134 CDCs and SNPs reopened with 35,950 children 3 to 4 old (18,228 boys; 17,722 girls) attending in-person ECE. In addition, at least 680 CDCs in the 11 municipalities and 2 cities were provided with Teach from Home Activity Guide to support parents in developing and learning activities at home. The ECCD Council is currently enhancing its monitoring and reporting of ECE reopening, which will be linked to the ongoing operationalization of the NEMEAS.

To support the safe reopening of ECE, UNICEF partnered with the University of the Philippines Center for Women Studies Foundation, Inc (UPCWSFI) to assist the LGUs in establishing a system for the provision of technical assistance that will improve the competencies of CDWs based on the national competency standards adopted by the ECCD Council. The system covers from self-assessment of competencies by CDWs and validation by their supervisors to preparation and implementation of technical assistance plans (training, mentoring/coaching and supervision) towards improving the competencies of CDWs. Through the partnership with UPCWSFI and local academe, the 48 trained trainers in Samar, Northern Samar and Zamboanga del Norte capacitated 340 CDWs (10 males; 330 females) on a play-based approach in safe learning environments.



CDWs in Zamboanga del Norte preparing their workshop output during the roll-out of play-based approach in safe learning environment training. @Michelle Baguinat/2023

In response to COVID-19 and Typhoon Rai, UNICEF provided temporary learning spaces, training on ECCD in Emergency, orientation on safe ECE reopening, and distribution of essential education supplies and learning materials, benefiting 35,419 children 3-4 years old. In addition, through UNICEF's technical assistance, sub-national education clusters have been established/strengthened in Typhoon Odette areas – Southern Leyte, Surigao del Norte and Dinagat Islands.

In support of the learning recovery program of DepEd, about 13,500 Kindergarten and Grade 1 pupils mostly from indigenous communities benefitted from the 45 titles of storybooks in local languages.

3. Strengthened implementation of the early identification system (PEIRIDDEC) for addressing the needs of young children with risks of developmental delays and disabilities.

As part of the development and learning recovery strategy, the PEIRIDDEC system has been continuously enhanced. The Inclusion Guidebook has been adopted by ECCD Council as a tool for CDWs to address developmental delay risks. The Teach from Home Activity Guide for Parents/Caregivers has likewise been finalized by ECCD Council for use nationwide to complement development and learning activities in the centers.

Through the partnership of UNICEF and Humanity and Inclusion, the implementation of PEIRIDDEC system continues to harvest gains beyond targets in focus LGUs. In 2022, 30,133 (492 per cent) 3 to 4 years old were served by trained CDWs and parents and caregivers. Of the children identified with risks of developmental delays and disabilities, 2,007 children were eventually referred by CDWs to the Local Social Welfare Office (LSWDO) for higher tier evaluations and/or specialized interventions. Around 679 parents/caregivers (638 females; 41 males) were supported in conducting development and learning activities at home by providing a Teach from Home Activity Guide and Learn at Home kits. At least 954 children 3 to 4 years old (487 boys; 467 girls), especially those at risk of developmental delays, benefitted from the Learn at Home kits. These supported children's development and learning activities at home when CDCs were still closed. Some of the kits are now being used in the CDCs to support more children. The guidance video on how these kits are used can be accessed here [UNICEF Learn-at-Home Kits](#).



Humanity and Inclusion community worker administers the ECCD Checklist to a 3-year-old boy in Zamboanga del Norte.
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Referral pathways were established in 13 municipalities and cities to ensure that LSWDO refers children with risks of developmental delays and those with disabilities to specialists for further assessment and interventions. Three municipalities reported that 255 children 3-4 years old (146 boys; 109 girls) identified with risks of developmental delays in 2022 had improved their development status. This results from targeted support provided by CDWs to these children both in the centre and at home. CDWs conducted home visits to coach

parents/caregivers in doing development and learning activities at home to help address the risks of developmental delays.

The PEIRIDDDEC System is now being implemented in 10 municipalities and one city in Surigao del Norte as part of the Typhoon Rai Response of UNICEF, benefitting 35,419 children 3 to 4 years old. In addition, the ECCD Council initiated the system roll-out in four provinces and two cities.

