ECCD COUNCIL
Early Childhood Care & Development

Early Childhood Care and Development Council

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ANNUAL REPORT

ECCD
COUNCIL

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ANNUAL REPORT 2020

ABOUT US

The Early Childhood Care and Development (ECCD) Council is a Government agency mandated by Republic Act 10410 otherwise known as the Early Years Act of 2013, to act as the primary agency supporting the government's ECCD programs that covers health, nutrition, early education, and social services for children ages 0-4 years. It is responsible in developing policies and programs, providing technical assistance and support to ECCD service providers, and monitoring ECCD service benefits and outcomes.

VISION

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

MISSION

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

MANDATE

Implement the National Early Childhood Care and Development (ECCD) System.

# Message from the Vice Chairperson and Executive Director

Our focus:

QUALITY EARLY LEARNING, LASTING REWARDS

Guided by our commitment to create the future today by providing quality learning to children 0-4 years old, 2020 was replete with the provision of substantial ECCD initiatives to ensure the continuity of quality learning in the homes and communities of young learners.
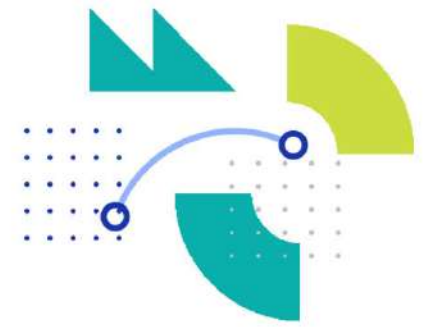
During the early part of the year, the Council faced one of the biggest challenges the Philippines and other countries and the world ever faced – COVID-19. The World Bank described that COVID-19 pandemic jeopardizes education development in two areas: the suspension of classes in schools and the economic problems caused by national control measures instituted by countries affected by the pandemic. It is further anticipated that school closures would lead to learning loss, increased dropouts, and higher inequality, and: the economic challenges would exacerbate the damage, as education demand is deprioritized because other household priorities need to be attended to; and together, they would affect human capital and welfare. However, the World Bank notes that if countries initiate measures to support continued learning during the pandemic, they turn complex educational challenges into opportunities.

The Philippine Government enacted Bayanihan to Heal as One Act in March 2020, calling for physical distancing and disallowing large group meetings/events to stop the spread of COVID-19. For its part, the Council developed various technical strategies and social technologies that ensure the continuity of learning at home and community in the time of the COVID-19 crisis.

We are proud to report that our efforts have enabled us not only to continue pursuing our institutional mandate but also to further expand our reach through the use of newer technologies. Most notable among our efforts for the Year 2020 was the transformation of the majority of the face-to-face learning experiences of our young children into family-driven activities. It is heartening to note that this family and community engagement initiative of the Council registered learning continuity

among our learners and equally important, showed considerable growth in the interest of the whole family in imparting knowledge and skills to their children. Numerous mothers were pleasantly surprised that they were able to gain the teaching strategies and confidence in mentoring their young ones right in their homes and immediate community environment. Parents and family members were also appreciative of the opportunity to have more quality bonding time during the home learning sessions. In addition, because the preparatory sessions held by the child development teachers necessitated some demo sessions by the parents and other elders, they tried to develop some skill like singing and story-telling. The parents were happy that they themselves "learned while teaching their children."

In the area of human resource development, the Council converted the face-face training sessions into e-learning sessions. Together with selected partner state universities, the Council developed self-learning modules in lieu of lecture notes used in formal sessions. All the training programs of the Council utilized these modules which were distributed to the training participants. While the development of self-learning modules entailed considerable work and budget reprogramming, the Council was able to accomplish its training objectives and client reach for the year. Furthermore, the webinars and other online forums were able to register more participants than we planned and anticipated. Still another encouraging

development is the fact that parents, teachers, community members and leaders have started using the social media not only for personal interactions but also for educational activities and for learning conversations. The Council has been able to leverage the use of social media for educational activities.

The Council continued to establish National Child Development Centers (NCDCs) amidst the limited travel and social distancing arrangements during the year. The NCDC officers conducted teleconferences with partner LGUs in order to monitor the progress of the NCDC work and activities. The use of photos and other visual materials became a major component in the continuing dialog with the partner LGUs and other government/non-government agencies at the field level.

Further, existing partnerships were enriched and new partnerships were developed at the national, regional and international levels. The Council continued to maintain and sustain the dialogs with agencies involved in early childhood care and development. Joint undertakings with the Council partners and stakeholders have resulted in more enhanced and productive ECCD programs and projects for the young Filipino learners.

