

# EARLY CHILDHOOD CARE

## 2018 ANNUAL REPORT



# AND DEVELOPMENT COUNCIL

## **A Word of Appreciation**

The ECCD Council and about 400 Local Government Units (LGUs) express their deep appreciation and gratitude for the financial assistance of the Philippine Amusement and Gaming Corporation (PAGCOR), which has enabled the Council and LGUs to implement quality ECCD services to the young Filipino children.



# 2018 ANNUAL REPORT







## VISION

By 2030, the ECCD Council shall have fully implemented a National System for Early Childhood Care and Development Council (ECCD) throughout the country that is comprehensive, integrative and sustainable

## MISSION

To contribute to nation-building by ensuring that all Filipino children aged 0 to 4 are provided with developmentally-appropriate experiences to address their holistic needs.

## STRATEGIES

1. Advocacy and innovative/creative resource mobilization for increased investments
2. Capability building/institutional development
3. Networking with various stakeholders
4. Establishing and strengthening committed partnership
5. Recognizing and engaging ECCD champions for 0-4 years old children from the national to local levels
6. Mainstreaming and integration of ECCD programs for the 0-4 years old children in national development plans
7. Expanding coverage to reach the unreached children 0-4 years old
8. Establishing ECCD data banking system for the 0-4 years old children



# ABOUT US

The Early Childhood Care and Development Council is the primary government agency that handles programs and develops policies for children aged zero to four. As mandated by Republic Act 10410 or commonly known as the Early Years Act, we implement and support the government's ECCD programs that cover health, nutrition, early education, and social services.

# ECCD COUNCIL GOVERNING BOARD



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# MESSAGE FROM THE EXECUTIVE DIRECTOR

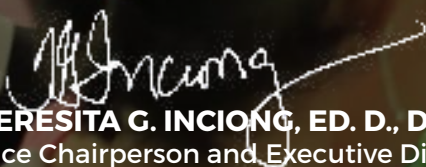
In 2018, the Early Childhood Care and Development (ECCD) Council reached various milestones that have helped in improving the lives of the Filipino children and their families. As we continued to be guided by the three-pronged approach in implementing a national system for Early Childhood Care and Development, we offered programs, and developed policies that are grounded on Access, Quality, and Efficiency and Sustainability.

**Access** – Providing access to ECCD services for all Filipino children is easier said than done, but through collaborations with various Local Government Units (LGUs) and non-government organizations, we were able to provide integrated services that cover health, nutrition, early education, and social services. Through the establishment of 84 National Child Development Centers and the conversion of 40 Day Care Centers to Child Development Centers, LGUs were able to have a convergence point where children are provided with quality early childhood education and families can be taught the best practices in raising the children in their community.

**Quality** - Our programs and services are implemented by child development teachers and workers that have been trained by the Council through its Human Resource Development programs. With a total of 142 Child Development Workers trained in 2018, we continuously ensure that their delivery and implementation of ECCD services are in line with skills that are based on international standards. This will assure that the children who have, and will, receive our services develop their full potential through developmentally appropriate practices.

**Efficiency and Sustainability** – Establishing ECCD programs is only the beginning of providing quality ECCD service to Filipino children. This year, the Council also ensured that we continue to deliver our programs in an efficient and sustainable manner. Through various partnerships, researches, and advocacy, communication, and social mobilization activities, we were able to ensure that what we have started will be sustained, and even improved, in the years to come.

As we ended a year filled with opportunities and challenges, we embark on a new year filled with hope and anticipation for greater opportunities that will help us in achieving a national system for Early Childhood Care and Development.



**TERESITA C. INCIONG, ED. D., D.P.M**  
Vice Chairperson and Executive Director



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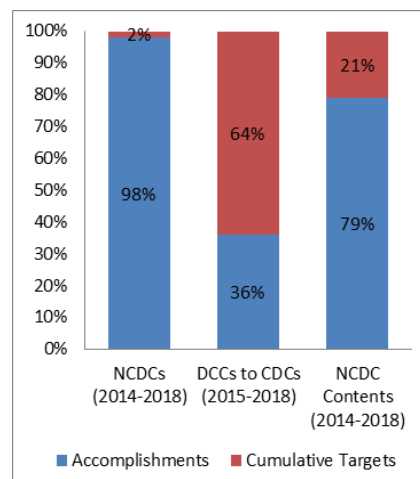
# MEASURING OUR PROGRESS

The measurement of progress in delivering the integrated services in ECCD is anchored on **SDGoal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

**SDG Target 1:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education.

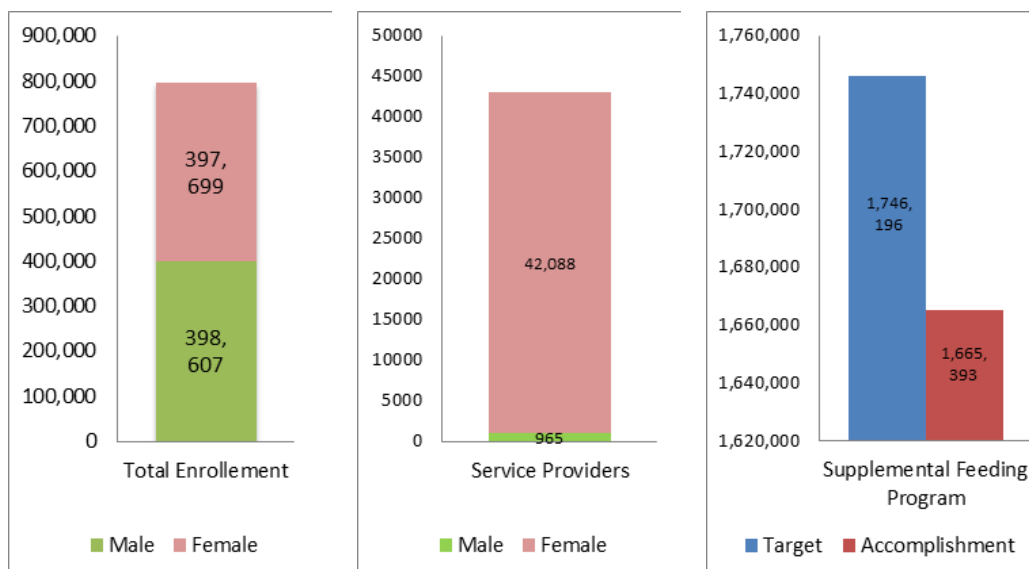
In 2018

- 84 NCDCs (80%) of the 100 National Child Development Centers are completed and constructed
- 5 Day Care Centers (12%) of 41 are on conversion process to become Child Development Centers
- 1,143 (81.6%) sets of 1,400 NCDC contents are in procurement process



In SY 2018-2019

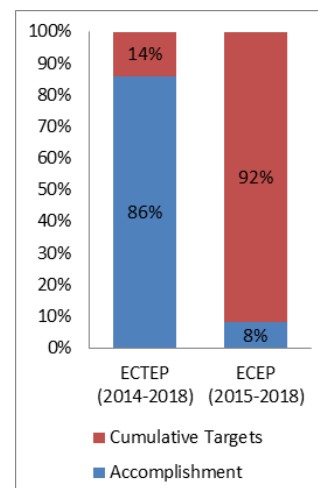
- 45,294 ECCD Facilities provided integrated services to 0 to 4 years old children
  - 551 National Child Development Centers
  - 43,480 Day Care Centers/Child Development Centers
  - 112 Child Minding Centers
  - 832 Neighborhood-Based Play Groups
  - 319 Family Day Cares
- 796,306 boys and girls aged, 0 to 4 years old enrolled in different ECCD Facilities
- 43,053 male and female service providers (CDTs, DCWs/CDWs, parents, other volunteers) implemented ECCD Programs
- 1,665,393 (95%) of 1,746,196 children aged 3 to 5 years old were provided supplementary feeding



**SDG Target 3:** By 2030, substantially increase the supply of qualified teachers.

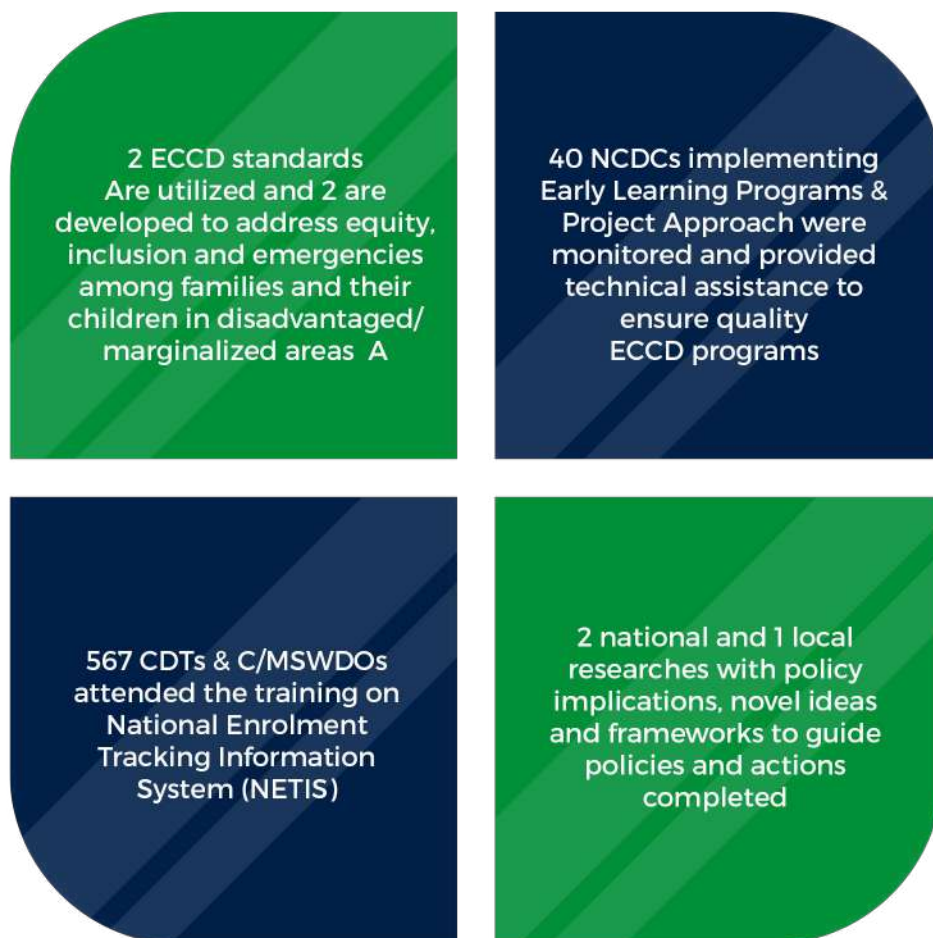
In 2018

- 142 CDTs (142%) of 100 CDTs attended the ECTEP training
- 49 CDWs (98%) of 50 CDWs attended the ECEP training
- 3,068 (387%) of 793 Service Providers attended the Induction Program



**SDG Targets 1:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education.  
**3.** By 2030, substantially increase the supply of qualified teachers.

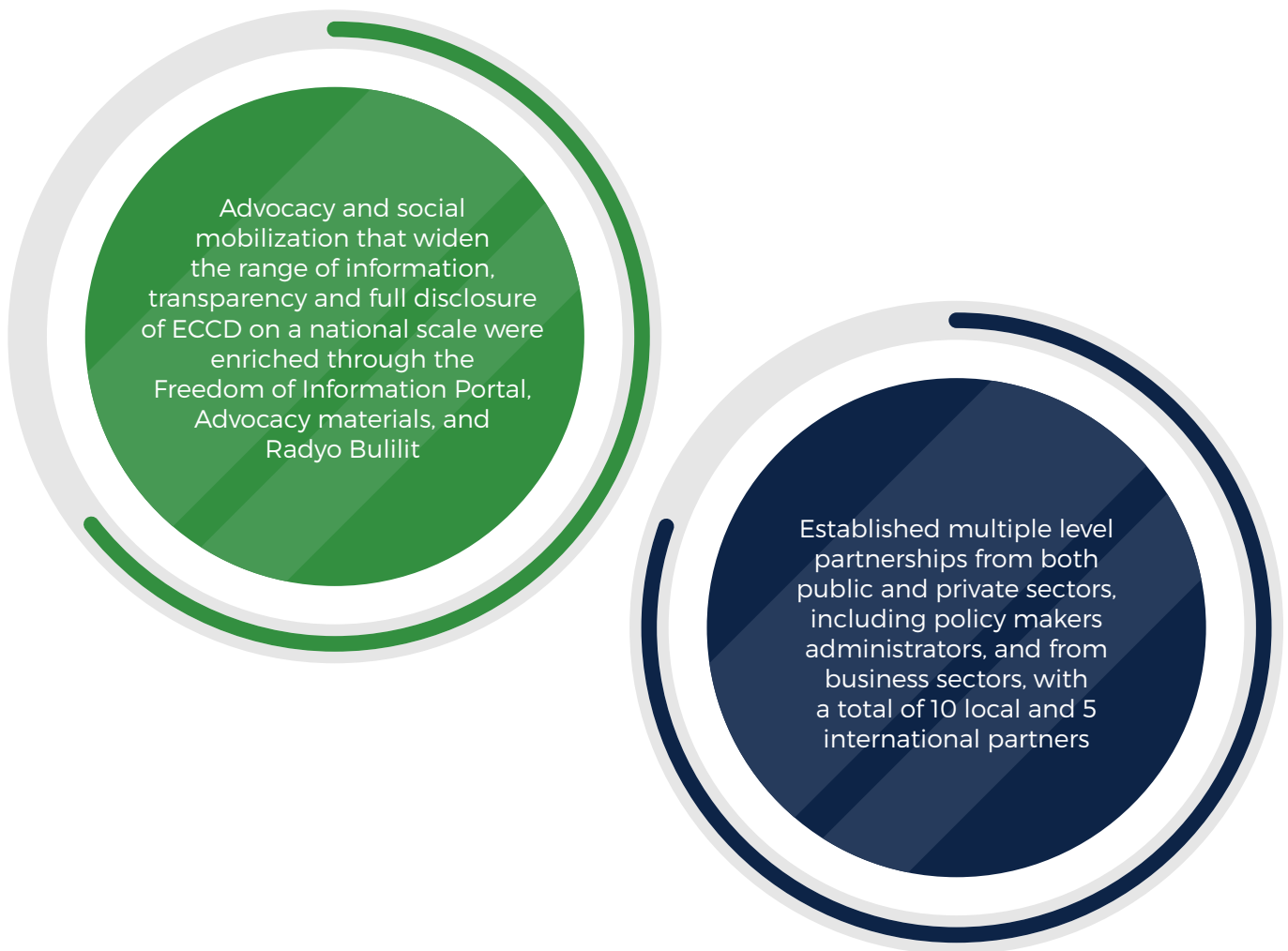
By 2018



From 2014 to 2018



In 2018



From 2014 to 2018



**SDG Targets 1:** By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education.  
**3.** By 2030, substantially increase the supply of qualified teachers.

In 2018

Held the *Early Years Fair* in four geographical clusters: South Luzon, North and Central Luzon, Visayas and Mindanao with 925 participants composed of local government officials, NGOs and other ECCD stakeholders. Livestream viewers totalled 5,384 all over the country.

Launched *Radyo Bulilit* radio broadcast cum Livestream via the Bureau of Broadcast Services and ECCD Council Facebook page. The 30 broadcast episodes had 188,087 viewers.

Launched the “*To See the Many Hands: The ECCD Story*” and distributed copies to the participants of the *Early Years Fair*, members of the Governing Board, NGOs, SUCs and other ECCD Practitioners

Produced an ECCD video package composed of: four instructional videos, a marketing video, an animated video primer.

Produced and disseminated various printed brochures, including: *The Early Childhood Care and Development*, *the National Child Development Center*, *Kamp Bulilit*, *Bayanihang Bulilit*, and *Radyo Bulilit*.

## ECCD COUNCIL TOTAL APPROPRIATIONS: P483.417 million







**National Child  
Development Center**





# THE NATIONAL CHILD DEVELOPMENT CENTER

The National Child Development Center, more commonly known as Bulilit Center is the community-level venue of the implementation of ECCD activities particularly the Early Learning Program and Family Support Program activities. In order to expand and institutionalize the Centers' programs, selected Day Care Centers are being converted to Child Development Centers.

# ESTABLISHMENT OF NATIONAL CHILD DEVELOPMENT CENTERS (NCDCs) AND CONVERSION OF DAY CARE CENTERS (DCCs) TO CHILD DEVELOPMENT CENTERS (CDCs)

## 2018 NCDC and CDC PROJECTs

With 100 sites targeted for the year, five (5) or 5% sites were completed. Fifteen (15) sites are on-going construction; 30 sites are still under the procurement stage or completing the contract perfection activities, and 22 sites which were funded before the end of the year shall start construction activities during the first quarter of the year 2019.

Table 1. 2018 Status of NCDC Project Implementation (100 sites)	
Completed	5
On-going Construction	15
Funded/Under Procurement/for release	31
For funding/ For release	33
TOTAL	84

The national barangay election held last May of the year affected the project implementation on top of the numerous regular procurement activities spearheaded by each LGUs' Bids and Awards Committees. Because of this, the substantial completion of the building construction will be done on the second and third quarter of 2019. It is also anticipated that these buildings shall be ready for occupancy within 2019.

The 2017 revised version of the Detailed Engineering Design (DED) was used as construction of works for the 2018 project sites. However, site evaluation and observation were made for any possible upgrade or modification needed to give additional importance on maintenance, functionality, safety and convenience to the users. An operation, repair and maintenance manual is now being drafted to provide ample information and immediate references on the proposed building operation and maintenance to prolong the building facilities usage and function in the succeeding years.

Further, the NCDC Program Unit (PU) was engaged to facilitate and monitor the project to ensure that the standard detailed engineering plans, technical specifications and Program of Works (POW) are taken into consideration and strictly implemented.

This is to ensure compliance with specific design factors for a child friendly facility. For some LGUs that modified the DED without the ECCD Council's approval, were immediately informed to strictly conform and adhere to the approved and standard DED to avoid any noncompliance issues and adverse COA findings /observations report.

For 2018, clustered sites inspection on site monitoring were conducted and implemented regularly to get substantial information and status report on the NCDC building construction. Such data were used for the monthly status review, site inspection schedule, project evaluation and assessment. With the said monitoring approach, time and travel itinerary expenditures of the technical staff became more practical and convenient considering the proximity of sites for monitoring.

The conversion/modeling of DCCs to Child Development Centers also encountered challenges in completing the target for the year. This is attributed to factors like submission of full liquidation report for the NCDC building construction and the completion of the counterpart obligation (perimeter fence and playground) which were required for the conversion/ modeling projects.

Table 2. 2018 Status of the Conversion of DDCs to CDCs (40)

Completed	0
On-going Construction	1
Funded/Under Procurement/for release	4
For funding/ For release	35
<b>TOTAL</b>	<b>40</b>

## Technical Design Description and Design Specifications

The NCDC building construction, the Conversion/ Modeling of DCCs to CDCs, and the contents of the NCDC are guided by technical design specifications and descriptions. Although implemented with strict compliance and adherence, allowable percentages for adjustment and corrections or rectifications are considered on some LGU sites.

The NCDC and the CDC have their unique features. The CDCs are located in Barangays and are commonly

known as Day Care Centers while the NCDCs are located strategically at the poblacion or the nearest barangay to the City or Municipal Hall. While the NCDC building has standard floor area allocation, the sizes of CDCs vary. The NCDC also caters to 0-4 years old children thus, specific design features for children within the said age range is mandatorily incorporated on top of the regular design features for a regular classroom setting.

## Detailed Engineering Design (DED) and Technical Specifications for NCDC

The standard Detailed Engineering Design (DED) used as immediate reference for the construction was prepared under normal site condition. However, for the past five years, modifications and revisions on the standard design were done as needed.

The DED is evaluated, checked and updated for completeness and consistency against the technical specifications and scope of works and estimates. Detailed drawings were also provided to prevent or at least minimize disputes with contractors during project implementation. Isolated cases of noncompliance or modifications were monitored during project construction despite issuance of "Blue Print" copies of the DED for reference. Punch list and final inspection reports are also given for rectification and corrective works to fully adhere and comply with the standard DED.

The latest modifications on the DED provided a more positive atmosphere and security of the buildings. Additional set of window panels were provided at the teacher's area and the full glass door for both front and rear entries were replaced by a solid panel door with a small viewing clear glass panel instead. The said changes lessened the incidence of defective door mechanisms or shattered/ broken glass doors. Most LGUs which encountered such problems had difficulties in replacing such items leaving them un-replaced which poses danger to children.

Another additional design feature were the provision of hand washing facilities at the rear portion of the building for outdoor activities, the full height size cabinet, and the teacher's nook which became a part of the item of works for carpentry.

Figure1. Teacher's Nook



Figure 2. Full Height Size Cabinet



Some LGUs with sufficient savings requested to utilize the said amount to provide extensions at the rear portion of the building to be used as kitchenette or extended service areas.

Although the revised DED were reinforced and implemented in all target sites for 2018, there were some LGUs which encountered problems to comply with the standard DED. One example is the Municipality of Malay, Aklan which adjusted the footprint dimensions of the floor plan, making the building longer but still having the total 124.00 square meter building floor area allocation. The City Engineering office of Surigao City also made major adjustments to strictly follow and adhere to the standard DED since they divided the standard plan into two separate buildings. Nonetheless, the two local government units were able to comply with the standard DED as close monitoring activities were also conducted by the NCDC PU to both LGUs during construction.

Common items rectified for non-compliance by the contractors were: the powder coated aluminum awning type windows, the kiddie water closet, the hand washing counter, standard paint scheme among others. The LGU officials in-charge with the construction were notified on

the punch list report as necessary recommendations for rectification works that were provided by the NCDC PU engineering staff.

Certificates of Completion (COC) were given to LGUs that complied with the punch list/ final inspection report and performed/completed rectification and corrective works. Such documents are required to be submitted, along with the project terminal and liquidation report, to be able to qualify for the conversion/modelling project.

Further, with the recently concluded Gender and Development (GAD) training which is held during the second week of December, the importance of GAD to ECCDC's programs and project implementation were proposed to be considered and incorporated. Thus, it was recommended that design spaces of the NCDC and CDC shall include provisions for lactation areas or facilities for lactating mothers. This is to support and further advocate the Infant and Toddler Early Development (ITED) program of the ECCD Council, as well as other programs that cater to the needs of children aged zero to four, and to give importance and address different GAD issues and concerns.

## The NCDC Building Standard Color Scheme



## Program of Works or Scope of Works, Detailed Estimates and Approved Budget for the Contract (ABC)

The 2018 recipient sites exceeded the 2.3M indicative cost per NCDC. The said project cost was originally considered in 2012 as base construction cost for estimated budgeting purposes. Adjustments were made by a number of LGUs to the POW. This is on top of the additional cost due to the revision and upgrading of the standard design and detailed engineering plans. An additional of approximately One Hundred Fifty Thousand Pesos (Php 150,000.00) to a maximum of Two Hundred Fifty Thousand Pesos (Php 250,000.00) was set as allowable additional funding support ceiling to reconsider some modifications made (additional backfill and floor level) and price escalation on construction materials and labor cost since no further adjustment were made to adjust the base estimated construction cost of 2.3M on the first three years of the project implementation.

Recipient LGUs were also advised to use or adopt the updated and revised Department Order of the DPWH (D.O. 179 s. 2016) issued for the preparation of Approved Budget for the Contract (ABC) for government infrastructure projects and other related and updated Memorandum or Department Order by DPWH to come up with a more reasonable allowable percentage consideration for indirect cost, contingencies, miscellaneous, contractor's profit and Taxes.

Ocular inspections are still conducted to proposed sites to validate the building location and to guarantee that the site selection criteria are observed prior to the actual building construction. Technical inputs were

recommended to further be reconsidered and to be included in the final and approved POW and budgetary allocation /Approved Budget for the Contract (ABC) for each respective site whenever applicable and necessary. Although ocular inspections are being made, there were some isolated sites that experienced difficulty in acquisition or complying with the required minimum total lot area.

The site validation that was conducted helped to determine additional cost/ budgetary requirements for hauling cost/ double handling in the three geographical locations (lowland, upland and costal/island location) where cost exceeds 5 % of direct cost. It was noted that additional costs on backfilling as well as the corresponding DED adjustments /modifications are to be included in the final POW/BOQ and ABC. Reasonable and workable POW/BOQ based on local cost for both labor and materials were intended to support a manageable project. Although pro forma /standard POW were given to recipient LGUs, adjustments were made by each respective City/Municipal Engineering Offices to come up with a more appropriate local costing and estimate.

Still, there were some LGU sites which exceeded the 10% additional allowable cost adjustments, thus, a total of PHP 200,000.00 to PHP 250,000.00 maximum allowable additional cost was provided by the ECCD Council. Beyond such allowable additional funding allocation, LGUs were encouraged to provide additional funding support as counterpart on top of the site development/ improvement, perimeter fence and playground to fully

comply with the standard DED and make the structure functional and convenient.

Since an allowable ceiling for the project construction was made, LGUs with budgetary requirement exceeding the allowable approved budget for the project opted to provide additional funding support as counterpart obligation to fully comply with the standard DED.

Any POW/ABC prepared by City/Municipal EO with an amount that exceeded the initial funding allocation of Two Million Three Hundred Thousand Pesos (Php 2.3M) are reviewed and evaluated thoroughly. Conforme letters are issued to LGUs with POW that exceeded the funding support. Any additional budgetary requirements are facilitated and downloaded only to recipient LGUs with

signed conforme letters together with the submission of the procurement and perfected contract documents.

While there were some LGUs that exceeded the initial budgetary allocation, there were some which submitted their request for utilization of incurred savings and were required to submit proposed POW for the said utilization. For LGUs with savings of more than 10% of the initial budget allocated, another procurement of works activity is required. However, with such condition, some LGUs rescheduled the submission of their liquidation report that further delayed the project's close-out.

Several island and upland sites that exceed the base project cost were given consideration using the factors that define or justify the necessary increase on budgetary allocation to be provided by the ECCDC.

Table 3.

<i>Particulars</i>	<i>Factoring for consideration</i>
Hauling Cost	Double to triple hauling cost for island and upland sites. Source of materials was only at the main land, material to be transported or to be shipped via sea or air means of transport and/or will required additional manpower hauling to transfer material from point of entry/access to actual site or location. Standard hauling derivation cost computation is being used.
Price escalation	At least 3-5% adjustment on unit cost for projects not implemented more than 6 months from the time the funding allocation was downloaded due to several failure of bidding.
Labor or manpower	No available local manpower nearby, thus, sourcing manpower elsewhere.
Availability of Material	Change of materials specification on approved equal if materials unit cost shall increase 50% more than the original unit cost.

The aforementioned factors to be considered must be justified by recipient LGUs and are to be supported with pertinent documents such as local canvass of materials, result of bidding and bidding documents for failed bidding, schedule of local transport/ port/ shipping trips and more.

## 1. Memorandum of Agreement, Amendment or Revision

The Memorandum of Agreement was the enabling document for both the construction of the National Child Development Centers and the Conversion/Modelling of Existing Day Care Centers to Child Development Centers that underwent revisions and amendments in 2016 and was also used in 2018.

LGUs with delays on project implementation were notified immediately through formal communication, informing them on the total numbers of elapsed days for the project implementation and reminding them on the sanction and penalty clause under Article 7 of the MOA under Other Provision, Penalties and Sanctions on Section 7.2 which stated that *“The LGU shall refund the ECCD Council the total fund release for the Main Project for its failure to complete the Main Project’s implementation within the prescribed two hundred ten (210) calendar days reckoned from receipt of the fund transfer”*; and Section 7.2.1 *“Failure to complete the “Supplemental Project” including the provision of CDT shall result to non-entitlement to the grant for the following”*:

### 1.1 Conversion of selected Day Care Centers into Child Development Centers within the City Municipality

#### 1.1.1 Upgrading through training of selected Child Development Workers (Day Care Workers) to become Child Development Teachers

#### 1.1.2 Other support programs to be provided by the ECCD Council

Despite using the said strategy, delays in project construction persisted during the year under review. LGUs with the substantial delay were requested to submit justification and supporting documents with regards to the incurred delays. They were reminded about the penalty clause and were requested to fast track the project completion and submit justification letter, crash program and revised project schedule.

Further, it was discussed that it would be recommended to LGUs to use or issue warnings for possible contract termination for any contractors or suppliers who failed to complete the project implementation and incurred maximum delays.

## 2. Conversion and Modeling for Child Development Centers Parameters

The revised edition of the conversion and modeling parameters made on both technical and program components in 2016 were carried out and implemented in 2018. Such revisions were made after some issues and concerns were encountered prior to its initial implementation.

Although revisions were made to consider a more appropriate scheme and prioritization needed for the conversion/modeling project, some LGUs had difficulties in complying with the project duration. Thus, they opted to select outstanding DCCs to qualify or meet the criteria set for the hard (building repair/content) and soft (training) component while other LGUs even provided additional funding support as a counterpart to financial responsibilities.

Both infrastructure and program components were taken into consideration to deliver quality ECCD services. More precise and specific guidelines and parameters were formulated for immediate reference to LGUs.

Despite the issuance of the revised guidelines for the project implementation, there were still cases of some LGUs requesting for change of recipient DCC for the

project or had difficulty implementing the project due to the following reasons:

- a. The DCC considered for the conversion/modeling is already a recipient of another NGO/GOP program or project or was already repaired/rehabilitated;
- b. DCC building being used is just a makeshift classroom or building not owned by LGU nor the Barangay;
- c. Recipient DCC located in hazard prone area and needs to be relocated, thus, the conversion/modelling fund to repair or rehabilitate the building is not sufficient to finance or fund new construction;
- d. The funding allocation is not sufficient to cover the infra works to fully comply with the standard CDC design parameters; and
- e. Most of the LGUs opted for the competitive bidding scheme to implement the project due to lack of technical staff thus, automatically 10% of the total project cost or 100k shall be marked for contractor’s profit which is also equivalent to one Day Care Center recipient.

## Project Data Archiving, Status Monitoring, Review and Evaluation

The NCDC Project Unit developed a more systematic way of documentation and filing of documents and other correspondents. It was considered as one of the best practices of the NCDC PU for data gathering and archiving. Recipient LGUs were clustered into batches according to the year of project implementation. Another was the routing slip system, made to track and file incoming and outgoing documents. Electronic filings are also considered to easily send files or documents for requesting staff while on travel. Review of formal communications is practiced for grammatical errors and wrong spelling/phrases, and wrong recipient/receiver of letters and more. There were significant data or records of communication for the year addressing various concerns with regard to the project implementation since the system was implemented.

A database for both the NCDC building and Conversion/Modelling of DCCs to CDCs was formulated in order to get vital information needed and to easily monitor the status of each project.

### NCDC and CDC Cumulative Data

The summary distribution of the project implementation of the NCDC building construction for five (5) consecutive years, 2014 to 2018 in the areas of Luzon, Visayas and Mindanao is presented in Table 3. Out of the total targets of 700 NCDCs, 684 NCDCs or 97.7% were completed.

The cumulative target from 2014-2018 achieved 100% of fund allocation with percentage distribution of 48% (Luzon), 23% (Visayas) and 29% (Mindanao) as shown in Figure 1. The data corresponds to 329, 157 and 198 LGU sites respectively

Table 4. Targets vs Accomplishments (Funded LGUs) for the Construction of the National Child Development Center: 2014-2018						
Year	2014	2015	2016	2017	2018	TOTAL
<b>Targets</b>	<b>200</b>	<b>100</b>	<b>200</b>	<b>100</b>	<b>100</b>	<b>700</b>
Accomplishments						
Luzon	108	52	78	46	45	329
Visayas	50	24	35	26	22	157
Mindanao	42	24	87	28	17	198
Total	200	100	200	100	84	684
% of Accomplishments	100	100	200	100	84	97.7

Figure 3: Distribution of NCDCs by Areas

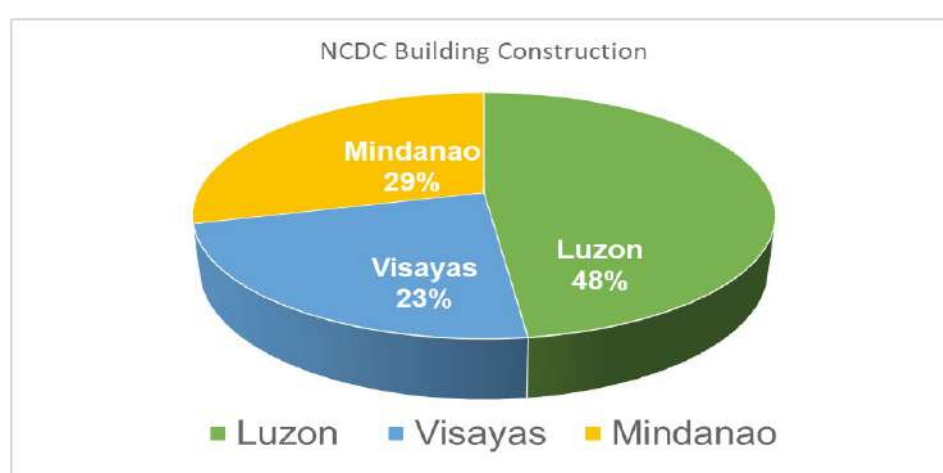


Table 5. Cumulative Total of NCDC Building Construction Nationwide 2014-2018

	2014-2017	2018	Sub-Total	%
LUZON (CAR, NCR R1-R5)	283	45	328	47%
VISAYAS (R6-R8)	136	22	158	23%
MINDANAO (R9-CARAGA)	181	17	198	30%
TOTAL	600	84	684	100%

The table shows a lower percentage rate for the Visayas area on NCDC building construction. Hauling cost and availability of construction materials and manual labors are the common factors that greatly affect the total budgetary allocation for each respective island sites. Moreover, lack or scarcity of construction materials, lack of labor/manpower within the vicinity, distance of the projects, and even the safety and geographical concerns are given utmost priority in approving the total budget for construction.

Although more NCDCs were constructed in Luzon, for the FY 2018, the percentage allocation for the sites in both Visayas and Mindanao areas are almost equal. This is because more legislators and local government officials from both major islands saw the significance and importance of ECCD in their respective localities. With such, they strengthen advocacy campaigns and support programs and projects on ECCD and seek assistance of the Council to fund the NCDC building constructions in their respective areas or districts with no NCDC buildings.

The table below indicates the status of implementation for the conversion/modeling of Day Care Centers to Child Development Centers from 2015 to 2018. For five (5) years, only 98 CDCs or 35.5% out of the total 276 targets were completed together with those that are in the other phases of construction. Thirty-five (35) of the targets in 2018 are for fund release.

The main problems encountered in the refurbishment of the CDCs are: 1) delayed liquidation of the funding utilized for the NCDC construction, and 2) late submission of required documents. The remaining budget or the incurred savings for the conversion/modeling in 2017 was allocated for the first National Child Development Center cum Training and Laboratory facility at the Pamantasan ng Lungsod ng Maynila. These CDCs that are not yet completed will be finished by the 3<sup>rd</sup> and 4<sup>th</sup> quarter of 2019.

Table 6. 2018 Status of Conversion/Modelling of Day Care Centers to Child Development Centers

Activities	2015	2016	2017	2018	Total
Target Sites (x10/site)	150	50	35	41	276
Accomplishments					
Completed	25	24	12	0	61
On-going Conversion/modelling	8	1	6	1	16
Funded/Under Procurement	0	1	16	4	21
Total	33	26	34	5	98
% of Accomplishments	22	52	97.1	.12	35.5%
For fund release	0	0	0	35	35

# NCDC CONTENTS

## 2018 Targets

The targets for the 2018 contents for the NCDCs consist of 100 units of computers, 136 units of signage, 213 sets of furniture and fixture, 225 units of equipment, 123 sets of story boards and posters, 223 sets of manipulative learning materials, 125 sets of hygiene, toilet and bath items, 100 sets of arts and crafts items, and 100 units of musical instruments. All of these are in the procurement stage at the Philippine International Trading Corporation (PITC) which are to be delivered to the intended NCDC sites by the first quarter of 2019.

## Cumulative Data for the Contents

The NCDC contents marked its accomplishment with significant increase of 60 % (computers, signage, furniture and fixture and equipment) to meet its cumulative target which is 700 NCDCs as recipients of these contents for the past four years (2014-2018) while the other contents are for delivery as shown in Table 5. This is despite several factors, issues and concerns encountered during the procurement/pre-bidding activities for the said components.

Table 5. Status of NCDC Contents from 2014 -2018

Contents	Target	Delivered	For Delivery	Under Procurement	For Procurement
Computers	700	533	67		100
Signage	700	564			136
Furniture/Fixtures	700	295	94	98	213
Equipment	700	294	110	170	126
Others					
Story Books & Posters	700	35	542		123
Manipulative Learning Materials	700	16	351	233	100
Hygiene, Toilet & Bath Essentials	700	10	394	171	125
Arts and Crafts	700	8	399	193	100
Musical Instruments	700	12	485	103	100

The 2017 revised design and technical description for the NCDC contents was also finalized. Changes or modifications were considered to come up with a sturdier, long lasting and practical design of school furniture. Revisions were made to the design of the shoe and bag rack, book shelf, stage, reversible board, and art shelf. The design and technical descriptions for the sand box and easel were provided with two additional items; the bag and shoe rack were redesigned into one furniture; while the other school furniture with two (2) units were reduced to provide adequate spaces for indoor activities.