Results Assessment Framework

Table 1: Results Achieved

Performance Indicator	Actual 2021	Target 2022	Accomplishments	Remarks
Proportion of UNICEF priority municipalities in 3 focus provinces with increased 3-4 y/o enrolment rate (in CDCs, SNPs and other home-based ECE services), with gender parity	36%	40% (4 of 11 municipalities)	5 (Fully achieved)	Five of the 11 priority municipalities (45%) have increased enrolment rate from 2019 to 2021 – Tarangnan (2.91%), Mapanas (8.21%), Godod (54%), Sindangan (27.62%) and Siayan (20.29%)
Proportion of 11 priority municipalities in 3 focus provinces and 1 focus city implementing the system for prevention, early identification, referral and intervention of developmental delays and disabilities in early childhood, particularly for children 3-4 y/o	82%	100%	100% (Fully Achieved)	100% of the 11 priority municipalities and 1 focus city are now implementing the system. CDWs periodically assess the development status of young children and results of the assessment are reported to Local Social Welfare Officers (LSWOs). Children with risks of developmental delays are referred to specialists for further assessment and interventions.
Proportion of priority municipalities in 3	36% of the 11 municipalities	20%	0%	Partnership with UPCWSFI to assist

Performance Indicator	Actual 2021	Target 2022	Accomplishments	Remarks
focus provinces that are using the National Competency Standards for Child Development Workers and Child Development Teachers in profiling the needs, planning and implementation of capability building of at least 40% of its CDWs/CDTs by municipality	were oriented on the use of the National Competency Standards while none of them are using it yet.		(Not achieved)	in the establishment and operationalization of the competency-based system for continuous capacity development of CDWs started in December 2022 and will end on 31 December 2023. The system covers from self-assessment of competencies by CDWs and validation by their supervisors to planning and implementation of technical assistance plan (training, mentoring, coaching and supervision).
Existence of enhanced National Operational Guidelines on the implementation of MTB-MLE policy from pre-school to Grade 3	No	Yes	No (Partially achieved)	As part of the policy development process of DepEd, experts' validation of the Operational Guidelines is on-going. The process has been delayed due to a pending bill suspending the implementation of the MTB-MLE policy and pronouncement of the new government to focus on developing English proficiency of learners.
Level of implementation of the National ECCD-Early	M&E system and API have	Level 1	Level 1 (Fully achieved)	Concerned members of the ECCD

Performance Indicator	Actual 2021	Target 2022	Accomplishments	Remarks
Childhood Education M&E and Accountability System	yet to be completed.	(concerned members of the ECCD Council oriented on how to manage/use the system)		Council already oriented on the NEMEAS
Existence of National ECCD Strategic and Investment Plan including Social and Behaviour Change Communication Strategy	Yes	Yes	Yes (Fully achieved)	While this is already fully achieved, the Plan has yet to be updated to respond to development and learning loss due to COVID-19 and subsequent roll-out nationwide.
Number of children attending or going to ECE canters after reopening of pre-school		500,000	389,506 (Partially achieved)	This could be understatement of the actual status as only about 20% of LGUs nationwide submitted their reports to ECCD Council.

Case Study

Implementation of the System for PEIRIDDEC in Development and Humanitarian Contexts

Top Level Results

A total of 38,195 children (15,946 boys; 22,249 girls) 3 to 4 years old both in both development and humanitarian contexts, benefitted from/served by the trained CDWs and parents/caregivers. Of the children identified with risks of developmental delays, 3,970 (1,458 boys; 2,512 girls) were referred to specialists for further assessment and interventions. Three municipalities reported that 255 children 3 to 4 years old (146 boys; 109 girls) were identified with risks of developmental delays in 2022 and have improved their development status.

Background

PhilHealth estimates that 5.1 million Filipino children live with disabilities. The more recent 2022 National Demographic and Health Surveys (NDHS) estimated 23 per cent of children 24 to 59 months are not developmentally on track. If children with developmental delays and/ or disabilities are not provided with timely and appropriate early interventions, their functional

limitations can progress, threatening fulfillment of their rights to health and education, that could lead to discrimination and exclusion and the vicious cycle of deprivation.