With these continuing Council initiatives, it is our collective hope that we shall be able to turn our 2020 crisis response initiatives into further enrichment and improvement in early childhood care and development in the country.

TERESITA G. INCIONG, EdD, DPM
Vice-Chairperson and Executive Director

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LIST OF ACRONYMS

ABC	Approved Budget Contract
ARNEC	Asia-Pacific Network for Early Childhood
CBPAV	Center-Based Program Implemented in an Alternative Venue
CDT	Child Development Teacher
CDW	Child Development Worker
CFLGA	Child Friendly Local Governance Audit
CSN	Children with Special Needs
CSWDO	City Social Welfare and Development Officer
CWC	Council for the Welfare of Children
DCC	Day Care Center
DepEd	Department of Education
DILG	Department of Interior and Local Government
DOH	Department of Health
DSWD	Department of Social Welfare and Development
ECD	Early Childhood Development
ECCD	Early Childhood Care and Development
ECEMS	ECCD Council Enrolment Monitoring System
ECEP	Early Childhood Education Program
EYA	Early Years Act of 2013
FSP	Family Support Program
GAD	Gender and Development
GO	Government Organization
IATF	Inter Agency Task Force
ICT	Information Communications Technology
LMIEP	Leading and Managing an Integrated ECCD Program
LRP	Learning Resource Packages
LGU	Local Government Unit
MIS	Management and Information System
MSWDO	Municipal Social Welfare and Development Officer
NCDA	National Council for Disability Affairs
NELC	National Early Learning Curriculum
NEMEAS	National ECCD Monitoring, Evaluation and Accountability System
NETIS	NCDC Enrolment Tracking and Information System
NCDC	National Child Development Center
NGO	Non-Government Organization
NNC	National Nutrition Council
PCW	Philippine Commission on Women
POW	Program of Works
PSWDO	Provincial Social Welfare and Development Officer
RWP	Rolling Work Plan
ULAP	Union of Local Authorities of the Philippines
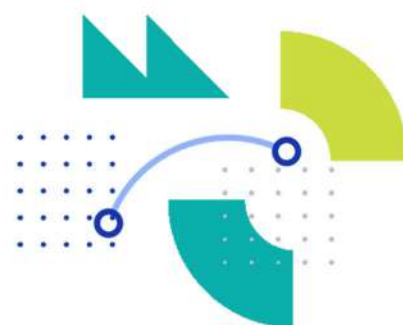
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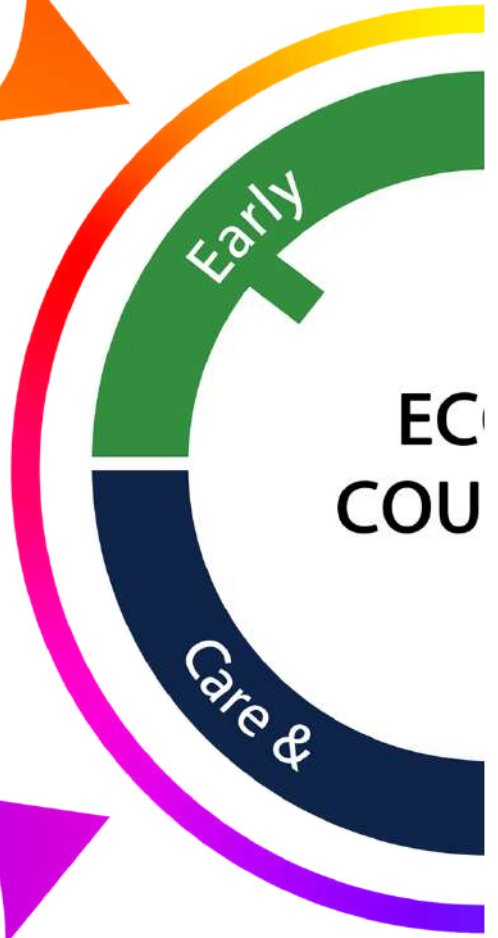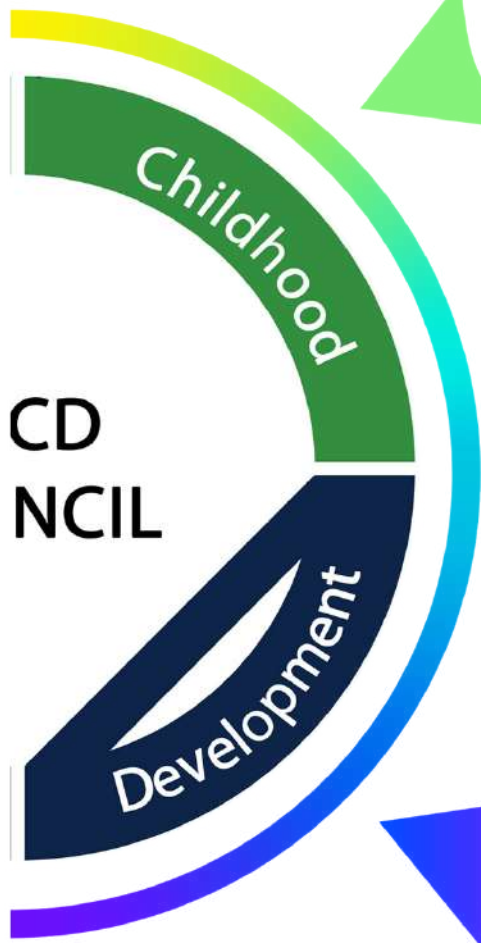
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Department of Social Welfare
and Development
Governing Board Member