Figure 4. Newly Designed Easel



Although the management recommended and tried to implement the procurement of NCDC contents at the local level by downloading budgetary allocation for the procurement of NCDC contents under the supervision of the LGU Bids and Awards Committees, this only resulted to a much more tedious procurement process at the local level which caused further delays. It shows insignificant accomplishment due to the lack of LGU manpower, non-compliance of local bidder, and slow procurement activities at the LGU level which resulted to much further delays and for LGU refunding the downloaded funds instead. With such experience, the procurement of the NCDC contents continued to be supervised and spearheaded by the PITC and the BDM Procurement Service.

# FACTORS AFFECTING OR PROBLEMS ENCOUNTERED IN THE IMPLEMENTATION OF THE NCDCs, CDCs AND PROCUREMENT OF CONTENTS

There are several factors that greatly affected the project implementation of the NCDCs, CDCs and the procurement of contents. The Council provided solutions, or resolved problems, in order to minimize further conflicts, disputes and contract termination. Listed below are some of the major issues and concerns already dealt with, or were addressed immediately, while the others are considered for long-term solutions/applications:

1. Compliance to the Requirements
  - Approval and release of funding support was deterred by the LGUs that failed to comply with the complete submission of the requirements for the project implementation.
2. Absorptive capacity of the LGU
  - Lack of Manpower (BAC, Engineering staff etc.)
  - Lack of budgetary allocation for counterpart and no budgetary support for sustainability and maintenance
  - Time frame vs. target accomplishments per project/s
3. Procurement Issues
  - BAC technical expertise and knowledge
  - Procurement timeline
  - Contractor's qualification and financial stability to implement the project
4. Project cost/project allocation
  - The initial release & ABC is Php 2.3M (normal site condition), which is not sufficient
  - Local costing depending on site location/ site condition
  - Agreement on who will shoulder the excess/additional amount (either the council or the LGU)
5. Site, Political and other issues and concerns
  - Failure to secure site ownership of the pre-identified site & identification and compliance for documentary requirement for site ownership
  - b. Site preparation - site preparation was not considered during the submission of the POW for review and concurrence of ECCDC time frame for site preparation
  - c. Political intervention, change of leadership/ management, present administration did not recognize the MOA entered into by the previous administration, even in some Barangay with Conversion/modelling project
6. Unfavourable factors during construction
  - Work suspension, especially during foundation works without informing the ECCDC on the suspension/ work stoppage order
  - Time extension, no justification documents submitted by the implementing unit
  - Variation Orders/ change orders (modifications) without ECCDC concurrence or approval
  - Non-compliance on the standard DED and technical specification - Formal communication is sent to LGUs which failed to comply with the standard DED, rectifications and corrective works were recommended through punch list report.
7. Unavailability of materials (based on ECCDC's standard specifications)
  - Material specifications that are sometimes not available in local hardware stores. LGUs were advised to submit change order or variation report to any unavailable local material specified.
8. Monitoring (data gathering & on-site)
  - Limited manpower (engineering & monitoring personnel) - NCDC PU staff implemented the monitoring and inspection of clustered sites
9. LGU Counterpart Obligation and Additional Funding Support
  - Most of the completed buildings are yet to provide or complete the counterpart obligation. Formal communication was issued reminding recipient LGUs which failed to complete the project counterpart obligation.

These issues were resolved through technical assistance, intensive paper monitoring and on-site visits for discussion of issues and their recommendations by the LGUs and the NCDC PU staff. These recommendations were specific as to who should do the action, when it should be done, and what to do in case other problems ensue.

Some of the LGUs with difficulties in providing counterpart funds were given enough time and consideration. However, for those LGUs that failed to comply with the basic requirements and did not implement the project within the contract duration, or with more than twice the prescribed project implementation duration, were advised to refund the budgetary allocation to the ECCD Council.

*Sample Case: Basco, Batanes refunded the Php 2.3 M budgetary allocations since the said LGU had difficulty in providing the additional budgetary requirement, the estimated construction cost was estimated three times higher than the allowable project cost. Despite the said scenario, the ECCD Council shall fund the training and capacity building activities related to their ECCD programs.*

All the remaining incomplete NCDC building construction are marked red but respective LGUs still expressed their strong commitment on completing the buildings and to support the succeeding ECCDC programs and projects. The LGUs are still being closely monitored and reminded about the consequences of the said MOA provisions. Formal communications and responding to the issues and concerns of the LGUs were deemed productive and efficient, it was one of the best practices of the unit that will be carried out for the next year.



A photograph of a classroom scene. In the foreground, the back of a child's head with dark hair and a green shirt is visible. To the right, another child with dark hair in a ponytail is seen from the side. In the center, a young boy in a white t-shirt is looking at a large yellow display board. The board is covered with several black-and-white line drawings of children in various activities, such as playing, sitting at a table, and interacting. The board is mounted on a green wall. The right side of the image is overlaid with a dark blue semi-transparent rectangle containing the title and a paragraph of text.

# QUALITY STANDARDS IN ECCD

ECCD standards continued to be developed for reasons of addressing equity, inclusion of the disadvantaged/marginalized groups, improving quality of life among children and families, and ensuring effectiveness in the implementation of program components. Creating quality standards is described as challenging, but useful when viewed in the context of cultures and belief systems that influence the curriculum, approaches in teaching and learning systems and collaborative partnership among national and local government agencies, non-government organizations, families and the communities.

# STANDARDS, RECOGNITION AND ACCREDITATION OF CHILD DEVELOPMENT CENTERS

## COMPETENCY STANDARDS FOR CHILD DEVELOPMENT TEACHERS (CDTS) AND CHILD DEVELOPMENT WORKERS (CDWs)

As it is the utmost priority and mandate of the ECCD Council to promote quality delivery of integrated ECCD Programs by both public and private Centers to Filipino children ages 0 – 4 years, the Competency Standards for Child Development Teachers and Child Development workers are two documents that set Standards and Guidelines for services providers to follow through its indicators in the implementation of the areas on: I. Health, Nutrition and Safety, II. Physical Environment and Safety, III. Interaction and Relationship Between Staff and Children, Among Children and Other Adults, IV. Staff Qualifications, Staff Development and Continuing Education, V. Curriculum, Instruction and Assessment, VI. Family Involvement and Community Linkages, and VII. Leadership, Program Management and Support.

Upon the approval of these documents on the 10<sup>th</sup> day of September 2015, through a Resolution signed by the members of the ECCD Governing Board, a pilot implementation and series of trainings and orientations by the ECCD Secretariat were given to the different ECCD Service Providers both public and private since 2016.

For 2018, these trainings and orientations were delivered through different platforms, like the regional- and provincial- initiated and funded programs, and the “Leading and Managing an Integrated ECCD Program (LMIEP)” under the HRD program of the ECCD Council. This year’s training recipients’ totaled to 143 ECCD service providers.

The utilization of the Standards and Guidelines on the Registration, Granting of Permit and Recognition of Center-Based Early Childhood Programs for the 0 to 4 Years Old Filipino Children was intensified by the Department of Social Welfare and Development (DSWD) national office through the issuance of a Memorandum to its field offices.

These trainings were organized by the three Regional Social Welfare & Development (SW&D) Offices and one Provincial Social Welfare and Development Office. These were attended by a total of 83 ECCD Focal Officers, PSWDOs, CSWDOs, and MSWDOs who will lead in the registration of all Centers, provide permit to operate for the private Centers, and eventually become the pool of evaluators for the recognition of the Centers.

Table 1. Data on 2018 Training at the Regional and Provincial Levels

Region/Province	No. of Participants	Initiated/Conducted by
1V A	23	Regional Social Welfare & Development (SW&D) Office
IV B	15	Regional SW&D Office
NCR	28	Regional SW&D Office
Northern Samar	17	
Total	83	

Table 2. The number of participants in LMIEP who were given orientation on the two documents.

Region	Province	City/Municipality	Conducted through:
NCR		Muntinlupa	LMIEP
CAR	Abra 3	Sallapadan	LMIEP
		Villaviciosa	LMIEP
	Mountain Province	Natonin	LMIEP
I	Pangasinan	Laoac	LMIEP
		San Nicolas	LMIEP
		Labrador	LMIEP
	La Union	Bauang	LMIEP
	Ilocos Norte	Dingras	LMIEP
		Adams	LMIEP
		Badoc	LMIEP
		Paoay	LMIEP
		Pasquin	LMIEP
		Bangui	LMIEP
		San Nicolas	LMIEP
	Ilocos Sur	Cabugao	LMIEP
II	Isabela	Sta. Maria	LMIEP
		Nenito Soliven	LMIEP
		Alicia	LMIEP
		Burgos	LMIEP
		Ramon	LMIEP
		Cabatuan	LMIEP
		Sta. Cruz	LMIEP
		Naguillan	LMIEP
		Mallig	LMIEP
		Quezon	LMIEP
	Cagayan	Calayan	LMIEP
	Nueva Viscaya	Kasibu	LMIEP
	Pampanga	Apalit	LMIEP
III	Bulacan	Pandi	LMIEP
		San Jose del Monte	LMIEP
	Nueva Ecija	Talavera	LMIEP
	Zambales	Masinloc	LMIEP

<b>IV-A</b>	Laguna	Mabitac	LMIEP
		Majayjay	LMIEP
		Pangil	LMIEP
		Siniloan	LMIEP
		Biñan City	LMIEP
	Quezon	Agdangan	LMIEP
		Atimonan	LMIEP
		General Luna	LMIEP
		Guinayangan	LMIEP
		Macalelon	LMIEP
		Panukulan	LMIEP
		Plaridel	LMIEP
		Tiaong	LMIEP
		Unisan	LMIEP
<b>IV-B</b>	Occidental Mindoro	San Jose	LMIEP
<b>V</b>	Masbate	Cataingan	LMIEP
		Placer	LMIEP
<b>VI</b>	Antique	Pandan	LMIEP
		San Remigio	LMIEP
		Tibiao	LMIEP
	Capiz	Dao	LMIEP
		Jamindan	LMIEP
		Pilar	LMIEP
		Sigma	LMIEP
	Iloilo	Ajuy	LMIEP
		Dingle	LMIEP
		Igbaras	LMIEP
	Negros Occidental	Bacolod City	LMIEP
		Binalbagan	LMIEP
		Don Salvador Remigio	LMIEP
<b>VII</b>	Bohol	Pilar	LMIEP
		Tubigon	LMIEP
	Negros Oriental	Bayawan City	LMIEP
		Jimalalud	LMIEP
		Zamboanguita	LMIEP

<b>VIII</b>	Leyte	Alangalang	LMIEP
		Carigara	LMIEP
		Inopacan	LMIEP
		Jaro	LMIEP
		La Paz	LMIEP
		Mahaplag	LMIEP
		Merida	LMIEP
		San Miguel	LMIEP
	Eastern Samar	Dolores	LMIEP
	Northern Samar	Gamay	LMIEP
<b>IX</b>	Zamboanga del Norte	Tampilisan	LMIEP
		Kalawit	LMIEP
		Labason	LMIEP
		Pres. Manuel Rozas	LMIEP
	Zamboanga del Sur	Bayog	LMIEP
		Tukuran	LMIEP
		Tigbao	LMIEP
		Tambulig	LMIEP
		Midsalip	LMIEP
		Dumalinao	LMIEP
		Dinas	LMIEP
		Dimataling	LMIEP
		Labangan	LMIEP
		Ramon Magsaysay	LMIEP
		Tabina	LMIEP
		Pitogo	LMIEP
		Dumingag	LMIEP
		Lakewood	LMIEP
	Zamboanga Sibugay	Ipil	LMIEP
		Talusan	LMIEP
		Malangas	LMIEP
		Buug	LMIEP
		Naga	LMIEP
		Tungawan	LMIEP
		Payao	LMIEP
		Titay	LMIEP

<b>X</b>	Bukidnon	Libona	LMIEP
	Misamis Occidental	Bonifacio	LMIEP
		Calamba	LMIEP
		Plaridel	LMIEP
		Tudela	LMIEP
	Misamis Oriental	Talisayan	LMIEP
		Jasaan	LMIEP
		Balingasag	LMIEP
		Claveria	LMIEP
		Gitagum	LMIEP
		Tagoloan	LMIEP
		Initao	LMIEP
	Lanao del Norte	Linamon	LMIEP
		Matungao	LMIEP
		Sapad	LMIEP
		Kapatagan	LMIEP
<b>XI</b>	Davao Oriental	Baganga	LMIEP
		Boston	LMIEP
		Cateel	LMIEP
	Compostela Valley	Compostela	LMIEP
		Pantukan	LMIEP
<b>XII</b>	Cotabato	Sto. Niño	LMIEP
		Surallah	LMIEP
		T'boli	LMIEP
	North Cotabato	Arakan	LMIEP
		Kabakan	LMIEP
		Libungan	LMIEP
		M'lang	LMIEP
		Pikit	LMIEP
	Sarangani	Alabel	LMIEP
		Malungon	LMIEP
	Sultan Kudarat	Tacurong City	LMIEP
<b>CARAGA</b>	Agusan del Norte	Remedios T. Romualdez	LMIEP
		Rosario	LMIEP
		Tubay	LMIEP
	Agusan del Sur	Butuan City	LMIEP
		Veruela	LMIEP
		Prosperidad	LMIEP
	Surigao del Norte	Burgos	LMIEP
		Sta. Monnica	
<b>Total = 16</b>	<b>41</b>	<b>146</b>	

From 2016 to 2018, a total of 16 regions (only ARMM does not have any trainee), 74 provinces or 91.35% out of the 81 provinces and 354 C/MSWDOs were given hands-on experiences on the utilization of the two documents under the Leading and Managing an Integrated ECCD Program training. These participants are the leader- implementers of these documents in their respective localities. Likewise, they will advocate for their use through networking with their colleagues in the provincial level.

# STANDARDS AND GUIDELINES FOR HOME-BASED ECCD PROGRAMS FOR THE 0 TO 4 YEARS OLD FILIPINO CHILDREN

In recent years, efforts and resources have been devoted to ensure that the objectives of the ECCD System are satisfied through the center-based programs, and that such fulfillment of objectives are documented by the roll out of the Standards and Guidelines for Center-based Early Childhood Programs for 0 to 4 Years Old Filipino Children. In 2018, the first version of the Standards and Guidelines for Home-based ECCD Programs for the 0 to 4 Years Old Filipino Children was drafted.

In accordance with the mandate of RA 10410 which states that the ECCD System covers both center-based and home-based programs, the ECCD Council has led the initiative to institutionalize home-based ECCD Programs through the development of its standards and guidelines. The development of the Standards and Guidelines for Home-based ECCD Programs commenced on May 3-5, 2017 through a 3-day workshop. Among the participants to the workshop were members of the ECCD Council Secretariat, and representatives from local governments that implemented home-based ECCD programs, representatives from international NGOs, members of the academe, and an individual who implemented a private ECCD program.



*Participants of the Workshop from the different agencies*

After the 3-day workshop, a definition, objectives for, and a model for management of home-based ECCD programs were developed, with respect to the various manifestations it may take. At the end of the 2017 workshop, the participants were also able to identify general areas for Standards and Guidelines. These were the results from the review of existing local and international Standards and Guidelines for Home-based ECCD programs, as well as the review of inputs from those who already had experiences in implementing such programs in the Philippines.

In 2018, the development of the Standards and Guidelines for Home-based ECCD Programs was continued. Dr. Yolanda Quijano, Education Consultant of the ECCD Council Secretariat, prepared a working draft of the document based on existing local and international Standards and Guidelines for Home-based ECCD Programs, and taking into consideration the inputs from the 2017 Workshop.

The current working draft of the document emphasizes the critical role of the parents and family members as the child's primary caregiver and first teacher. Following this framework, the document ensures that supports in terms of capability- and capacity-building are provided by structures such as the Local Social Welfare Development Office and the Local Government Unit (LGU). The document also recognizes that variability in terms of service delivery and sets guidelines that are attainable whatever geographical or socio-economic constraints may be faced by the implementors of the program.

On November 21-22, at the Makati Palace Hotel, Makati City, representatives from the ECCD Council Secretariat, Department of Health, Department of the Interior and Local Government, Local Government of Muntinlupa City, Local Government of the City of San Fernando, Pampanga, UNICEF, and Save the gathered to review and work on the working draft of the Standards and Guidelines for Home-based ECCD Programs for the 0 to 4 Years Old Filipino Children. The group agreed that the areas for the Standards are: I. Child Protection, II. Health and Safety, III. Physical Environment, IV. Curriculum, Instruction and Assessment, V. Development of Parents and Caregivers and Their Roles and Responsibilities, VI. Relationship and Interaction, VII. Collaborative Partnership, and VII. Leadership, Program Management and Support.

All inputs by the participants in the statements and coverage of Standards and Guidelines were incorporated into the working draft. The revised draft was circulated to ECCD Council Technical Working Group members who were unable to attend the Workshop.

Following the incorporation of additional inputs into the existing document, a draft of the Assessment Tool for Home-based Programs for 0 to 4 Years Old Children shall be created. This tool together with the second draft of the Standards and Guidelines will be subjected to a national validation in April 2019.

## INCLUSION IN EARLY CHILDHOOD PROGRAMS FOR FILIPINO LEARNERS: A HANDBOOK

The first draft of the Handbook was enriched through researches on practices of early identification and referral upon birth at the community level as well as the use of existing assessment tools that the child development teachers/workers, health and nutrition officers in cities/municipalities/barangays

together with families could use in the identification of developmental delays and disabilities. Likewise, developmentally-appropriate inclusion programs for young Filipino children and modification strategies in early learning are being researched on.

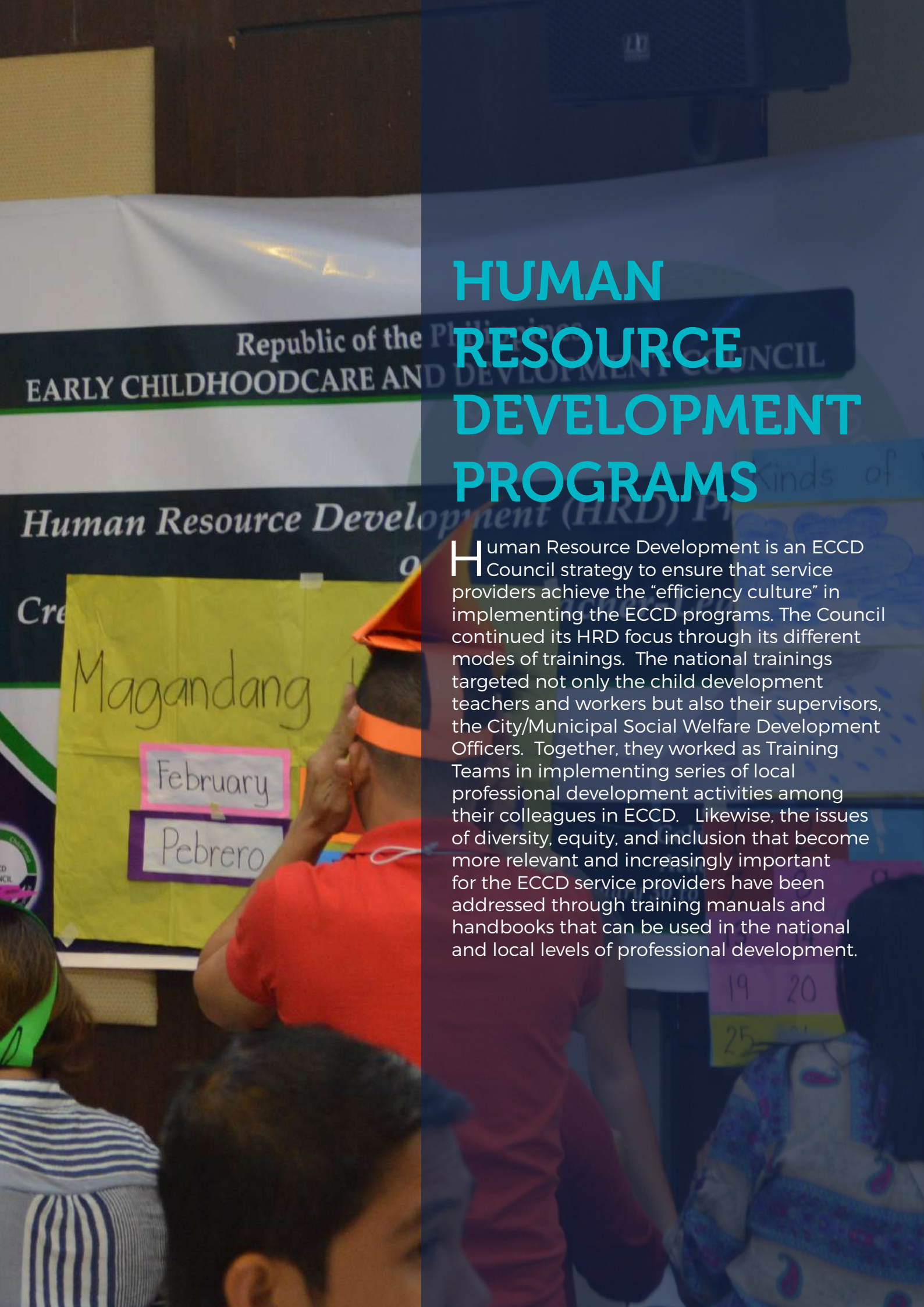
## SUPPLEMENTARY FEEDING PROGRAM (SFP)

The provision of food in addition to the regular meals, to currently enrolled children in Child Development Center (CDCs) and Supervised Neighborhood Play (SNP) is part of the DSWD's contribution to the ECCD program of the government.

Food supplementation is in the form of hot meals being served during break/snack time in the morning session or during break/snack time in the afternoon session to the children ages 3-5 years old. For CY 2018, out of 1,746,199 target beneficiaries there were 1,646,892 children in Child Development Centers and 18,501 children under the Supervised Neighborhood Play with total of 1,665,892 or 95.37 % were served nationwide.







# HUMAN RESOURCE DEVELOPMENT PROGRAMS

Human Resource Development is an ECCD Council strategy to ensure that service providers achieve the “efficiency culture” in implementing the ECCD programs. The Council continued its HRD focus through its different modes of trainings. The national trainings targeted not only the child development teachers and workers but also their supervisors, the City/Municipal Social Welfare Development Officers. Together, they worked as Training Teams in implementing series of local professional development activities among their colleagues in ECCD. Likewise, the issues of diversity, equity, and inclusion that become more relevant and increasingly important for the ECCD service providers have been addressed through training manuals and handbooks that can be used in the national and local levels of professional development.

# 2018 EARLY CHILDHOOD TEACHER EDUCATION PROGRAM (ECTEP-6)

The Early Childhood Teacher Education Program (ECTEP) is an institution-based capacity-building program which aims to equip newly-hired Child Development Teachers (CDTs) from cities/municipalities with the necessary skills, knowledge, and trends in delivering quality ECCD programs and services in the National Child Development Centers (NCDCs) in their localities. ECTEP is a scholarship program delivered through partnerships with various state universities and teacher education institutes and granting CDTs eighteen (18) units in Early Childhood Education upon completion.

Three clusters were simultaneously conducted on May 21 – June 30, 2018 in three universities: Mariano Marcos State University in Laoag City for Luzon cluster, Cebu Normal University in Cebu City for Visayas cluster and Jose Rizal Memorial State University in Dapitan City for Mindanao cluster.



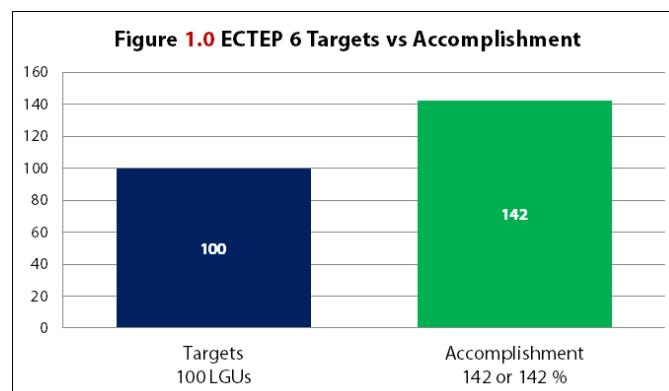
*Newly-elected class officers for Mindanao Cluster of CDTs take oath in the first week of ECTEP in Monina's Pension House, Dapitan City*

These universities offered courses on Foundations in Early Childhood Education (ECE), Child Assessment, Curriculum Development, ECE Programs and Approaches, Management of ECE, and Practicum. In each of the courses, Program Development Officers from ECCD Council Secretariat also discussed the Council's integrated programs and services.

The total number of trainees for ECTEP 6 are shown in the table below.

Table 1: ECTEP 6 Summary of Trainees		
Partner State University	Participants	
	Male	Female
Mariano Marcos State University		48
Cebu Normal University	1	26
Jose Rizal Memorial State University	1	66
TOTAL		142

Among the 142 participants for ECTEP 6, there are only 2 males or 1% and 140 females or 99 %. This number has exceeded the one hundred (100) Child Development Teachers who were originally targeted for ECTEP 6 as shown in the figure below.



The excess of 42% in the accomplishment is attributed to proactive actions from the Local Government Units (LGUs) in establishing their NCDCs and their timely selection and nomination of their CDTs. These responses from the LGUs led to an increase of Child Development Teachers who are ready to start operating their NCDCs. Thus, the need to capacitate them in the soonest possible time was addressed.

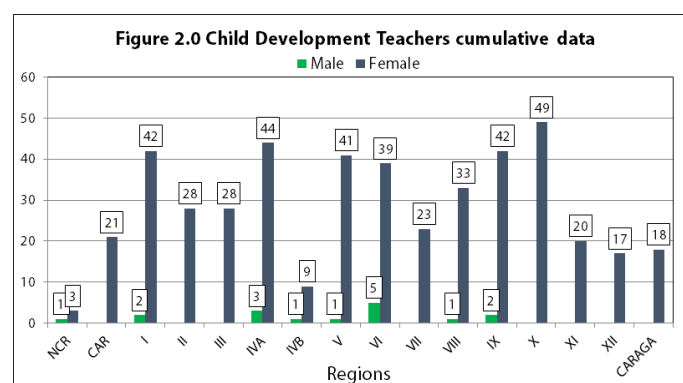
## ECTEP Cumulative Data

Since its initial implementation in 2014, ECTEP has trained a total of 473 participants from 16 regions as shown in the table below.

Table 2 : Summary of ECTEP participants		
Region	No. of CDTs Trained	
	Male	Female
National Capital Region (NCR)	1	3
Cordillera Administrative Region (CAR)	-	21
Region I	2	42
Region II	-	28
Region III	-	28
Region IV-A	3	44
Region IV-B	1	9
Region V	1	41
Region VI	5	39
Region VII	-	23
Region VIII	1	33
Region IX	2	42
Region X	-	49
Region XI	-	20
Region XII	-	17
CARAGA	-	18
Sub-total	16	457
Total	473	

In the 473 total number of CDTs trained, only 16 or 3% are males while 457 or 97% are females. This is coincidentally accurate with the National Association for the Education of Young Children (NAEYC) Child Care Workforce study conducted last 2002 that 97 percent of teachers in pre-K programs are women. This clearly shows that the field of Early Childhood Education is still dominantly female in the Philippines.

Based on the data shown above, the top three regions in terms of trained CDTs are Region X at 49 or 10%, followed by Region IV-A at 47 or 10%, and Regions I & VI with both 44 or 9% of the total number of CDTs. The regions with the least number of CDTs are Region XII with 17 or 4%, Region IV-B with 10 or 2% and the National Capital Region with 4 or 1%. The remaining regions comprise 64% of the total population of trained CDTs ranging from 18 to 44% CDTs per region.



## ECTEP and National Child Development Centers

As of December 2018, 700 NCDCs are expected to be established nationwide. The summary is presented in Graph 3.0 below.

As indicated, 551 of the 700 NCDCs or 79% are completed, 50 or 7% are on-going construction, while 99 or 14% are funded, for funding, or under procurement. The distribution of trained CDTs among the completed NCDCs is shown in Table \_\_\_\_:

The regions with the most number of completed NCDCs are Region IV-A with 54 sites, Region I and X with both 53 and Region IX with 51 sites. Further, the regions with the highest percentage of NCDCs with trained CDTs are region VI with 94%, Region X with 92% and Cordillera Administrative Region with 91% while the regions with the lowest percentage in terms of trained teachers are National Capital Region with 80%, Region VIII with 76% and Region IV-B with 59%. In summary, 86% or 473 CDTs in the 551 completed NCDCs have been trained under ECTEP since 2014.

Table 3 : Summary of ECTEP in relation to NCDCs			
Region	No. of completed NCDCs	No. of Trained CDTs	Percentage of NCDCs with trained CDTs
National Capital Region (NCR)	5	4	80%
Cordillera Administrative Region (CAR)	23	21	91%
I	53	44	83%
II	31	28	90%
III	35	28	80%
IV-A	54	47	87%
IV-B	17	10	59%
V	47	42	89%
VI	47	44	94%
VII	26	23	88%
VIII	45	34	76%
IX	51	44	86%
X	53	49	92%
XI	24	20	83%
XII	20	17	85%
CARAGA	20	18	90%
Total	551	473	86%

The 14% difference are attributed to LGUs that were not able to endorse a CDT due to difficulties in selection qualifications and in some incidents, failure of the CDT to complete the program due to medical and/or personal causes.

By the end of this year, 149 additional NCDCs are projected to be established to complete the target of 700 operational NCDCs nationwide by 2018. These sites therefore are prioritized in the next batch of ECTEP. The additional target of 100 NCDCs will also be considered in the pool of trainees for ECTEP 2019.

## 2018 EARLY CHILDHOOD EDUCATION PROGRAM (ECEP-6)

In its commitment to upgrade the quality of Early Childhood Care and Development (ECCD) through the professionalization of ECCD service providers, the ECCD Council has been continuously implementing the Early Childhood Education Program (ECEP) since its inception in 2015. The ECEP is a customized academic training course provided to ten Child Development Workers (CDWs), both male and female, from National Child Development Center (NCDC) sites as a tool to upgrade their competencies and contribute to the improvement of the quality of ECCD programs and services. These CDWs are also recipients of a scholarship where their tuition and other fees, full board and lodging, as well as minimal supplies needed per course are provided by the ECCD Council.

At the end of the program, participating CDWs are granted 18 units in Early Childhood Education. These CDWs would then also serve as the pool of local trainers for other ECCD Service Providers. Through this model, the ECEP ideally provides a strengthened delivery of responsive and inclusive ECCD programs and services within the Local Government Units (LGU), which will contribute to the holistic development of boys and girls, aged zero (0) to four (4) years.



*Mr. Renn Wilson G. Diola orienting the CDWs regarding the ECEP during the Opening Ceremony held in the College of Teacher Education*

The ECEP aims to provide male and female CDWs with knowledge, demonstrable skills and abilities, attitudes and values in the early childhood education and care of zero (0) to four (4)-year old boys and girls, which also includes parent mentoring for fathers and mothers. It also aims to orient and equip CDWs with the technical skills in utilizing of the National Early Learning Curriculum (NELC). These are to ensure that CDWs provide developmentally appropriate early learning experiences to the targeted learners.

A total of fifty (50) CDWs from five NCDC sites from Regions IX and X were originally targeted for ECEP 6. The prioritization of sites from Mindanao for this

ECEP run was made since no Mindanao sites have been trained in the ECEP during past runs.

Each LGU prioritized for the ECEP were provided with guidelines on the selection of the CDWs, which include a preferable background in Education, among the top performing CDWs in the LGU, and will be or are assigned to a Day Care Center receiving funds for upgrading as part of the second phase of the implementation of the NCDC Project. Most LGUs had difficulty in looking for CDWs who qualify with the criteria pertaining to educational background. It is for this reason that LGU Tampilisan, Zamboanga del Norte was only able to send nine (9) CDWs, bringing the total number of ECEP participants to 49, all of whom are female. Therefore, 98% of total targeted participants were reached.

The following table shows the distribution of participants by NCDC-site:

Table 4: Participants of ECEP-6			
Region	City/ Municipality	Province	Number of CDWs
IX	Dipolog City	Zamboanga del Norte	10
IX	Piñan	Zamboanga del Norte	10
IX	Tampilisan	Zamboanga del Norte	09
IX	Bayog	Zamboanga del Sur	10
X	Tangub City	Misamis Occidental	10
TOTAL			49

This year's ECEP was conducted from April 23 to June 2, 2018 in partnership with Western Mindanao State University (WMSU) in Zamboanga City—a first time partner state university in the Zamboanga region. The program was delivered through WMSU's Certificate Program in Kindergarten Education (CPKE) with modified courses in response to the identified instructional needs by the ECCD Council. The delivery through the CPKE program of WMSU was done to address the difference in educational backgrounds of the participating CDWs as only few of them finished a degree in education, while most of the participants were either non-education graduates or those who finished two years of vocational or undergraduate school.

Teaching and learning strategies used were lecture, workshop, hands-on learning activities, projects and seatworks. All of these strategies contribute to developing the needed competencies of the CDWs.



The program followed a 6-week implementation scheme where each week tackled one 3-unit course with corresponding topics handled by ECCD Council Secretariat technical staff.

Table 5. The courses and corresponding ECCD Council topics tackled per week.

Week	Course	ECCD Council Topic
1	Theoretical Foundations and Philosophies in Early Childhood Education	ECEP Orientation; ECCD 101, Bain Development; Traditional vs. Progressive; Developmentally Appropriate Practice
2	Assessment of Preschool Children	ECCD Checklist; Portage Guide to Early Education; System for Early Identification, Prevention, Referral and Early Intervention

3	Curriculum Development	National Early Learning Curriculum, ECCD Programs and Family Support Program
4	Creative Learning Experiences for Young Children	None for this week
5	Organization and Management of Programs for Young Children	Child Development Center Conversion Guidelines; Center Improvement Plan
6	Practicum Week (including submission of requirements in all courses)	Next Steps

The first week was conducted on-campus in WMSU, but the need to provide a more comfortable learning and resting space was identified during this week. Thus, the conduct of the program was moved to Cecille's Resort and Hotel where the training hall was better ventilated and well-lit, as well as rooms for the participants were more comfortable. This made the CDWs' environment more conducive for learning. Apart from this concern, the ECEP 6 in WMSU had a smooth implementation, despite WMSU being a first-time partner university.



Dr. Nolas Iglesia, Dean of the WMSU College of Teacher Education delivers his message to the 49 CDW ECEP Scholars during the Closing Ceremony.

## ECEP Cumulative Data

The ECEP has trained a total of 419 CDWs to date where 412 are females, while 7 are males. These CDWs hail from 44 different NCDC sites in cities and municipalities from NCR, CAR, Regions 1 to 4-A and Regions 5 to 6 and 8 to 10.

Throughout the conduct of the different runs of ECEP, the ECCD Council has partnered with different State

Universities which are also either Centers of Excellence in Education or are working towards the aforementioned status. All of these partner State Universities are also those with a graduate program in Early Childhood Education. As of December 2018, the ECCD Council has partnered with Bicol University (BU), Leyte Normal University (LNU), Mariano Marcos State University (MMSU), Pangasinan State University-Bayambang (PSU), West Visayas State University (WVSU), and Western Mindanao State University (WMSU).

As part of the Human Resource Development Plan of the ECCD Council, it is aimed that all NCDC sites that have undergone ECEP for their CDTs will also undergo ECEP for their CDWs. In effect, for every one CDT trained in the ECEP in each LGU, ten CDWs will be trained in the ECEP.

The table below shows a summary of sex-disaggregated data of trained CDWs by region and corresponding partner State Universities that have trained them.

Table 6. Sex-Disaggregated Data of ECEP-Trained CDWs per Region and Corresponding Partner State University				
Region	Number of Cities/ Municipalities with ECEP (as of December 2018)	Partner State Universities per Region (as of December 2018)	Number of trained CDWs (as of December 2018)	
			Male	Female
National Capital Region (NCR)	2	PSU	1	13
Cordillera Administrative Region (CAR)	1	PSU	0	10
Region I	7	PSU, MMSU	3	59
Region II	4	PSU	0	40
Region III	3	PSU	0	24
Region IV-A	8	PSU	1	79
Region IV-B	0	-	0	0
Region V	5	BU	1	49
Region VI	5	WVSU	0	50
Region VII	0	-	0	0
Region VIII	4	LNU	1	39
Region IX	4	WMSU	0	39
Region X	1	WMSU	0	10
Region XI	0	-	0	0
Region XII	0	-	0	0
CARAGA	0	-	0	0
TOTAL	44		7	412

The table below shows the targeted number of CDWs for every NCDC site that has gone through the ECTEP as well as the sites which have gone through the ECEP and those which have not:

Table 7. Targeted Sites for ECEP according to ECTEP Batches							
ECTEP RUN	TOTAL TARGETS		With ECEP			Without ECEP	
	Number of NCDC Sites with ECTEP (per ECTEP Run)	Number of Targeted CDWs for ECEP	Sites	CDWs		Sites	CDWs
				M	F		
1	50	500	29	7	264	21	210
2	63	630	8	0	78	55	550
3	83	830	5	0	50	75	750
4	62	620	1	0	10	61	610
5	73	730	1	0	10	72	720
6	142	1420	0	0	0	142	1420
TOTAL	473	4730	44	7	412	426	4260

However, it should also be noted that out of the 43 sites trained in the ECEP, six (6) are sites which have not yet been granted with conversion funds as these sites have not yet complied to the needed requirements. The participation of such sites usually come about due to the

deferral of priority sites a few weeks before the beginning of the program. To ensure cost-effectiveness of the ECEP, NCDC sites within proximity of the partner state university are considered to take the place of the ECEP priority site.