The establishment of an efficient system for early identification, prevention, referral and intervention for the wide range of children with special needs from age zero (0) to four (4) is one of the functions of the National ECCD System explicitly stated in the Early Years Act of 2013. This is crucial to provide developmentally appropriate experiences to children to address their needs and to support parents in their roles as primary caregivers and first teachers. Some components of the system existed but were not functional nor effective. The 2018 Study on the Situation of Children with Disabilities in the Philippines recommended the (1) strengthening of programs that prevent disability at childhood; and (2) establishment and cascade of a clear referral system.

Rationale

The ECCD Council, with UNICEF support, developed in 2019 and approved a holistic and integrated ECCD situationer (A Report on the Current State of ECCD in the Philippines) which served as the basis for the development of the costed national strategic plan for ECCD (Early Years First, 2019 – 2030). ECCD outcomes for children with disabilities and developmental delays is one of the critical outcome areas of this long-term plan, which involves, on one hand, interventions towards inclusive early childhood education through varied programs and modalities that fit the needs of diverse learners, and on the other, improved access to early habilitation/ rehabilitation, including access to assistive devices to optimize participation of these children in the community.

Strategy and Implementation

To address the presence of barriers to the realization of the right to quality ECE of young children at risk of or with disabilities, UNICEF worked and continues to work closely with the ECCD Council and its member agencies, particularly with DOH and DSWD in designing and demonstrating the implementation of the system in UNICEF focus areas. Currently, this is implemented in 11 municipalities of Northern Samar, Samar and Zamboanga del Norte and City LGUs of Valenzuela and Cagayan de Oro under regular programming; and in 11 municipalities and 1 city in Surigao del Norte as part of the UNICEF's Typhoon Rai Response.

Experiences and lessons learned from this modelling process serve as a basis for developing new and enhancing existing modules and tools for adoption nationwide. To date, ECCD Council has already started the upscaling of the system in 4 provinces and cities.

Resources Required/Allocated

The funding from Teleperformance through the French Committee for UNICEF supported the implementation of the system for PEIRIDDDEC. This is complemented by funding from Global Education Thematic and Swiss Committee for UNICEF. The Mission Recovery Funds in Humanitarian Settings funded the implementation of the system in Typhoon Rai areas.

Progress and Results

As a result of UNICEF's support, the following are the other key results in focus LGUs:

- A total of 4,158 parents and primary caregivers, 442 child development workers have been oriented on and advocated to on their role in addressing needs of the children with developmental delays and disabilities;
- Contextualized referral pathways established based on the situations of the LGUs (capacity of service providers, availability of specialists)
- Executive Orders/ Resolutions creating and organizing the technical working group for the system of PEIRIDDEC and making the system a regular agenda of the LCPC adopted in some LGUs;
- Local funds made available by municipalities, cities and barangays to operationalize the system;
- Partnerships between focus LGUs and local academe offering medical courses/professional groups and non-profit organizations provide opportunities to make accessible interventions for children identified with risks of developmental delays and disabilities coordinated and mapped out. A map of health professionals (e.g., occupational therapists), therapy clinics and centers is critical for the sustainability of the system, specifically in the area of referral and intervention. To illustrate, the directory of health professionals and service providers resulting from this implementation shared with the PSWDO of Surigao del Norte will prove useful.

Opportunities/Challenges

Addressing the needs of children with disabilities continues to be a priority of the government as reflected in the National ECCD Strategic Plan, 2019-2030, Basic Education Development (BEDP) 2030 and the Philippine Development Plan 2030. The full implementation of the Mandanas Ruling that increases the share of LGUs in the national Internal Revenue Allotment (IRA) for devolved basic social services such as ECE, provides the opportunity to invest more in deepening, expanding and institutionalizing the system in LGUs.

Level of implementation varies across LGUs. There is a need for a more systematic, effective and sustainable approach in capacity-building of CDWs and parents/caregivers, particularly in implementing interventions in CDCs and at home. There are still gaps on the referral of children with risks of developmental delays and disabilities to specialists for further assessment, management and interventions due to limited or no services available in the areas, especially those in the far-flung areas. Specialists are mostly based in areas which require long hours of travel. To address this, teleconsultations and provision of mobile services by specialists were pursued.