**Hon. Governor
Dakila Carlo E. Cua**
Union of Local Authorities of
the Philippines
Governing Board Member

**Hon. Executive Director
Azucena M. Dayanghirang**
National Nutrition Council
Governing Board Member

Hon. Emerita I. Garon
Private Individual/
ECCD Practitioner and Expert
Governing Board Member

Summary of the Council 2020 Performance Utilizing the Systems Approach Lens

The 2020 performance review of the ECCD Council is set in the context of the systems development lens as articulated in Republic Act 10410, also known as the Early Years Act (EYA) of 2013.

This review is likewise guided by the Sustainable Development Goal, SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Specifically, SDG 4.2 sub-goal articulates:

> SDG 4.2   *Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education*

Further, SDG 4.a is the primary consideration of the ECCD Council in its initiative to establish National Child Development Centers (NCDCs) all over the country. This goal aims to:

> SDG 4.a: *Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all*

The NCDC is the anchor of the four major ECCD system components described by EYA. Also guided by EYA, the Council major mandate is the establishment of the NCDC which occupies the center stage in the conduct of all the institutional activities of the Council.

> 2020 NCDC Accomplishments: 32 NCDCs were established in various stages of implementation, 23 sets of NCDC contents per procured and delivered to completed/operational NCDCs.

> Cumulative NCDC Accomplishments: 809 NCDCs were established, 367 NCDCs with complete contents and updated set of equipment (furniture, equipment, signage, hygiene kits, learning materials (storybooks, arts and crafts), computer set)

In Fiscal Year 2020, the ECCD Council and its partner institutions provided integrated services to 0-4 children.

The following are ECCD accomplishments of ECCD Council member agencies:

1. Department of Education Summary of 2020 Performance for ECCD

   - A total of 2,010,153 million Kindergarten Learners both in public and private schools enrolled in SY 2020-2021. 98% of the learners, learned at home.

   - More than 68, 861 teachers handled two Kindergarten sessions.

   - Conducted capacity building through 4-day National Training for Kindergarten Teachers on various topics that focus on pedagogical skills in response to COVID-19 pandemic.

   - Developed Kindergarten Learning Experiences resource material. This guide is for teachers, parents or facilitations helping to meet the Standards and Competencies for Five-Year-Old Filipino Children.

   - Teachers prepared an Individual Learning Monitoring Plan to monitor learners' progress based on given intervention strategies. As well as provided with a Weekly Home Learning Plan.

   - Support was received by the field implementers in Regions, Divisions and Schools in partnership with parents, community and LGU who shared financial and material support.

   - Continued to collaborate with Partners and Member Agencies with ECCD Prpograms and Commitments towards SGDs in light of COVID-19 pandemic.

2. Department of Social Welfare and Development Summary of 2020 Performance

   - Pantawid Pamilyang Pilipino Program covered 8,262,393 eligible children 0-18 years old nationwide. Some conditions to meet to receive benefits were suspended in 2020 dure to the COVID-19 pandemic.

   - 1,847,940 chldren enrolled in CDCs and SNPs were served hot meals as part of DSWD's Supplementary Feeding Program. DSWD promulgated Memorandum Circular No.12 or "Guidelines in the Implementation of Supplementary Feeding Program during Community Quarantine or Other Similar Emergencies" in 2020.

   - 556 children were served in the Reception and Study Center for Children nationwide.

   - Developed the Early Childhood Care and Development – Information System (ECCD-IS) is an automated monitoring and reporting system. The system is continuously enhanced based on recommendations and suggestions of LGUs. A Google website was developed to aid the encoding and updating of ECCD Profiles.