## Encountered Challenges and Recommendations

### *Selection of Child Development Workers and Granting of Units*

Often during the selection process, LGUs express that they do not have CDWs that meet the educational requirement of coming from a 4-year Education background or allied field of discipline. Due to the different educational backgrounds of the CDWs enrolled in the ECEP, partner State Universities also have difficulty identifying how to grant the 18 units, especially for first time implementers, since most universities do not allow granting of different units when students undergo the same course. One recommendation would be to provide certificate courses to CDWs where they will obtain 18 units which would certify them as eligible to handle programs for 0-4 year old children, instead of 18 undergrad or graduate units in Early Childhood Education. A certification course would address the different education backgrounds of the CDWs and would also help partner state universities devise a program that would immediately contribute to CDWs being eligible for employment in their LGUs.

### *Ocular visit of training venue and housing for the participants*

During preliminary meetings with partner state universities, it is best for technical staff to also conduct an ocular visit to possible lodging options for participants as well as alternative training venues should the partner state university have difficulty

accommodating the CDWs. This is to avoid a change in venue during the actual implementation of the program.

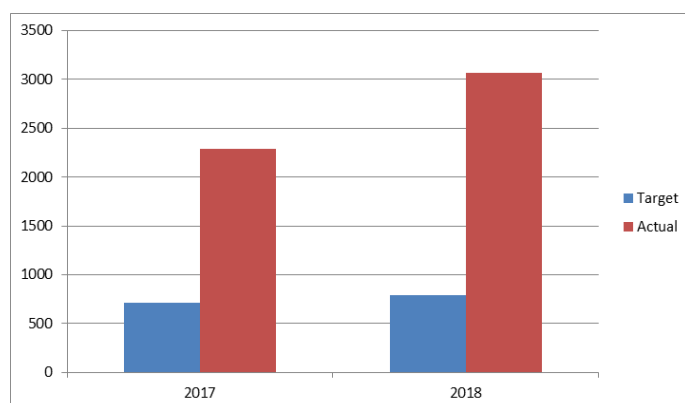
### *Weekly ECCD Staff*

Another recommendation is that an ECCDC representative be assigned for the entire week at the venue in order to provide technical assistance/feedback particularly for concerns, whether by the partner state university or the participants, that need immediate response/action. Technical staff are also needed to provide any clarification in the difference of academic terminologies that are used in the implementation of ECCD programs in the community. One example would be during the discussion on Assessment in Early Childhood, the faculty in charge of handling the course was a licensed psychologist who said that assessment is always formal and that only licensed professionals can conduct assessment to children. This was clarified by one of the ECCD Council technical staff who was present during that week as she explained that assessment can be done even in the different Child Development Centers using the ECCD Checklist. And that assessment is used to monitor children's progress in their development and guide CDW's curricular decisions.

## INDUCTION PROGRAM

In 2011, the ECCD Council began implementing the Induction Program inviting Local Government Units and Early Childhood Care and Development Service Providers, in consonance with RA 10410, Section 3: Objectives. – The National ECCD System shall pursue the following objectives: (f) To upgrade and update the capabilities of service providers and their supervisors to comply with quality standards for various ECCD programs. This activity serves as an initial step in keeping the Child Development Workers up-to-date on recent developments and global views about early childhood care and education. It is an opportunity to promote professionalism among child development workers and teachers and other ECCD service providers as they are introduced to the ECCD System, to new standards, new roles and responsibilities in childminding and teaching, ultimately building their foundation for continuous learning and performance enhancement.

In 2017, a total of 712 beneficiaries were targeted and 2,287 ECCD Service Providers were trained which indicates a 321% increase. This year, a total of 793 ECCD Service Providers were targeted and 3,068 were trained which shows a 387% increase. These data point out a consistent increase of more than 300% in the past two consecutive years as shown in the graph below.



Target vs. Actual Service Providers Trained in the Induction Program in 2017 and 2018

The increase in the number of actual participants in the Induction Program could be attributed to the following factors. First, is the interest in early

childhood care and development that is slowly being brought to the fore as invitations from both public offices and private organizations and institutions requesting the Council to provide orientations and pieces of training in early childhood care and development continue to surge. Second, the growing awareness on the new Standards and Guidelines for Center-Based Early Childhood Programs for 0-4 Years Old Filipino Children, particularly, the inquiry on the Guidelines on Registration and Granting of Permit and Recognition, the processes involved and how to obtain the certification. Third is the training on the implementation of the National Early Learning Curriculum (NELC), specifically, the content of the different Learning Resource Packages and their relationship to each other in terms of utilization.

Several adaptations to the Induction Program has also been done to accommodate the essential need of local government units or organizations. Likewise, the Council has also continued to update its focus from simply imparting knowledge on different early childhood care and development topics to transforming mindsets as we include developmentally appropriate practices and early childhood philosophies as foundation for the teaching and learning strategies. Workshops were added in the program of activities as application to knowledge and skills learned. From the evaluations, the Council has also provided a clearer view and understanding of how the ECCD Checklist should be executed, from computation of scores, to how the Scaled Scores and Standards Scores aid in the development of the class curriculum. The Council's philosophy about children was made evident in the delivery of topics and themes, for instance, the techniques in classroom management and routines.

It remains a challenge to encourage advocates to endorse the Infant and Toddler Early Development (ITED) Program. This is due to the inaccurate understanding of the process of how the program is administered. The importance of addressing the gap to provide access to 0-2-year-old children is the significance of continuing to promote and strengthen the ITED Program.

# LEADING AND MANAGING AN INTEGRATED ECCD PROGRAM (LMIEP) BATCH 5 AND 6

LMIEP was conceptualized in 2015 in a consultative meeting with the South East Asian Ministers of Education Organization, Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH), Early Childhood Care and Development Council (ECCDC) Executive Committee, ECCD Programs and Policy unit and other stakeholders (attended by 10 participants, 3 males and 7 females). This was conducted to address the need of having a comprehensive and quality delivery of integrated ECCD Program as stated in the Republic Act 10410 or the EYA Law through collaborative effort of the ECCD Local Committee headed by the Local Chief Executive and other stakeholders. One of the stakeholders is the City/Municipal Social Welfare and Development Officer(C/MSWDO). The C/MSWDO plays an important role in ensuring the delivery of quality integrated ECCD programs and services as the supervisor and vice-chairperson of the ECCD Local Committee. As a result of the consultation and learning needs analysis, a training was conceptualized to answer to the ever increasing need to create a system in the local level that will ensure the quality and the sustainability of the ECCD program.



The ECCD secretariat together with the team of experts from SEAMEO INNOTECH and partner Universities piloted the training in various Local Government Units in 2016. The training is entitled “Leading and Managing an Integrated ECCD Program” (LMIEP). The training framework is specifically designed according to work demands of the C/MSWDOs. The scheme of implementation is blended learning to align to the huge responsibilities and busy schedule of these officers.

Completion of the program provides twelve (12) units credit on Master of Arts in Education with specialization either in Educational Administration or Early Childhood Education.

## 2018 LMIEP Batches 5 and 6

The fifth and sixth batches of LMIEP were conducted in year 2018 with a target of 150 participants in the different NCDC sites all over the country. The 5<sup>th</sup> Batch was held last March to June at Baguio City for Luzon Cluster in partnership with Pangasinan State University (PSU).



*Opening and Orientation of the during Phase 1 Facilitated by Dr. Yolanda S. Quijano, ECCD Education Consultant*

Batch 6 was divided into two clusters for Visayas and Mindanao. Cluster 1 was held last October 15-19, 2018 for phase 1 and will continue until January 2019 for phases 2 and 3 at Zamboanga City in partnership with Western Mindanao State University (WMSU). Cluster 2 was held at Iloilo City in partnership with West Visayas State University (WVSU) last October 21-25, 2018 up until February 2019 for phases 2 and 3.



*Dr. Teresita G. Inciong, ECCD Council Vice-chairperson and Executive Director sharing the current situation of ECCD in the Philippines*

Table 8: Total No. of LMIEP 2018 Trainees - Batches 5 and 6				
Partner University	Venue	Date	Number of Participants	
			Male	Female
Pangasinan State University (Batch 5)	Baguio City	March - June	5	45
Western Mindanao State University (Batch 6 Cluster 1)	Zamboanga City	October 2018 – January 2019	5	45
West Visayas State University (Batch 6 Cluster 2)	Iloilo City	October 2018 – February 2019	1	45
			11	135
TOTAL			146	

From 2016 to 2018, there are already 353 City/Municipal Social Welfare and Development Officers (C/MSWDOs) trained on LMIEP in the different regions of the country as shown in the graph below.



The 353 total trainees in the program consisted of 22 males or 6 % and 331 females or 94%. The highest number of trainees came from Region 1 with 37 C/MSWDOs or 11% followed by Regions 4A, 6 & 9 with 36 each or 10%. The lowest number of trainees came from Region 4A with 5 followed by NCR where there were only 4 trainees. These regions registered a 1% of all the trainees trained. The trainees in other regions range from 29 (8%) to 15 (4%). The data also shows that in the ARMM region there was no trainee since there was no established NCDCs yet and part of the selection process for training is having an NCDC as the flagship program of the ECCD Council.

Most of the trainees from 2016 onwards have already shown significant improvement in the delivery of their integrated ECCD program. They organized ECCD Local Committee through board resolutions or executive orders to ensure that there will be a sustainable and comprehensive delivery of the program. As a result of this, numbers of Day Care Centers (DCCs) in different areas were already assessed using the new standards and guidelines, and converted to Child Development Centers (CDCs); professional development programs were provided to Child Development Workers/Teachers (CDWs/Ts); CDCs programs and services were integrated in their annual plan and budget including other programs and services that will strengthen the ECCD in the locality. Some of these were shared as LGUs' best practices during the 2018 Inter-Sectoral Dialogue conducted in three sites for the different regions.

Leading and Managing an Integrated ECCD Program has helped the LGUs in creating a system that will provide access, equity, quality, efficiency and sustainability of health, nutrition, early education and social services in early childhood care and development of Filipino children, ages 0 – 4 years old in all the NCDCs sites and hopefully for all Child Development Centers in the Philippines.

## Human Resource Development (HRD) Program on Becoming a Child Development Teacher in ECCD



The Human Resource Development Program on Becoming a Child Development Teacher in ECCD was designed with the following goals: (1) Demonstrate proactive efforts in implementing a model NCDC that utilizes the developmentally appropriate curriculum in a favorable learning environment for young children, and (2) Create a network of cohorts of CDCs/CDWs to follow the implemented curriculum with the favorable learning environment modelled by the NCDC. The program also sought to achieve these goals through the following objectives: (1) Share experiences and learn concepts relevant to the implementation of the NELC in an inclusive setting, (2) Demonstrate enhanced competencies in creating a favorable learning environment for young learners, (3) Translate theories/concepts learned to practice through the development of model routines for Pre-K, (4) Demonstrate enhanced competencies in providing developmentally appropriate

activities to Pre-K children through demo teaching/teaching simulation, and (5) Prepare individual journals after critical reflections.

In order to maximize available resources, it was decided to conduct the training in one venue, Makati Palace Hotel, Makati City, Metro Manila from November 12 to 18, 2018 but in two groups. The first group was composed of 43 participants from Regions I, II, III, IV-A, IV-B and CAR. On the other hand,

41 participants from Regions V, VI, VII, VIII, IX, X, XI, XII and CARAGA comprised the other group. Seventy-eight (78) participants are newly hired Child Development Teachers, while six (6) are replacements to formerly trained Child Development Teachers. The breakdown of the participants' demographics is found in the table below:

Table 9. No. of Participants by Sex				
	New		Replacement	
	Male	Female	Male	Female
LUZON (53)	0	50	0	3
VISAYAS (14)	1	10	0	3
MINDANAO (17)	0	17	0	0
Sub-Total	1	77	0	6
TOTAL	84			

Participants were selected by the status of NCDC construction. Included in the invited participants are teachers of NCDCs that are not yet completed but are anticipated to be completed by June 2019. A total of 84 participants out of the invited 104 (81%) were able to participate in the training. Reasons for absence vary some municipalities/cities invited were hesitant to send a participant because they could not comply anytime soon with the regular position for the Child Development Teacher while some were not responsive to the invitations.



An isolated case of an individual participant who did not make it to the correct dates of the training was accommodated by the ECCD Council Secretariat the week after the program concluded. The participant was trained one-on-one by Program Development Officers who were also conducting a workshop at the same venue.

In preparation for the Early Childhood Teacher Education Program (ECTEP), the Local Government Units were provided with qualifications in selecting a Child Development Teacher which are aligned to the qualifications of ECTEP: (1) Has an item or plantilla position in your office who likes to teach 0- to 4-year-old children or Day Care Worker whom you would consider giving an item or plantilla position after the training, (2) Has Bachelor of Science in Elementary Education or Bachelor of Science in Secondary Education degree, Child Study, Early Childhood Education or any field related to education, (3) In good physical and emotional condition, and (4) Has good moral character. These qualifications are based on the Standards and Guidelines for Center-based Programs for 0 to 4 Years Old Children, and were followed because it is expected that the trained Child Development Teachers are assigned to teach at the NCDC and will be the recipients of the ECTEP Scholarship. The educational background of the participants may be found below.

In line with the program's objectives, the sequence of topics during the 5- day training was designed to help the participants understand and demonstrate the entire process of the operation of the National Child Development Center and the utilization of the National Early Learning Curriculum (NELC) – from assessment of needs and interests of young children to evaluation of activity results. The HRD Program focused on helping the Child Development Teachers understand the importance of their role in the operations of the NCDC, and how their self-image as professional ECCD Service Providers would affect this. The program started by letting the participants reflect with how they see themselves as Child Development Teachers, their roles and functions. Their answers were used as a guide in the delivery of sessions and workshops.

Table 10. No. of Participants According of Educational Background

Educational Background	LUZON		VISAYAS		MINDANAO		Sub-Total		Total
	M	F	M	F	M	F	M	F	
High School	0	0	0	0	0	0	0	0	0
High School Graduate	0	0	0	0	0	0	0	0	0
With College Units	0	4	0	2	0	1	0	7	7
College Graduate									
Education Degree	0	40	1	10	0	14	1	64	65
Non-Education Degree	0	7	0	0	0	2	0	9	9
Technical/Vocational	0	2	0	1	0	0	0	3	3
With Masters Units	0	0	0	0	0	0	0	0	0

Majority of the sessions were delivered through lecture-workshops where the participants openly discussed their output and provided feedback to other groups' outputs. Topics such as (1) Legal and Scientific bases of Early Learning, (2) Understanding the functions of a CDT, (3) ECCD Programs, initiated by ECCD Council Secretariat, (4) Assessments in Early Childhood, (5) Linking Assessment Results to Planning of Activities, (6) Preparing Teacher-Made Materials, and (7) Early Learning Strategies were covered. After all child development topics were discussed, the participants were asked to plan a teaching demonstration in order to showcase the learnings they acquired throughout the training. Before the demonstrations were assigned to the participants, the ECCDC staff demonstrated a full session for participants to observe. Time was allotted to process the demonstration with the participants. Feedback from both ECCDC Staff and co-participants was given after every demonstration. This practice not only helped those being critiqued by giving them recommendations and affirmations, but also practiced participants to provide and receive constructive criticism. After the HRD Program, a NETIS training was conducted and mapping was further explained to the participants by the Information Technology Unit. This was included in the program so that the teachers will not have to wait until June 2019 for them to start the operations of the NCDC.

Throughout the program, a number of concerns and questions were raised and responded to regarding NCDC Operations that included delivery of contents and some CDTs clarified if they could already use the NCDC even without the contents yet. Another concern raised by majority of the CDTs was security of plantilla position. Participants are highly motivated by passion for the field but expressed anxiety over provision for their families and their career development. Others expressed disequilibrium from new programs, strategies and techniques introduced. Moreover, some also expressed concerns over program implementation, specifically the Infant and Toddler Early Development Program.

Since it is a new program to them, they are optimistic about the idea of implementing it, though they also have reservations as they see themselves still lacking in knowledge necessary to implement the program.

The ECCDC Secretariat also noted that the participants were exhausted from the schedule of activities due to compression of topics into five days. Moreover, the participants did not have time to rest from long travel period as the program immediately started on the date of their arrival.

After the conduct of the training and from the participants' evaluation of the program, the following recommendations may be considered for the other programs implemented by the ECCDC Secretariat:

- Addition of more Sped courses in ECTEP to equip teachers with basic knowledge of children's special needs so that they can refer these cases to appropriate persons and agencies for proper intervention,
- Utilization of NELC Trainings should be patterned after this program to give participants a concrete experience of the process of utilizing the NELC,
- Specific ITED Training incorporating the questions and concerns raised by participants because the participants are interested, they are not just equipped with the knowledge needed to run the program, and
- Communication with LGUs should start at least two months in advance to give them enough time to secure the participation of their CDT and informing them earlier also gives them higher chance of purchasing more economically-priced tickets for transportation.

Overall, the participants expressed their gratitude for the conduct of the training and for added knowledge that they have to apply when they teach.

## MONITORING OF THE TRAINERS AND FINALIZATION WORKSHOP FOR THE SYSTEM FOR EARLY IDENTIFICATION, PREVENTION, REFERRAL, AND INTERVENTION OF DEVELOPMENTAL DELAYS AND DISORDERS IN EARLY CHILDHOOD

The System for Early Identification, Prevention, Referral, and Intervention of Developmental Delays and Disorders in Early Childhood was developed to address one of the objectives of the ECCD System as stipulated in RA 10410 (Section 3.g). The success of the implementation of the System will ensure that quality and developmentally-appropriate ECCD services will become more accessible, regardless of socio-economic status, gender, or ability. The ECCD Council, together with UNICEF, initiated the activities for the System in 2014 by signing Dr. Betty D. Mancao as a consultant to the project.



*Trained trainers from the municipalities of Cawayan, Masbate and Mapanas, Northern Samar during the monitoring visits.*

The System emphasizes the importance of integrating services in health, nutrition, early learning, and social welfare to address the needs of 0- to 4-year-old Filipino children, especially those who have developmental delays, developmental disorders, or are differently abled. Coordination between and among various ECCD Service Providers is crucial to the implementation of the System.

In 2017, two (2) runs of the Training of Trainers on the System for Early Identification, Prevention, Referral and Intervention of Development Disorders and Disabilities in Early Childhood (TOT) were conducted – the first run in January for selected LGUs in Luzon, and a second run in March for selected LGUs in Visayas and Mindanao. The sites were both UNICEF and National Child Development Center (NCDC) sites. A total of 15 municipalities participated in both TOTs, totaling 40 participants from municipalities, and

three (3) participants from DSWD and UNICEF. Mostly, participants from the 2017 TOT were Municipal Social Welfare Development Officers (MSWDOs) or ECCD Focal Persons, Child Development Workers, and Kindergarten Teachers; no representatives from the Health Unit were present. Apart from the MSWDOs present, no other local decision-makers were in attendance. Each training spanned 5 days, and was conducted by a member of the ECCD Council Secretariat staff, Dr. Betty Mancao's Team from UP-PGH, and Dr. Estrella Agustin. The first day oriented the participants in concepts and laws of inclusion and how these were relevant to ECCD. The rest of the days were spent with workshops in using the modules on Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), and Intellectual Disability (ID). All participants were given a hard copy of the all modules used in the training.

Of the 15 municipalities which participated in the 2017 TOTs, six (6), accounting for 40% of all municipalities trained, were selected to be monitored in 2018 – two (2) each from Luzon, Visayas, and Mindanao. These were Monreal and Cawayan from Masbate; Bobon and Mapanas from Northern Samar; and Siayan and Sindangan from Zamboanga del Norte. Focus Group Discussions (FGDs) were conducted in each municipality to document experiences in training the community in the System and in rolling out the System in the local community. All units involved in the implementation of the System were invited to the FGDs; however, not all municipalities were able to ensure the attendance of representatives from the Health Unit.



It was notable that none of the trainers from the 2017 activities who were monitored were able to conduct full-blown trainings for the System, or were able to initiate the roll out of the System in their locality. Most were able to do re-echoing activities or injected System topics in other trainings; however, most activities reported stopped before 2017 ended. Factors for such results were similar across municipalities:

(a) Lack of budget

Budget for the year 2017 had already been passed and approved by the time the participants were trained in the System. This meant it could not be adjusted to include a new item, supposedly for the training in the System. One (1) Local Government Unit (LGU) mentioned that it included the training in the System in its 2018 budget proposal; however, it was not part of the approved final budget of the LGU.

(b) Fear that lack of expert knowledge might breed misinformation

Several of the FGD participants voiced out that, although, they used what they learned in their own work, they were not confident enough to train others using the modules that were given to them. They expressed that five (5) days was not enough to fully comprehend the nature of the developmental delays and disorders they were supposed to train others in. One (1) municipality mentioned, during the FGD, that they felt that they needed a more extensive reference than the module they had been given during the training.

(c) Competition with current responsibilities and workload

A couple of the participants were promoted to be MSWDO or OIC-MSWDO some time after the training and had to take over additional responsibilities. This hindered them from focusing on fulfilling their roles as trainers. Others, especially those who were in teaching positions, had their hands full with teaching responsibilities, but advised other teachers when they had suspected cases of delay or developmental disorders. Those who had teaching positions also reported applying their new knowledge from the TOT in the cases they handled themselves; however, these were minimal in number.

(d) Absence of specialists in the vicinity

Within the LGU, most reported that if a child was suspected to have developmental delays or disorders, the child was referred to the MSWD Office. The MSWD Office would then refer the individual to the Rural Health Unit (RHU). While the RHU may do an initial assessment, not all RHUs are equipped with the capability or training for further assessment to diagnose individuals, especially in disorders

such as ADHD, ASD, or ID. A couple of the FGD participants who were from the RHU expressed that they had nowhere to refer their clients should they need further assessment for diagnosis as specialists were not accessible in their area.

(e) Lack of coordination among units involved in System

Apart from one (1) municipality included in the FGDs, LGU participants and the DepEd participants no longer worked together after the training. The RHUs and Persons with Disability Affairs Officer (PDAO) were also not informed of their role in the System upon the participants' return from the training, but were able to give a lot of inputs during FGDs. Persons from the RHU and PDAO were usually relied upon whenever records of Persons with Disabilities (PWDs) were brought up

The results of the monitoring activities were reported during the Finalization Workshop held on November 26-28, 2018. Most results revolve around challenges in implementing the System at the local level. It would be ideal to dedicate more resources in developing a process for the successful establishment and sustained implementation of the System in the years to come. It was also apparent from the results that the System must not only focus on local resources, especially in terms of referral and intervention services. Alternate modes of delivery of these services must also be put in place.



*Participants of the finalization workshop*

The Finalization Workshop was attended by various stakeholders. Apart from the ECCD Council member agencies, international NGOs, special education practitioners, and members of the academe were also participants to the workshop. The Finalization Workshop was dedicated to reviewing and revising two (2) documents – Volume 1: Background and Description of the System and Volume 2: Training Manual on the System for Early Identification, Prevention, Referral, Intervention of Developmental Disorder and Disability in Early Childhood (0-6). Results of the workshop were submitted to UNICEF for consolidation and revision of the said documents. The results of the workshop and revised documents shall be presented to the ECCD Council in 2019.

## ECCD IN EMERGENCIES: REVIEW OF THE TRAINING MODULES



This project is anchored on two legislations, namely, R.A. 10410 or “The Early Years Act of 2013” and R.A. 10821 or the “Children’s Emergency Relief and Protection Act”. The first legislation promotes the rights of children to survival, human development and special protection with full recognition of the nature of childhood while the second mandates all relevant government agencies to develop a Comprehensive Emergency Plan for Children (CEPC). The CEPC intends to guide service providers in handling disasters and emergency situations with the aim of protecting children and lactating mothers and support their immediate recovery. Part of this CEPC is the capacity building of Child Development Workers on responding to children’s needs before, during and after emergencies which is an identified gap in the CEPC.

The ECCD Council, in partnership with Save the Children initiated a technical review on existing documents relevant to ECCD in Emergencies, international and local prepared by the different government and non-government agencies. These documents are the core sources in coming up with the ECCD in Emergencies Training Module. This Module aims to develop local community councils’ disaster preparedness programs to safeguard children’s development and protection during emergencies. The training also intends to enable service providers and other stakeholders in providing sustained ECCD

service delivery for children zero to eight years old and support their development even during emergencies. The first activity was conducted last November 2017 and resulted to the development of Session Guides for ECCD service providers.

The ECCDiE Training Module consists of 6 Session Guides: 1) Understanding Child’s Rights; 2) Principles of Child Development; 3) Comprehensive Emergency Program for Children; 4) ECCD in Emergencies; 5) ECCD in Different Phases of an Emergency; and 6) Plan of Action. The session guides were reviewed and revised on November 2018, participated by Save the Children, UNICEF, DILG and ECCD Council Secretariat. The module is to be validated and finalized by the first quarter of 2019.





## FAMILY DEVELOPMENT SESSION MODULES ON WATER, SANITATION AND HYGIENE (WASH) FOR EARLY CHILDHOOD CARE AND DEVELOPMENT (ECCD)

The DSWD-UNICEF collaborative project “Development of the Water, Sanitation and Hygiene (WASH) in Early Childhood Care and Development (ECCD) Modules for the Pantawid Pamilyang Pilipino Family Development Sessions (FDS)” is intended for partner beneficiaries of the Pantawid program that addresses the different areas of WASH in ECCD. It focuses on enabling parents and caregivers to instill WASH habits and practices to children ages 3 to 5. It covers the importance of early learning in teaching young children basic hygiene practices such as handwashing and toilet use. Most

importantly, it aims to provide the target participants with knowledge, perspectives, skills, attitudes and tools on WASH in ECCD using creative and participatory processes towards adopting and strengthening proper WASH behaviors and practices at home. For 2018 two activities were conducted, namely, 1) writeshop with FDS focal persons, social workers and city/municipal links in October 1- 4, and 2) pre-testing of the WASH in ECCD module in October 30.

## TRAINING ON CHILD PROTECTION AND NUTRITION IN EMERGENCIES

The DSWD has packaged a Training on Child Protection and Nutrition in Emergencies. This is a 5-day live in activity that aims to improve the knowledge and skills of Focal Persons in ECCD, Supplementary Feeding Program (SFP), Disaster and Relief Management (DRM) and National Federation of CDWs along child protection in emergencies to be more responsive in

the management and protection of children along with ensuring child proper nutrition in emergency situation. For 2018, a training on this was conducted last November 19 to 23 in Basco, Batanes.







## RESEARCHES

Two researches which are triadic initiatives of the Commission on Higher Education (CHED) under its IRSE Grants for Sectoral Partners, the Jose Rizal University (JRU) and the ECCD Council were completed. One research on rapid assessment was likewise concluded by one LGU. These researches have policy implications, introduce novel ideas in working with children, and provide new frameworks to guide policies and action.



# IMPLEMENTING AND SUSTAINING THE ECCD SYSTEM AT THE LOCAL LEVELS: A CASE OF BEST PRACTICES IN LOCAL FINANCING ECCD PROGRAMS

"Implementing and Sustaining the ECCD System at the Local Level: A Case of Best Practices in Local Financing ECCD Programs" started in 2017 and focuses on gathering empirical data on ECCD investments which the Council could use to recommend to the national government appropriate support to LGUs in sustaining funding for ECCD Programs at the local levels.

The research project includes exploring the answers to the following:

1. How much additional funds are needed to establish the NCDC for the non-recipient LGUs;
2. How much financing is required on an annual basis for an LGU to run and sustain the operations of the NCDC and 10 CDCs; and
3. What are the possible sources of financing for establishing these NCDCs and sustaining their operations.

The research made use mainly of surveys, focus group discussions with 10 LGU and 32 learning centers and existing data from the ECCD Council as the method of data collection and processing. Purposive sampling was used to determine the LGUs to be included in the research project, making sure that there would be representations from various cities and municipalities from different regions based on income class. The ten LGUs sampled were the Municipality of Kalibo, Aklan, Municipality of Cabatuan, Iloilo, Municipality of Pavia, Iloilo, City of Kidapawan, North Cotabato, Municipality of Antipas, North Cotabato, City of Tagum, Davao Oriental, City of Cauayan, Isabela, City of Santiago, Isabela, Municipality of Pilar, Sorsogon and City of Ligao, Albay.

The research project concluded that the combined cost of constructing the NCDC and the training of CDTs and CDWs is estimated at P4.5 million per LGU (provincial/city/municipal) and the annual budgetary requirement to run and sustain the operations of the NCDC and 10 CDCs is a little less than P2.0 million. In all, it is estimated that the Council will need at least P4.25 billion to fund the implementation of the ECCD program in the remaining 934 non-recipient LGUs which may be sourced from the national government and the continuing contribution from PAGCOR.

## PROJECT APPROACH

The “Project Approach as an Innovative Teaching – Learning Tool in Selected NCDCs: A Case Study” also started in 2017.

The concepts of Project-Based Learning Approach has been used in schools since the time when Maria Montessori introduced that education happens in the experiences in the environment or Jean Piaget who “laid the foundation for the constructivist approach to education in which students build on what they know by asking questions, investigating, and interacting. Any of the researches on Project Approach and samples of its application in schools have proven its feasibility.

Sec. 3. Objectives. (d) of Republic Act 10410 or the Early Years Act of 2013 states “To ensure that young children are adequately prepared for the formal learning system that begins at kindergarten” allows the ECCD Council to explore various strategies that may effectively aid in addressing children’s learning and development. Hence, it was reasonable to suggest exploring the method further in the National Child Development Centers (NCDCs) that implement the philosophy of learning by doing through the use of the thematic-integrative approach. Further, the NCDCs are established to serve as national learning centers that introduce best practices of the integrated early childhood care and development services for all children. These likewise serve as laboratories for conducting research and innovations in early childhood care and development that consequently carry out the other objective sets in Section 3 (f) which is “To upgrade and update the capabilities of service providers and their supervisors to comply with quality standards for various ECCD programs.”

Project Approach considers curriculum planning to be age, individual and socio-culturally appropriate learning experiences which is in line with the principle of Developmentally Appropriate Practices and responds to Sec. 2 of RA10410 “...the need to provide developmentally appropriate experiences to address their needs...” Project-Based Learning uses the skills of communication, critical thinking, and collaboration which are set in motion in early childhood and are practiced in kindergarten that set the foundation for life skills now and for the future.

This research aimed to answer the following problems: 1) what is the profile of the child development teachers (CDTs) in terms of age, sex, degree/course, number of years of experience as CDTs and total number of years in teaching, 2) how

do they perceive the project approach in terms of their competencies to work on the different phases of the Project Approach, 3) what are the competencies demonstrated by the CDTs in terms of the phases of the Project Approach, 4) what are the indicators of children’s performance during the Project Approach in terms of critical thinking, collaboration, and communication, and 5) what is the assessment of the ECCD Program Unit researchers on the viability of the Project Approach as a teaching-learning tool.

This study utilized the case study research design and covered nine (9) purposively selected Child Development Centers (CDCs) or Bulilit Centers (BCs) for the reason of access in gathering data. These are: BC 1: Meycauyan, Bulacan, BC 2: Ligayen, Pangasinan, BC 3: Tuy, Batangas, BC 4: Santiago City, Isabela, BC 5: City of Sta. Rosa, Laguna, BC 6: Lipa City, Batangas, BC 7: Palo, Leyte, BC 8: Gubat, Sorsogon, and BC 9: Sorsogon City. The pertinent data and information needed were gathered from profile forms, reflection survey, self-appraisal skills survey, time-on-tasks observation notes, focus group discussions, and assessment survey of the project approach.

The summary of findings are as follows:

**Problem 1: Profile of CDTs .** Data reveals that the age range of the CDTs is from 25+ to 40+ years old with all of them having graduated with Education degree. Their range of teaching experience is from -5 to 11+ years.

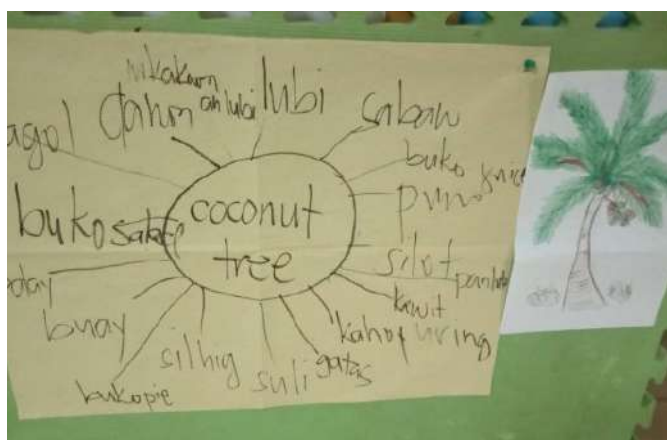
**Problem 2.1: Perception in terms of competencies to work on the different features of the Project Approach.** The CDTs are Highly Competent in their implementation of the Project Approach. This indicates that they have the skills of planning, organizing, collaborating, motivating and coaching that enable them to facilitate children’s project work successfully.

**Problem 2.2: Facilitating factors and challenges in its implementation.** Facilitating factors include the practice of teamwork, working knowledge and skills on cognition, sensory engagement and motivation of children on the tasks assigned to them. Challenges include topic appropriateness for the Pre-K child, their ability on expressive language and on initiating learning activities, safety, and completion of tasks being undertaken which the CDTs were able to address.

**Problem 3: Competencies demonstrated by the CDTs.** The CDTs manifested the skills like planning activities with the children, providing and engaging children in activities, involving parents and using technology. It was obvious in the observations that the CDTs acted as facilitators in all the activities done by the children.

**Problem 4: Indicators of children's performance** in terms of critical thinking, collaboration, and communication. Critical thinking was demonstrated by the children in the formulation of topic questions and their being very responsive in answering questions. Collaboration was shown in the children's ability to work together either in small or bigger groups to complete tasks that improved their social interactions while communication was evident in the way the children were engaged, excited and interested in expressing their selves more.

**Problem 5: Assessment of the ECCD Program Unit on the viability of the Project Approach as a teaching-learning tool.** The assessment result reveals that most of the features of the Project Approach have been successfully managed by the CDTs with all the children actively involved in their learning activities. Consequently, it is recommended for implementation in the different Centers.



There were unintended results that were observed by the ECCD Program Unit Researchers. The Project Approach highly motivated the Child Development Teachers to be progressive in terms of challenging them to facilitate the children's interests in designing their activities. Project Approach also helped the CDT understand how to maximize the utilization of the National Early Learning Curriculum (NELC). The teachers were more involved with the process of the project which led to a sense of fulfillment in both teachers and children. The data gatherers, being Program Development Officers of the ECCDC, provided the much-needed support and technical assistance of the CDTs in implementing the Project Approach throughout monitoring visits that inspired the CDTs to continuously improve the strategies that they used.



*Picture illustrates web showing children's initial ideas of a coconut tree. On the right shows children scraping coconut meat out of a coconut fruit to make coconut salad locally known as buko salad.*

This research concludes that from the perception of the CDTs, they are competent to implement the Project Approach as a teaching-learning tool as they were not only able to develop the necessary skills in implementing the different phases of the Project Approach but were also able to address successfully the challenges that cropped up during the implementation. From the perception of the researchers from the ECCD Program Unit, the CDTs successfully managed the implementation of the Project Approach but they need to develop the skill to expose children in different situations and motivate them to identify the topic for study by themselves.

Initial implementation of the research gave the impression that this educational approach can be successful but improvements in processing their implementation of the project may still be looked into deeply. It is recommended that teachers need to develop the necessary skills needed to question children and draw out their natural curiosity and wonder to discover and create that community of inquiry that the Project Approach exercises. It is suggested that a system to provide an avenue for questions and to ask for suggestions between the CDTs and the ECCDC Program Unit can be established. The CDT must also become skilled at monitoring, documenting and evaluating their personal progress and implement the Project Approach without the supervision of the ECCD Council.



## RAPID ASSESSMENT OF THE PARENT TEACHING OTHER PARENTS (PTOP): A HOME-BASED ECCD STRATEGY IN DAVAO CITY

PTOP is being implemented in Davao City to address the low participation rate of children in ECCD per result of UNICEF ECCD program review in 2015. The Local Government Unit (LGU) used PTOP as a home-based strategy to reach out more children and bring ECCD at home.

PTOP project supports the Early Years Act of 2013 which reinforces the role of the parents and other caregivers as the primary caregivers and educators of

their children from ages 0-4 years. It was notable that the project was able to reach children who lives too far from the Child Development Centers and Supervised Neighborhood Play groups (SNP), including indigenous peoples and those who resides in geographically isolated and disadvantaged areas (GIDA). The Rapid Assessment of PTOP was conducted last October 16-19, 2018.