Lessons Learned

Continuous coaching and mentoring after trainings of child development workers and parents/caregivers empowered these duty bearers and facilitated the conduct of age and developmentally appropriate activities towards learning and development of young children. Likewise, further deepening of their knowledge (e.g. more disability-specific training on the government-adopted harmonized modules) would have to be accompanied by similar coaching and mentoring.

LGU partnerships with academic and professional organizations provide a more sustained, affordable provision of the much-needed higher tier or specialized assessment and intervention to identified learners with risk of developmental delays.

Moving Forward

UNICEF continues to work with the ECCD Council in enhancing the modules and tools for referral and intervention for adoption nationwide. Moreover, UNICEF will further support in deepening the implementation of the system in focus LGUs. This will include further trainings, coaching and mentoring of CDWs and parents/caregivers in implementing interventions as part of the system for competency-based professional development of CDWs currently being established in focus LGUs of UNICEF. Strengthening the referral pathways through partnerships of LGUs and professional groups will be pursued to ensure that children with risks of developmental delays are referred for further assessment and intervention by specialists. Capacity building of the three focus provinces and two cities to initiate province-wide implementation of the system with enhancements specifically in the prevention, referral and intervention components targeting children 3 to 4 years old will be supported.

The support for the seamless transition of children with or at risk of delay, disorder and disability from the CDC to Kindergarten is also a priority. Receiving schools, especially kindergarten teachers, supervisors and school heads will be capacitated on the implementation of the system. This will strengthen coordination between the CDWs and kindergarten teachers, and the corresponding barangay LGU and school under which they belong.

Financial Analysis

Tables 1 to 5 show the overall ECE 2022 planned and funded budget and expenses. Table 6 presents the planned and funded budget for 2023 and corresponding shortfall.

The funds contributed by Teleperformance through the French Committee for UNICEF has been 96 per cent utilized. More details are available in the attached financial utilisation report as of December 31, 2022.

All financial utilization figures are provisional and include commitments. Division of financial and accounting management provides official expenditures figures in the donor financial statement.

Table 1: Planned budget by Thematic Sector

Philippines

Planned for the Country Programme 2022 (in US Dollar)

Intermediate Results	Funding Type ¹	Planned Budget ²
Early Childhood Education	RR	-
	ORR	1,960,536
Total Budget		1,960,536

¹ Regular Resources (RR), Other Resources – Regular (ORR) (add Other Resources – Emergency (ORE), if applicable)

² Planned budget for ORR (and ORE, if applicable) does not include estimated recovery cost (only programmable amounts).

Table 2: Country-level thematic contributions to thematic pool received in 2022

Early Childhood Education Thematic Contributions Received for Thematic Pool 1 by UNICEF Philippines in 2022 (in US Dollars)

Donors	Grant Number*	Contribution Amount	Programmable Amount
French Committee for UNICEF	SC229934	370,242.75	352,612.14
Total		370,242.75	352,612.14

Table 3: Expenses in the thematic sector

Organizational Targets	Expense Amount			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
Access to quality learning opportunities	840,919	2,073,732	949,420	3,864,071
Learning, skills, participation and engagement	636,450	265,054	55,217	956,721
Grand Total	1,477,368	2,338,787	1,004,638	4,820,793

Note: All Financial Utilization figures are provisional and include commitments. Official expenditures figures are provided by the Division of Financial and Accounting Management in the Donor Financial Statement.

Table 4: Thematic expenses by results area in 2022

This table shows a breakdown of expenditures of Thematic contributions by result area.

Result Area	Expense in US\$
Other Resources – Emergency	169,048
32 Learn	169,048
Other Resources – Regular	455,135
31 Survive and Thrive	170,964
32 Learn	279,696
34 Safe and Clean Environment	4,475
Grand Total	624,183

Note: All Financial Utilization figures are provisional and include commitments. Official expenditures figures are provided by Division of Financial and Accounting Management in the Donor Financial Statement

Table 5: Country-level thematic expenses by Results Area

Results area	Expense Amount		
	Other Resources - Emergency	Other Resources - Regular	Grand Total
Access to quality learning opportunities	284,947	672,621	957,569

Learning, skills, participation and engagement	369,255	67,714	436,969
Grand Total	654,203	740,335	1,394,538