The ECCD System Framework and Components
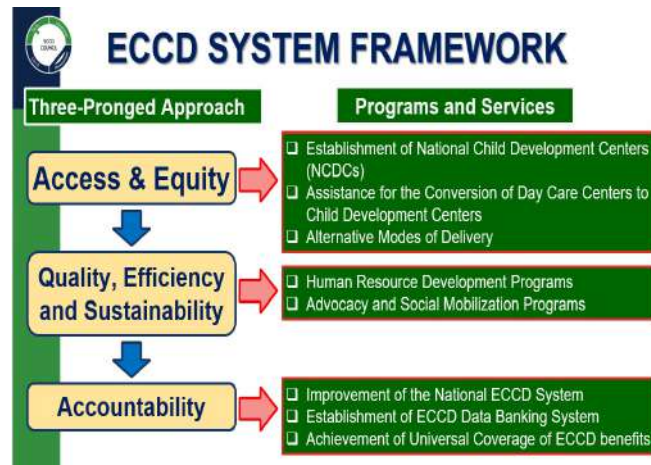
A. <u>**ECCD Curriculum Component.**</u> The National Early Learning Curriculum (NELC) focuses on children's total development and takes into account the age, individual traits and socio-cultural appropriateness to the Council beneficiaries. Further, this component promotes the delivery of complementary and integrative services of health, nutrition, early childhood education, sanitation and socio-cultural activities.

This system component also covers the development/distribution of the ECCD Learning Resource Packages (LRPs) and other learning materials.

In the Year 2020, the Council and its partner state universities/colleges (SUCs)

   a. developed learning materials for parents and other family members of the NCDC children beneficiaries who assumed the primary responsibility of providing learning experiences to these children 0-4 years old
   b. produced/printed and distributed 425 copies of the LRPs, 281 Induction Modules, Checklists, 61 Integration Program kits.

Further, the Council implemented the Center-Based Program Implemented in an Alternative Venue (CBPAV), a curricular strategy designed to generate understanding of the importance of assessment in the ECCD programs among ECCD service providers, identify ways to support parents in the implementation of the CBPAV, and make use of the NELC as a reference in preparing weekly plans for CBPAV.

B. <u>**Human Resource Development Program Component**</u>. Since 2014, the Council has established mechanism for the systematic professionalization of ECCD service providers through enrolment in educational programs either via on-site or distance education modes, through pre-service or in-service training, including continuing education program.

This system component is articulated in SDG 3.0: By 2030, substantially increase the supply of qualified teachers.

The Year 2020 saw the major efforts of the Council along the human resource development component

- 244 ECCD service providers attended the Council's Induction Program
- 25 CDTs and CDWs attended ECEP
- 61 CDTs attended Integration Program
- 47 P/C/MSWDOs and ECCD Focal attended LMIEP

C. **Parent Education and Involvement, Advocacy and Mobilization of Communities.**
This component focuses on the development of parents' strengths as providers of ECCD programs at home, as active partners of other stakeholders, as advocates for community concerns that affect children and as pillars of support for local and national ECCD programs through community organization effort.

The Year 2020 saw more robust ECCD parent education and involvement as well as advocacy and community engagement. Several Council activities were conducted primarily as a response to help mitigate the challenges caused by the COVID-19 pandemic and to continue soliciting more enriched parent, family and community engagement. Most notable among these activities were:

1. Home-Based ECCD Program Pilot: A Research Project. This evidence-based pilot project is designed research-based project to support parents, caregivers/guardians/ family members as the child's first teacher by cultivating in them responsive caregiving behaviors and developmentally-appropriate practices.

2. Airing of *Radyo Bulilit* in the First Quarter of 2020. The radio program cum livestreaming reached more than 12,000 viewers. The planning of a new program, *Kwentuhang Bulilit* was initiated in December.

3. Early Years Fair: Ensuring the Continuity of Quality ECCD Services for Young Children amidst the COVID-19 Pandemic and Launching of the ECCD Council Primer

4. qECCD Amidst the COVID-19 Pandemic and Beyond: City and Municipal Social Welfare and Development Officers Forum, participated in by 391 C/MSWDOs, ECCD Focal Persons and ECCD/Day Care Coordinators.

5. Barangay Summit: Sa ECCD na Suportado, Lahat ay Panalo, which reached 428 local government executives and community members

6. ECCD Focal Person Forum: Linking Ideas to Practice, attended by approximately 400 ECCD Focal Persons, local government representatives, NGOs and ECCD service providers

Teleconferencing, webinar, and other e-platforms helped expand the reach of the advocacy and community engagement component of the ECCD system. Through newer technology platforms, the Council's efforts to enrich community participation in ECCD activities was not only among those who officially registered but also parents, local leaders and other community members who had access to web-based transmission facility. Parents and other

family members as well as community members were able to view the Council-produced learning materials designed to be viewed in lieu of face-to-face sessions.