# INTER-AGENCY COLLABORATION

The collaboration for year 2018 was done on multiple levels, from local and international partners, public and private, among policy-makers, administrators and the business sector. The process of joining together is set for the purpose of interdependent planning, decision making and sharing of resources to improve services for children and their families.





## LOCAL COLLABORATION

### EARLY CHILDHOOD CARE AND DEVELOPMENT COUNCIL- TECHNICAL WORKING GROUP (ECCDC-TWG)

In its continuous efforts to sustain inter-agency and multi-sectoral collaboration for the implementation of the National ECCD System, the ECCD Council and its Secretariat, leads the partnership among the Council's member agencies and partner non-government organizations through a Technical Working Group (TWG) that has been created since 2015. The ECCDC-TWG has been the venue for the conceptualization and development of various ECCD programs, projects and services before the Governing Board approves its implementation. It also serves as a platform to discuss and address several program implementation concerns across the member agencies.

One of the programs that the ECCDC-TWG was involved was the formulation of the National ECCD Strategic Plan, 2019 – 2030 being implemented by the ECCD Council in partnership with UNICEF Philippines. The TWG was tasked to be the Reference Group for the formulation of the plan. Likewise, the TWG serves as the Reference Group in the evaluation study of ECCD Programs across the country which was initiated in the third quarter of this year, by the National Economic Development Authority (NEDA) in partnership with United Nations Development Programme (UNDP). The ECCDC-TWG is being chaired by Dr. Teresita G. Inciong, the Vice-Chairperson and Executive Director of the Council.

### FIRST 1000 DAYS ORIENTATION OF THE SOCIAL WELFARE SECTOR

UNICEF and ChildFund Philippines are working together in the demonstration of an integrated First 1000 Days (F1KD) programming in five Local Government Units (3 municipalities, 1 city district) in addressing the needs of children on the F1KD. The overall goal of the F1KD Program is to ensure the full development of the child through the integrated delivery of services on health, nutrition, psychosocial stimulation, early childhood education, and child protection social services from 0-2 years of age (including in utero). The demonstration identified services that should be available in the first 1000 days of life along the continuum of care. Activities that build the capacities of LGUs and service providers on ECD/ early learning and nutrition, have been conducted, however, child protection was identified as a gap. Hence, UNICEF collaborated with DSWD to conduct the First 1000 Days Orientation of the Social Welfare Sector to appreciate the role of the Local Social Welfare and Development Officers in the F1KD program. The activity also served as the venue for orientation that aims

to ensure the integration of child protection for the well-being of children in the F1KD. The conduct of the orientation was undertaken last September 19-21, 2018 at the BSA Twin Tower, Mandaluyong City.

### TECHNICAL ASSISTANCE MONITORING AND EVALUATION (TAME) TEAM OF THE FIRST 1000 DAYS (F1K)

The ECCD Council is also a member of the Technical Assistance Monitoring and Evaluation (TAME) Team of the First 1000 Days (F1K) Program of the National Nutrition Council (NNC). In 2018, the Council participated in the monitoring visits of the TAME team to three (3) LGU-beneficiaries of the F1K program.



Included in the visited and monitored F1K beneficiaries were San Carlos City, Cadiz City and Binalbagan in the province of Negros Occidental. Scheduled activities under the F1K program including the budget utilization and liquidation reports comprised the Monitoring and Evaluation tool that is being used by the NNC. The data gathered from the sites visited were submitted to NNC.



## INTER-AGENCY COMMITTEE ON EDUCATION STATISTICS (IACES)

In relation to data and statistics, the ECCD Council is part of the Inter-Agency Committee on Education Statistics (IACES) which is chaired by the Department of Education in partnership with the Philippine Statistics Authority (PSA). The ECCD Council Secretariat was tasked to be the lead agency for gathering and consolidating national ECCD data and statistics from the member agencies of the Council through the ECCDC-TWG. This year, the PSA's focus was the finalization of Sustainable Development Goals' (SDGs) indicators for national government agencies (NGA) concerned and were on the Tier 1 (data available and consolidated) list. Their next targets are for those NGAs listed under Tier 2 (available but not consolidated). In compliance to the given task, several information systems (IS) from each of the member agencies were proposed to be utilized in lieu of an integrated and comprehensive system that can represent the country's ECCD data.

The following are the available Information System (IS) from the Council member agencies:

1. Enhanced Basic Education Information System (EBEIS) – Department of Education
2. Early Childhood Care and Development– Information System (ECCD-IS) – Department of Social Welfare and Development
3. Field Health Service Information System (FHSIS) – Department of Health
4. NCDC Enrolment Tracking and Information System (NETIS) – ECCD Council Secretariat
5. National Nutrition Council (NNC) Database

## NATIONAL ECCD STRATEGIC PLAN

The ECCD Council, in partnership with UNICEF Philippines and the Community Systems Foundation (CSF) is currently developing a National ECCD Strategic Plan that will cover 2019-2028. This shall serve as a measurable guide in the implementation of RA 10410 (Early Years Act of 2013). The project was initiated in July 2018.

The National ECCD Strategic Plan is designed to guide the government in cross-sectoral program-planning and decision-making in terms of ECCD issues and concerns. It also follows RA 10410's mandate to integrate services for children 0-4 years, but also takes into consideration the child's smooth transition to Kindergarten and Grade 1. The National ECCD Strategic Plan is also aimed to be feasible. It is supposed to propose how the stated plans will be financed into sustainability.

A proposal was submitted by CSF in developing the National ECCD Strategic Plan so that it may be presented to the ECCD Council Governing Board by May 2019. Thus far, two (2) of five (5) Mission Visits have been conducted by CSF.

The First Mission, employed on September 5-7, was focused on individually interviewing ECCD Council Member Agencies to ask for their inputs on the methodology and framework used in the proposal in developing the National ECCD Strategic Plan. This time was also utilized in understanding each agency's goals and strategic plans, programs, and challenges in the context of ECCD. A separate interview was conducted with the Reference Group – a pool of ECCD Council partners. This group includes international NGOs such as the Australian Government's Department Foreign Affairs and Trade, ChildFund, Plan International, Save the Children, and World Vision.

Another consultation was conducted with the ECCD Council Secretariat on the last day of the Mission to settle details in methodology and framework, e.g. time frame of strategic plan, approach in reviewing and categorizing services for children (i.e. first 1000 days, 24-59 months, and 60-71 months), emphasis of parents as primary caregivers and all ECCD service providers as supports to parents, and how the ECCD Council Secretariat would liaise between CSF and the different agencies involved in collecting and circulating data and information. From the data gathered during the First Mission, a draft of the Inception Report was circulated to the ECCD Council Member Agencies for further comments and inputs.

On December 7, CSF organized a Workshop for a Situation Analysis of the current programs in ECCD implemented in the Philippines. In attendance were representatives from the ECCD Council Secretariat, Department of Social Welfare and Development, National Nutrition Council, Department of Health, Department of the Interior and Local Government, Department of Budget and Management, National Economic and Development Authority, the Local Government of Muntinlupa City, the Local Government of Vigan City, UNICEF, ChildFund, and Save the Children. From the discussions of the workshop, the following points were identified:

### (a) Gaps in current programs

- It was found that no programs for early learning were implemented for the pre-natal stage.
- On the other hand, health and nutrition programs were found to be more focused on the period of 0-2 years, and were lacking in terms of interventions for 3- to 5-year-old

children. Most activities for 3- to 5-year-old children revolved around WASH and supplemental feeding.

- Social services cut across ages, from early childhood to adulthood. However, no Monitoring and Evaluation System was in place to measure the effectiveness of these programs
- (b) National agencies come up with pilot programs that are not institutionalized at the local level

Because most of those who were present were representatives of national agencies, most programs reported were national pilot programs. It was highlighted that there was no system for localization of programs from the national to the LGU level, nor from the LGU to the barangay-level. The LGU Code places decisions for implementation upon the discretion of the local government, but does not ensure that the LGU will implement such pilot programs.

The first draft of the National ECCD Strategic Plan shall be written in accordance with the Inception Report and the results of the Situation Analysis. This activity shall commence in December 2018. It shall be revised according to the inputs of the ECCD Council and Reference Group. These activities shall be undertaken in 2019 as three (3) more Missions will be implemented.

## SURVEY FOR TEACHERS OF PRE-PRIMARY EDUCATION (STEPP) PROJECT IN THE PHILIPPINES

The Early Childhood Care and Development (ECCD) Council in partnership with the United Nations Educational, Scientific and Cultural Organization (UNESCO) Paris Headquarters, the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH), and the Department of Education (DepEd) conducted the Field Trial under the Phase 1 of the Survey for Teachers of Pre-Primary Education (STEPP) Project in the Philippines.



*Participants during the Field Trial Orientation*

The STEPP Project aimed to aid in programs and policy development for early childhood educators based on data on the current status of early childhood education personnel in low- and middle-income in seven countries. The Field Trial phase involved the different processes of population sampling, survey administration, data encoding, and other processes that would be implemented in the main study (UNESCO, 2018). The implementation of the Field Trial involved the generation of the necessary data from ECCE heads and teaching staff for the refinement of the tool to be used for the main study.

Prior to the implementation of the Field Trial, the National Team composed of officers from the ECCD Council Secretariat, SEAMEO INNOTECH, and DepEd participated in various webinar trainings on the Field Trial Administration and Quality Monitoring. In addition, the National Orientation on the Field Trial Administration and Quality Monitoring was conducted on August 27, 2018, in which 23 selected ECCE coordinators composed of municipal or city social welfare and development officers and Department of Education division heads from the different island clusters of the country participated.



After the administration of the survey to ECCE heads and ECCE teaching staff, a total of 214 accomplished surveys were submitted by the selected respondents. To address the deficit, ACER recommended that the survey be administered to an addition of five schools near SEAMEO INNOTECH. In sum, a total of 122 ECCD heads and 247 ECCE teaching staff were able to take part in the survey.

Through the implementation of the Field Trial, Phase 1 of the STEPP Project, the National Team has recommended that a longer time be given for the sampling process of participants, as the data were acquired from different government agencies in different sites in the country. In addition, the Survey Questionnaires, Administration Feedback Sheet and Center Visit Record could be translated and validated by the ECCD heads and teachers to check for appropriate contextualization. Funding should consider the geographical factors in conducting trainings and orientations, printing and production of survey questionnaires, and the distribution and retrieval of survey questionnaires. Lastly, the STEPP Project may consider the child development teachers in the Philippines as both ECCE head and teaching staff as they attend to administrative tasks as well.

## BAHAY KUBO MOBILE LITERACY APP



Smart Communications, Inc. in its initiative to support the improvement of education through the use of technology partnered with Early Childhood Care and Development Council whose mandate is to build a strong foundation for the development and learning of young children. Both parties agreed to collaborate to train teachers and principals on early childhood education and to create and develop a mobile literacy application for young Filipino children. The targeted primary beneficiaries of the literacy app are students, teachers and parents of learning communities

On April 11, 2018, Smart Communications, Inc. Education Head, Ms. Stephanie Orlino presented a concept paper for Partnership Proposal for ECCD Training and Digital Content Development. Its mission is to help improve learning outcomes for young children in formal and non-formal learning environments using technology by providing localized multimedia content for literacy. App screens and samples of literacy content were reviewed by ECCD Council considering its developmental appropriateness through the succeeding months.

On December 7, 2018, Smart hosted an event “Digital Education for All: No Learner Left Behind” at the Hole in the Wall, Century City Mall, Makati City. The Bahay Kubo Filipino Mobile Literacy App was launched along with four other apps in different languages – Kaalam Cebuano app, Ta’allam and Tahderiyyah Arabic apps, and

Matigsalug app.

The Bahay Kubo app is a digital learning companion designed for Filipino children 2 – 6 years old. It gives tribute to the iconic house that has become a symbol of Filipino culture and tradition. It features the Filipino alphabet and numbers 1 – 10 (identifying letter names, recognizing letter sounds, identifying pictures in Filipino, identifying numerals 1 -10, and dot guide in tracing letters and numerals). It will feature soon fun games and stories. The app can be downloaded for free at Google Play store.



# INTERNATIONAL COLLABORATION

## SUB-REGIONAL COUNTRY REPORTS MEETING FOR QUALITY EDUCATION 2030 AT FAIRMONT HOTEL, JAKARTA, INDONESIA | MAY 31 – JUNE 1, 2018



*. Participants from Brunei Darussalam, Indonesia, Malaysia, Philippines, and Timor-Leste to the Sub-regional Country Reports Meeting for Quality Education 2030*

The Cluster Countries Meeting on Education Thematic Areas (Teacher and ICT in Education, Inclusive Education, TVET and Early Childhood Care and Education) towards Sustainable Development Goal 4 – Quality Education 2030, organized and funded by the UNESCO Jakarta Office was held on May 31 – June 1, 2018 at Fairmont Hotel, Jakarta, Indonesia. Thirty five (35) participants comprised of representatives from the Ministries and Departments of Education of Brunei Darussalam, Indonesia, Malaysia, Philippines and Timor-Leste and officials from UNESCO Regional Offices were in attendance during the 2-day Country Reports Meeting. In line with the objectives of the meeting of promoting systematized knowledge sharing among Education partners in the sub-region; developing evidence-based Education focusing on the thematic areas within the wide-range of social, economic, and cultural contexts in the sub-regional linked with the UNESCO Education Strategy, and harmonizing and synergizing actions for further promoting Sustainable Development Goal 4 – Quality Education 2030 in the sub-region, Ms. Ma. Katrina M. Libron, representative of the ECCD Council Secretariat to the meeting, was tasked to participate and present the progress and implementation of programs on Early Childhood Care and Education in the Philippines spearheaded by the Early Childhood Care and Development Council Secretariat.

The sub-regional Country Reports Meeting provided a platform for the five member countries of the sub-region to present the current status and initiatives of their country in the respective Education Thematic Areas: Early Childhood Care and Education (ECCE),

Technical and Vocational Education and Training (TVET), Inclusive Education, and Teacher and ICT in Education. The presentation of the initiatives of each country provided inputs to the workshops done during the Country Reports Meeting.



*Ms. Libron presenting the progress and implementation of ECCD*

In the Workshop on Thematic Group Discussion, the groups were tasked to identify challenges faced by each area in the country of origin and the recommendations on how these could be addressed. The ECCD Council Secretariat's representative was tasked to join the ECCE group. The challenges were categorized into five, namely: Policy, Capacity Building, Training/ Learning Materials, Research, and Advocacy. The output of the first workshop showed that all the member countries identified similar challenges, thus they have agreed to provide recommendations that may be adopted by all member countries in their Action Plan.

Below is the matrix of identified challenges of the member countries:

**Identified Country Common Challenges:**

Education Field		Identified from the Presentations					
Brunei		Indonesia	Malaysia	Philippines	TL	Common	
1	Policy		X	X		X	
2	Capacity Building	X	X	X	X	X	X
3	Training/learning Materials	X	X	X	X	X	X
4	Research	X		X	X	X	
5	Advocacy	X	X	X	X	X	X

The five member countries supported by the UNESCO Jakarta office have all made some efforts to provide students with ECCE. Of course, resources and priorities differ depending on the context. It is encouraging that each nation has created legislation as foundations for the creation of strong ECCE national frameworks. The Philippines, in particular, created strong legislation in 2013 which aligns well with the targets set aside in SDG 4.2. The Early Years Act recognizes the importance of ECCE and the impacts it has on the development of learners as they continue their education.

Professionalization of ECCE service providers is an issue with all of the five member countries. If SDG 4.2 targets are to be realized ECCE service providers need to be provided with pre-service and in- service training, as well as greater incentives in order to attract the top tier candidates.

The second workshop focused on the Action Plan of each member country considering all four Education Thematic Areas: ECCE, TVET, Inclusive Education, and Teacher and ICT in Education. Representatives from the Philippines have identified collectively that Capacity Building for Teachers, Trainers, and Administrators must be given priority in addressing challenges.

Towards the end of the workshop, the participants concluded that the legal and policy frameworks are already very advanced. Unfortunately, the gap between policies and implementation is wide and needs to be addressed through multi-sectoral and multi-agency collaborations.



*Open Forum after the presentation of ECCE initiatives by member countries*

## 2<sup>ND</sup> FORUM ON BALANCED AND INCLUSIVE EDUCATION 2030, MEXICO CITY, UNITED STATES OF MEXICO | NOVEMBER 20 – 22, 2018



*Participants from Asia, Europe, Africa, South America and North America to the Education Relief Foundation's 2nd Forum on Balanced and Inclusive Education 2030*

The Second Forum on Balanced and Inclusive Education 2030, organized by the Education Relief Foundation (ERF), jointly with the Secretariat of Public Education (SEP) of the United States of Mexico was held on November 20 – 22, 2018 at St. Regis Hotel, Mexico City, Mexico. An estimate of fifty (50) participants comprised of representatives from the Ministries of Education, professors from renowned Universities, and Heads of International Government and Non-Government Organizations from Asia, Africa, Europe, North America, and Latin America were in attendance during the 3-day engagement. Moreover, there were five representatives from the Philippines present during the forum: Mr. Rommel J. Isip (Head, NCDP Project Unit and Finance & Budget Unit, ECCD Council Secretariat), Dr. Zenaida T. Domingo (Advocacy and Social Mobility Consultant, ECCD Council Secretariat), Ms. Ma. Katrina M. Libron (Program Development Officer III, ECCD Council Secretariat), Dr. Lorna Dig-Dino (Undersecretary, Department of Education) and Dr. Ramon C. Bacani (Director, SEAMEO INNOTECH).

The Early Childhood Care and Development Council Secretariat was in attendance to the Second ForumBIE 2030 primarily because the objectives of the second forum perfectly dovetails with the mission, goals and programs of the ECCD Council Secretariat in the areas of Balanced and Inclusive Education.

During the Second ForumBIE 2030, ERF, headed by its President, Sheikh Manssour Bin Mussallam, launched formally and distributed the first edition of the Global Guide of Ethics, Principles, Policies, and Practices in Balanced and Inclusive Education developed by ERF, and co-authored with international experts and other partners, on the basis of the recommendations received during ERF's 2017 series of Regional Consultation Meetings. Furthermore, definitions of Balanced and Inclusive Education were imparted from the perspective of Education, Philosophy, Natural Sciences and Economics. It was deduced by the participants of the Second ForumBIE 2030 that Balanced and Inclusive Education goes beyond access to education. The view of a Balanced and Inclusive Education must be holistic and sustainable. This is analogous to the view of inclusive learning as articulated in the EYA Law: that learning should be open to all, including hard-to-reach and unreached children who are unable to go to school because they live in very remote places, those who are very poor, learners in difficult circumstances such as wars and civil unrests, calamities and disasters, indigenous learners, and learners with special needs.



*Dr. Zenaida T. Domingo (Advocacy and Social Mobility Consultant, ECCDC Secretariat) and Dr. Lorna Dig-Dino (Undersecretary for Curriculum and Instruction, Department of Education) with Mr. Peter Fell (Vice-President, The Education Relief Foundation)*

Before finalizing the International Call for Balanced and Inclusive Education, the participants were encouraged to provide amendments. Dr. Zenaida T. Domingo, expressed the amendments to the Call on behalf of the ECCD Council Secretariat, emphasizing the Council's appreciation that the International Call has placed as the first priority the revitalization of the teaching profession, in recognition of the significant role of teachers in the educational landscape and incorporating balanced and inclusive education in the curriculum.



*Dr. Domingo and Ms. Ma. Katrina M. Libron (Program Development Officer) of the ECCDC Secretariat finalize the amendments to the International Call for Balanced and Inclusive Education*

Through the statement submitted, the ECCD Council Secretariat affirms its commitment and support to the International Call for Balanced and Inclusive Education as it continues to build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent inclusive and effective learning environments for all, through the establishment of the National Child Development Centers and conversion of existing Day Care Centers. The ECCD Council Secretariat likewise, continues to spearhead various support mechanisms that help maximize public and private resources in supporting ECCD programs, giving priority to the needy and high-risk children from poor communities.

On the 22<sup>nd</sup> of November, the Second Forum on Balanced and Inclusive Education 2030 was concluded with statements of support to the Call for Balanced and Inclusive Education by participating countries and the signing of the International Call for Balanced and Inclusive Education. The ECCD Council Secretariat was actively engaged in both activities during the forum as representatives of the ECCD Council Secretariat submitted a statement of support and with Mr. Rommel J. Isip signing the International Call for Balanced and Inclusive Education.



*Mr. Rommel J. Isip signs the International Call for Balanced and Inclusive Education, on behalf of the ECCD Council Secretariat during the 2nd Forum BIE 2030*

After the Second ForumBIE 2030, the Philippine delegates were requested for a meeting by the president of the Education Relief Foundation, Sheikh Manssour Bin Mussallam, to discuss possible multilateral partnerships and implementation of pilots in the Philippines covering Early Childhood to Tertiary Level in 2019. Details of this partnership will be discussed further in February 2019.

## WORKSHOP ON OVERCOMING THE CHALLENGES OF EARLY CHILDHOOD EDUCATION IN THE 21<sup>ST</sup> CENTURY, BANGKOK, THAILAND, NOVEMBER 19-30, 2018

Suan Dusit University in cooperation with Thailand International Cooperation Agency (TICA), Ministry of Foreign Affairs of Thailand and Israel's Agency for International Development Cooperation (MASHAV), Ministry of Foreign Affairs of Israel organized the Workshop on Overcoming the Challenges of Early Childhood Education in the 21<sup>st</sup> Century held on November 19-30, 2018 in Bangkok, Thailand. The aim of the workshop was to equip participants with knowledge and practices in promoting 21<sup>st</sup> century skills in early childhood education programs, specifically in teaching strategies and environment design supported by the foundation in innovative theories in education and developmental needs of children, and essential policies to support these programs.

The Philippines was represented by Ms. Victoria Mangaser (DepEd), Ms. Nicole Andrea R. Reyes (ECCD Council Secretariat), and Ms. Khara Katherine O. Uy (ECCD Council Secretariat), who participated with representatives from Cambodia, Laos, Myanmar, Thailand, Timor Leste, and Vietnam. Through different activities and workshops, the participants worked with each other and shared about their country's varying yet similar states of and challenges in early childhood care and development programs and services. New trends and issues in early childhood education were introduced to the participants, such as Regulatory Disorders, the use Contemplative Observations to come up with fair assessments, the development of Executive Functions, and non-drug interventions for ADHD.



*Participants of the Workshop coming from six (6) Asian countries*

The Workshop presented both the Thai and Israeli models of Early Childhood Education programs and services such as the System for Early Identification, Prevention, Referral, and Intervention, and the services and support for Persons with Disabilities. The Workshop also included several trips for participants to observe the implementation of public and private ECE services in Bangkok. This included public and private schools and child centers which implement different approaches and curricula such as Progressivism, Project Approach, Tungmahamek Approach, and Values-based Curriculum.

Through in-depth discussions and workshops on early childhood care and development programs and policies, the participants' knowledge and perspectives were deepened and enriched. This knowledge can easily be applied in the conduct of trainings, provisions of technical assistance -- not only in terms of content, but in the mode of delivery as well. Furthermore, possible partners for future endeavors, whether in terms of knowledge exchange or consultative activities, were identified.

In terms of policy, the Workshop was able to show the participants the impact of a National Strategic Plan. The strategies employed by the Thai National Strategic Plan was highlighted by clarity in delineation of funding and other responsibilities between the national, provincial, and district offices for early childhood care and development programs and services. Policies, infrastructures, human and material resource management reflected how inclusive and quality early childhood care and development was given a priority status by the country.

Continued participation in international initiatives such workshops and seminars provide opportunities that bring to light global approaches that may fuel innovation in the local landscape.

## MEETING OF ASIA-PACIFIC REGIONAL NETWORK FOR EARLY CHILDHOOD (ARNEC) NATIONAL REPRESENTATIVES AND INSTITUTIONAL MEMBERS, SOLITAIRE BANGKOK, BANGKOK, THAILAND, DECEMBER 4 – 5, 2018

Twenty (20) participants from the Asia-Pacific countries participated in the Meeting of Asia-Pacific Regional Network for Early Childhood (ARNEC) Institutional Members and National Representatives held on December 4 – 5, 2018 at the Solitaire Bangkok, Bangkok, Thailand. The two-day activity aimed to 1.) identify strengths and challenges of each country/organization in advancing a collective ECD agenda in the Region and begin defining areas for collaboration with ARNEC; 2.) define mechanisms how ARNEC can serve as an effective knowledge platform for the countries, especially for our institutional and individual members; 3.) identify priority areas which ARNEC can focus on in the next 1 – 2 years given the ECD needs of the countries; 4.) identify clear agreements and next steps on how we can more effectively communicate and collaborate, and 5.) identify strategies on how we can expand the network by bringing more diverse partners, networks and members.

The ECCD Council, being an institutional member was represented by Mr. Newelle M. Magas. He presented the paper of Dr. Teresita G. Inciong on Quality ECCD Programs in the Philippines, highlighting the Early Years Act of 2013, establishment of the National Child Development Centers and human resource development programs nationwide. Also, a national representative from the Philippines, Mr. Rico Baloro of Plan International participated in the meeting.

The second day of the meeting focused on a workshop on action planning specifically on mapping of areas for collaboration among ARNEC member countries including but not limited to advocacy, knowledge exchange and learning, fundraising, capacity building. The outputs of the workshop were submitted to ARNEC secretariat.



# INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

ICT in ECCD has been developed to communicate, create, disseminate, store, and manage information for the end goal of optimizing the delivery of quality services for young children. ICT strategies are being implemented to forge closer working relationships, build trust and set a common purpose for ICT in the ECCD programs. Structured trainings were conducted and websites were developed for this purpose.

## CURRENT STATE

Computer	Type of device Operating System Software
Web Browser	Internet Browser URL
Internet Connection	Internet Connection
Storage & Content	Storage Content Access
ICT and E-Monitoring	Log on to web



13 MPAT-11-CIL  
33 MMSU-CIE  
33

161 MMSU-CIE  
32 MMSU-CIE  
32  
11  
11

# 2018 NATIONAL CHILD DEVELOPMENT CENTER (NCDC) – ENROLLMENT TRACKING AND INFORMATION SYSTEM (NETIS)

The NETIS is a web-based information system that is used by the ECCD Council and its partners at the national and local levels to monitor and track the status of the NCDCs' operation and its ECCD service delivery across the country. The NETIS contains five (5) modules such as:

1. Community Module;
2. Child Development Center (CDC) Module;
3. Child Development Worker (CDW) Module;
4. Family Module; and
5. Student Management Module:
  - 5.1 Enrollment Main Page; and
  - 5.2 Development and Health Main Page

The features of each module are patterned after the community mapping forms being used by the CDTs to profile the zero (0) – four (4) year old children and to map out the available ECCD services present in the LGU. The NETIS has added feature which is the automated ECCD Checklist that monitors the holistic development of children enrolled in the NCDCs. Generally, these modules are designed to gather significant information on the implementation of ECCD programs and services at the local level where the NCDC is situated.

The users of the NETIS at the local level are the primary implementers of ECCD programs and services at the LGU, the Child Development Teacher (CDT) and City/Municipal Social Welfare and Development Officer (C/MSWDO) or a focal person or representative authorized by the MSWDO to use the system in his or her behalf. The main role of the CDT is to encode the ECCD data gathered from the mapping of the community whereas the C/MSWDO's main role is to validate the encoded data to ensure that the information being entered are credible and accurate.

In 2018, the ECCD Council conducted a series of trainings nationwide and reached the Local Government Units or NCDC sites managed by the CDTs. These trainings were conducted for one (1) day and focused on the NETIS' five (5) modules. The Council conducted a brief workshop on computer basics before the start of the training proper to assess the level of proficiency of the users in using the provided IT equipment such as laptop, pocket Wi-Fi, and printer. The training also became a venue for the participants to plan for the better implementation of the NETIS in their area of practice especially for those LGUs that are having difficulty on weak and unstable

cellular network's connectivity.

The ECCD Council reached a total of 567 coming from 315 NCDC Sites/LGUs. Out of 567, 315 were CDTs trainees from Early Childhood Education Program (ECTEP) Batches 1-6 (2014-2018) and Human Resource Development Training on becoming a Child Development Teachers. The remaining 252 were C/MSWDOs trainees from Leading and Managing Integrated ECCD Programs (LMIEP) Batch 6 (2018). Some of the LGUs sent more than one (1) participant to the actual NETIS trainings from 2017-2018, thus not all trained participants will administer the NETIS, only the CDTs and C/MSWDOs or his/her authorized user that recognized by the ECCD Council are allowed to access the Information System.



Participants during the conduct of NETIS training in NCDC, Victoria, Laguna (top) and Session Hall, Bato Camarines Sur (bottom)

Table 1: 2018 NETIS TRAINING

CLUSTER NO.	DATE	VENUE	NO. OF ATTENDEES	
			NO. OF CDTs	NO. OF C/MSWDOs/ AUTHORIZED USER/ REPRESENTATIVE
1	March 19-20, 2018	Chalet Hotel, Baguio City (LMIEP)		50
2	May 16, 2018	Municipal Hall, Victoria, Laguna	5	10
3	May 24, 2018	Municipal Hall, Lobo, Batangas	4	4
4	May 31, 2018	Municipal Hall Piat, Cagayan	3	5
5	May 31, 2018	Municipal Hall, Bato, Camarines Sur	4	5
6	June 7, 2018	Hotel Elizabeth, Baguio City (LMIEP)		51
7	June 14, 2018	NCDC, Solsona, Ilocos Norte	4	6
8	June 22, 2018	Municipal Hall, Jose Dalman, Zamboanga del Norte	5	7
9	June 14, 2018	Municipal Hall, La Paz, Tarlac	3	5
10	June 17, 2018	Mariano Marcos State University (MMSU), Laoag City, Ilocos Norte (ECTEP Phase 6-Luzon Cluster)	45	
11	June 24, 2018	Jose Rizal Memorial State University (JRMSU), Dapitan City, Zamboanga del Norte (ECTEP Phase 6-Mindanao Cluster)	67	
12	July 12, 2018	City Hall, Ilagan, Isabela	4	6
13	August 1-2, 2018	St. Medard Hall, SPDRMO, Sorsogon City, Sorsogon (Province of Sorsogon)	24	33
14	August 10, 2018	Senior Citizen Hall, Urdaneta City, Pangasinan	6	5
15	September 7, 2018	City Hall, Masbate, Masbate	4	6
16	September 11, 2018	Municipal Hall, Barbaza, Antique	6	6
17	September 13, 2018	NCDC, Cabatuan, Iloilo	7	12
18	October 4, 2018	Municipal Hall, Pilar, Bohol	3	4

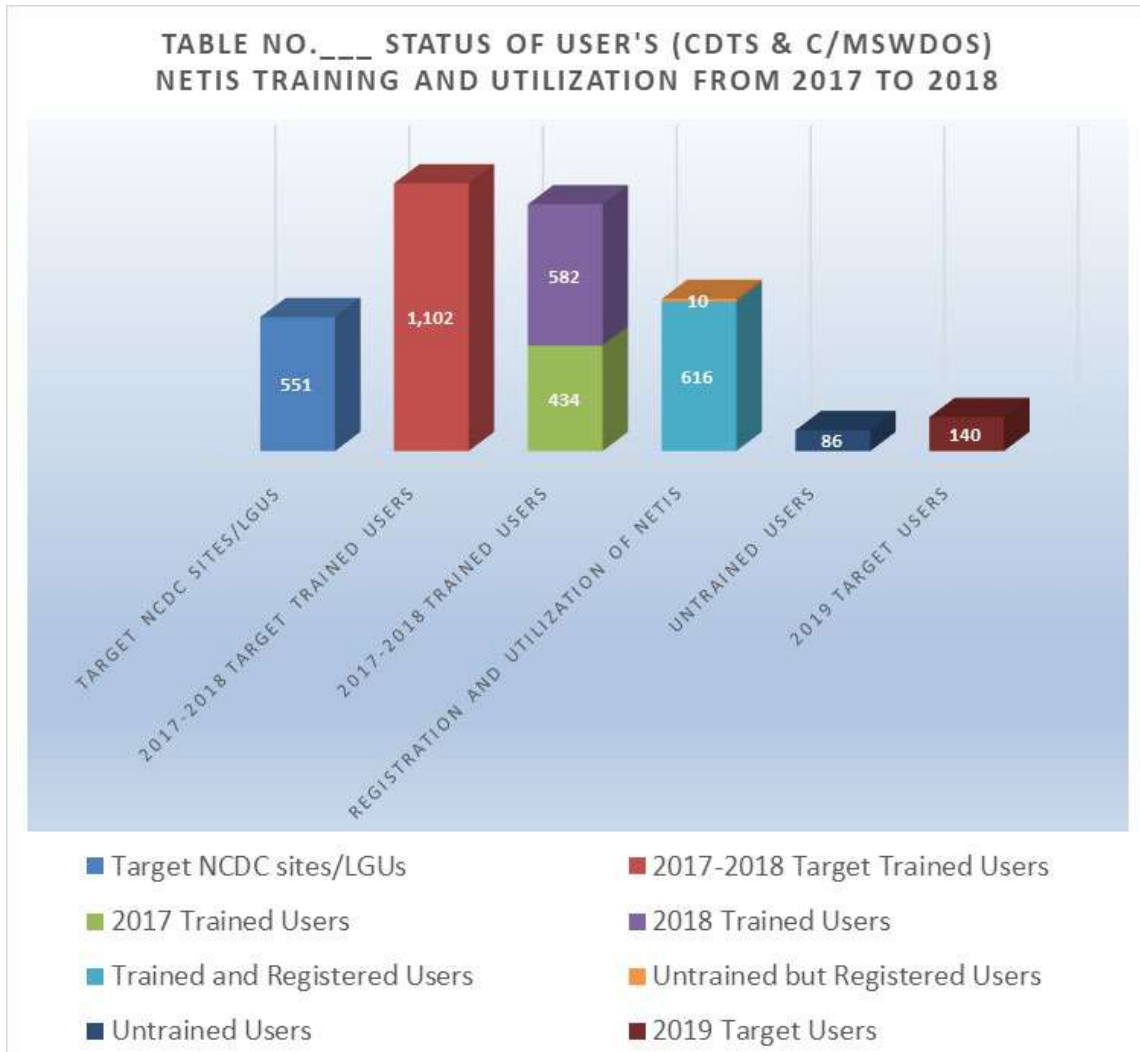
19	October 12, 2018	Municipal Hall, Binalbagan, Negros Occidental	3	5
20	October 12, 2018	Municipal Hall, Bacong, Negros Oriental	4	5
21	November 8, 2018	Municipal Hall, San Miguel, Leyte	3	2
22	November 8, 2018	Municipal Hall, Mahaplag, Leyte	4	5
23	November 12-18, 2018	Makati Palace Hotel, Makati City (Human Resource Development Program)	84	
24	November 21-22, 2018	Dynasty Court Hotel, Cagayan De Oro City, Misamis Oriental	23	20
<b>TOTAL</b>			315	252
<b>GRANDTOTAL</b>			567	



*NETIS training for CDTs in MMSU, Laoag City, Ilocos Norte (right) and JRMSU, Dapitan City, Zamboanga del Norte*

## Cumulative Data on NETIS Training

The total targets for NETIS training are 1,102 CDTs and C/MSWD0s from 551 project sites. In 2017 and 2018, a total of 1,016 (92%) CDTs and C/MSWD0s were trained. Among these, 626 (61.6 %) have registered and are users of NETIS, the others have committed to register and use NETIS in 219 . The remaining 140 (12.7%) CDTs and C/MSWD0s are targeted for training in 2019. Below is the graph that shows the details of these data.



# 2018 FREEDOM OF INFORMATION (FoI)

Freedom of Information (FOI) Program is the Government's response to the call for transparency and full public disclosure of information. FOI allows Filipino citizens to request any information about government transactions and operations, provided that it shall not put into jeopardy – privacy and matters of national security. This was enabled by the Executive Order 2, series of 2016. EO 2 operationalizes the People's Constitutional right to information and it also provides the State polices to full public disclosure and transparency in the public service.

The ICT Unit supervised the implementation of EO 2 and the entire online request that went through the eFOI Portal. Personnel from ICT Unit in coordination with the Administrative Unit served as the Receiving Officer who is in charge of the initial evaluation and the appropriate action to be taken. The FOI manual was also updated. FOI process flow chart, List of Exceptions and FOI Request and Response forms were drafted, approved and posted.

Three (3) requests were posted and processed through the eFOI Portal. All requests were denied because the information requested was not handled, maintained or stored by the agency. The available online resources that can be found in the Council's website and upon request are the following:

- ECCD Council Citizen's Charter
- National Early Learning Curriculum (NELC) and Learning Resource Packages (LRPs)
- Standards and Guidelines for Center-Based Early Childhood Programs for 0 to 4

years old Filipino Children

- Guidelines on the Registration and Granting of Permit and Recognition
- ECCD Checklist
- Republic Act 10410 (EYA)
- Competency Standards for Child Development Teachers (CDTs) and Child Development Workers (CDWs): A Manual
- National Early Learning Framework
- ECCD Council Annual Reports
- Shaping a Sustainable Future: A Compendium of National Child Development Centers in Action
- To See the Many Hands: The ECCD Story
- Train the Trainers in ECCD Session Guides
- Required Documents for the Establishment of National Child Development Center (NCDC)


FOI Report consists of: (1) FOI inventory contains the list of information or materials that are available to the public or upon request; (2) FOI Registry, the list of all the requests submitted to the ECCD Council eFOI page; and (3) Summary of operations was submitted.