Table 6: Expenses by specific intervention codes in 2022

Intervention	Expense in US\$
ECD- Policy and system strengthening	163,988
Provision of (formal and non-formal) early-learning / pre-primary education (including in temporary learning spaces)	414,039
System strengthening - early learning / pre-primary policy, leadership, and budget	161,529
System strengthening - early learning / pre-primary teaching and learning environment (including curriculum and material design)	394,078
Provision or procurement of early learning / pre-primary education learning materials	164,143
Overall WASH – systems strengthening (e.g., sector-wide coordination, enabling environment and financing advocacy)	75,362
TOTAL	1,373,139

Table 7: Planned budget for 2023

Thematic Pool: Early Childhood Education

Planned Budget and Available Resources for 2023

Intermediate Results	Funding Type¹	Planned Budget²	Funded Budget¹	Shortfall²
Early Childhood Education	RR	114,000	122,049	0
	ORR	2,148,733	861,016	1,287,717
Total Budget		2,262,733	983,065	1,287,717

¹ Planned and Funded budget for ORR (and ORE, if applicable) excludes recovery cost. RR plan is based on total RR approved for the Country Programme duration. Please note though that a big portion of the funds is earmarked for specific projects.

² Other Resources Unfunded represents ORR funding required for the achievements of results in 2022. This includes new activities jointly identified with DOH and NNC during the UNICEF-Government 2021 Year-End Review such as prevention and management of wasting, nutrition in emergencies preparedness and response, and multisectoral coordination and planning to prevent stunting and other forms of malnutrition.

Future Work Plan

In 2023, UNICEF will continue to work with the ECCD Council, DepEd and priority LGUs and schools in the following areas:

Strengthened cross-sectoral policy and program development and coordination at the national and LGU levels. Towards addressing the negative effects of COVID-19 to development and learning of young children, the ECCD Strategic Plan 2019-2030 will be updated and subsequently rolled out-nationwide. UNICEF will continue to support ECCD Council and its member agencies in the full operationalization of NEMEAS to monitor progress in achieving ECCD commitments of the country.

As part of the ECCD Strategic Plan and BEDP 2030 implementation, UNICEF will support the ECCD Council and DepEd on how to ensure the smooth transition of children from home to pre-school, to kindergarten, and to primary education. This will include implementation of alternative delivery modalities (ADMs) to increase access of children in difficult situations; and enhancing the adoption of MTB-MLE policy, developmentally appropriate practices (play-based approach) and formative assessment to mitigate development and learning loss.

UNICEF will also further support LCPCs in implementing LGU risk-informed plans and monitoring of safe ECE reopening.

Enhanced capacity of LGUs and schools in increasing access of young children to quality and inclusive early childhood education services. While existing CDCs and SNPs already reopened, UNICEF will provide technical assistance to focus LGUs and schools in establishing new SNPs and implementing the Kinder Catch-Up Education Program (KCEP) to increase access of children in difficult situations to pre-school and kindergarten, respectively. Likewise, the operationalization of the system for competency-based continuous capacity development of CDWs, including the training on play-based approach in safe learning environment will be supported to improve the quality of ECE services.

Strengthened implementation of system for addressing the needs of young children with risks of developmental delays and disabilities (PEIRIDDDEC). As part of the system for competency-based capacity development of CDWs, further training in implementing interventions to address needs of children with risks of developmental delays in CDCs and at home will be provided to CDWs. Strengthening the referral pathways through partnerships of LGUs and professional groups will be pursued to ensure that children with risks of developmental delays are referred for further assessment and intervention by specialists. Technical assistance will also be provided to DepEd to expand the implementation of the system to kindergarten.

The second tranche of the Teleperformance funding will support the above priorities, particularly in enhancing the capacity of LGUs and schools in increasing access of young children to quality and inclusive ECE services and in strengthening and scaling up the implementation of PEIRIDDDEC.

Annex A: Human Interest Story

UNICEF equips child development workers as centers reopen for on-site learning



Child development worker Cathy Lyn Japzon (center) helps the children of Concepcion Day Care Center complete a group task as part of the day's learning activities. © UNICEF/2023/Bernice Beltran

Six months since child development centers (CDCs) reopened in the Philippines in September 2022, how are they helping children catch up?