D. **ECCD Management.** This system component consists of ac continuing process of planning, implementation, supervision, financial management, monitoring, evaluation and reporting to persons concerned and shall encourage the active involvement of and build the capabilities of service providers, parents and local government officials to sustain the program.

The 2020 challenges caused by COVID-19 necessitated the development of alternative management strategies and approaches from the central to the local levels.

1. **Policy Development.** There are two points of focus in the Council's policy development initiative: national policy development and field level advisories/issuances.

   a. *National Level Policy Initiatives.* The Council provided comments and suggestions to the following policy initiatives:

      i. Senate Bill 434: An Act Establishing at least One (1) Special Education (Sped) Center for each School Division and at least Three (3) SPED Centers in Big School Divisions for Children with Special Needs (CSN) (Author: Sen Revilla Jr);

      ii. Senate Bill 1150: An Act Incorporating as System of Special Education in All Public and Private Elementary and Secondary Schools Nationwide for Children and Youth with Special Needs, Institutionalizing The Bureau of Special Education, Creating the Implementing Machinery Thereof, Providing Guidelines for Government Financial Assistance and Other Incentives and for Other Purposes (Author: Sen. Binay);

      iii. House Bill 204: An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service By Local Government Units and Appropriating Funds Therefor (Author: Rep. Jose Enrique "Joet" S. Garcia III.

      iv. House Bill 4158: An Act Providing Safe Haven for Abandoned Newborn Infants (Author: Reps Yedda Marie Romualdez and Ferdinand Martin Romualdez)

   b. *Field-level Issuances/Advisories.* The following advisories were disseminated to all LGUs:

      i. Ensuring that all children aged 0-4 years most especially those belonging to the more vulnerable sectors are provided access to Quality Early Childhood Care and Development (qECCD);

      ii. Postponement of Leading and Managing an Integrated ECCD Program (LMIEP) Phase 1;

      iii. Preparation for the Opening of National Child Development Centers (NCDCs), Day Care Center (DCCs), and Private Learning Center Programs for 0-4 Years Old Children;

      iv. Guidelines for Accreditation, Permit and Recognition of ECCD Programs Offered by Private Learning Child Development Centers/ Learning Centers ;

      v. Giving of Special Awards During Moving Up;

      vi. Unauthorized Development and Distribution of Learning Materials and Modules in Local Level; and

      vii. Updates on the Recommended Opening of Classes and Other ECCD Programs and Activities for 0-4 Years Old Children.

    c. ECCD Center-Based Standards and Guidelines
Continuing review of policies and guidelines as well as development of new issuances were done in order to ensure their responsiveness to emerging ECCD realities at all levels, from the national to the field levels. The review process entailed revisiting the existing policies and guidelines as well as crafting of new ones for public and private service providers, as guided by the over-all framework of the ECCD Center-Based Standards and Guidelines.

2. **Project Implementation.** As in the other ECCD systems components, the Council utilized newer technologies to plan, validate and disseminate national and field level policy outputs. Other management tasks of the Council which utilized these newer technologies were: field monitoring and virtual site visits of NCDCs under construction, tele-dialogs with LGUs, C/MSWDOs, CDTs, parents and community leaders.

3. **Continuing Institutional Partnerships.** This was another management task which had a robust accomplishment in 2020. Throughout the year, the Council participated in joint ECCD undertakings with national, regional and international organizations, as follows:

- Being part of DepEd's Education Forum, the Council participate in the planning sessions and implementation activities of the Learning Continuity Plan (LCP) initiative of DepEd.

- The Council also gave inputs on ECCD in a series of dialogs in the situation analysis efforts of DepEd under the Basic Education Sector Analysis (BESA). The Council provided ECCD inputs to the draft situation analysis.