# 2018 ECCD COUNCIL WEBSITE

To further improve our presence in the web, the ECCD Council's Website Content and Content Management System (CMS) were updated. Listed below were the updates done to the website:


- Added the Careers tab which now lists all the available positions in the Council
- Updated the About us page
- Updated the transparency page and uploaded the 2015, 2016 and 2017 ECCD Annual Reports



## ECCD Council


Early Childhood Care and Development Council

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**Early Childhood  
Care and  
Development Council**


[@ECCDCouncil](#) [ECCD Council](#)



### National Child Development Center

The National Child Development Center, more commonly known as Bulilit Center is the community-level venue of the implementation of ECCD activities, particularly the Early Learning Program and the Family Support Program Strategies.


[Read More >>](#)



### Induction Program For Child Development Workers

The Induction Program serves as an initial step in keeping the Day Care Workers/Child Development Workers up-to-date on recent developments and global views about early childhood care and development, with emphasis on early learning.

[Read More >>](#)




### Kamp Bulilit

Kamp Bulilit (Camp for Young Kids) is a project that promotes the idea that the first five years of a child's life, called formative years, is the prime time to stimulate the child through play and fun-filled opportunities. This proves to be absolutely critical for the development, performance and success of the child towards a successful adult life.

[Read More >>](#)

### Upcoming Event

[ECCD Facebook Page >>](#)  
[ECCD Yahoo Group >>](#)



**TRANSPARENCY SEAL**

### Recent News


DepED Advisory No. 229, s. 2017 - Early Childhood Educators Congress and Conference on Inclusion of Children with Developmental Delays of the Early Childhood Care and Development Council

<http://www.deped.gov.ph/divisions/>

Department of Education (DepED), Department of Budget and Management (DBM) and Department of Interior and Local Government (DILG) Joint Circular (JC) No. 1, s. 2017

Revised Guidelines on the Use of the Special Education Fund

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## LAY-OUT AND DESIGN OF ADVOCACY MATERIALS

The ICT Unit provided technical support to the Information Education Communication and Advocacy Unit through editing the produced advocacy materials' overall lay-out and design. These advocacy materials come in various formats: documentation or annual/ activity reports, brochures, and institutional giveaways. The following were the produced advocacy/learning material in 2018 in which the ICT Unit have been part of:

1. To See the Many Hands: the ECCD Story;
2. Annual Reports; Planners;
3. Train-the-Trainers in ECCD Session Guides; NCDC,
4. Radyo Bulilit,
5. Kamp Bulilit and Bayanihang Bulilit flyers; and
6. ECCD brochures.



Currently, these advocacy materials have been distributed to the NCDC Sites, partners/stakeholders and NGOs.

# PROCUREMENT OF INFORMATION TECHNOLOGY EQUIPMENT

The ICT Unit, in collaboration with the other units of the Council Secretariat, continued the procurement and delivery of IT equipment such as laptop computers, productivity software, printers and pocket-wifi for CDTs who handles the NCDCs. The pocket-wifi and laptop computers will be their bridge from the field to the national office, the CDTs can use it to access NCDC Enrollment Tracking and Information System (NETIS) to provide their community ECCD data so that the ECCD Council can have a baseline data for the purpose of research and development, furthermore to provide enhancement, innovative ECCD programs and services to the cities and municipalities with NCDCs.

- Bid Opening – June 21, 2018
- Notice of Post - Qualification – July 24, 2018
- Notice of Award – August 7, 2018
- Supplier – Columbia Technologies, Inc.

The deliveries to the ECCD Council's Office is shown below.

Table 2. 2018 Deliveries of the NCDC Computerization Project

NCDC Computerization Project	Targets	Delivered
Laptops w/ bag bundled with Printers	100	100
Productivity Software (MS Office)	100	100
Mobile Wifi	100	100

Table 3. Delivered to NCDC Recipients (Total of 78 Units sets)

Luzon (47 Unit sets)			Visayas (5 Unit sets)	
Province	City/Municipality		Province	City/Municipality
Metro Manila	Muntinlupa City		Antique	Sebaste
Abra	Villaviciosa		Negros Occidental	Cauayan
Ilocos Norte	Bangui		Bohol	Tubigon
Ilocos Sur	Burgos		Biliran	Cabucgayan
Ilocos Sur	Gregorio del Pilar			
Ilocos Sur	Nagbukel		Eastern Samar	Guiuan
Ilocos Sur	Salcedo			
Ilocos Sur	Santa Cruz			
Ilocos Sur	Sinait			
Pangasinan	Agno		5	
Province	City/Municipality		Mindanao (26 Unit sets)	
Pangasinan	Anda			
Pangasinan	Burgos	Province	City/Municipality	

Pangasinan	Pozorrubio	Leyte Leyte	Leyte	Bato
			La Paz	
			Hindang	
		Leyte	Merida	
		Leyte	San Miguel	
		Southern Leyte	Hinunangan	
Cagayan	Sanchez Mira		Southern Leyte	Liloan
		Southern Leyte	Pintuyan	
Isabela	Mallig			
Isabela	Naguilian		Southern Leyte	Saint Bernard
Isabela	Quezon		Southern Leyte	Tomas Oppus
Quirino	Aglipay			
Bulacan	Bulacan		Zamboanga Del Norte	La Libertad
		Zamboanga Del Norte	Polanco	
Bulacan	Guiguinto		Zamboanga Del Norte	Rizal
Bulacan	San Jose Del Monte City		Zamboanga Del Sur	Pitogo
Nueva Ecija	Palayan City		Zamboanga Sibugay	Kabasalan
Nueva Ecija	Zaragoza			
Pampanga	Bacolor		Zamboanga Sibugay	Payao
Tarlac	Capas		Bukidnon	Cabanglasan
Tarlac	Victoria		Bukidnon	Quezon
Batangas	San Nicolas		Bukidnon	Talakag
Laguna	Biñan City		Misamis Oriental	Initao
Laguna	Kalayaan		Misamis Oriental	Opol
Laguna	Majayjay		Compostela Valley	Maragusan
Quezon	Macalelon		Compostela Valley	Monkayo
Rizal	Rodriguez		Compostela Valley	Nabunturan
Occidental Mindoro	Calintaan		Sultan Kudarat	Isulan
Occidental Mindoro	Paluan		Surigao del Norte	Malimono
Occidental Mindoro	San Jose			
Oriental Mindoro	Mansalay			
Oriental Mindoro	Socorro			
Oriental Mindoro	Victoria			
Albay	Bacacay			
Albay	Jovellar			
Albay	Malinao			
Albay	Sto. Domingo			
Albay	Tabaco City			
Albay	Tiwi			
Camarines Sur	San Jose			
Catanduanes	Pandan			

## OTHER ACCOMPLISHMENTS

The ICTU's other accomplishments were mostly related to the Council's day-to-day operation such as: 1) maintenance, troubleshooting and configuration of the Local Area Network, , 2) packaging of information brochures, audio-visual presentations and video packages, 3) registration of the CDTs to the ECCD Council's Yahoo Group and Facebook

Page, 4) technical assistance (I.T. support) during conferences, trainings, summits/congresses and other activities initiated by the ECCD Council Secretariat, and 5) helpdesk/online support on the NETIS to CDTs working in the NCDCs across the country.

## ECCD INFORMATION SYSTEM

The ECCD-IS was developed by DSWD in 2006 with the assistance from UNICEF. It was created to address the existing manual ECCD monitoring and reporting system which is slow, difficult, and prone to errors and inconsistencies.

ECCD-IS is an automated monitoring and reporting system that generates reliable, comprehensive, and timely information on the ECCD Program which are valuable for effective monitoring and evaluation, as well as for social protection program and policy development, plan formulation, standards setting, and service delivery improvement.

Upon full deployment to different provinces from 2009 to 2011, it was expected that the ECCD-IS would be fully utilized by all the LGUs, replacing the existing manual reporting on day care services and the entire ECCD Program. As of 09 January 2019, the utilization rate of LGUs is about 75%. It refers to the average rate of profiles uploaded by the LGUs on facility, service provider and child enrolled in these facilities.

The 2018 accomplishments based on ECCD-IS information are shown in the table below.

Table 4. DSWD's 2018 ECCD-IS

Accomplishments based on ECCD-IS	Children Profile		
	Indicators	Male	Female
1. Number of children enrolled in ECCD Facility (accumulated)		390,995	391,238
2. Number of Pantawid Pamilya children completed ECCD education thru center-based facility disaggregated by sex for SY 2017-2018		1,534	1,596
3. Number of Pantawid Pamilya children completed ECCD education thru community-based facility disaggregated by sex for SY 2017-2018		2	2
4. Number of Pantawid Pamilya children [3-4 years old ] completed ECCD education thru center-based facility disaggregated by sex for SY 2017-2018		1,068	1,172
5. Number of Pantawid Pamilya children [5 years old and above] completed ECCD education thru center-based facility disaggregated by sex for SY 2017-2018		466	424
6. Number of Pantawid Pamilya children [3-4 years old ] completed ECCD education thru community-based facility disaggregated by sex for SY 2017-2018		1	1

7. Number of Pantawid Pamilya children [5 years old and above ] completed ECCD education thru community-based facility disaggregated by sex for SY 2017-2018	1	1
8. Number of Pantawid Pamilya children with disability completed ECCD education thru center-based and community-based facility disaggregated by sex for SY 2017-2018 [speech, visual and orthopedic impairment]	4	
ECCD Facility		
1. Number of Day Care Center	43,480	
2. Number of Child-Minding Center	112	
Inclusion of SFP and WASH data requirement in the ECCD Information System.	Inclusion of SFP and WASH data requirement in the ECCD Information System.	
4. Number of Family Day Care	319	
5. Number of Accredited Facility	26,348	
6. Number of Facility with No Accreditation	18,395	
ECCD Service Provider	Male	Female
1. Number of Active Service Provider by Sex	952	41,853
2. Number of Not Active Service Provider by Sex	69	1,699
3. Number of Accredited Service Provider	30,881	
4. Number of Service Provider with No Accreditation	13,673	

## Enhancement of the ECCD Information System

The DSWD is on the process of finalizing the enhanced ECCD-IS that will capture the data requirements or variables of Supplementary Feeding Program (SFP) and Water, Sanitation and Health (WASH). For 2018, the inclusion of SFP and WASH data requirement in the ECCD Information System was completed. The enhanced system will be rolled-out to the Local Government Units particularly the Local Social Welfare and Development Office (LSWDOs) to be used as monitoring tool by 2019.



# INFORMATION EDUCATION COMMUNICATION AND ADVOCACY (IECA)

As the government agency handling programs and policies for children aged 0-4, the Council is the lead advocate of Early Childhood Care and Development (ECCD) in the country. With Advocacy and Social Mobilization (ASM) activities that aim to communicate and educate all stakeholders about the importance of ECCD, the 2018 ASM programs generated awareness, interest, and understanding for the importance of nurturing young children through developmentally appropriate experiences.





## 2018 COMMUNITY-BASED EARLY YEARS FAIR



The 2018 Early Years Fair is joint program developed and implemented by the National Child Development Center (NCDC) Unit and the Information, Education, Communication, and Advocacy (IECA) Unit. It is a one-day activity launched to strengthen the alliance between the Early Childhood Care and Development (ECCD) Council and its existing Local Government Units (LGUs)-partners, in implementing and sustaining quality ECCD programs and services in their respective cities/municipalities. With the theme, “Inter-Sectoral Dialogue on Shared Vision and Action for Quality ECCD,” it is designed to be a platform for champion LGUs to share experiences and best practices on child development and early learning, in order to inspire their constituents to replicate their initiatives and/or pave the way in creating new ones.

The Fair also helped in stimulating the Council’s advocacy activities that aid to further promote the importance of early childhood care and development in communities with national child development centers (NCDCs). Such activities include Kamp Bulilit and Bayanihang Bulilit.

Kamp Bulilit is a one-day parent and child camp that serves as a launchpad for NCDCs to advocate for proper ECCD in their community. It orients the families and communities on ECCD programs and services and helps encourage early registration in the respective development centers. Through an open house stakeholders are acquainted with and get to understand learning activities that enhance children’s development, it also serves as a venue for planning community activities during the Bayanihang Bulilit events.

Bayanihang Bulilit is a one-day event that captures the BAYANIHAN spirit by gathering people in the community to help in refurbishing their National Child Development Centers. During the event, stakeholders and partners also provide ECCD services such as conducting initial height and weight measurement, providing vitamin supplements, conducting medical missions, and even organizing book and toy drives for different centers in the community. The Council has developed the event in order for the whole community to be involved in ECCD efforts and understand its importance.

To further help in disseminating information about the activities, such as its objectives and suggested program of activities, each participant was given a three-fold brochure that can help in guiding them once they start planning the implementation of the activities in their communities.

The Early Years Fair also featured the launch of The ECCD Story, a publication project that started during the last quarter of 2017 that chronicles the best practices of twelve (12) LGUs in managing child development centers. The mayors who attended the Fair were given a physical copy of the book and a copy will also be uploaded by the council during the first quarter of 2019.



The Fair was held in four regional clusters to effectively target the cities and municipalities within the Regions in South Luzon, North and Central Luzon, Visayas, and Mindanao.

Table 1. Date and Venue of all Early Years Fair Clusters

Regional Cluster	Regions Covered	Date	Venue
South Luzon	Regions IVA, IVB, V, NCR	August 30, 2018	Chardonnay by Astoria, Capt. Javier St., Pasig City
North and Central Luzon	Regions I, II, III, CAR	September 27, 2018	The Heroes Hall, Lazatin Blvd., San Fernando City, Pampanga
Visayas	Regions VI, VII, VIII	October 26, 2018	Iloilo Convention Center, Megaworld Blvd., Mandurriao, Iloilo City
Mindanao	Regions IX, X, XI, XII	November 27, 2018	The Ritz Hotel at Garden Oases, Porras St. corner Villamor St., Obrero, Davao City

Each regional cluster was also made possible through the help of lead conveners from partner LGUs. These LGUs provided extra manpower in managing guests, performers for intermission numbers, and providing a conducive venue for the participants.

Table 2. Lead Conveners from Partner LGUs

Regional Cluster	Lead Convener
South Luzon	Municipality of Cainta, Rizal
North and Central Luzon	City of San Fernando, Pampanga
Visayas	Municipality of Cabatuan, Iloilo
Mindanao	City of Davao, Davao Del Sur

## Participants and LGUs Reached

It was attended by a total of 925 participants comprised of local officials and workers such as Governors, Mayors, City/Municipality Social Welfare and Development Officers, Barangay Captains, and Child Development Teachers from 316 Local Government Units (LGUs).

Based from the target of 240 participants per cluster, or 960 target participants, the event was able to reach around 96.5% of its total target. Based on the chart below, it can be seen that the South Luzon and Mindanao clusters were able to exceed its target, the North and Central Luzon cluster was able to meet its target, while the Visayas cluster was not able to meet its number of expected target of participants.

On the other hand, based from the target of 80 LGUs per cluster, or 320 target LGUs, the event was able to reach 99% of its total target. The breakdown of the LGUs that were able to attend can be seen in the chart below, and it can be seen that the Mindanao cluster was able to meet, and even exceed its targeted number of LGUs, while the other clusters did not.

The participant and LGU turnout was significantly high. Though some clusters were not able to meet its expected number of targets, the Council has identified that this occurrence can be prevented in future events by sending invitations earlier and following up LGUs via phone calls.

## Media Component

### *Broadsheet Announcement*

There were a total of four announcements advertised in The Philippine Star a week before the start of each event. The announcement included the date of the event and an invitation for the public to watch its coverage via livestreaming in a social media platform, specifically Facebook.



Given this strategy, there were a few people who called the ECCD Council office to ask if they can personally attend the Fair. It must then be noted that for events that are not open to the public, post event press releases should be done instead. One such example is the press release that was written by The Philippine Star on September 20, 2018. Further, invitations to watch the coverage via Facebook should be limited online.

### *Facebook Live*

With regard to the coverage of the event, all the clusters were posted online via Facebook Live, except for the Visayas cluster since there was no Internet connection in the venue. Based from the table below, it can be seen that the South Luzon cluster was the one with the most number of reach, engagement, and views. This can be attributed to the factor that it was the one with the least amount of cuts because the venue had a dedicated Internet connection.

It must also be noted that the Visayas cluster's Livestream was replaced by the Council by posting two video presentations, that of Dr. Teresita G. Inciong and Mr. Romel J. Isip, a few days after the event. Both videos had a total of 4,700 and 684 views respectively. Given these results, it can be concluded that there are specific content that can be posted after an event, and not specifically live, as long as it is interesting and engaging for the viewers.

As the Fair came to a conclusion, some of the factors that need to be considered for future events are the following: training of Council personnel on video coverage and editing for post-event highlights; then eventually investing in equipment for livestreaming, training of Council personnel on short courses about advocacy and communication; using equipment such as switchboards; and assuring that venues have a stable and strong Internet connection.

Table 3. Audience Reach and Engagement of the Facebook Livestreams

Regional Cluster	No. of People Reached	No. of People Engaged	No. of People who Viewed
South Luzon	16,028	2,223	4,761
North and Central Luzon	13,734	1,556	2,896
Visayas	N/A	N/A	N/A
Mindanao	7,431	855	1,759

# RADYO BULILIT



*Radio Bulilit* is a radio show produced by the Early Childhood Care and Development Council in partnership with the Bureau of Broadcast Services, an agency under the Presidential Communications Operations Office. It was produced to further enrich the information dissemination of the ECCD Council through the use of the broadcast media, primarily radio. Its target audiences are parents, families, and young learners; policy makers and community leaders; non-government organizations; people from the academe; ECCD service providers; and ECCD Council personnel and staff, consultants and resource persons.

The specific objectives of *Radio Bulilit* are the following:

1. To widen the reach of information on ECCD on a nationwide scale;
2. To provide the target audience of Radio Bulilit, a deeper understanding of ECCD, including programs and services of the ECCD Council in the areas of health, nutrition, social services development and early learning for the general public;
3. To disseminate relevant and recent news and events related to ECCD with easy access;
4. To update the knowledge of parents on the developmental needs and developmentally appropriate practices for children;
5. To generate "on-the-air" information that the audience would like the radio program to address as well as gather feedback, comments, and suggestions on ECCD; and
6. To help heighten the knowledge of policy makers and community leaders on ECCD in order to gain stronger support to ECCD services.

Thus, the radio show was utilized to serve as a platform for the national leadership, local government units, and the general public to deepen their understanding of ECCD, including programs and services of the ECCD Council. It is also an avenue in which relevant and recent news and events related to ECCD are disseminated. As for parents and ECCD service providers, the program gave them the opportunity to update their knowledge on the developmental needs and developmentally appropriate practices for children and through this knowledge, services for younger children can be further improved. Most importantly, the radio show also calls for a stronger support of ECCD from policy makers and community leaders.

## Format and Segments

Radio Bulilit is aired every Saturday via Radyo Pilipinas 738 AM station and its regional stations in Tuguegarao, Cebu and Davao. Additionally, it is aired in 13 other Radyo Pilipinas provincial stations, making a total of 17 carrying stations all over the country. Since its first broadcast on June 2, 2018, the program has reached thousands of radio listeners and livestream viewers nationwide.

The show is aired every live from 1:00-1:30 P.M. and is simultaneously posted via Facebook Live in the Radyo Pilipinas and ECCD Council Facebook accounts. Aside from the radio show, Facebook live offers the viewers a video format that includes photos and other visual aids for audience engagement and interest. It also has two segments, specifically:

1. Lead feature – The segment features national/ international ECCD developments – latest trends, issues, events, and researches related to and other items of national significance. It provided insights and perspectives on various ECCD topics considered to be of national significance. The guests that were invited are ECCD resource persons/specialists and other professionals who are recognized in the topics; and

2. Kwentong Bulilit – The segment focuses on the community – its initiatives and innovative efforts to promote ECCD. Guests also include LGUs, partners, stakeholders, and family members who discussed their experiences at the community level. The segment also included, but was not limited to sharing of facts, details, and pieces of information that the audience may find interesting about the topic for that episode. It is also dependent on the topic of the episode being aired. If there are two guests, or questions need

For 2018, 30 episodes were aired with topics that revolved around the programs and services of the ECCD Council and other agencies; and topics on children's physical health, well-being and motor development, social-emotional development, character and values development, cognitive/Intellectual development, language development, and creative and aesthetic development.

Table 4. Resource Guests of Radyo Bulilit in 2018

Episode No.	Date	Topic	Resource Guest/s
1	June 2	Maiden Broadcast: ECCD 101	Dr. Teresita G. Inciong
2	June 9	ECCDC Flagship Program: National Child Development Center (NCDC)	Mr. Rommel J. Isip and Engr. Chris T. Isagan
3	June 16	ECCD Initiatives of Malabon City	Hon. Mayor Antolin A. Oreta, Ms. Patria Agcaoili, and Mr. Aldrin C. Ferrer
4	June 23	ECCD Initiatives of Muntinlupa City	Ms. Evangeline Go
5	June 30	Learning Styles	Dr. Maria Rita Lucas
6	July 7	Brain Development	Dr. Betty Dy-Mancao
7	July 14	ECCD Initiatives of San Fernando City	Hon. Mayor Edwin C. Santiago, Ms. Aileen C. Villanueva, and Ms. Alicia C. Dungca
8	July 21	Progressivism	Ms. Barbie Dumlao
9	July 28	National Early Learning Framework, National Early Learning Curriculum, Developmentally Appropriate Practices	Ms. Barbie Dumlao
		Planning and Implementing ECCD Activities	Ms. Marivic Gabriel
10	August 4	Pre-Kinder 1 Program	Ms. Katrina Libron
11	August 11	Pre-Kinder 2 Program	Ms. Micah Del Mundo
12	August 18	Infant and Toddler Education Development (ITED) Program	Ms. Nicole Reyes
13	August 25	Assessment in Early Childhood Education	Mr. Edwin Taleon

14	September 1	System for Early Identification, Prevention, and Referral of Children with Special Needs  Parent's Experience with Child with Special Needs	Mr. Wilson Diola  Ms. Remylen Malaquilla
15	September 8	Family Support Program	Mr. Karl Sabalza
16	September 22	Teacher Education Program	Dr. Yolanda S. Quijano
17	September 29	Post-Training Testimonials	Ms. Mila Espanola and Ms. Ana Cathrina Andres
18	October 6	ECCD Programs of World Vision	Mr. Geomel Jetonzio
19	October 13	Parenting in the World of Technology	Ms. Dannah Ong and Mr. Erickson Maclid
20	October 20	Diverse Learners	Dr. Teresita G. Inciong
21	October 27	Childfund's ECD-IP Program	Ms. Marlene Floresca
22	November 3	ECCD Programs of UNICEF	Ms. Cecile Arcadio
23	November 10	ECCD Programs of Save the Children	Ms. Joy Sampang
24	November 17	ECCD Initiatives of Cainta, Rizal	Hon. Mayor Johnielle Keith Nieto
25	November 24	Private ECCD Practitioner	Ms. Emmy Garon
26	December 1	Healthy Children for Christmas	Dr. Anthony Calibo
27	December 8	Museo Pambata: Child Friendly Place for Family Activities	Ms. Noreen Parafina
28	December 15	Developmentally Appropriate Gifts for Christmas Gifts	Ms. Tanya Velasco
29	December 21	Kythe Foundation: Pasko Para sa mga Bata sa Ospital	Ms. Fatima Garcia-Lorenzo
30	December 29	Radyo Bulilit 2018 Recap	-

## Online Viewer Engagement



*Radyo Bulilit's Christmas Episode with Kythe Foundation's Executive Director*

Using Facebook's Audience Insight Platform, the ECCD Council was able to track the number of audiences reached by the Facebook Live Videos that was posted in the ECCD Council Facebook Page and its total number of engagement. Audience Reach is the number of times a video is displayed and has been seen by an audience. On the other hand, Audience Engagement is the total number of times wherein an audience was able to perform actions such as liking, commenting, and sharing.

The total number of people reached by the Facebook Live Videos were 188,087. The least number of people reached was 110 which was during the 2<sup>nd</sup> episode aired on June 9, 2018 - but it must be noted that the video was only shared by the Council on its Facebook page on July 26, 2018. This is because live cross posts from the Facebook Page of Radyo Pilipinas-1 only started during the 10<sup>th</sup> episode which was aired on August 4, 2018. Meanwhile, the most number of people reached, which had a total of 28,900, was the 29<sup>th</sup> episode which was aired on December 21, 2018 and is also the Christmas special.

When it comes to audience engagement, the total number of actions done were 8,728 which means that out of the 188,087 number of people reached, 4.6% were able to like, comment, and share the videos posted. The least number of engagement reached was the 6<sup>th</sup>

episode aired on July 7, 2019 while the most number of engagement reached was the 29<sup>th</sup> episode aired on December 21, 2018.

The Council was also only able to boost 9 out of the 30 posts and their performance were significantly higher than the ones that were not boosted. Boosted episodes are the ones that were turned into advertisements so that the Council can specifically target people who are not a part of the ECCD Council Facebook page. Specifically, the audiences chosen were new parents, families with preschool children, preschool teachers, government agencies, and non-government organizations. These ads or boosted posts runs for two to five days, usually around Monday-Friday, and a set budget is allocated for its implementation.

In conclusion, it must be noted that the number of reach and engagement are dependent on the following factors: 1.) the time of posting must be done during the live streaming because cross posts performed better than the ones posted after the original date of airing, 2.) boosting posts perform better than organic ones, this is because Facebook is able to reach and target a wider, yet specific, set of audiences. Thus, for the remaining episodes in 2019, it is highly recommended to boost all remaining episodes.

## Formative Evaluation



*Focus Group Discussion in Antipolo City, Rizal*

In November and December 2018, a formative evaluation of Radyo Bulilit was conducted in order to seek the audience perception and gather data regarding the comments and suggestions of audiences with regard to future topics and other advocacy campaigns that they would want the Council to organize in the coming years. The approved evaluation has two phases, the first one phase was gathering data needed for the evaluation of the radio format, while the second phase was the analysis of all the data gathered.

During the first phase, survey forms were distributed and gathered, and focus group discussions were facilitated in five areas: 1.) Antipolo City, Rizal, 2.) Consolacion, Cebu, 3.) Santiago City, Isabela, 4.) Tagum City, Davao Del Norte, and 5.) Malabon City, Metro Manila.

**Table 5. Timeline of Data Gathering**

Date	Activity
October 16-31	Distributed Formal Letters and Survey Forms to City/Municipal Mayors and City/Municipal Social Welfare and Development Officers
November 5-9	Finalized Schedule with the LGUs
November 12	Collected of Survey Forms and Focus Group Discussion in NCDC - Antipolo, Rizal
November 14-15	Collected of Survey Forms and Facilitation of Focus Group Discussion in NCDC - Consolacion, Cebu
November 22-23	Collected of Survey Forms and Facilitation of Focus Group Discussion in NCDC - Santiago City, Isabela
November 28-29	Collected of Survey Forms and Facilitation of Focus Group Discussion in NCDC - Tagum City, Davao Del Norte
December 4	Collected of Survey Forms and Facilitation of Focus Group Discussion in NCDC - Santiago City, Isabela

When all the data for the focus group discussions were collected, some of the activities for the second phase of the Formative Evaluation was conducted.

For the conduct of the analysis, the Council hired two project-based personnel, Ms. Bianca Chia Santos was the one assigned to transcribe all the voice recordings collected from the focus group discussions while Mr. Felix June De Silva was assigned to be the Research Assistant who was assigned to tabulate the data of the survey questionnaires, assist in analyzing the transcribed data gathered from the focus group discussions, and assist in writing the written report.

Some of the challenges that were encountered during the evaluation are the last minute changes in the schedule because of its conflict with the schedule of other events; and hiring of additional personnel also

became a challenge because the facilitators also needed to attend to various events and activities and were always out of the office. These challenges can be addressed in the future by assuring that events will not overlap with each other in order for proper scheduling and processing of papers. Moreover, additional manpower can also be requested in order for the facilitators to attend to multiple events while paperwork are still being processed in the office.

Since the evaluation started during the last quarter of the year, the Council was not able to finish the second phase of the evaluation. The written report and the recommendations for the Radio Program will be completed and submitted during the month of January 2019. This will give the Council ample time in assuring that all the data gathered will be analyzed properly so as to be able to submit high quality recommendations.

Table 6. Timeline of Data Analysis

Date	Activity
December 7, 2018	Submitted Voice Recordings of the Focus Group Discussions to the Transcriber
December 18, 2018	Submit the Survey Questionnaires to the Research Assistant for Tabulation
December 21, 2018	Transcriber Submitted the Transcribed Focus Group Discussions in all Five Locations to the Council
December 22, 2018	The Council Submitted the Transcribed Focus Group Discussions to the Research Assistant for Initial Analysis

## ADVOCACY VIDEO PACKAGE



*Shooting of the Marketing Video*

As a part of innovating its advocacy campaign strategies, the ECCD Council has produced an Advocacy Video Package that aims to promote the importance of early childhood care and development on a nationwide scale. This strategy was chosen because visual media is a strategic tool that can create understanding, change, and appreciation of ECCD. The videos will be used to deliver information about ECCD programs and services to its various clients and beneficiaries. In addition, it will promote the importance of the child's formative years, highlighting the impact of quality ECCD programs to Filipino children.

Upon planning and considering the needs of the Council and its stakeholders, the videos produced were categorized into three, namely: Marketing Videos, Instructional Videos, and an Animated Video Primer.

### Marketing Video

The Marketing Video is a seven to ten minute video that features the salient features of the ECCD Council's mandate. It will serve as a call to action video that will help its viewers realize the importance of investing in ECCD initiatives. The video featured

actor/host Mr. Robert Marion "Robi" Domingo who discussed the Council's history and its function as an agency; Mr. Rommel J. Isip, head of the ECCD Council's NCDC Project and Finance Unit, who talked about the flagship program of the Council which is the National Child Development Center; and Dr. Teresita G. Inciong, ECCD Council's Executive Director, who then talked about the three-pronged approach in implementing the agency's programs and services, and the roadmap of their future implementation.

As part of the video package, the Marketing Video will also have a thirty second teaser video that will be used for posting in the Council's social media accounts. Both videos will be launched during the first quarter of 2019 and will serve as the start-up video for the Council's social media campaign. Most importantly, these videos are also envisioned to call for a stronger support for ECCD programs and services from policy makers, local chief executives, and service providers.

## Instructional Videos



*Shooting of the Instructional Videos at the NCDC in Lingayen, Pangasinan*

The Advocacy Video Package also includes four Instructional Videos that features the Infant and Toddler Early Development (ITED) Program, Pre-Kinder 1, Pre-Kinder 2, and the ECCD Checklist. These are aimed to be disseminated during the programs and activities of the Programs and Policies Unit of the ECCD Council. Lastly, the videos were created in order to give its target audience – Child Development Teachers, Child Development Workers, Local Government Officials, and Parents – a deeper and clearer understanding of the learning programs in the National Child Development Centers and Child Development Centers.

**Table 7. Hosts of the Instructional Videos**

Name of Host	Video Assigned
Ms. Ma. Katrina M. Libron	ECCD Checklist
Ms. Andrea Nicole R. Reyes	Infant and Toddler Early Development Program
Ms. Khara Katherine O. Uy	Pre-Kinder 1
Ms. Frances Therese Barcenilla	Pre-Kinder 2

## Animated Video Primer

The Animated Video Primer is a three minute video that gives a short but clear explanation of the ECCD Council's mandate and the programs that the agency implements. Compared to the Marketing Videos, this video does not have a call to action. Its main purpose is to explain and define the ECCD Council is and what it does in order to improve the lives of Filipino children.



*Figure 3. Screen Shot of the Animated Video*

## Production

The production company that met the criteria given by the Council was Times Studio Corporation. They are comprised of experienced professionals from the film and production industry. Before the production of the videos were conducted, pre-production meetings with the production team were conducted together with the following personnel from the Council: Dr. Zenaida T. Domingo, Ms. Dannah R. Ong, Ms. Nicole Andrea R. Reyes, and Ms. Micah Denise S. Del Mundo. These meetings laid out the plans for the story structure, creative treatment, and the production/taping schedule.

As of writing, the post production of the videos have not yet come to a close and further revisions are still being done. The targeted month of completion is January 2019 and the launch of the videos will be planned and conceptualized thereafter.

# EARLY CHILDHOOD CARE AND DEVELOPMENT COUNCIL'S ADVOCACY MATERIALS

Advocacy materials are essential in disseminating various information that are related to programs and services for Early Childhood Care and Education in the Philippines. Being the agency mandated to strengthen a system that raises awareness towards the improvement of the quality of life of children ages 0-4 years old, it is necessary to produce different materials that will help stakeholders, and the general public, understand the importance of supporting ECCD initiatives. In line with this, the Council was able to produce two major publications that can be distributed for information dissemination and advocacy purposes.

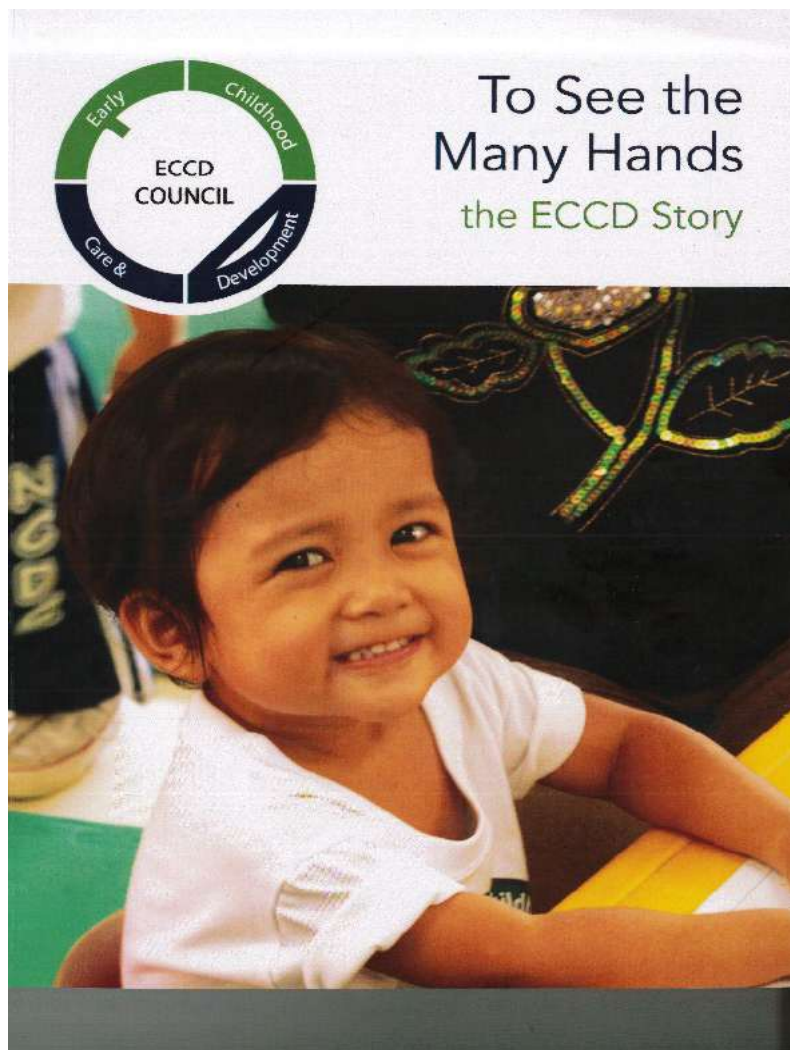
## To See the Many Hands: The Early Childhood Care and Development (ECCD) Story

The Early Childhood Care and Development (ECCD) Story was developed in 2017 and printed in 2018. It features the continuing effort of the Council in expanding the coverage of quality ECCD System in the country. It features the best practices of 12 National Child Development Centers (NCDCs) in Luzon, Visayas, and Mindanao. The stories included in the book highlights various delivery modes of the ECCD programs and services in their communities.