UNICEF Philippines visited the centers in its priority areas in the Province of Samar to see how children aged 3–4 are taking to their new environment after more than two years of home confinement. The Government shut down CDCs and supervised neighborhood playgroups (SNPs) nationwide as part of COVID-19 pandemic measures.

Samar is home to an estimated 800,000 people and is located in Eastern Visayas, one of the poorest regions in the Philippines.

Child development worker Cathy Lyn Japzon, 33, runs the Concepcion Day Care Center in Gandara Municipality, catering to over 30 children. During the closure, she recalled reaching out to the families in Brgy. Concepcion.

“The parents and children wanted in-person activities, but we couldn’t conduct any,” she said. But through the partnership of UNICEF and the Early Childhood Care and Development (ECCD) Council, child development workers like Cathy received training to support families using the Teach-From-Home Activity Guide to ensure that young children continued learning at home.

Still, nothing beats learning in CDCs when it comes to children's holistic learning – especially when child development workers play a crucial role in the early identification of developmental delays among children at risk.

Thus, while the national government contemplated reopening educational institutions, UNICEF and the ECCD Council prepared CDCs and SNPs to welcome the children back. The preparation involved ensuring that the centers have adequate health safeguards and that child development workers receive training to strengthen and update their skills and knowledge.

In the Municipality of Pagsanghan, 30 km from Gandara, Viejo Day Care Center’s Aileen Ucame is grateful that she was among more than 300 child development workers selected to train on a play-based approach in safe learning environments. The training was part of UNICEF’s assistance to select local governments in partnership with the University of the Philippines Center for Women’s Studies Foundation, Inc.

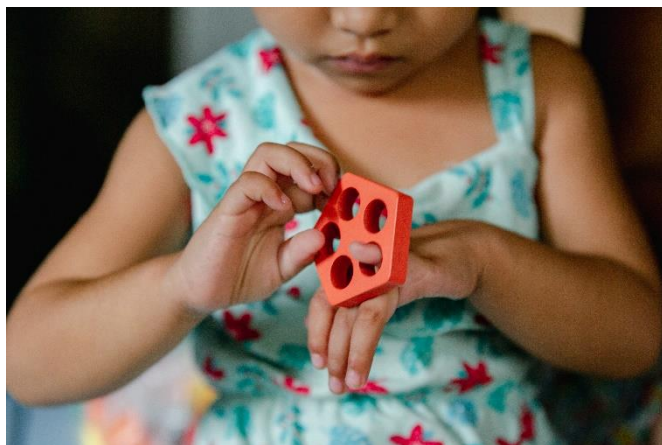
More importantly, the assistance helped improve the skills of child development workers to implement the PEIRIDDDEC – prevention, early identification, referral and intervention of delays, disorders, and disabilities in early childhood – a community-based system that provides services to children who are experiencing developmental delays and those who are at risk.

“I love all the UNICEF training,” Aileen said. “They are compatible with my personality and knowledge and made me realize there is more to learn.” It helps that she is also the ECCD focal person of Pagsanghan as she actively shares her training with her fellow child development workers in the province.



Young learners at Viejo Day Care Center listen intently as child development worker Aileen Ucame tells a story about a family.
© UNICEF/2023/Bernice Beltran

Fresh from the training and looking forward to learning more from the continuing support, Cathy and Aileen said that the parents are also happy their children can learn in the daycare centers again.



Ashtrid, 3, explores one of the tools in the Learn-at-Home kit provided by UNICEF to help her develop her motor and cognitive skills. © UNICEF/2023/Bernice Beltran

Dina Luna, 27, was happy to receive a Learn-At-Home kit for her 3-year-old daughter Ashtrid after Aileen assessed that the child needed help to catch up with her developmental milestones. The kit contains toys and other tools to help a child improve his or her motor and cognitive skills. Aside from the kit, Dina received orientation on monitoring Ashtrid’s progress using the Core Development Milestones guide.

“I can say that my daughter has improved,” Dina said. “She is not as shy as she used to be and is always excited to go to daycare.”

Annex B: Donor Feedback Form

UNICEF is working to improve the quality of our reports and would appreciate your feedback. Kindly answer the [UNICEF Donor Feedback Form](#) to help us improve our reporting.