- The Council served as a major partner in the Asia-Pacific Regional Network for Early Childhood (ARNEC) Learning Groups which were organized to facilitate collaboration, learning, capacity building, resource mobilization, and technical exchange among Early Childhood Development (ECD) experts, practitioners, and advocates in Asia.
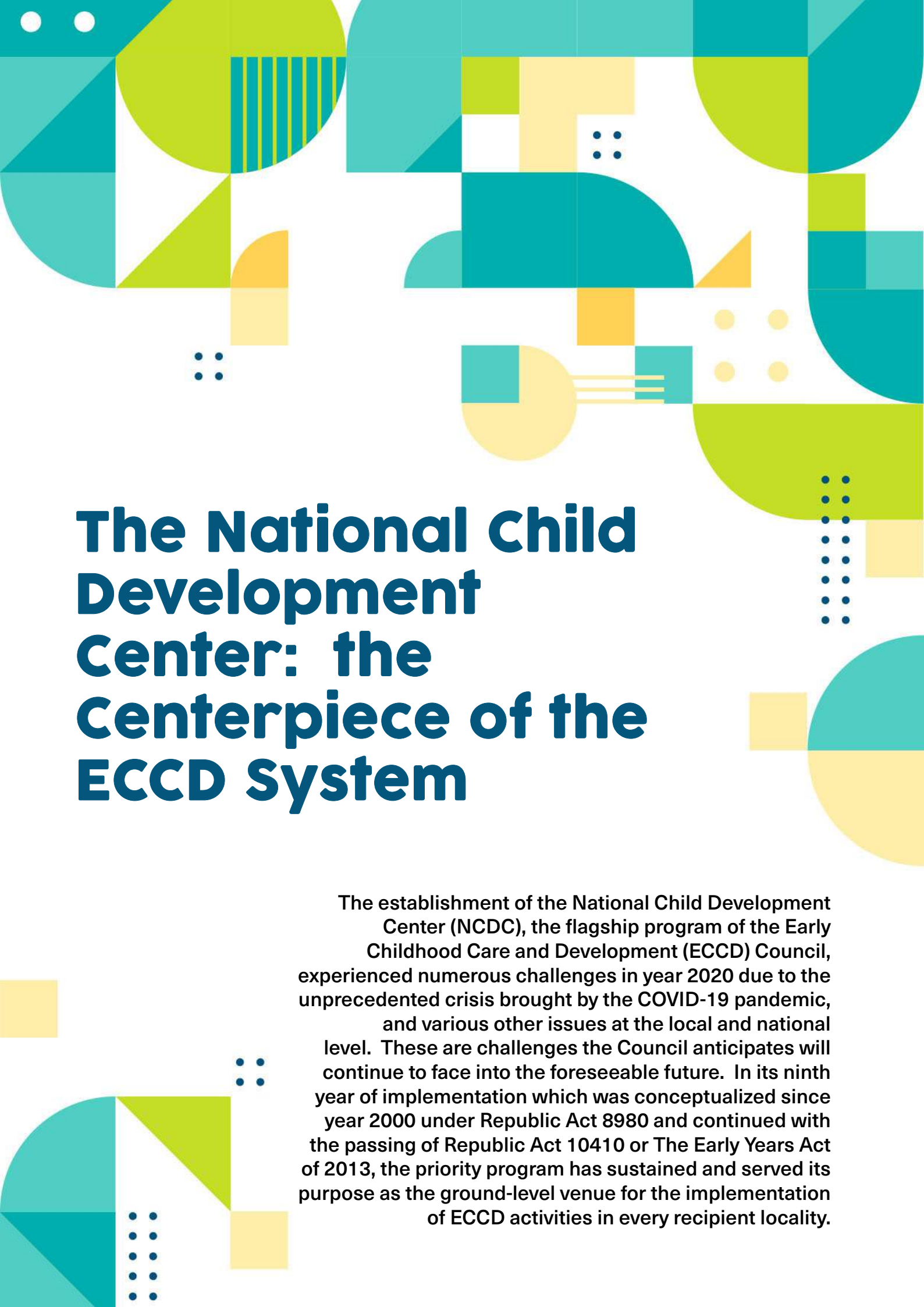
- Also as an ARNEC partner, the Council participated in the 2020 study "Perspective on the Impact of COVID-19 on Young Children and Early Childhood Development in the Asia-Pacific Region." It was a survey which aimed to generate the views of the ECD community and amplify its voice on the conditions of young children and status of ECD in the region as a result of COVID-19. ARNEC selected the ECCD Council as a major research presenter of its country report because of the significant number of responses from the ECD community in the country.

- UNICEF Philippines and the ECCD Council continued to work together in piloting and implementing quality ECCD programs and services in the country. A major initiative with UNICEF is the National ECCD Monitoring, Evaluation and Accountability System (NEMEAS). This initiative aims to strengthen the periodic assessment of progress, to learn from experiences and to improve committed outputs, outcomes and impacts of ECCD policies and programs towards the achievement of ECCD targets in the Sustainable Development Goals.

- The Council is a partner of the "Collaborative Partnership in ECCD Project" together with the DSWD, Knowledge Channel Foundation, Zuellig Family Foundation, and Jollibee Group Foundation. In 2020, the Council provided technical assistance to Knowledge Channel in developing the training program for ECCD service providers, helped in the development of the training program and review of the video materials used in the training program.