Table 8. NCDCs Featured in the ECCD Story

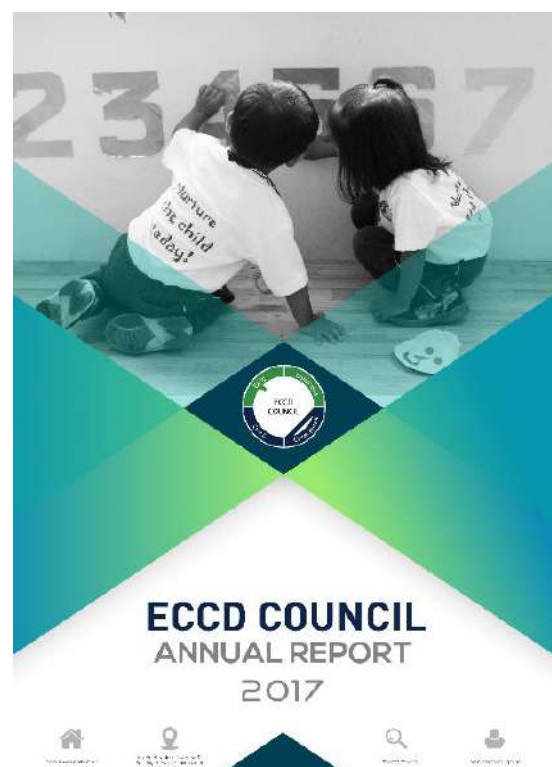
Best Practices	Locations
<i>Integration of ECCD within the Vision of the LGU</i>	Cabatuan, Iloilo San Fernando City, Pampanga
<i>Convergence of ECCD with Other Social Services</i>	Panay, Capiz Alabel, Sarangani Mankayan, Benguet Batangas City, Batangas
<i>Job Security for Child Development Teachers and Child Development Workers</i>	Vigan City, Ilocos Sur Malabon City, Metro Manila
<i>Systematic Echoing of ECCD Training by Child Development Teachers and Child Development Workers</i>	San Fernando City, Pampanga Batangas City, Batangas Mankayan, Benguet
<i>Direct Application of ECCD Training and Curriculum by Child Development Teachers and Child Development Workers</i>	Kalibo, Aklan Sorsogon City, Sorsogon
<i>Culture and Context Specific Teaching</i>	Vigan City, Ilocos Sur Impasugong, Bukidnon Mankayan, Benguet
<i>An Alternative Model for Establishing the NCDC</i>	Mati City, Davao Oriental
<i>Parent Participation and Enrichment in the Child Development Centers</i>	Malabon City, Metro Manila Mankayan, Benguet

The Council has produced 500 printed copies and most copies have been given to the mayors who attended the 2018 Early Years Fair. An online copy will also be uploaded by the year 2019 in line with the re-launch of the newly improved ECCD Council website so that more people can access the inspiring stories that the book featured.



## 2017 Annual Report

In cooperation with all the units of the Early Childhood Care and Development Council office, 100 copies of the 2017 Annual Report was printed during the 1st quarter of 2018. The publication includes the 2017 highlights and accomplishments specifically on the following programs and initiatives: Quality Standards for ECCD, Human Resource Development Programs, Information Education Communication and Advocacy Programs, Information and Communication Technology Programs, Researches, Inter-Agency Collaboration, Administrative and Finance Programs, plus the agency's Challenges and Prospects.



## SOCIAL MEDIA TRAINING

On November 5, 2018, the ECCD Council conducted a Social Media Training for its personnel to equip them in utilizing Facebook as a tool to effectively advocate for proper Early Childhood Care and Development. Initiated by the Information, Education, Communication, and Advocacy (IECA) Unit, personnel from the National Child Development Center (NCDC) Unit, Programs and Policies Unit, and Information, Communication, and Technology Unit were present in the training.

The first part of the training was a brief introduction of the importance of advocacy in line with ECCD. Facilitated by Ms. Dannah Ong, Program Development Officer of IECA, she discussed the different types of advocacies, how it is different (and also similar) to lobbying and campaigning, and how advocacy campaigns should be prepared. She also emphasized that the messages that the Council creates should be EPIC – Engage the Audience, State the Problem, Inform Others about Potential Solutions, and Call to Action. The facilitator also included two activities where the participants were asked to write down the function of their unit, and think of programs and activities that their unit wants to advocate for, in a clear and concise manner.

For the second part of the training, Mr. Billie Bautista, a Social Media Specialist, was invited to share his expertise in utilizing social media for advocacy campaigns. He started his talk by sharing the current landscape of the Philippines when it comes to utilizing social media platforms. He shared that the Philippines currently has 67 million social media users, and that it is the Social Media Capital of the world. Aside from that, it was also emphasized that Filipinos spend an average of nine (9) hours browsing the Internet compared to three (3) hours of average daily TV viewing.

He then moved his discussion to Facebook – the most popular social media platform in the country. The most salient parts of his discussion are the following:

- 67 million users utilize the platform on a daily basis
- The most active users of the platform are people whose ages are 18-34 years old
- Difference between organic and sponsored posts
- Different types of Facebook posts
- Key Facebook metrics – Reach vs Engagement
- Facebook algorithm
- Choosing posts that add value to the lives of audiences
- How to create an effective social media campaign

Mr. Bautista also included two activities for the participants wherein he asked them to create a Facebook post for their units and then revisiting and editing these posts based on the discussed guidelines on how to effectively engage audiences. The key takeaways from the activity is that audiences are more engaged with content that are visual and short. This is because people now have shorter attention spans and that they usually view the content in their smartphones which have small screens compared to TVs and computers/laptops.

All throughout the training, insights and questions were all addressed by the facilitators. The topics and exchange of ideas were helpful in defining the importance of advocacy work in the Council and how it can be an effective strategy in sustaining ECCD programs and policies for Filipino children. Lastly, it has emphasized how innovations in campaign strategies are needed in order for the Council to spread the awareness on the importance early childhood in a person's life.





A young girl with dark hair, wearing a blue shirt, is focused on painting a colorful abstract artwork on a table. She is using a blue paintbrush to apply paint to a large sheet of paper. The background is blurred, showing other children and a bright, indoor setting.

# ADMINISTRATION AND FINANCE

**A**dministration and finance functions of the ECCD Council continued to be undertaken by two operating units. The Administrative Unit focused on the development and implementation of policies and guidelines on administrative matters and provided technical assistance and support on the operationalization of the administrative services which includes personnel management and development, records and information management, supplies and property management, procurement, transportation and other general services.

The Finance Unit provided direction and control with economical, efficient and effective services relating to the management of financial resources, determination and allocation of budgetary requirements and accounting of the Council's funds.

## PERSONNEL MANAGEMENT AND DEVELOPMENT

Two personnel were appointed to plantilla positions taken from the existing plantilla items. In addition, the Department of Budget and Management has approved the creation of eleven (11) more plantilla positions for the Council Secretariat for filling up on 2019. To complement the existing plantilla-personnel, the ECCD Council reinforced its manpower by engaging the services of forty one (41) personnel through the Contract of Service. The Council also engaged five (5) Consultants of varied expertise to complement the program requirements of the Council.

Administrative and technical support continued to be provided in upgrading the job knowledge and professional skills of the Council's personnel in line with its staff development thrust through various types of capacity-building activities. Various trainings and seminars on different areas of concerns were attended by staff, such as:

1. Workshop on Harmonizing the Training Manuals on Mental Health and Psychosocial Support (Department of Health, January 23-26);
2. Conference on Creativity (Graphika Manila, February 3 – 4);
3. 1<sup>st</sup> and 4<sup>th</sup> PAGBA Quarterly Seminar and Meeting –“ASEAN Integration and Public Financial Management Reforms Towards Sustainable Shared Growth” (Philippine Association for Government Budget Administration, Inc. (PAGBA), February 7-10 and November 20 – 24);
4. Basic Facilitation Training for Flexible Learning Tutors and Facilitators (SEAMEO INNOTECH, February 12);
5. Forum for PS-PhilGEPs and Training on the Use of the revised Procurement compliance and Performance Indicators (APCPI) System (Philippine Government Electronic Procurement System, March 1 and 7);
6. Study on the Situation of Persons with Down Syndrome in the Philippines (NORFIL Foundation, Inc., May 04);
7. National Government Portal (NGP) Scope and Resources Planning (Department of Information and Communications Technology, May 16);
8. 15<sup>th</sup> SEAMEO INNOTECH International Conference “Thriving in the Margins: Inclusive Education Re-imagined (SEAMEO INNOTECH, March 6-8);
9. 2018 United Architects of the Philippines 44<sup>th</sup> National Convention (United Architects of the Philippines, April 12-14);
10. Survey of Teachers in Pre-primary Education (STEPP) Project Field Trial Training, Sessions 1 & 2 (UNESCO, June 5 and 7);
11. National Consultative Meeting on the Infant and Young Child Feeding (Department of Health, June 14 – 15);
12. Dissemination Forum of the Child Poverty Database (Philippine Statistics Authority, June 25);
13. Research O'clock Forum (Innovations for Poverty Action and Department of Education, July 16);
14. 2018 CSC Public Sector HR Symposium (Civil Service Commission, July 18-20);
15. Public Financial Management (PFM) Forum (Bureau of the Treasury, July 26);
16. Orientation on the Implementation of the Treasury Single Account (TSA) for Government Disbursement, Prescribing the Adoption of the Electronic Modified Disbursement System (Bureau of Treasury, August 15);
17. Formulating and Writing a Recordkeeping Policies and Procedures Handbook (Philippine Records Management Association, Inc., September 10-12);
18. Strategic Performance Management System (SPMS) Training (Civil Service Institute, September 18-20);
19. Theory of Change Workshop (Innovations for Poverty Action, September 24);
20. Basic Photography Workshop (Federation of Philippines Photographers Foundation, October 20, 27, November 10, 17, 24);
21. United Architects of the Philippines (UAP) Joint Area Assembly (United Architects of the Philippines, October 19-20);

22. National Conference on Down Syndrome and Planning Session (NORFIL Foundation, Inc., October 25-27);
23. 44th National Convention and Technical Conference- Integrating Advanced and Digital Technology in Building Infrastructure (Philippine Institute of Civil Engineers, Inc., October 29-31);
24. Early Childhood Care and Development Council Information Systems Strategic Plan (Department of Information and Communications Technology, November 15);
25. 4th PAGBA Quarterly Seminar and Meeting –“ASEAN Integration and Public Financial Management Reforms Towards Sustainable Shared Growth” (Philippine Association for Government Budget Administration, Inc., November 20 – 24);
26. CSI Leadership Series (Civil Service Institute, November 21);
27. Workshop on the Finalization of the System on Early Identification, Prevention, Referral and Intervention of Developmental Delays and Disorders in Early Childhood (UNICEF, November 26-28);
28. Public Sector Productivity Innovation Master Class (Development Academy of the Philippines, November 28);
29. 2nd Conference on the State of Children with Disabilities: Learning Together to Build Inclusive Communities for Children with Disabilities” (National Council on Disability Affairs, December 3);
30. Design Workshop for CSF, ECCDCS and UNICEF (UNICEF, December 6);
31. Digital Education: No Learner Left Behind” (SMART Communications Inc., December 7);
32. Training on Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation (PCW and GAD TWG, December 10 – 12)

## INTERNATIONAL CONFERENCE ATTENDED:

The Administrative Unit also assisted and provided support services in sending ECCD Council staff to various international conferences/seminars including:

1. 2018 Education for Sustainable Development Country Reports Meeting held in Jakarta, Indonesia from May 30, 2018 – June 2, 2018 conducted by UNESCO;
2. Overcoming the Challenges of Early Childhood Education held in Thailand from November 19-30, 2018 conducted by the International Cooperation Agency (TICA) and Israel’s Agency for International Development Cooperation (MASHAV);
3. Second Forum on Balanced and Inclusive Education 2030 held in Mexico City, Mexico from November 20-22, 2018 sponsored Education Relief Foundation (ERF) and Secretariat of Public Education (SEP) of the United Mexican States;
4. Meeting of National Representative and Institutional Members of ARNEC held in Thailand from December 3 – 6, 2018 upon the invitation of ARNEC.

## RECORDS AND INFORMATION MANAGEMENT

The Records Unit continued to implement the records management system particularly on the receipt, maintenance and disposition of records. The system entailed the process of capturing and filing of documents and records to ensure easy access and functionality.

The Council was able to submit the Freedom of Information (FOI) Manual to the Office of the President and was awarded the Certificate of Compliance for being fully-compliant with the requirements set forth by the Inter-Agency Task Force on the Harmonization of National Government Performance Monitoring Information, and Reporting Systems.

## PROCUREMENT/SUPPLY & PROPERTY MANAGEMENT, GENERAL SERVICES

The Annual Procurement Plan for FY 2018 was prepared, updated and submitted to the Department of Budget and Management for compliance of DBM requirements. The Council continued to coordinate and partner with the Philippine International Trading Corporation (PITC) and the Procurement Service of DBM regarding procurement of the supplies, equipment and materials needed by the Council and the National Child Development Centers.

Administrative and logistical assistance were provided to other Units of the Council including reproduction and handling of materials and handouts required for

induction programs and other seminars/workshops to ensure availability of needed documents on time.

Continuing support services were provided to the ECCD Council operating units through the provision and maintenance of office premises, vehicles and equipment. Messengerial and liaison services including mailing of documents were provided to all Units of the Office as well.

## FINANCIAL MANAGEMENT (BUDGET, ACCOUNTING AND CASHIERING)

Budget preparation and consolidation of the FY 2019 budget proposal and final submission to the Department of Budget and Management (DBM) were likewise undertaken by the Finance Unit. Budget hearings/deliberations were attended by the Council officials and staff as called by the DBM, Department of Education, as well as the different Committees of the House of Representatives and the Senate.

Aside from the usual processing of payments to creditors, the Accounting Unit keeps financial records using Revised Chart of Accounts in keeping the agencies books of accounts and preparation of financial statements and related schedules and reports.

On the other hand, the Cashiering Unit continued to provide support services to the Program Unit's projects and activities conducted during the year.

## ECCD COUNCIL'S FINANCIAL HIGHLIGHTS FOR FY 2018

The ECCD Council was appropriated with the total budget of Php 483.417 million for FY 2018. The same amount was released as Special Allotment Release Order (SARO) by the Department of Budget and Management to the ECCD Council for the year. As shown in Figure \_\_\_\_, this budget was broken down as:

- Php 409.694 million automatic appropriations or special account in the general fund for the establishment of NCDCs and conversion of existing day care centers into child development centers sourced from the contributions of Philippine
- Amusement and Gaming Corporation (PAGCOR) in accordance with R. A. No. 10410. This represents 84.75% of the total budget of the Council for FY 2018;
- Php 73.723 million of 15.25% of the total budget comes from the general fund of the General Appropriations Act intended mainly for operations and general administration and support services.

Figure 1. Sources of FY 2018 Budget



In terms of the Status of 2018 ECCDC Funds, the table below shows the obligations incurred amounting to P430.730 million against the appropriations of P 483.417 million. This represents an 89.10%

utilization of funds leaving an unobligated balance of P52.932million. Also shown in the pie chart found below is the comparison of obligations against appropriations.

Table 1. Status of 2018 ECCD Funds (General Fund and Special Account)

Particulars	Amount (Php million)		
	General Fund	Special Account	Total
A. Appropriations/Allotment	73.723	409.694	483.417
B. Obligations Incurred	65.886	364.844	430.730
C. Unobligated Balance as of Dec. 31, 2018	7.837	44.850	52.687

Figure 2. Obligations Incurred Against Total Appropriations

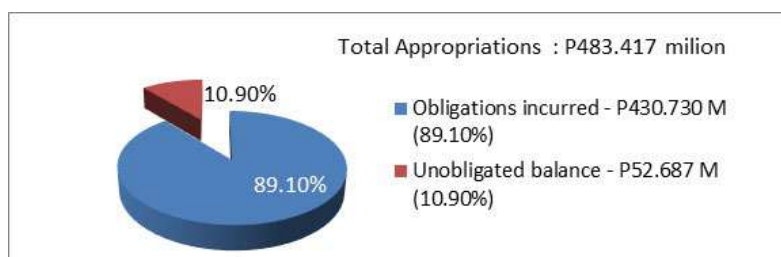
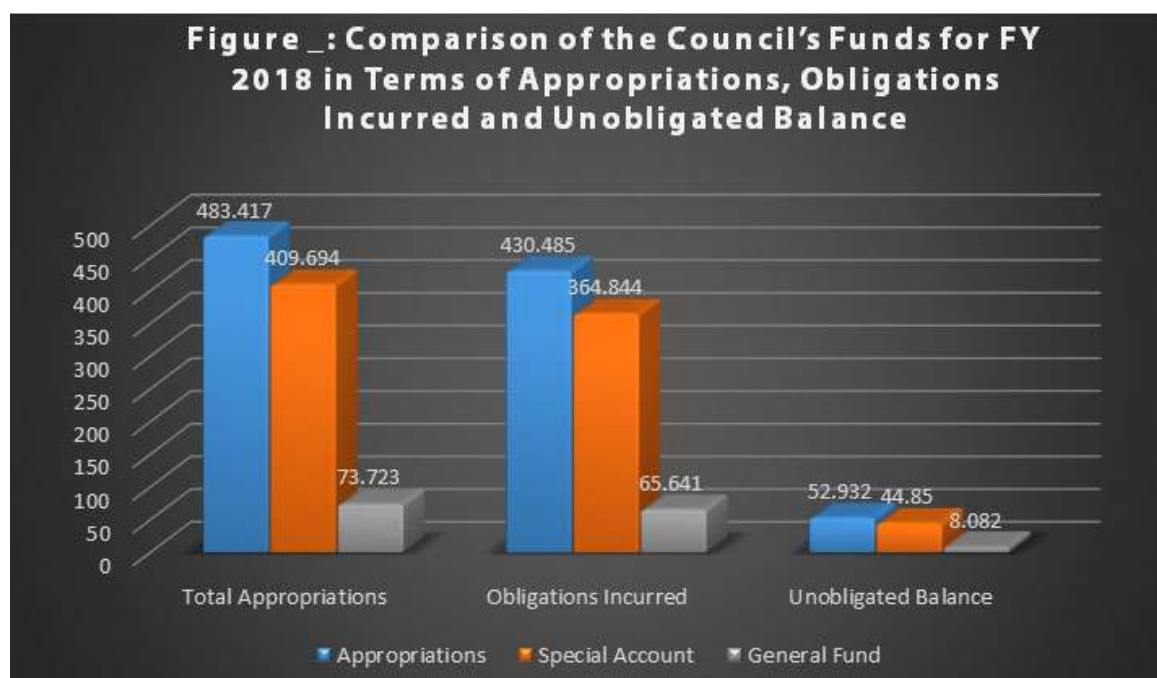


Figure 3. 2018 Budgetary Appropriations, Obligations Incurred and Unobligated Balance By General Fund and Special Account



The Table below shows the appropriations versus the obligations incurred by Program Expenditure Classification (PREXC):

Table 2. Appropriations and Obligations by Program Expenditure Classification Amount (Php million)

Particulars	General Fund		Special Account	
	Appropriations	Obligations	Appropriations	Obligations
General Administrative and Support <b>General Management and Supervision</b>	32.811	29.021		
Operations				
<b>Organizational Outcomes:</b>				
Readiness of Filipino Children to Kindergarten Achieved				
1. Development of Policies, Standards and Guidelines	9.485	7.166		
2. Capacity Building and Institutional Development of Intermediaries and Other Partners	31.311	29.699		
3. Accreditation of ECCD Service Providers	0.116	0		
4. Establishment of National Child Development Centers			409.694	364.844
TOTAL	73.723	65.886	409.694	364.844
Percentage of Obligations over Appropriations	89.37%		89.05%	



# ADDRESSING THE CHALLENGES TOGETHER

Since the adoption of the Sustainable Development Goals in 2015, the Department of Education has called the ECCD Council to commit for the achievement of SDG Goal 4, Target 1 “By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education”. But progress on this target has been uneven in disadvantaged and marginalized areas.

To address this challenge, a National ECCD Strategic Plan is formulated to help achieve the Government’s commitment to ECCD-related Sustainable Development Goals and targets and contribute to the national commitment to a shared vision of development goals through 2030 and beyond, and an action plan to make this vision possible.

The Strategic Plan is undertaken in partnership with government and non-government agencies from the national to the local level with funding support from Unicef Philippines. The Plan will be cross-sectoral to reflect the various components related to the holistic development of children under five years of age and will cover the developmental periods on prenatal development, infancy, toddlerhood, and early childhood (up to 59 months when a child will enroll in universal kindergarten), as well as a child’s smooth transition to kindergarten and first grade. Its time frame for the targets will be from 2019 to 2028. Most importantly, the Plan will ensure that the right policies are in place, sufficient private and public resources are mobilized and effective collaboration among key stakeholders is guaranteed to achieve the SDGoal 4 in Education. The Strategic Plan will be ready for implementation in May 2019.

**ANNEX**

**NCDC PROJECT STATUS**  
**As of December 31, 2018**

No	REGION	PROVINCE	CITY/ MUNICIPALITY	*MAYOR	PROJECT LOCATION
1	NCR	Metro Manila	Malabon City (Hulung Duhat)	ANTOLIN A. ORETA III	Malabon Elem. School, Naval Ext., Hulung Duhat
2	NCR	Metro Manila	Malabon City (Tugatog)	ANTOLIN A. ORETA III	Epifanio delos Santos ES, Asogue, Tugatog Malabon
3	NCR	Metro Manila	Manila City (Pandacan)	ALFREDO S. LIM	Pandacan Center Complex
4	NCR	Metro Manila	Muntinlupa City	JAIME R. FRESNEDI	Phase 1, Block 8, St. Peter St., Sto. Niño Village, Tunasan, Muntinlupa City
5	NCR	Metro Manila	Navotas City	JOHN REYNALD M. TIANGCO	Tanza Socialized Housing Project, Barangay Tanza, Navotas City, Metro Manila
6	CAR	Abra	Bangued	DOMINIC VALERA	Zone 1, Bangued, Abra
7	CAR	Abra	Municipality of Dolores	ROBERT VICTOR SEARES, JR.	Poblacion, Dolores, Abra
8	CAR	Abra	Pidigan	JANNSEN B. VALERA	Poblacion, Pidigan, Abra
9	CAR	Abra	Sallapadan	NENITA M. CARDENAS	Municipal Compound Poblacion Gangal, Sallapadan, Abra
10	CAR	Abra	San Juan	MARCO M. BAUTISTA	North Poblacion, San Juan, Abra
11	CAR	Abra	Vilaviviosa	JOSE W. LAGEN, JR.	Barangay Tamac, Villaviviosa, Abra
12	CAR	Apayao	Luna	JOSEPHINE BANGSIL	San Isidro Sur, Luna, Apayao
13	CAR	Benguet	Atok	PETER B. ALOS	Atok, Benguet
14	CAR	Benguet	Bakun	FAUSTO T. LABINIO	Gambang, Bakun, Benguet
15	CAR	Benguet	Buguias	MELCHOR D. DICLAS	Bangao, Buguias, Benguet
16	CAR	Benguet	Kapangan	ROBERTO K. CANUTO	Paykek, Kapangan, Benguet
17	CAR	Benguet	Mankayan	ATTY. MATERNO R. LUSPIAN	Bulalacao ES
18	CAR	Ifugao	Alfonso Lista	GLENN D. PRUDENCIANO	Poblacion, Alfonso Lista, Ifugao
19	CAR	Ifugao	Banaue	JERRY U. DALIPOG	Municipal Hall Compound, Banaue, Ifugao
20	CAR	Ifugao	Lagawe	CEASARIO D. CABBIGAT	Old Hospital Site, Poblacion North, Lagawe, Ifugao
21	CAR	Ifugao	Lamut	MARIANO B. BUYAGAWAN, JR.	Poblacion West, Lamut, Ifugao
22	CAR	Kalinga	Lubuagan	JOHNNY A. DICKPUS	Poblacion, Lubuagan, Kalinga
23	CAR	Kalinga	Rizal	MARCELO V. DELA CRUZ	Liwan West, Rizal, Kalinga

24	CAR	Kalinga	Tabuk City	FERDINAND B. TUBBAN	Barangay Agbannawag, Tabuk City, Kalinga
25	CAR	Kalinga	Tinglayan	SACRAMENT S. GUMILAB	Poblacion, Tinglayan, Kalinga
26	CAR	Mountain Province	Natonin	MATEO L. CHIWAWAN	Poblacion, Natonin, Mountain Province
27	CAR	Mountain Province	Tadian	ANTHONY D. WOODEN	Kayan West, Tadian, Mountain Province
28	CAR	Mt. Province	Bauko	ABRAHAM B. AKILIT	Kalimbatawa, Otucan, Bauko, Mountain Province
29	CAR	Mt. Province	Bontoc	FRANKLIN C. ODSEY	Barangay Tocucan, Bontoc, Mt. Province
30	CAR	Mt. Province	Sagada	EDUARDO LATAWAN JR.	Barangay Antadao, Sagada, Mountain Province
31	1	Ilocos Norte	Adams	ROSALIA D. DUPAGEN	Municipal Compound, Adams, Ilocos Norte
32	1	Ilocos Norte	Badoc	MAXIMO D. CAJIGAL	Barangay 21, Lacuben, Badoc, Ilocos Norte
33	1	Ilocos Norte	Bangui	FIDEL CIMATU, JR.	Barangay San Lorenzo, Bangui, Ilocos Norte
34	1	Ilocos Norte	Batac City	JEFFREY JUBAL C. NALUPTA	Government Center Compound, City of Batac, Ilocos Norte
35	1	Ilocos Norte	Dingras	ERDIO E. VALENZUELA	Barangay Guerrero, Dingras, Ilocos Norte
36	1	Ilocos Norte	Laoag City	CHEVYLLE V. FARIÑAS	Barangay 2, Sta. Joaquina, Laoag City
37	1	Ilocos Norte	Pagudpud	MATILDE K. HENSON-SALES	Municipal Hall, Pagudpod, Ilocos Norte
38	1	Ilocos Norte	Paoay	JESSIE E. GALANO	Barangay 20, Panatong, Paoay, Ilocos Norte
39	1	Ilocos Norte	Pasuquin	FERDINAND D. AGUINALDO	Gabaldon Elementary School Compound, Barangay Gabaldon, Pasuquin, Ilocos Norte
40	1	Ilocos Norte	San Nicolas	ALFREDO P. VALDEZ, JR. M.D	Barangay 19, San Lorenzo, San Nicolas, Ilocos Norte
41	1	Ilocos Norte	Sarrat	EDITO ALBERTO G. BALINTONA	Sarrat Central School, Sarrat, Ilocos Norte
42	1	Ilocos Norte	Solsona	JONATHAN L. DE LARA	Barangay Maananteng, Solsona, Ilocos Norte
43	1	Ilocos Sur	Alilem	MAR RUEL P. SUMABAT	Barangay Alilem Daya (Poblacion), Alilem, Ilocos Sur
44	1	Ilocos Sur	Burgos, Ilocos Sur	RIOLITA R. BALBALAN	Barangay Sabangan Pinggan, Burgos, Ilocos Sur
45	1	Ilocos Sur	Cabugao	EDGARDO S. COBANGBANG, JR.	Barangay Rizal, Cabugao, Ilocos Sur
46	1	Ilocos Sur	Cervantes	BENJAMIN N. MAGAY	Bantay, Libang, Cervantes, Ilocos Sur
47	1	Ilocos Sur	Galimuyod	JUANITO B. BALINGSAT	Galimuyod, Ilocos Sur

48	1	Ilocos Sur	Gregorio del Pilar	HENRY S. GALLARDO	Sitio Ul-oling Barangay Poblacion Norte, Gregorio Del Pilar , Ilocos Sur
49	1	Ilocos Sur	Lidlidda	BENILDA D. TAWALI	Barangay Calungbuyan, Lidlidda, Ilocos Sur
50	1	Ilocos Sur	Magsingal	ALRICO A. FAVIS	San Vicente, Magsingal, Ilocos Sur
51	1	Ilocos Sur	Nagbukel	AMALIA C. CABRERA	Poblacion East, Nagbukel, Ilocos Sur
52	1	Ilocos Sur	Salcedo	LEOPOLDO G. GIRONELLA, JR.	Barangay Baybayadin, Salcedo, Ilocos Sur
53	1	Ilocos Sur	San Emilio	FERDINAND A. BANUA	Cabaroan, San Emilio, Ilocos Sur
54	1	Ilocos Sur	San Ildefonso	MARK ANTHONY A. PURISIMA	Poblacion West, San Ildefonso, Ilocos Sur
55	1	Ilocos Sur	San Juan	BENJAMIN V. SARMIENTO	North Central School, San Juan, Ilocos Sur
56	1	Ilocos Sur	San Vicente	JOSE C. TABANDA III	Poblacion, San Vicente, Ilocos Sur
57	1	Ilocos Sur	Santa Cruz	TERESITA C. VALLE	Barangay Poblacion, Santa Cruz, Ilocos Sur
58	1	Ilocos Sur	Santa Maria	EDGAR C. FLORENDO	Poblacion Sur, Santa Maria, Ilocos Sur
59	1	Ilocos Sur	Sinait	GLENN B. GUZMAN	Barangay Teppeng, Ilocos Sur
60	1	Ilocos Sur	Tagudin	JOSE V. BUNOAN, JR.	Barangay Rizal, Tagudin, Ilocos Sur
61	1	Ilocos Sur	Vigan City	EVA MARIE SINGSON-MEDINA	Barangay IX, Vigan City, Ilocos Sur
62	1	La Union	Agoo	SANDRA Y. ERIGUEL	Agoo East Central School, Consolacion, Agoo, La Union
63	1	La Union	Bauang	EULOGIO CLARENCE MARTIN P. DE GUZMAN III	Barangay Central East, Bauang, La Union
64	1	La Union	Naguilian	REYNALDO J. FLORES	Barangay Casilagan, Naguilian, La Union
65	1	La Union	Rosario	BELLARMIN C. FLORES III	Government Center, Rosario, La Union
66	1	La Union	Santo Tomas, La Union	MARIETTA C. CARBONELL	Barangay Poblacion, Santo Tomas, La Union
67	1	Pangasinan	Agno	JOSE N. PAJETA	Barangay Namatucan, Agno, Pangasinan
68	1	Pangasinan	Alaminos City	ARTHUR CELESTE	Barangay Poblacion, Alaminos City
69	1	Pangasinan	Alcala	RYAN PAOLO VERGARA. MENCAS	Barangay Polacion East, Alcala, Pangasinan
70	1	Pangasinan	Anda	ALDRIN C. CERDAN	Poblacion, Anda, Poblacion
71	1	Pangasinan	Binalonan	RAMON V. GUICO	South Central School, Binalonan, Pangasinan
72	1	Pangasinan	Bolinao	ARNOLD CELESTE	Barangay Germinal, Bolinao, Pangasinan

73	1	Pangasinan	Burgos, Pangasinan	ALBERTO T. GUIANG, JR.	Sitio Kabayugan, Barangay San Pascual, Burgos, Pangasinan
74	1	Pangasinan	Calasiao	MARK ROY Q. MACANLALAY	Barangay Macabito, Calasiao, Pangasinan
75	1	Pangasinan	Dasol	ERIC J. VERSOZA	Petal, Dasol, Pangasinan
76	1	Pangasinan	Labrador	DOMY ARENAS	Poblacion, Labrador, Pangasinan
77	1	Pangasinan	Laoac	SILVERIO D. ALARCIO	Barangay Poblacion
78	1	Pangasinan	Lingayen	ERNESTO C. CASTAÑEDA, JR.	Lingayen I CES, Brgy. Manboloc, Lingayen
79	1	Pangasinan	Mangatarem	TEODORO C. CRUZ	Barangay Dorongan, Ketaket, Mangatarem, Pangasinan
80	1	Pangasinan	Mapandan	MAXIMO M. CALIMLIM, JR.	Barangay Aserda, Mapandan, Pangasinan
81	1	Pangasinan	Pozzorubio	ARTEMIO Q. CHAN	Barangay Poblacion, Pozzorubio, Pangasinan
82	1	Pangasinan	Rosales	SUSAN P. CASARENO	San Isidro, Rosales, Pangasinan
83	1	Pangasinan	San Fabian	CONSTANTE B. AGBAYANI	Barangay Longos Parac Parac Amangonan
84	1	Pangasinan	San Jacinto, Pangasinan	ROBERT O. DE VERA	Barangay Bolo, San Jacinto, Pangasinan
85	1	Pangasinan	San Manuel	ALAIN JERICO S. PEREZ	Poblacion, San Manuel, Pangasinan
86	1	Pangasinan	San Nicolas	REBECCA MEJICA-SALVADOR	San Nicolas, Pangasinan
87	1	Pangasinan	San Quintin	CLARK CECIL P. TIU	Barangay Poblacion
88	1	Pangasinan	Santa Barbara	CARLITO S. ZAPLAN	New Municipal Hall Compound, Barangay Maninding, Santa Barbara, Pangasinan
89	1	Pangasinan	Santa Maria	TEODORO RAMOS	Santa Maria, Pangasinan
90	1	Pangasinan	Sual	ROERT L. ARCINUE	Barangay Poblacion, Sual, Pangasinan
91	1	Pangasinan	Umingan	ELDRED P. TUMBOCON	Barangay Lauren, Umingan, Pangasinan
92	1	Pangasinan	Urbiztondo	MARTIN RAUL S. SISON II	Luna Street, Poblacion, Urbiztondo, Pangasinan
93	1	Pangasinan	Urdaneta City	AMADEO G.E. PEREZ IV	Children's Park Garcia Village, Brgy Nancayasan, Urdaneta
94	2	Batanes	Basco	DEMETRIUS PAUL C. NARAG	Basco Park Area, Basco, Batanes
95	2	Batanes	Basco	DEMETRIUS PAUL C. NARAG	Poblacion, Basco, Batanes
96	2	Cagayan	Abulug	EMMANUEL P. VARGAS	Libertad, Abulug, Cagayan
97	2	Cagayan	Allacapan	HARRY D. FLORIDA	Barangay Tamboli, Allacapan, Cagayan

98	2	Cagayan	Calayan	ALFONSO M. LLOPIS	Municipal Government Center, Poblacion, Calayan, Cagayan
99	2	Cagayan	Iguig	JUDITAS L. TRINIDAD	Barangay Sta. Rosa, Iguig, Cagayan
100	2	Cagayan	Lal-lo	FLORANTE C. PASCUAL	Bagumbayan Central School
101	2	Cagayan	Pamplona, Cagayan	ARNIE ANGELICA P. SAMPAGA	Pamplona, Cagayan
102	2	Cagayan	Piat	CARMELO O. VILLACETE	Poblacion 2, Piat, Cagayan
103	2	Cagayan	Sanchez Mira	ASELA BAGASIN SACRAMENT	Langagan, Sanchez Mira, Cagayan
104	2	Cagayan	Santa Praxedes	ESTERLINA A. AGUINALDO	Sta. Praxedes Central School. Poblacion, Sta. Praxedes, Cagayan
105	2	Cagayan	Santa Teresita	LOLITA D. GARCIA	Sta. Teresita Municipal Compound, Centro East, Sta. Teresita
106	2	Cagayan	Tuao	FRANCISCO N. MAMBA, JR.	Barangay Cato, Tuao Cagayan
107	2	Isabela	Alicia	IAN PAUL L. DY	Mabini, Alicia, Isabela
108	2	Isabela	Benito Soliven	BENJAMIN SANGLAY	Benito Soliven Central School Compound, Benito Soliven, Isabela
109	2	Isabela	Burgos	KHERVIN FRANCIS G. UY	Municipal Compound, Poblacion, Burgos, Isabela
110	2	Isabela	Cabagan	RODOLFO B. ALBANO, JR.	Barangay Balasig, Cabagan Isabela
111	2	Isabela	Cabatuan	CHARLTON L. UY	Barangay La Paz, Cabatuan
112	2	Isabela	Cauayan City	BERNARD FAUSTINO L. DY	107 Rizal Avenue, District 3, Cauayan City, Isabela
113	2	Isabela	Echague	FRANCIS FAUSTINO A. DY	Municipal Compound, Echague, Isabela
114	2	Isabela	Ilagan City	JOSEMARIE L. DIAZ	Barangay San Vicente, City of Ilagan, Isabela
115	2	Isabela	Mallig	JOSE P. CALDERON	Barangay Olango, Mallig, Isabela
116	2	Isabela	Naguilian, Isabela	JUAN R. CAPUCHINO	Barangay Minanga, Naguilian, Isabela
117	2	Isabela	Quezon, Isabela	JIMMY S. GAMAZON, JR.	Barangay Samonte, Quezon, Isabela
118	2	Isabela	Ramon	JESUS D. LADDARAN	Barangay Ampatali, Ramon, Isabela
119	2	Isabela	Roxas	JONATHAN JOSE C. CALDERON	Roxas, Isabela
120	2	Isabela	San Guillermo	MARILOU N. SANCHEZ	Barangay Centro 1, San Guillermo, Isabela
121	2	Isabela	San Manuel	FAUSTINO MICHAEL T. DY	Municipal Plaza Compound, Poblacion, San Manuel, Isabela
122	2	Isabela	San Mateo, Isabela	CRISPINA R. AGCAOILI	Barangay 3, San Mateo, Isabela

123	2	Isabela	Santa Maria	GILBERT M. MASIGAN	Poblacion 2, Centro, Santa Maria, Isabela
124	2	Isabela	Santiago City	JOSEPH SALVADOR TAN	Barangay Calaacan, Santiago City, Isabela
125	2	Isabela	Sto. Tomas	LEANDRO ANTONIO TALAUE	Poblacion, Sto. Tomas, Isabela
126	2	Isabela	Tumauini	ARNOLD BAUTISTA	Camp Samal, Barangay Arcon, Tumauini, Isabela
127	2	Nueva Viscaya	Aritao	LUCITA L.TAN	Barangay Banganan, Aritao, Nueva Vizcaya
128	2	Nueva Vizcaya	Bagabag	JOHNNY M. SEVILLENA	Bagabag, Nueva Vizcaya
129	2	Nueva Vizcaya	Bambang	FLAVIANO D. BALGOS, JR.	Bambang, Nueva Vizcaya
130	2	Nueva Vizcaya	Kasibu	ALBERTO D. BUMOLO	Barangay Kangkong, Kasibu, Nueva Viscaya
131	2	Nueva Vizcaya	Kayapa	PAUL D. LIGMAYO	Caritas Village, Barangay Pinayag, Kayapa, Nueva Vizcaya
132	2	Nueva Vizcaya	Quezon	DOLORES B. BINWAG	Quezon, Nueva Vizcaya
133	2	Nueva Vizcaya	Santa Fe	LIWAYWAY C. CARAMAT	Forest Park, Consuelo Baliling, Santa Fe, Nueva Vizcaya
134	2	Nueva Vizcaya	Solano	PHILIP A. DACAYO	Barangay Roxas, Solano, Nueva Viscaya
135	2	Quirino	Aglipay	JERRY T. AGSALDA	San Leonardo, Aglipay, Quirino
136	2	Quirino	Diffun	MARLO S. GUILLERMO	Andres Bonifacio, Diffun, Quirino
137	2	Quirino	Saguday	MARCELINA M. PAGBILAO	Magsaysay (Poblacion), Saguday, Quirino
138	3	Aurora	Baler	ARTURO J. ANGARA	Baler Central Elementary School
139	3	Aurora	Dinalungan	TITO T. TUBIGAN	Municipal Hall Compound
140	3	Bataan	Balanga City	JOSE ENRIQUE S. GARCIA III	Barangay San Jose, Balanga City, Bataan
141	3	Bataan	Mariveles	JESSE I. CONCEPCION	Cristina Square, Barangay Cabcaban, Mariveles, Bataan
142	3	Bataan	Samal	GENEROSA M. DELA FUENTE	Samal Municipal Complex
143	3	Bulacan	Bulacan	PATRICK F. MENESES	San Jose, Bulacan, Bulacan
144	3	Bulacan	Bustos	ARNEL F. MENDOZA	Bulacan Heights, Catacte, Bustos, Bulacan
145	3	Bulacan	Guiguinto	AMBROSIO C. CRUZ	Barangay Pritil, Guiguinto, Bulacan
146	3	Bulacan	Malolos City	CHRISTIAN D. NATIVIDAD	Government Center, Malolos, Bulacan
147	3	Bulacan	Meycauayan City	JOAN VELASCO ALARILLA	Barangay Libtong, Meycauayan City, Bulacan
148	3	Bulacan	Pandi	ENRICO A. ROQUE	Barangay Bagong Barrio, Pandi, Bulacan

149	3	Bulacan	Plaridel	JOCELL R. VISTAN	Sta. Monica Subdivision, Sto. Niño, Plaridel, Bulacan
150	3	Bulacan	San Jose Del Monte City	REYNALDO S. SAN PEDRO	Barangay Minuyan Proper, City of San Jose del Monte, Bulacan
151	3	Bulacan	San Rafael	CIPRIANO D. VIOLAGO, JR.	Ulingao, San Rafael, Bulacan
152	3	Nueva Ecija	Zaragoza	LOVELLA D. BELMONTE-ESPIRITU	Barangay San isidro, Zaragoza, Nueva Ecija
153	3	Nueva Ecija	Cabanatuan City	JULIUS CESAR V. VERGARA	City Hall Ground, Lot 1, Block 20, Phase 2, Kapitan Pepe Subdivision, Cabanatuan City
154	3	Nueva Ecija	Laur	ALEXANDER A. DAUS	Barangay Sagana, Laur, Nueva Ecija
155	3	Nueva Ecija	Llanera	LORNA MAE BALUNES - VERO	Municipal Hall Compound, Barangay Victoria, Llanera, Nueva Ecija
156	3	Nueva Ecija	Rizal, Nueva Ecija	RAFAELITO V. ANDRES	Barangay Estrella, Rizal, Nueva Ecija
157	3	Nueva Ecija	Palayan City	ADRIANNE MAE J. CUEVAS	Barangay Sapang Buho, Palayan City, Nueva Ecija
158	3	Nueva Ecija	Talavera	NERIVI S. MARTINEZ	Barangay Sampaloc, Talavera, Nueva Ecija
159	3	Pampanga	Angeles City	EDGARDO D. PAMINTUAN	City Hall Compound, Angeles City, Pampanga
160	3	Pampanga	Apalit	OSCAR D. TETANGCO, JR.	San Vicente, Apalit, Pampanga
161	3	Pampanga	Bacolor	JOSE MARIA O. HIZON	Barangay San Vicente, Bacolor, Pampanga
162	3	Pampanga	Lubao	MYLYN CAYABYAB	San Matias, Lubao, Pampanga
163	3	Pampanga	Mabalacat City	MARINO P. MORALES	Camachiles, Resettlement Phase 1, Sapang Biabas, Mabalacat City, Pampanga
164	3	Pampanga	Mexico	RIOY D. MANALASTAS	Barangay Laput, Mexico, Pampanga
165	3	Pampanga	San Fernando City	OSCAR S. RODRIGUEZ	Sindalan Barangay Complex, San Fernando City, Pampanga
166	3	Pampanga	Santa Ana	ROMMEL M. CONCEPCION	Barangay Sta. Maria
167	3	Pampanga	Sasmuan	NARDO M. VELASCO	Santa Lucia, Sasmuan, Pampanga
168	3	Tarlac	Anao	BETTY B. LACBAYAN	Barangay San Francisco East, Anao, Tarlac
169	3	Tarlac	Bamban	JOSE ANTONIO T. FELICIANO	Barangay Anupol, Bamban, Tarlac
170	3	Tarlac	Camiling	ERLON C. AGUSTIN	Barangay Surgui Second, Camiling, Tarlac
171	3	Tarlac	Capas	REYNALDO L. CATACUTAN	Barangay Cristo Rey, Capas, Tarlac

172	3	Tarlac	Concepcion	ANDRES D. LACSON	Bonifacio Street, San Nicolas Poblacion, Concepcion
173	3	Tarlac	Gerona	DENNIS NORMAN T. GO	Barangay Amacalan, Gerona, Tarlac
174	3	Tarlac	La Paz	MICHAEL M. MANUEL	Barangay Comillas, La Paz, Tarlac
175	3	Tarlac	Ramos	DIOSDADO T. REGINALDO	Barangay Pance, Ramos, Tarlac
176	3	Tarlac	San Manuel	BENJAMIN D. TESORO	Poblacion, San Manuel, Tarlac
177	3	Tarlac	Santa Ignacia	SAKLULU E. ENRADO	Municipal Compound, Barangay Poblacion West, Santa Ignacia, Tarlac
178	3	Tarlac	Victoria	MARVIN T. SILAO	Poblacion, Victoria, Tarlac
179	3	Zambales	Botolan	DORIS M. JERESANO	New Taugtog Resettlement Area, Baranay Taugtog, Botolan, Zambales
180	3	Zambales	Masinloc	DESIREE S. EDORA	Barangay South Poblacion, Masinloc, Zambales
181	3	Zambales	Subic	JEFFERSON F. KHONGHUN	Barangay Wawandue, Subic, Zambales
182	4A	Batangas	Agoncillo	DANIEL D. REYES	Poblacion, Agoncillo, Batangas
183	4A	Batangas	Balete	LEOVINO O. HIDALGO	Barangay Sala
184	4A	Batangas	Batangas City	EDUARDO B. DIMACUHA	Barangay San Jose Sico, Batangas City, Batangas
185	4A	Batangas	Bauan	RYAN M. DOLOR	Manghiniao Proper
186	4A	Batangas	Calatagan	SOPHIA G. POLACIO	Barangay Gulod, Calatagan, Batangas
187	4A	Batangas	Laurel	RANDY JAMES E. AMO	Laurel, Batangas
188	4A	Batangas	Lian	ISAGANI I. BOLOMPO	Barangay Bagong Pook, Lian, Batangas
189	4A	Batangas	Lipa City	MEYNARDO A. SABILI	Lipa City Hall Compound, Lipa City, Batangas
190	4A	Batangas	Lobo	GAUDIOSO R. MANALO	Barangay Mabilog na Bundok, Lobo, Batangas
191	4A	Batangas	Mabini	NOEL B. LUISTRO	Sampaguita, Mabini, Batangas
192	4A	Batangas	Nasugbu	ROSARIO M. APACIBLE	Nasugbu West Central School, Nasugbu, Batangas
193	4A	Batangas	San Luis	SAMUEL NOEL B. OCAMPO	Poblacion, San Luis, Batangas
194	4A	Batangas	San Nicolas	WILLIAM BARRION ENRIQUEZ	Barangay Poblacion, San Nicolas, Batangas
195	4A	Batangas	Talisay	GERRY DE CASTRO NATANAUAN	Barangay Tumaway, Talisay, Batangas
196	4A	Batangas	Tuy	JOSE JECERELL CARANDANG CERRADO	Barangay Luna, Tuy, Batangas
197	4A	Cavite	Amadeo	BENJARDE A. VILLANUEVA	Barangay Maymangga, Amadeo, Cavite

198	4A	Cavite	General Mariano Alvarez	WALTER D. ECHEVARRIA JR.	San Gabriel II, Elementary School, General Mariano Alvarez, Cavite
199	4A	Cavite	Indang	BIENVENIDO V. DIMERO	Urdaneta, Indang, Cavite
200	4A	Cavite	Magallanes	EDWIN V. SISANTE	Urdaneta, Magallanes, Cavite
201	4A	Cavite	Silang	EMILIA LOURDES F. POBLETE	243 J.P. Rizal St. Barangay Poblacion 5, Silang, Cavite
202	4A	Laguna	City of Biñan	WALFREDO R. DIMAGUILA	Barangay Sto. Domingo, Biñan, Laguna
203	4A	Laguna	Kalayaan	LENI M. ADAO	Barangay San Antonio, Kalayaan, Laguna
204	4A	Laguna	Liliw	ERICSON J. SUBILIT	Municipal Site, Liliw, Laguna
205	4A	Laguna	Lumban	ROLANDO G. UBATAY	Barangay Concepcion, Lumban, Laguna
206	4A	Laguna	Mabitac	RONALD I. SANA	Municipal Site, Mabitac, Laguna
207	4A	Laguna	Majayjay	CARLO INVINZOR B. CLADO	Barangay San Miguel, Majayjay, Laguna
208	4A	Laguna	Pagsanjan	MAITA GIRLIE J. EJERCITO	PTCA Barangay II, Pagsanjan, Laguna
209	4A	Laguna	Pangil	OSCAR R. RAFANAN	Barangay Sulib, Pangil, Laguna
210	4A	Laguna	Rizal, Laguna	ANTONIO A. AURELIO	Barangay Antipolo, Rizal, Laguna
211	4A	Laguna	Santa Rosa City	ARLENE B. ARCILLAS	Government Center Compound, Sta. Rosa City, Laguna
212	4A	Laguna	Siniloan	EDUARDO R. TIBAY	Barangay Macatad, Siniloan, Laguna
213	4A	Laguna	Sta. Cruz	DOMINGO G. PANGANIBAN	Barangay Bubukal, Bagumbayan, Sta. Cruz, Laguna
214	4A	Laguna	Victoria	RAUL R. GONZALES	Municipal Site, Victoria, Laguna
215	4A	Quezon	Agdangan	RHADAM P. AGUILAR	San Isidro Village, Barangay Sildora, Agdangan, Quezon
216	4A	Quezon	Atimonan	RUSTICO JOVEN U. MENDOZA	Barangay Zone 1 Poblacion, Atimonan, Quezon
217	4A	Quezon	Candelaria	FERDINAND R. MALIWANG	Barangay, Masalukot 1, Candelaria, Quezon
218	4A	Quezon	Catanauan	RAMON A. ORFANEL	Barangay Madulao, Catanauan, Quezon
219	4A	Quezon	Dolores, Quezon	RENATO A. ALILIO, SR.	Dolores Central School
220	4A	Quezon	General Luna	JOSE STEVENSON M. SANGALANG	Barangay San Vicente, General Luna, Quezon
221	4A	Quezon	Guinayangan	CESAR J. ISAAC III	Barangay Calimpak, Guinayangan, Quezon
222	4A	Quezon	Gumaca	ERWIN P. CARALIAN	Barangay Tabing Dagat, Gumaca, Quezon

223	4A	Quezon	Lucban	CELSO OLIVIER T. DATOR	Miramonte Subdivision, Barangay Tinamnan, Lucban, Quezon
224	4A	Quezon	Lucena City	RODERICK A. ALCALA	Barangay Barra, Lucena City, Quezon
225	4A	Quezon	Macalelon	NELSON R. TRAJE	Barangay Pinagbayanan, Macalelon, Quezon
226	4A	Quezon	Padre Burgos	ROGER A. PANGANIBAN	Barangay Cabuyao Norte, Padre Burgos, Quezon
227	4A	Quezon	Panukulan	AMADO P. PENAMORA	Barangay San Juan, Panukulan, Quezon
228	4A	Quezon	Pitogo, Quezon	PAULINO S. SAYAT	Pitogo, Quezon
229	4A	Quezon	Plaridel	BERNARDO T. TUMAGAY	Barangay Tanauan, Plaridel, Quezon
230	4A	Quezon	Real	DIANA ABIGAIL D. AQUINO	Poblacion 1, Real, Quezon
231	4A	Quezon	San Antonio	ERICK M. WAGAN	Barangay Poblacion, San Antonio, Quezon
232	4A	Quezon	Sariaya	MARCELO P. GAYETA	Barangay Morong, Sariaya, Quezon
233	4A	Quezon	Tayabas City	FAUSTINO ALANDY SILANG	Ibabang Bukal, City of Tayabas, Quezon
234	4A	Quezon	Tiaong	RAMON A. PREZA	Barangay Lusacan, Tiaong, Quezon
235	4A	Quezon	Unisan	NONATO E. PUACHE	Barangay F. De Jesus, Unisan, Quezon
236	4A	Rizal	Antipolo City	DANILO O. LEYBLE	Brgy. Complex, Bagong Nayon, Antipolo City
237	4A	Rizal	Antipolo City (2nd District)	CASIMIRO A. YNARES III	Sitio Cabading, Barangay San Jose, Antipolo City
238	4A	Rizal	Binangonan	CECILIO M. YNARES	Binangonan Elementary School
239	4A	Rizal	Cainta	JOHNIELLE KEITH P. NIETO	Municipal Compound, Cainta, Rizal
240	4A	Rizal	Rodriguez	CECILIO C. HERNANDEZ	Southville, San Isidro
241	4A	Rizal	San Mateo	CRISPINA R. AGCAOILI	Barangay 3, San Mateo, Isabela
242	4A	Rizal	Tanay	RAFAEL A. TANJUATCO	Tanay Government Center, Tanay, Rizal
243	4B	Marinduque	Gasán	VICTORIA L. LIM	People's Park, Barangay Uno, Gasán, Marinduque
244	4B	Mindoro Oriental	San Teodoro	SALVADOR R. PY	Barangay Ilag, San Teodoro, Oriental Mindoro
245	4B	Occidental Mindoro	Abra De Ilog	MARIA GLORIA M. CONSTANTINO	Barangay Balao, Abra de Ilog, Occidental Mindoro
246	4B	Occidental Mindoro	Calintaan	ERIC C. LABRADOR	Poblacion, Calintaan, Occidental Mindoro
247	4B	Occidental Mindoro	Paluan	CARL MICHAEL M. PANGILINAN	Barangay V-Bagong Silang, Paluan, Oriental Mindoro

248	4B	Occidental Mindoro	Rizal, Occidental Mindoro	JESUS A. VALDEZ	Sudlon, Rizal, Occidental Mindoro
249	4B	Occidental Mindoro	Sablayan	EDUARDO B. GADIANO	Buenavista, Sablayan, Occidental Mindoro
250	4B	Occidental Mindoro	San Jose, Occidental Mindoro	ROMULIO M. FESTIN	Barangay Poblacion VII, San Jose, Occidental Mindoro
251	4B	Oriental Mindoro	Bansud	ANGEL M. SAULONG	Barangay Poblacion, Bansud, Oriental Mindoro
252	4B	Oriental Mindoro	Bulalacao	ERNILO CONTRERAS VILLAS	Sitio Talisay, Barangay Campaasan, Bulalacao, Oriental Mindoro
253	4B	Oriental Mindoro	Gloria	GERMAN D. RODEGERIO	Gloria, Oriental Mindoro
254	4B	Oriental Mindoro	Mansalay	JOSE ILDEFONSO MALIWANAG	Barangay Poblacion, Mansalay, Oriental Mindoro
255	4B	Oriental Mindoro	Pinamalayan	ARISTEO A. BALDOS, JR.	Pinamalayan, Oriental Mindoro
256	4B	Oriental Mindoro	Pola	LEANDRO P. PANGANIBAN, JR.	Pola, Oriental Mindoro
257	4B	Oriental Mindoro	Puerto Galera	HUBBERT CHRISTOPHER A. DOLOR	Barangay Illuminada, Balete, Poblacion, Puerto Galera, Oriental Mindoro
258	4B	Oriental Mindoro	Roxas, Oriental Mindoro	VIOLETA L. DIMAPILIS	Barangay San Mariano, Roxas, Oriental Mindoro
259	4B	Oriental Mindoro	Socorro	MA. FE V. BRONDAL	Barangay Zone 1, Socorro, Oriental Mindoro
260	4B	Oriental Mindoro	Victoria, Oriental Mindoro	JOSELITO C. MALABANAN	Poblacion 1, Victoria, Oriental Mindoro
261	4B	Palawan	Bataraza	ABRAHAM M. IBBA	Municipal Complex, Barangay Marangas, Bataraza, Palawan
262	4B	Palawan	Brooke's Point	MARY JEAN D. FELICIANO	Barangay Pangobilian, Brooke's Point, Palawan
263	4B	Palawan	El Nido	EDNA G. LIM	Poblacion, El Nido, Palawan
264	4B	Palawan	Puerto Princesa City	LUCILO R. BAYRON	Government Center, Barangay Sta. Monica, Puerto Princesa City, Palawan
265	4B	Palawan	Rizal	NICOLAS T. MONTAÑO, SR.	Rizal Central Palawan
266	4B	Romblon	Concepcion, Romblon	MDERITO F. FABREAG, JR.	Poblacion, Concepcion, Romblon
267	4B	Romblon	Odiongan	BALTAZAR FIRMALO	Liwayway, Odiongan, Romblon
268	4B	Romblon	Romblon	GERARD S. MONTOJO	Barangay II, Poblacion, Romblon, Romblon
269	4B	Romblon	Corcuera	RACHEL S.M. BAÑARES	Poblacion, Corcuera
270	5	Albay	Bacacay	ARMANDO B. ROMANO	Bacacay East Central School Ground, Bacacay, Albay
271	5	Albay	Camalig	MARIA G. AHRIL G. BALDO	Barangay Cotmon, Camalig, Albay

272	5	Albay	Jovellar	JOREM L. ARCANGEL	Barangay Cabrarian, Jovellar, Albay
273	5	Albay	Libon	WILFREDO V. MARONILLA	Libon, Albay
274	5	Albay	Ligao City	PATRICIA GONZALEZ-ALSUA	Sta. Cruz, Ligao City, Albay
275	5	Albay	Malilipot	CENON V. VOLANTE	Malilipot Central School Compound, Bonafe St. Brgy 3 Poblacion, Malilipot, albay
276	5	Albay	Malinao	SHERYL P. CAPUS-BILO	Pawa, Malinao, Albay
277	5	Albay	Oas	GREGORIO H. RICARTE	Iraya Norte, Oas, Albay
278	5	Albay	Pioduran	HENRY P. CALLOPE	Barangay Caratagan, Pio Duran, Albay
279	5	Albay	Sto. Domingo	HERBIE B. AGUAS	Barangay Fidel Surtida, Sto. Domingo, Albay
280	5	Albay	Tabaco City	CIELO KRISEL LAGMAN-LUISTRO	Tabaco City, Albay
281	5	Albay	Tiwi	JAIME C. VILLANUEVA	Barangay Tigbi, Tiwi, Albay
282	5	Camarines Norte	Basud	DOMINADOR DAVOCOL	Municipal Ground LGU-Basud, Maharlika Highway, Basud, Camarines Norte,
283	5	Camarines Norte	Capalonga	SENANDRO M. JALGALADO	Reclamation Area, Barangay Poblacion, Capalonga, Camarines Norte
284	5	Camarines Norte	Daet	TITO S. SARION	Gregorio Pimentel Memorial School
285	5	Camarines Norte	Labo	JOSEPH V. ASCUTIA	Barangay Bulhao, Labo, Camarines Norte
286	5	Camarines Norte	San Lorenzo Ruiz	NELSON P. DELOS SANTOS M.D	Purok I, Barangay Matacong, San Lorenzo Ruiz, Camarines Norte
287	5	Camarines Sur	Balatan	ERNESTO A. BAGASBAS	Barangay Duran, Balatan, Camarines Sur
288	5	Camarines Sur	Bato	JEANETTE O. BERNALDEZ	Tres Reyes, Bato, Camarines Sur
289	5	Camarines Sur	Bombon	LUISA DC. ANGELES	San Jose, Bombon, Camarines Sur
290	5	Camarines Sur	Buhi	REY P.LACOSTE	Buhi Central School, Buhi, Camarines Sur
291	5	Camarines Sur	Del Gallego	LYDIA B. ABARIENTOS	Barangay Comadaycaday, Del Gallego, Camarines Sur
292	5	Camarines Sur	Iriga City	MADELAINE Y. ALFELOR	Barangay San Isidro, Iriga City, Camarines Sur
293	5	Camarines Sur	Libmanan	MARILYN A. JIMENEZ	Barangay Concepcion, Libmanan, Camarines Sur
294	5	Camarines Sur	Milaor	ROGELIO ALBO FLORES	Barangay Santo Domingo, Milaor, Camarines Sur
295	5	Camarines Sur	Pamplona	GEMINO A. IMPERIAL	San Isidro
296	5	Camarines Sur	Pasacao	NIÑO A. TAYCO	Barangay Odicon, Pasacao, Camarines Sur

297	5	Camarines Sur	Pili	ALEXIS SAN LUIS II	Anayan Sagrada Elementary School, Barangay Anayan, Pili, Camarines Sur
298	5	Camarines Sur	San Jose	ANTONIO V. CHAVEZ	Barangay Poblacion
299	5	Camarines Sur	Tinambac	RUEL T. VELARDE	Barangay Binalay, Tinamabac, Camarines Sur
300	5	Catanduanes	Bagamanoc	REMEGIO B. VILLALUNA	Bagamanoc Central Elementary School, Bagamanoc, Catanduanes
301	5	Catanduanes	Baras	CHITO S. CHI	Poblacion, Baras, Catanduanes
302	5	Catanduanes	Bato	EULOGIO R. RODRIGUEZ	Cabugao Integrated School, Bato Catanduanes
303	5	Catanduanes	Caramoran	SALVACION P. ISUELA	Datag East, Caramoran, Catanduanes
304	5	Catanduanes	Pandan	RAUL E. TABIRARA	Barangay Napo, Pandan, Catanduanes
305	5	Catanduanes	Panganiban	ROBERT A. FERNANDEZ	Panganiban Central Elementary School
306	5	Catanduanes	San Andres	ANTONIO M. ROMAN	Mayngaway ES, San Andres
307	5	Catanduanes	Virac	SAMUEL V. LAYNER	LGU Owned Lot, Virac, Catanduanes
308	5	Masbate	Aroroy	ENRICO CAPINIG	Bagauma, Aroroy, Masbate
309	5	Masbate	Cataingan	WILTON T. KHO	Corner Quezon St. & Osmena St., Poblacion, Cataingan, Masbate
310	5	Masbate	Cawayan	EDGAR S. CONDOR	Fausto L. Seachon, Jr. Sports Complex, Barangay Mahayahay, Cawayan, Masbate
311	5	Masbate	Claveria, Masbate	HENEDINA V. ANDUEZA	LGU Compound Claveria, Masbate
312	5	Masbate	Mandaon	KRISTINE SALVE HAO-KHO	Poblacion, Mandaon, Masbate
313	5	Masbate	Masbate City	ROWENA TUASON	Jose Zurbito Sr. Elementary School, Barangay Centro, Masbate City, Masbate
314	5	Masbate	Milagros	NATIVIDAD R.MAGBALON	Milagros West Central School, Barangay Bacolod, Milagros, Masbate
315	5	Masbate	Mobo	PERCIVAL D. CASTILLO	Mobo, Masbate
316	5	Masbate	Monreal	BEN G. ESPILOY	Poblacion, Monreal, Masbate
317	5	Masbate	Placer	JOSHUR JUDD S. LANETE	Municipal Site Placer, Masbate
318	5	Masbate	San Jacinto	LENY A. ARCENAS	Municipal Hall Compound, San Jacinto, Masbate
319	5	Sorsogon	Barcelona	MANUEL L FORTES JR	Municipal Hall Compound, Barcelona, Sorsogon
320	5	Sorsogon	Bulan	HELEN C. DE CASTRO	A. De Castro Elementary School

321	5	Sorsogon	Casiguran	ESTER E. HAMOR	Barangay Trece Martires, Casiguran, Sorsogon
322	5	Sorsogon	Castilla	JOAN ELIZABETH M. LORENZANO-AQUENDE	Purok Rosal, Cumadcad, Castilla, Sorsogon
323	5	Sorsogon	Donsol	JOSEPHINE ALCANTARA	Tres Marias Drive, Donsol, Sorsogon
324	5	Sorsogon	Gubat	RONNEL U. LIM	Aguinaldo ES Compound, Brgy. Balod del Norte, Gubat
325	5	Sorsogon	Magallanes	AUGUSTO MANUEL M. RAGRAGIO	Cawit Extension, Magallanes, Sorsogon
326	5	Sorsogon	Matnog	EMILIO G. UBALDO	Barangay Sisigon, Matnog, Sorsogon
327	5	Sorsogon	Pilar	DENNIS A. SY-REYES	Pilar I CES, Pilar, Sorsogon
328	5	Sorsogon	Santa Magdalena	ALEJANDRO E. GAMOS	Sta. Magdalena Central School, Barangay 3 Poblacion, Sta. Magdalena, Sorsogon
329	5	Sorsogon	Sorsogon City	LEOVIC R. DIONEDA	City Hall Compound, Sorsogon City
330	6	Aklan	Banga	ERLINDA M. MAMING	Municipal Hall Compound, Barangay Poblacion, Banga, Aklan
331	6	Aklan	Kalibo	WILLIAM S. LACHICA	N. Roldan corner Goding Ramos St., Kalibo, Aklan
332	6	Aklan	Malay	JOHN T. YAP	Barangay Argao, Malay, Aklan
333	6	Antique	Anini-y	MAXFIL B. POLLICAR	Barangay Poblacion, Anini-y, Antique
334	6	Antique	Barbaza	GERRY C. NECOR	Barbaza, Antique
335	6	Antique	Belison	DARREL B. DELA FLOR	Barangay Poblacion, Belison, Antique
336	6	Antique	Bugasong	BERNARD N. PESAYCO	Municipal Hall Compound, Bugasong, Antique
337	6	Antique	Libertad, Antique	MARY JEAN N. TE	Poblacion, Libertad, Antique
338	6	Antique	Pandan	JONATHAN D. TAN	Bagumbayan, Pandan, Antique
339	6	Antique	San Jose de Buenavista	RONY L. MOLINA	Canuto B. Pefianco, Sr. Elementary School, Brgy. Madrangca
340	6	Antique	San Remigio	GLENN V. CABIGUNDA	Barangay Poblacion, San Remigio, Antique
341	6	Antique	Sebaste	JOSE CHRISTOPHER A. VARONA	Sebaste, Antique
342	6	Antique	Sibalom	JOEL P. OCCENA	LGU-Compound, Furio St., Sibalom, Antique
343	6	Antique	Tibiao	GIL B. BANDOJA	Natividad, Tibiao, Antique
344	6	Capiz	Cuartero	TITO L. MAYO	Poblacion, Ilawood, Cuartero, Capiz
345	6	Capiz	Dao	JOSELITO Y. ESCUTIN	Municipal Hall Compound, Poblacion Ilawod, Dao, Capiz

346	6	Capiz	Jamindan	ETHEL R. JINON	Poblacion Jamindan, Capiz
347	6	Capiz	Panay	DANTE B. BERMEJO	Poblacion, Ilawod, Panay, Capiz
348	6	Capiz	Pilar	GIDEON IKE R. PATRICIO	Barangay Poblacion, Pilar, Capiz
349	6	Capiz	Sigma	CHRISTOPHER T. ANDAYA	Poblacion Norte, Sigma, Capiz
350	6	Guimaras	Buenavista	EUGENIO G. REYES	Barangay New Poblacion, Buenavista, Guimaras
351	6	Guimaras	Jordan	CRESENTE P. CHAVEZ JR.	Barangay Poblacion, Jordan, Guimaras
352	6	Guimaras	Nueva Valencia	EMMANEUL C. GALILA	Barangay Poblacion, Nueva Valencia, Guimaras
353	6	Iloilo	Ajuy	JUAN R. ALVAREZ	Ajuy, Iloilo
354	6	Iloilo	Batad	PEDRO A. ALARCON	Barangay Poblacion, Batad, Iloilo
355	6	Iloilo	Cabatuan	RONILO O. CASPE	Rizal St., Cabatuan, Iloilo
356	6	Iloilo	Dingle	RUFINO P. PALABRICA III, MD	Barangay San Jose, Dingle, Iloilo
357	6	Iloilo	Igbaras	VICENTE E. ESCORPION JR.	Barangay No. 3 Poblacion, Igbaras, Iloilo
358	6	Iloilo	Leon	ROLITO C. CAJILIG	Corner Capalla Avenue and Cabarles St., Poblacion, Leon, Iloilo
359	6	Iloilo	Miag-ao	MACARION N. NAPULAN	Barangay Ubos Ilaya, Miagao, Iloilo
360	6	Iloilo	Oton	VICENTE B. FLORES	Oton, Oton, Iloilo
361	6	Iloilo	Pavia	ARCADIO H. GORRICETA	Ungka II ES, Pavia, Iloilo
362	6	Negros Occidental	Bago City	NICHOLAS M. YULO	Bago City
363	6	Negros Occidental	Binalbagan	EMANUEL I. ARANDA	Poblacion, Barangay San Pedro, Binalbagan, Negros Occidental
364	6	Negros Occidental	Cadiz City	PATRICK G. ESCALANTE	Cadiz West I Elementary School, Cabahug St., Barangay Zone III, Cadiz City / Barangay Carmen
365	6	Negros Occidental	Cauayan, Negros Occidental	JOHN REY D. TABUJARA	Barangay Poblacion, Cauayan, Negros Occidental
366	6	Negros Occidental	Don Salvador Benedicto	LAURENCE MARXLENE DELA CRUZ	Barangay Poblacion, Barangay Igmayaanm Don Salvador Benedicto, Negros Occidental
367	6	Negros Occidental	E. B. Magalona	MARVIN M. MALACON	Barangay 1, Poblacion, E.B. Magalona, Negros Occidental
368	6	Negros Occidental	Escalante City	MELECIO J. YAP, JR.	Alimango ES, Barangay Alimango, Escalante City, Negros Occidental
369	6	Negros Occidental	Himamaylan City	AGUSTIN ERNESTO G. BASCON	Barangay Caradio-an, Himamaylan City, Negros Occidental

370	6	Negros Occidental	Hinoba-an	ERNESTO A. ESTRAO	Barangay 1 Poblacion, Hino-baan, Negros Occidental
371	6	Negros Occidental	Isabela	JOSELITO Y. MALABOR	Isabela, Negros Occidental
372	6	Negros Occidental	La Carlota City	JULIET MARIE D. FERRER	Locsin-Ledesma St., La Carlota City, Negros Occidental
373	6	Negros Occidental	La Castellana	ALBERTO A. NICOR, JR.	Barangay Robles, La Castellana, Negros Occidental
374	6	Negros Occidental	Manapla	LOURDES SOCORRO L. ESCALANTE	Barangay I-A, Manapla, Negros Occidental
375	6	Negros Occidental	Moises Padilla	MAGDALENO M. PEÑA	Barangay 3, Poblacion, Negros Occidental
376	6	Negros Occidental	Murcia	ANDREW L. MONTELIBANO	Murcia, Negros Occidental
377	6	Negros Occidental	Pontevedra	JOSE MARIA A. ALONSO	Barangay I, Pontevedra, Negros Occidental
378	6	Negros Occidental	Pulupandan	MIGUEL ANTONIO C. PEÑA	Barangay Zone 4, Pulupandan, Negros Occidental
379	6	Negros Occidental	Sagay City	ALFREDO D. MARANON III	Old Barangay Plaza, Purok 6, Barangay Poblacion 1, Sagay City, Negros Occidental
380	6	Negros Occidental	San Enrique	JILSON D. TUBILLARA	San Enrique, Negros Occidental
381	6	Negros Occidental	Silay City	MARK ANDREW ARTHUR J. GOLEZ	Barangay Poblacion, Silay City, Negros Occidental
382	6	Negros Occidental	Sipalay City	OSCAR C. MONTILLA, JR.	Barangay III, Sipalay City, Negros Occidental
383	6	Negros Occidental	Toboso	RICHARD M. JAOJOCO	Barangay Poblacion, Toboso, Negros Occidental
384	6	Negros Occidental	Valladolid	ENRIQUE R. MIRAVALLES	Valladolid, Negros Occidental
385	7	Bohol	Alicia, Bohol	MARNILOU S. AYUBAN	Poblacion, Alicia, Bohol
386	7	Bohol	Buenavista, Bohol	RONALD LOWELLG. TIROL	Barangay Poblacion, Buenavista, Bohol
387	7	Bohol	Candijay	CHRISTOPHER B. TUTOR	Barangay Poblacion, Candijay, Bohol
388	7	Bohol	Loay	ROSEMARIE LIM IMBOY	Bgy. Calbario Compound
389	7	Bohol	Loon	LLOYD PETER M. LOPEZ	Loon North Central Elementary School
390	7	Bohol	Mabini	ESTHER FOSTANES TABIGUE	Municipal Hall Compound, Laoac Pangasinan
391	7	Bohol	Pilar, Bohol	NECITAS T. CUBRADO	LGU Pilar Compound, Pilar, Bohol
392	7	Bohol	Sagbayan	RICARDO L.SUAREZ	National Hi-way, Sagbayan, Bohol
393	7	Bohol	San Miguel, Bohol	CLAUDIO C. BONIOR	Poblacion, San Miguel, Bohol

394	7	Bohol	Sierra Bullones	SIMPLICIO C. MAESTRADO	Municipal Compound, Sierra Bullones, Bohol
395	7	Bohol	Tagbilaran City	JOHN GEESNELL L. YAP	Poblacion II, Tagbilaran City, Bohol
396	7	Bohol	Tubigon	MARLON R. AMILA	Tubigon Local Government Center, Potohan, Tubigon, Bohol
397	7	Cebu	Alcoy	MICHAEL ANGELO S. SESTOSO	Alcoy, Cebu
398	7	Cebu	Aloguinsan	CESARE IGNATIUS G. MORENO	Barangay Poblacion, Aloguinsan, Cebu
399	7	Cebu	Asturias	ALAN L. ADLAWAN	Owak, Asturias, Cebu
400	7	Cebu	Borbon	BERNARD A. SEPULVEDA	Poblacion, Borbon, Cebu
401	7	Cebu	Camotes - San Francisco	ALY ARANAS ARQUILLANO	Northern Poblacion, San Francisco, Cebu
402	7	Cebu	Consolacion	TERESA P. ALEGADO	Lamac, Consolacion, Cebu
403	7	Cebu	Dalaguete	RONALD ALLAN G. CESANTE	Dalaguete, Cebu
404	7	Cebu	Medellin	JOVEN J. MONDIGO	Poblacion, Medellin, Cebu
405	7	Cebu	Moalboal	INOCENTES G. CABARON	Poblacion, Moalboal, Cebu
406	7	Cebu	San Fernando	ANTONIO L. CANOY	Barangay Sangat, San Fernando, Cebu
407	7	Cebu	San Remigio, Cebu	MARIANO R. MARTINEZ	Municipal Compound, Poblacion, San Remigio, Cebu
408	7	Cebu	Sibonga	LIONEL BACALTOS	Poblacion, Sibonga, Cebu
409	7	Cebu	Tabogon	ZIGFRED P. DUTERTE	Ilihan, Tabogon, Cebu
410	7	Cebu	Tabuelan	REX CASIANO GERONA	Poblacion, Tabuelan, Cebu
411	7	Cebu	Tuburan	DEMOCRITO M. DIAMANTE	Tuburan, Cebu
412	7	Negros Oriental	Bacong	JOCELYN A. ALVIOLA	Bacong, Negros Oriental
413	7	Negros Oriental	Bayawan City	GERMAN P. SARAÑA	GK Housing, Barangay Villareal, Bayawan City
414	7	Negros Oriental	Canlaon City	JIMMY JAYME L. CLERIGO	City Hall Compound, Barangay Mabigo, Canlaon City, Negros Oriental
415	7	Negros Oriental	Jimalalud	HAZEL T. BILLONES	Poblacion, Jimalalud, Negros Oriental
416	7	Negros Oriental	Mabinay	ERNIE T. UY	Barangay Poblacion, Mabinay, Negros Oriental
417	7	Negros Oriental	Sta. Catalina	NATHANIEL M. ELECTONA	Tambacan, Poblacion, Santa Catalina, Negros Oriental
418	7	Negros Oriental	Zamboanguita	GLENSON E. ALANANO	Del Pilar Street, Barangay Poblacion, Zamboanguita, Negros Oriental
419	7	Siquijor	Enrique Villanueva	GEROLD V. PAL-ING	Poblacion, Enrique Villanueva, Siquijor
420	7	Siquijor	Larena	DEAN S. VILLA	Barangay Helen, Larena, Siquijor