- The Council participated in the review of the "Evaluation of the National Early Childhood Care and Development Program of the Philippines, Part I", funded by the UNDP with the NEDA as the commissioning unit.

4. **ICT Based Council Initiatives.** In 2020, the Council continued to implement the following ICT-based initiatives:

   - *National Child Development Center (NCDC) Enrolment Tracking and Information System (NETIS)*, a web-based information system used by the Council and its partners at the national and local levels to monitor and track the status of the NCDC's operation and its ECCD service delivery across the country.

   - *ECCD Council Website and Social Media Portals.* The Council undertook a year-round management of its website and social media accounts, in order to address its viewers' need to keep abreast of the current ECCD programs and projects nationwide. Additional tabs were also created to comply with the Government's requirement on transparency and to complement the provision of alternative delivery of ECCD programs and services.

   - Additionally, the following tabs were installed: tab for Procurement posting of the office to view the bid announcements; a page for programs and advocacy. Materials which is a page similar to a blog, where programs and advocacy

materials were posted to complement the alternative delivery of ECCD programs and services.

- *Registration/Evaluation Forms.* This tab was designed for the Council's webinar and meetings. A different link is provided to participants in the conduct of an activity and the link has a timeline on when the form would be available online.

- *The ECCD Council Management and Information System (MIS).* In 2020, the Council continued to manage and refine its Management and Information System (MIS), a computerized system for recording, monitoring, tracking and archiving of data and information including but not limited to communications, administrative, finance, accounting and budget documents, policy and programs, NCDC and Information Communications Technology (ICT) documents.

- *The Records Management Module* of the MIS was done in the last quarter of 2020 and select personnel who will be users of the module were oriented and trained on its operation. The module will be fully implemented in 2021. Simultaneous with the records management was the finalization of the inventory module which was planned to be operational in the first quarter of 2021.

- Further, the Council continued to plan/design the following modules: *Records Management Module* for recording, monitoring, tracking, archiving and retrieval of all incoming and outgoing correspondence and documents and; *Inventory Module*, envisioned to contain records on procurement of all equipment and office supplies including status of delivery and completion.

- *ECCD Council – Enrolment Monitoring System (ECEMS)* An android-based mobile application which will be used to record a quick summary of enrolment in ECCD program per school year. The application shall be used by Child Development Teachers/Workers nationwide and aims to generate enrolment data per city/municipality, barangay and center.

- *National ECCD Monitoring, Evaluation and Accountability System (NEMEAS)* is a web-based, online information system that will store, manage and process ECCD data from the existing information system of the ECCD Council Governing Board Member Agencies namely, the DOH IS, NNC IS, DSWD ECCD IS, ECCDCS NETIS and DepEd BEIS. It will include an interface that will link all the mentioned Information Systems to have an integrated and coordinated National ECCD M&E system.

The National Child Development Center: the Centerpiece of the ECCD System

The establishment of the National Child Development Center (NCDC), the flagship program of the Early Childhood Care and Development (ECCD) Council, experienced numerous challenges in year 2020 due to the unprecedented crisis brought by the COVID-19 pandemic, and various other issues at the local and national level. These are challenges the Council anticipates will continue to face into the foreseeable future. In its ninth year of implementation which was conceptualized since year 2000 under Republic Act 8980 and continued with the passing of Republic Act 10410 or The Early Years Act of 2013, the priority program has sustained and served its purpose as the ground-level venue for the implementation of ECCD activities in every recipient locality.

As of the end of year 2020, a cumulative total of 809 local government units (LGUs) nationwide were identified as recipients of funding assistance for the construction of NCDC buildings. This represents 49.5 % coverage of the total 1,634 cities and municipalities nationwide. (Table 1 shows the major island implementation of the Project).