421	7	Siquijor	Maria	MEYNARD R. ASOK	Barangay Olang, Maria, Siquijor
422	7	Siquijor	Siquijor	MEI LING M. QUEZON	Poblacion, Siquijor, Siquijor
423	8	Biliran	Almeria	RICHARD D. JAGUROS	Poblacion, Almeria, Biliran
424	8	Biliran	Biliran	GRACE J. CASIL	San Isidro St. Biliran, Biliran
425	8	Biliran	Cabucgayan	EDWIN R. MASBANG	Barangay Magbangon, Cabucgayan, Biliran
426	8	Biliran	Caibiran	NARICRES C. GO	Barangay Palengke, Caibiran, Biliran
427	8	Biliran	Culaba	LORENZO A. REVELDEZ, JR.	Poblacion, Culaba, Biliran
428	8	Biliran	Maripipi	ULDARICO P. MACOROL	Poblacion, Maripipi, Biliran
429	8	Eastern Samar	Dolores	EMILIANA P. VILLACARILLO	Poblacion, Dolores, Eastern Samar
430	8	Eastern Samar	General MacArthur	JAIME S. TY	Barangay Pingan, General Mc Arthur
431	8	Eastern Samar	Guiuan	CHRISTOPHER SHEEN P. GONZALES	Cogon Relocation Site, Guiuan, Eastern Samar
432	8	Eastern Samar	Sulat	VIRGINIA R. ZACATE	Barangay Baybay, Sulat, Eastern Samar
433	8	Eastern Samar	Taft	MARIAN JUNE E. LIBANAN	Poblacion, Taft, Eastern Samar
434	8	Leyte	Alangalang	REYNALDO B. CAPON, SR.	Alang-alang, Leyte
435	8	Leyte	Albuera	RAMON P. DE LA CERNA JR	Sitio Canlalin, Poblacion, Albuera, Leyte
436	8	Leyte	Bato, Leyte	BRYAN NILE A. GERTOS	Tres Reyes, Bato, Camarines Sur
437	8	Leyte	Calubian	DOROTEO N. PALCONIT	Barangay Veloso, Calubian, Leyte
438	8	Leyte	Carigara	EDUARDO C. ONG	E Makabenta St. Carigara, Leyte
439	8	Leyte	Dulag	MANUEL S. QUE	Brgy. Buntay, Dulag, Leyte.
440	8	Leyte	Hindang	BETTY A. CABAL	Municipal Compound, Hindang, Leyte
441	8	Leyte	Inopacan	SILVESTRE T. LUMARDA	Inopacan Central School, Sto. Rosario St., Poblacion, Inopacan, Leyte
442	8	Leyte	Jaro	ROLANDO T. CELEBRE	Poblacion, Jaro, Leyte
443	8	Leyte	Javier	LEONARDO M. JAVIER, JR.	Barangay Poblacion, Javier, Leyte
444	8	Leyte	Kananga	ROWENA N. CODILLA	Kananga, Leyte
445	8	Leyte	La Paz, Leyte	LESMESC LUMEN, M.D	Barangay District 4, La Paz
446	8	Leyte	MacArthur	RENE R. LERIA	Macarthur, Leyte
447	8	Leyte	Mahaplag	DAISY A. LLEVE	Poblacion, Mahaplag, Leyte
448	8	Leyte	Matag-ob	MICHAEL L. TORREVILLAS	Municipal Compound, Barangay San Guillermo, Matag-ob, Leyte
449	8	Leyte	Matalom	ERIC S. PAJULIO	Matalom North Central Elementary School

450	8	Leyte	Merida	MARCOS ANTONIO D. SOLANA	Merida, Leyte
451	8	Leyte	Palo	REMEDIOS L. PETILLA	Palo Central School
452	8	Leyte	Palompon	RAMON C. OÑATE	Barangay San Isidro, Palompon, Leyte
453	8	Leyte	Pastrana	ALVIN T. OPINIANO	Barangay Poblacion, Pastrana, Leyte
454	8	Leyte	San Miguel, Leyte	CHEERYL ENRICA L. ESPERAS	Poblacion, San Miguel, Bohol
455	8	Leyte	Tolosa	ERWIN C. OCANA	Barangay Telegrafo, Tolosa, Leyte
456	8	Northern Samar	Allen	LAUREANA D. SUAN	Sabang Zone 2, Allen, Northern Samar
457	8	Northern Samar	Biri	ANTONIO JR. B. DELOS REYES	Municipal Compound, Barangay Poblacion, Biri, Northern Samar
458	8	Northern Samar	Bobon	RENY ACERO CELESPARA	Barangay General Lucban, Bobon, Northern Samar
459	8	Northern Samar	Capul	ISIDRO SUAN BANDAL	Barangay Poblacion, Capul, Northern Samar
460	8	Northern Samar	Gamay	TIMOTEIO T. CAPOQUIAN JR	Municipal Ground, Gamay, Northern Samar
461	8	Northern Samar	Lavezares	QUINTIN B. SALUDAGA	Barangay Caragas, Lavezares, Northern Samar
462	8	Northern Samar	Lope de Vega	ANA T. PALLOC	Barangay Poblacion, Lope de Vega, Northern Samar
463	8	Northern Samar	Mapanas	FRANCIS JOHN L TEJANO	Mapanas Central Elementary School
464	8	Northern Samar	Municipality of Rosario	GERARDO P. MIRANDA	Rosario Central Elementary School, Bgy II, Poblacion, Rosario, Northern Samar
465	8	Northern Samar	Pambujan	LINO L. BALANQUIT	Pambujan 1, Central Elementary School, Pambujan, Northern Samar
466	8	Northern Samar	San Isidro	CONDRADO G. AVILA	San Isidro CES, San Isidro, Northern Samar
467	8	Samar	Calbayog City	RONALDO P. AQUINO	Trinidad Elementary School, Calbayog, Samar
468	8	Samar	Paranas	YOLANDA T. TAN	Barangay I, Poblacion, Paranas, Camarines Sur
469	8	Samar	Tarangnan	DANILO V. TAN	Barangay C Poblacion, Tarangnan, Samar
470	8	Samar	Villareal	REYNATO R. LATORRE	Villareal CES, Villareal, Samar
471	8	Southern Leyte	Anahawan	ROBERTO A. LOQUINTE	Anahawan Central School
472	8	Southern Leyte	Hinunangan	REYNALDO C. FERNANDEZ	Poblacion, Hinunangan, Southern Leyte
473	8	Southern Leyte	Libagon	OLIVER E. RANQUE	Poblacion, Libagon, Southern Leyte
474	8	Southern Leyte	Liloan	TEOFILO L. CHONG	Barangay Malangza, Liloan, Southern Leyte

475	8	Southern Leyte	Limasawa	NILO P. PETRACORTA	Government Center, Limasawa, Southern Leyte
476	8	Southern Leyte	Maasin City	NACIONAL V. MERCADO	Combado, Maasin City, Southern Leyte
477	8	Southern Leyte	Macrohon	FE GAVIOLA EDILLO	San Vicente Poblacion, Macrohon, Southern Leyte
478	8	Southern Leyte	Malitbog	ALAN L. GO	Malitbog, Leyte
479	8	Southern Leyte	Municipality of San Juan	VIRGILIO A. MORTERA	San Juan Central ES, San Juan, Southern Leyte
480	8	Southern Leyte	Padre Burgos, Southern Leyte	HERMENIGILDO C. CULPA	Barangay Poblacion, Padre Burgos, Southern Leyte
481	8	Southern Leyte	Pintuyan	RUSTICO L. ESTRELLA	Barangay Poblacion Ubos, Pintuyan, Southern Leyte
482	8	Southern Leyte	Saint Bernard	MANUEL ORALI CALAPRE	Barangay Poblacion, Saint Bernard, Southern Leyte
483	8	Southern Leyte	San Ricardo	ROY Y. SALINAS	Barangay San Antonio, San Ricardo, Southern Leyte
484	8	Southern Leyte	Sogod	IMELDA UY TAN	Sogod Central School District 1, Sogod, Southern Leyte
485	8	Southern Leyte	Tommas Oppus	AGUSTIN R. ESCAÑO	Barangay Bogo. Tomas Oppus, Southern Leyte
486	8	Western Samar	Sta. Rita	JOVEN P. TIU	Poblacion, Sta. Rita, Samar
487	9	Zamboanga del Norte	Bacungan (Leon B. Postigo)	ROPERITO S. JAMORA JR	Poblacion, Leon B. Postigo, Zamboanga del Norte
488	9	Zamboanga del Norte	Dipolog City	EVELYN T. UY	Brgy. Olingan Relocation Area
489	9	Zamboanga Del Norte	Gutalac	ONESIMO L. COMA JR.	Poblacion, Gutalac, Zamboanga Del Norte
490	9	Zamboanga del Norte	Jose Dalman	RACHEL D . FERRATER	Government Center, Jose Dalman, Zamboanga del Norte
491	9	Zamboanga Del Norte	Kalawit	EUGENIO B. BALILING SR.	Barangay Poblacion, Kalawit, Zamboanga Del Norte
492	9	Zamboanga del Norte	La Libertad	ROMEO J. MEJIAS	Municipal Compound, La Libertad, Zamboanga del Norte
493	9	Zamboanga del Norte	Labason	EDDIE T. QUIMBO	Labason CES, Labason, Zamboanga del Norte
494	9	Zamboanga del Norte	Liloy	FELIXBERTO C. BOLANDO	Beside Liloy Gymnasium, Liloy, Zamboanga del Norte
495	9	Zamboanga del Norte	Manukan	EUGENE U. CABALLERO	Barangay Poblacion, Manukan, Zamboanga del Norte
496	9	Zamboanga Del Norte	Mutia	ARTHUR C. TENORIO	Poblacion, Mutia, Zamboanga Del Norte
497	9	Zamboanga del Norte	Piñan	JOSE I. BELLENO	Piñan Central School, Piñan, Zamboanga Del Norte

498	9	Zamboanga del Norte	Polanco	EVAN HOPE D. OLVIS	Municipal Hall Compound, Poblacion North, Polanco, Zamboanga del Norte
499	9	Zamboanga del Norte	President Manuel A. Roxas	JAN HENDRIK I. VALLECER	Barangay Langatian, President Manuel A. Roxas, Zamboanga del Norte
500	9	Zamboanga del Norte	Rizal	FIONA MARIE C. MANIGSACA-RESULLAR	East Poblacion, Rizal, Zamboanga del Norte
501	9	Zamboanga del Norte	Siayan	FLORA L. VILLAROSA	Poblacion, Siayan, Zamboanga del Norte
502	9	Zamboanga del Norte	Sibutad	EUFRACIO D. CAIDIC	Barangay Poblacion, Sibutad, Zamboanga del Norte
503	9	Zamboanga del Norte	Sindangan	NILO FLORENTINO Z. SY	La Roche San Miguel, Sindangan, Zamboanga del Norte
504	9	Zamboanga Del Norte	Siocon	JULIUS S. LOBRIGAS	Barangay Poblacion, Siocon, Zamboanga del Norte
505	9	Zamboanga del Norte	Tampilisan	ANGELES R. CARLOTO II	Municipal Hall Compound, Tampilisan, Zamboanga del Norte
506	9	Zamboanga del Sur	Aurora	BOEN DOROTHEO R. CABAUG	Barangay Poblacion, Aurora, Zamboanga del Sur
507	9	Zamboanga Del Sur	Bayog	LEONARDO L. BABASA, JR.	Barangay Poblacion, Bayog, Zamboanga Del Sur
508	9	Zamboanga Del Sur	Dimataling	MARIA DOLORES A. BAYA	Barangay Kagawasan, Dimataling, Zamboanga Del Sur
509	9	Zamboanga Del Sur	Dinas	WILFREDO S. ASOY, SR	Barangay Poblacion, Dinas, Zamboanga del Sur
510	9	Zamboanga Del Sur	Dumalinao	JUNAFLO R. CERILLES	Municipal Compound, Dumalinao, Zamboanga Del Sur
511	9	Zamboanga Del Sur	Dumingag	NACIANCENO M. PACALIOGA JR.	Municipal Hall Compound, Poblacion, Dumingag, Zamboanga del Sur
512	9	Zamboanga Del Sur	Guipos	FRANCISCO N. ORAEZ	Municipal Compound, Guipos, Zamboanga Del Sur
513	9	Zamboanga Del Sur	Josefina	CATALINO A. ADAPON	Municipal Compound, Josefina, Zamboanga Del Sur
514	9	Zamboanga Del Sur	Kumalarang	EUGENIO G. SILVA	Barangay Poblacion, Kumalarang, Zamboanga del Sur
515	9	Zamboanga Del Sur	Labangan	MARLON B. VALENZUELA	Barangay Poblacion, Labangan, Zamboanga Del Sur
516	9	Zamboanga Del Sur	Lakewood	CANUTO C. ENERIO	Barangay Poblacion, Lakewood, Zamboanga Del Sur
517	9	Zamboanga Del Sur	Lapuyan	JOEL B. SULONG	Barangay Poblacion, Lapuyan, Zamboanga Del Sur

518	9	Zamboanga Del Sur	Mahayag	LORNA S. ESPINA	Barangay Poblacion, Mahayag, Zamboanga del Sur
519	9	Zamboanga Del Sur	Midsalip	LEONIDA M. ANGCAB	Barangay Poblacion, Midsalip, Zamboanga del Sur
520	9	Zamboanga Del Sur	Pitogo	RICHARD M. GARBAN	Municipal Compound, Poblacion, Pitogo, Zamboanga Del Sur
521	9	Zamboanga Del Sur	Ramon Magsaysay	LEONILO D. BORINGA, SR., M.D	Barangay Poblacion, Ramon Magsaysay, Zamboanga Del Sur
522	9	Zamboanga Del Sur	San Miguel, Zamboanga Del Sur	ANGELITO L. MARTINEZ II	Municipal Complex, Poblacion, Zamboanga del Sur
523	9	Zamboanga del Sur	San Pablo	DANILO A. TAUCAN	Barangay Poblacion, San Pablo, Zamboanga del Sur
524	9	Zamboanga Del Sur	Sominot	TEODORO T. ACOSTA	Barangay Poblacion, Sominot, Zamboanga Del Sur
525	9	Zamboanga Del Sur	Tabina	FRUBY O PARAN-DAYUNDON	Municipal Government Compound, Poblacion, Tabina, Zamboanga Del Sur
526	9	Zamboanga Del Sur	Tambulig	PROTACIO L. ALEMAN, DDM, MAGD	Barangay Poblacion, Tambulig, Zamboanga Del Sur
527	9	Zamboanga Del Sur	Tigbao	DANILO E. DALID	Tigbao, Tigbao, Zamboanga Del Norte
528	9	Zamboanga Del Sur	Tukuran	FRANCISVIC S. VILLAMERO	Barangay San Carlos, Tukuran, Zamboanga Del Sur
529	9	Zamboanga Del Sur	Vincenzo Sagun	MERLINA P. MAATA	Barangay Poblacion, Vincenzo Sagun, Zamboanga Del Sur
530	9	Zamboanga Sibugay	Alicia, Zamboanga Sibugay	YASHIER S. MUSA	LGU Compound, Poblacion, Alicia, Zamboanga Sibugay
531	9	Zamboanga Sibugay	Buug		
532	9	Zamboanga Sibugay	Diplahan	ONESIMO L. COMA JR.	Polacion, Dipalahan, Zamboanga Sibugay
533	9	Zamboanga Sibugay	Imelda	ROSELYN V . SILVA	Western Mindanao State University, Imelda External Studies Unit Compound, Barangay Balugo, Imelda, Zamboanga Sibugay
534	9	Zamboanga Sibugay	Ipil	EDWIN M. ALIBUTDAN	Ipil Heights, Ipil, Zamboanga Sibugay
535	9	Zamboanga Sibugay	Kabasalan	GEORGE C. CAINGLET	Barangay Poblacion, Kabasalan, Zamboanga Sibugay
536	9	Zamboanga Sibugay	Mabuhay	RESTITUTO O. CALOÑGE	Barangay Pobacion, Mabuhay, Zamboanga Sibugay
537	9	Zamboanga Sibugay	Malangas	ALFREDO A. ATILANO	Malangas Central Elemtary School Ground, Malangas, Zamboanga Sibugay

538	9	Zamboanga Sibugay	Naga	JOHN B. BUNGAT	Naga, Zamboanga Sibugay
539	9	Zamboanga Sibugay	Payao	JOEPER H. MENDOZA	Barangay Poblacion, Payao, Zamboanga Sibugay
540	9	Zamboanga Sibugay	Roseller T. Lim	MICHAEL A . PIODENA	Katipunan, Roseller T. Lim, Zamboanga Sibugay
541	9	Zamboanga Sibugay	Siay	JARVIS M. ACOSTA	Sitio Gusawan, Barangay Monching, Siay, Zamboanga Sibugay
542	9	Zamboanga Sibugay	Talusan	ORLANDO A . RAMISO	Poblacion, Talusan, Zamoanga Sibugay
543	9	Zamboanga Sibugay	Titay	MARIA ESPERANZA CORAZON D.RILLERA	Barangay Poblacion
544	9	Zamboanga Sibugay	Tungawan	CARLNAN C. CLIMACO	Barangay Poblacion, Tungawan, Zamboanga Sibugay
545	10	Bukidnon	Cabanglasan	RENANTE V. INOCANDO	Barangay Poblacion, Cabanglasan, Bukidnon
546	10	Bukidnon	Damulog	PACOME S. GETIGAN	Pobalcion, Damulog, Bukidnon
547	10	Bukidnon	Dangcagan	FRUTO B. DANDASAN, JR.	Pobalcion, Dangcagan, Bukidnon
548	10	Bukidnon	Impasugong	MARIO T. OKINLAY	Impasugong CES
549	10	Bukidnon	Kalilangan	OMARADJI C. PIZARRO	Central Poblacion, Kalilangan, Bukidnon
550	10	Bukidnon	Libona	LEONARDO G. CALINGASAN	Libona, Bukidnon
551	10	Bukidnon	Malaybalay City	IGNACIO W. ZUBIRI	Bangcud CS, Brgy. Bangcud, Malaybalay City
552	10	Bukidnon	Manolo Fortich	CLIVE D. QUIÑO	Manolo Fortich, Bukidnon
553	10	Bukidnon	Maramag	JOSE V. OBEDENCIO	Maramag, Bukidnon
554	10	Bukidnon	Pangantukan	MIGUEL A. SILVA, JR.	Poblacion, Pangantukan, Bukidnon
555	10	Bukidnon	Quezon, Bukidnon	GREGORIO LLOREN GUE	Barangay Libertad, Quezon, Bukidnon
556	10	Bukidnon	Sumilao	JOSE ANTONIO A. VILLO	Barangay Kisolon, Sumilao, Bukidnon
557	10	Bukidnon	Talakag	VERGITO O. FACTURA	Talakag
558	10	Bukidnon	Valencia City	AZUCENA P. HUERVAS	Valencia City, Bukidnon
559	10	Camiguin	Catarman	NESTOR A. JACOT	Barangay Poblacion, Catarman, Camiguin
560	10	Camiguin	Mambajao	MA. LUISA D. ROMUALDO	Municipal Complex, Sitio Lakas, Pob., Mambajao
561	10	Lanao del Norte	Salvador	HASSANOR L. TAWANTAWAN	Purok 4, Barangay Poblacion, Salvador, Lanao del Norte
562	10	Lanao Del Norte	Bacolod	JOSELITO MIQUIBAS	Barangay Poblacion, Bacolod, Lanao Del Norte
563	10	Lanao Del Norte	Kapatagan	BENJIE Y. BAGUIO	Barangay Poblacion, Kapatagan, Lanao Del Norte

564	10	Lanao Del Norte	Kolambugan	LORENZO MANIGOS	Poblacion, Kolambugan, Lanao del Norte
565	10	Lanao Del Norte	Lala	ALLAN J. LIM	Municipal Government Center, Lala, Lanao Del Norte
566	10	Lanao Del Norte	Linamon	RANDY J. MACAPIL	Municipal Plaza Ground, Linamon, Lanao del Norte
567	10	Lanao Del Norte	Magsaysay	ASIZAH S. OMAR	Barangay Poblacion, Magsaysay, Lanao del Norte
568	10	Lanao del Norte	Maigo	RAFAEL C. RIZALDA	Maigo CES, Maigo
569	10	Lanao Del Norte	Matungao	AISHA AZIS	Municipal, Compound, Poblacion
570	10	Lanao Del Norte	Sapad	PARUK U. ASIS	Poblacion, Sapad, Lanao del Norte
571	10	Lanao Del Norte	Tubod	NELIETA Q. NOVAL	Barangay Poblacion, Tubod, Lanao Del Norte
572	10	Misamis Occidental	Aloran	JUNIPHER A. ROA	Barangay Dalisay, Aloran, Misamis Occidental
573	10	Misamis Occidental	Baliangao	AGNE V. YAP SR.	Baliangao CES, Baliangao
574	10	Misamis Occidental	Bonifacio	SAMSON R. DUMANJUG	Icamen St., Bonifacio, Misamis Occidental
575	10	Misamis Occidental	Calamba	EZEL T. VILLANUEVA	Barangay Southwestern Poblacion, Calamba, Misamis Occidental
576	10	Misamis Occidental	Clarín	ELSA F. NAVARRO	Clarín CES, Clarín
577	10	Misamis Occidental	Don Victoriano	RODOLFO D. LUNA	Poblacion Lalud, Don Victoriano, Misamis Occidental
578	10	Misamis Occidental	Jimenez	ROSARIO K. BALAIS	Barangay Gata, Jimenez, Misamis Occidental
579	10	Misamis Occidental	Lopez Jaena	MICHAEL P. GUTIEREZ	Barangay Poblacion, Lopez Jaena, Misamis Occidental
580	10	Misamis Occidental	Oroquieta City	JASON P. ALMONTE	Lower Lamac, Oroquieta City
581	10	Misamis Occidental	Ozamiz City		
582	10	Misamis Occidental	Panaon	FRANCISCO T. PAYLAGA JR.	Barangay Poblacion, Panaon, Misamis Occidental
583	10	Misamis Occidental	Plaridel	ENGR. DIEGO C. TY	Barangay Southern Poblacion, Plaridel, Misamis Occidental
584	10	Misamis Occidental	Sinacaban	CRISINCIANO E. MAHILAC	Barangay Poblacion, Sinacaban, Misamis Occidental
585	10	Misamis Occidental	Tangub City	PHILIP T. TAN	Brgy. Compound, Lorenzo Tan, Tangub City
586	10	Misamis Occidental	Tudela	SAMUEL L. PAROJINOG	Barangay Centro Napu, Tudela, Misamis Occidental
587	10	Misamis Oriental	Alubijid	ALVIN GIOVANNI A. LABIS	Barangay Poblacion, Alubijid, Misamis Oriental

588	10	Misamis Oriental	Balingasag	MARIETA R. ABOGADO	Balingasag, Misamis Oriental
589	10	Misamis Oriental	Balingoan	AARON PAUL S. UNABIA	Balingoan, Misamis Oriental
590	10	Misamis Oriental	Binuangan	MARCELO Z. ABAO	Poblacion, Binuangan, Misamis Oriental
591	10	Misamis Oriental	Claveria, Misamis Oriental	MERALUNA S. ABRUGAR	Poblacion, Claveria, Misamis Oriental
592	10	Misamis Oriental	El Salvador City	ALFREDO TAN	Poblacion, El Salvador City, Misamis Oriental
593	10	Misamis Oriental	Gingoog City	MARIE GUINGONA	City Hall Complex, Gingoog City, Misamis Oriental
594	10	Misamis Oriental	Gitagum	EMMANUEL S. MUGOT	Poblacion, Gitagum, Misamis Oriental
595	10	Misamis Oriental	Initao	ENERTO J. ACAIN V	Initao, Misamis Oriental
596	10	Misamis Oriental	Jasaan	GRACE A. JARDIN	Barangay San Antonio. Jasaan, Misamis Oriental
597	10	Misamis Oriental	Kinoguitan	DANILO A. LAGBAS JR.	Poblacion, Kinoguitan, Misamis Oriental
598	10	Misamis Oriental	Laguindingan	DIOSDADO T. OBSIOMA	Barangay Kibaghot, Mauswagon, Laguindingan, Misamis Oriental
599	10	Misamis Oriental	Libertad	LEONARDO L. UY, JR.	Municipal Complex, Libertad
600	10	Misamis Oriental	Lugait	ZOSIMO A. PEREZ, JR.	Purok Rizal, Poblacion, Lugait, Misamis Oriental
601	10	Misamis Oriental	Magsaysay, Misamis Oriental	REY B. BUHISAN	Barangay Kandiis, Magsaysay, Misamis Oriental
602	10	Misamis Oriental	Medina	DONATO N. CHAN	Medina, Misamis Oriental
603	10	Misamis Oriental	Naawan	JAIME C. ROA, M.D	Poblacion, Naawan, Misamis Oriental
604	10	Misamis Oriental	Opol	MAXIMINO B. SENO	Poblacion, Opol, Misamis Oriental
605	10	Misamis Oriental	Salay	ROMEO L. QUE	Municipal Ground, Salay, Misamis Oriental
606	10	Misamis Oriental	Sugbongcogon	JEROME P. LAGPAS	Poblacion, Sugbongcogon, Misamis Oriental
607	10	Misamis Oriental	Tagoloan	PAULINO YAP EMANO	Barangay Poblacion, Tagoloan, Misamis Oriental
608	10	Misamis Oriental	Talisayan	ROMMEL C. MASLOG	Talisayan Techno-Transfer Terminal Area
609	11	Compostela Valley	Compostela	LEMA P. BOLO	Municipal Health Office Compound, Compostela, Compostela Valley
610	11	Compostela Valley	Laak	ANTONIO L. LIBUANGAN	Purok 3, Poblacion, Laak, Compostela Valley
611	11	Compostela Valley	Maco	ALVERA VERONICA R. RIMANDO	Purok Ernand Binungan, Maco, Compostela Valley

612	11	Compostela Valley	Maragusan	MARICEL COLINA-VENDIOLA	Barangay Magcagong, Maragusan, Compostela Valley
613	11	Compostela Valley	Mawab	RUPERTO S. GONZAGA III	Municipal Ground. Mawab, Compostela Valley
614	11	Compostela Valley	Monkayo	RAMIL L. GENTUGAYA	Purok 2, Olive Heights, Poblacion, Monkayo, Compostela Valley
615	11	Compostela Valley	Montevista	EUTROPIO S. JAYECTIN	Barangay San Jose (Poblacion), Montevista, Compostela Valley
616	11	Compostela Valley	Nabunturan	CHELITA C. AMATONG	Poblacion, Nabunturan, Compostela Valley
617	11	Compostela Valley	New Bataan	GERALDFORD N. BALBIN	Purok 12, Barangay Cabinuagan, New Bataan, Compostela Valley
618	11	Compostela Valley	Pantukan	ROBERTO M. YUGO, MPA	Barangay Kingking, Pantukan, Compostela Valley
619	11	Davao del Norte	Asuncion	EUFRACIO P. DAYADAY	Barangay Cambanogoy, Asuncion, Davao del Norte
620	11	Davao del Norte	Kapalong	EDGARDO TIMBOL	Maniki Central Elementary School (MCES)
621	11	Davao del Norte	Panabo City	JOSE L. SILVOSA, SR.	Lot. No. 6, Panabo City Government Center Area
622	11	Davao del Norte	San Isidro	ARNEL H. SITTOY	New Municipal Compound, San Isidro, Davao Del Norte
623	11	Davao del Norte	Santo Tomas	BENIGNO R. ANDAMON	Barangay Tibal-og (Poblacion), Santo Tomas, Davao del Norte
624	11	Davao del Norte	Tagum City	ALLAN L. RELLON	Rizal II ES
625	11	Davao del Sur	Digos City	JOSEPH R. PENAS	Poblacion, Digos City, Davao del Sur
626	11	Davao Del Sur	Hagonoy	CONRADO E. LAZA, MM, MBA	Municipal Compound, Hagonoy, Davao Del Sur
627	11	Davao del Sur	Magsaysay, Davao del Sur	ARTHUR D. DAVIN	Municipal Compound, Magsaysay, Davao del Sur
628	11	Davao Del Sur	Padada	PEDRO F. CAMINERO, JR.	Municipal Compound, Poblacion, Padada, Davao Del Sur
629	11	Davao Oriental	Baganga	ATRURO C. MONDAY	Baganga, Davao Oriental
630	11	Davao Oriental	Banaybanay	AALIA LOPEZ-TAMBUANG, MPA-GA	Banaybanay, Davao Oriental
631	11	Davao Oriental	Boston	REBECCO B. ROSIT SR.	Boston, Davao Oriental
632	11	Davao Oriental	Caraga	ALICIA B. MORI	Poblacion, Caaraga, Davao Oriental
633	11	Davao Oriental	Cateel	ERLINDA C. NUÑEZ	Poblacion, Cateel, Davao Oriental
634	11	Davao Oriental	Governor Generoso	VICENTE ORENCIA	Poblacion, Governor Generoso, Davao Oriental

635	11	Davao Oriental	Lupon	DOMINGO A. LIM	Poblacion, Lupon, Davao Oriental
636	11	Davao Oriental	Manay	JON MARCO M. DAYANGHIRANG	Purok 9, Barangay Central, Manay, Davao Oriental
637	11	Davao Oriental	Mati City (Davao Oriental State College of Science and Technology)	CARLO LUIS P. RABAT	Mati City (Davao Oriental State College of Science and Technology)
638	12	Cotabato	Aleosan	VICENRE C. SORUPIA, JR.	Barangay San Mateo, Aleosan, Cotabato
639	12	Cotabato	Antipas	EGIDIO D. CADUNGON, JR.	Poblacion, Antipas, Cotabato
640	12	Cotabato	Arakan	RENE V. RUBINO, SR.	Poblacion, Arakan, Cotabato
641	12	Cotabato	Banisilan	JESUS F. ALISASIS	Municipal Government Site, Poblacion 1, Banisilan, Cotabato
642	12	Cotabato	Kabacan	HERLO P. GUZMAN, JR.	Kayaga, Kabakan, Cotabato
643	12	Cotabato	Libungan	CHRISTOPHER CUAN	Libungan, Cotabato
644	12	Cotabato	Magpet	FLORENITO T. GONZAGA	Municipal Plaza Compound, Barangay Poblacion, Magpet, Cotabato
645	12	Cotabato	M'lang	JOSELITO F. PINOL	Municipal Government Complex, Poblacion-A, M'lang, Cotabato
646	12	Cotabato	Pikit	SUMULONG K. SULTAN	Barangay Fort Pikit, Pikit, Cotabato
647	12	Cotabato	President Roxas	JAIME H. MAHIMPIT	Poblacion, President Roxas, Cotabato
648	12	North Cotabato	Kidapawan City	JOSEPH EVANGELISTA	Poblacion, Kidapawan City, North Cotabato
649	12	Sarangani	Alabel	CORAZON S. GRAFILO	Alabel Municipal Hall Complex, Poblacion, Alabel, Sarangani
650	12	Sarangani	Malungon	REYNALDO F. CONSTANTINO	Municipal Compound, Poblacion, Malungon, Sarangani
651	12	South Cotabato	General Santos City	RONNEL RIVERA	Roxas East Avenue (beside Bureau of Post), General Santos City, South Cotabato
652	12	South Cotabato	Norala	VICTOR Y. BALAYON	Barangay Poblacion, Norala, South Cotabato
653	12	South Cotabato	Santo Niño, South Cotabato	PABLO M. MATINONG JR.	Barangay Poblacion, Sto. Nino, South Cotabato
654	12	South Cotabato	Surallah	ANTONIO O. BENDITA	Municipal Compound, Surallah, South Cotabato
655	12	South Cotabato	Tantangan	BENJAMIN C. FIGUEROA	Barangay San Felipe, Tantangan, South Cotabato
656	12	South Cotabato	Tboli	DIBU S. TUAN	Barangay Aflek, T'boli, South Cotabato
657	12	South Cotabato	Tupi	REYNALDO S. TAMAYO	Municipal Hall compound, Tupi, South Cotabato

658	12	Sultan Kudarat	Isulan	MARITES K. PALLSIGUE	Municipal Hall compound, Isulan, Sultan Kudarat
659	12	Sultan Kudarat	Tacurong City	LINA O. MONTILLA	City Hall Compound, Tacurong City, Sultan Kudarat
660	CARAGA	Agusan Del Norte	Buenavista	NORBERT B. PAGASPAS	Barangay 3, Buenavista, Agusan Del Norte
661	CARAGA	Agusan Del Norte	Remedios T. Romualdez (RTR)	ERNIE T. CENIZA	Poblacion, Remedios T. Romualdez, Agusan Del Norte
662	CARAGA	Agusan Del Norte	Tubay	FIDEL F. GARCIA, JR.	New Munnicipal Compound, Poblacion II, Tubay, Agusan Del Norte
663	CARAGA	Agusan del Sur	Bunawan	EDWIN G. ELORDE	Barangay Poblacion, Bunawan, Agusan del Sur
664	CARAGA	Agusan del Sur	Butuan City	FERDINAND M. AMANTE, JR.	J. Rosales Avenue, Butuan City, Agusan del Norte
665	CARAGA	Agusan del Sur	Prosperidad	ALBIN B. MAGDAMIT	Barangay Poblacion, Prosperidad, Agusan Del Sur
666	CARAGA	Agusan del Sur	Rosario	JOSE T. CUYOS, SR.	Barangay Poblacion, Rosario, Agusan del Sur
667	CARAGA	Agusan del Sur	Sibagat	MARIA LIZA L. EVANGELISTA	Barangay Poblacion, Sibagat, Agusan del Sur
668	CARAGA	Agusan del Sur	Sta. Josefa	SYMOND O. CAGUIAT	Purok 9-A, Poblacion, Sta. Josefa, Agusan del Sur
669	CARAGA	Agusan del Sur	Talacogon	JESRYL E. MASENDO	Del Monte, Talacogon, Agusan del Sur
670	CARAGA	Agusan del Sur	Trento	JOHNMARK C. BILLANES	Barangay Poblacion, Trento, Agusan del Sur
671	CARAGA	Agusan del Sur	Veruela	SALIMAR T. MONDEJAR	Barangay Sampaguita, Veruela, Agusan del Sur
672	CARAGA	Surigao del Norte	Alegria	DOMINADOR G. ESMA, JR.	Local Government Unit Compound, Barangay Gamuton, Alegria, Surigao del Norte
673	CARAGA	Surigao del Norte	Bacuag	SHEILA MAE O. CEBEDO	Municipal Hall Compound, Left wing, Bacuag, Surigao del Norte
674	CARAGA	Surigao Del Norte	Burgos	EMMANUEL N. ARCENA	Poblacion 1, Burgos, Surigao Del Norte
675	CARAGA	Surigao del Norte	Del Carmen	ALFREDO M. CORO II	Numancia Central Elementary School, Del Carmen, Surigao del Norte
676	CARAGA	Surigao del Norte	Malimono	WALLACE R. SINACA	Malimono Central Elementary School, Malimono, Surigao del Norte
677	CARAGA	Surigao Del Norte	Provincial Government SDN	SOL FORCADILLA MATUGAS	Capitol Compound, Surigao City, Surigao del Norte
678	CARAGA	Surigao Del Norte	Santa Monica	FERNANDO N. DOLAR	Santa Monica, Surigao Del Norte

679	CARAGA	Surigao del Norte	Sison, Surigao del Norte	KARISSA R. FETALVERO - PARONIA	Sison, Surigao del Norte
680	CARAGA	Surigao del Norte	Surigao City	ERNESTO T. MATUGAS	Surigao West Central Elementary School (SWCES), Surigao City
681	CARAGA	Surigao del Norte	Tagana-an	CESAR B. DIAZ, JR.	Tagana-an, Surigao del Norte
682	CARAGA	Surigao del Norte	Tubod, Surigao del Norte	RICHELLE B. ROMARATE	Barangay Poblacion, Tubod, Surigao del Norte
683	CARAGA	Surigao del Sur	Bislig City	LIBRADO C. NAVARRO	Mancarogo, Poblacion, Bislig City, Surigao del Sur
684	CARAGA	Surigao del Sur	Tandag City	ROXANNE C. PIMENTEL	Tandag Commercial Complex, corner J.P. Rizal and Magsaysay Street, Bongtud, Tandag City, Surigao del Sur

*\* Mayors who signed the MOA with the ECCD Council*







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