FY 2020 NCDC PROJECT IMPLEMENTATION PERCENTAGE DISTRIBUTION PER MAJOR ISLAND
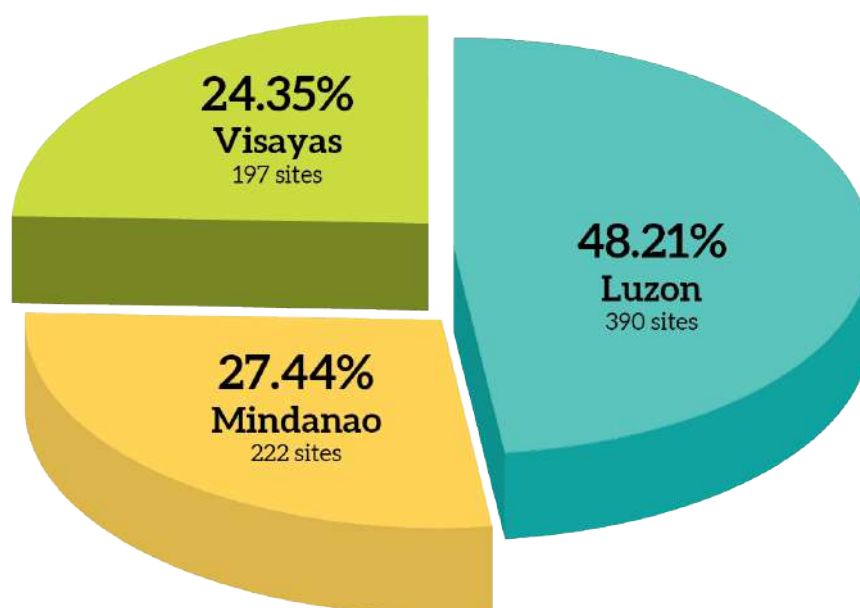
Table 1. Major Island Implementation of NCDC

Regions	2011-2020	%
LUZON REGIONS *(CAR, NCR,R1, R2, R3, R4A, R4B & R5)*	390	**48.21**
VISAYAS REGIONS *(R6,R7 & R8)*	197	**24.35**
MINDANAO REGIONS (R9, R10, R11, R12 & CARAGA)	222	**27.44**
TOTAL	**809**	**100%**

For regions in Luzon which comprises 8 regions, a total of 390 cities and municipalities were recipients of funding assistance for the establishment of NCDCs. This represents 48.21% of the total 809 LGU-recipients of the project. Visayas regions reached 197 LGUs or 24.35% and Minadanao with 222 LGUs or 27.44%.

While the ECCD Council has a yearly target of 100 LGUs as recipients of the program, only a total of 32 NCDC sites were funded for the year 2020, mainly as a result of the non-release of approved budgetary allocation for the program. With the unforeseen occurrence of COVID-19 pandemic, the release of the approved budget to the Council was held in abeyance by the Department of Budget and Management to be re-allocated to much needed funding assistance to other sectors in response to the emergency health situation.

In addition to the effects to the national budget programming, the pandemic crisis also resulted to a very limited number of LGU recipients to complete the project implementation for the year nor showed significant accomplishment on procurement activities or even execute a complete cycle of construction activities for the NCDC buildings. The conduct of local procurement activities and some isolated construction or project implementation issues and concerns aside form the matter concerning pandemic crisis that hamper the timely completion of the project were also noted. Some LGUs, on the other hand, opted to focus more on the preparation on how to endure the impact of the prolonged community quarantine. With such dilemma, there were sites which were not able to complete the project and requested for project extension. These recipient LGUs submitted catch-up plans and reprogramming of their project implementation. These projects were anticipated to be completed or at least substantially complete during the second and third quarter of 2020 or expected to be ready for occupancy before the start of the next school calendar year.

Overall, project accomplishments versus the yearly targets are shown in Table 2:

Table 2. Status of Implementation as of December 31, 2020								
	2014	2015	2016	2017	2018	2019	2020	TOTAL
TARGET	200	100	200	100	100	100	32	832
FUNDED	200	100	200	100	82	95	32	809 (97%)
COMPLETED	200	100	200	98	76	47	2	723
ON-GOING	0	0	0	2	5	35	4	46
FUNDED/UNDER PROCUREMENT	0	0	0	0	1	9	26	36
FOR RELEASE	0	0	0	0	0	4	0	4
TOTAL	200	100	200	100	82	95	32	809

By island group, Table 3 below shows a little bit lower percentage rate for the Visayas area on NCDC building construction. Hauling cost and availability of construction materials and manual labors are still the common factors that greatly affect the total budgetary allocation for each respective island sites for the past years of project implementation. More often, the lack or scarcity of construction

materials and labor/manpower within the vicinity, distance of the projects and even safety and geographical concerns are to be taken into consideration in approving the total budget for construction. These attributes affected the increase or decrease of total budgetary allocation that is being given to each LGU sites.

Moreover, provinces in the Visayas and Mindanao implemented a "close border" policy with a more strict local community quarantine protocol due to the increase of COVID-19 cases in various cities and municipalities in some regions. This was attributed to the re-opening of the inter-island transportation after the approval of the modified general community quarantine in Luzon. The scenario hampered the timely delivery of construction materials and mobility of manpower by various Contractors.

Table 3. Child Development Center 2014-2020								
YEAR	2014	2015	2016	2017	2018	2019	2020	TOTAL
TARGET	200	100	200	100	100	100	32	832
Accomplishment								
LUZON	108	52	78	46	44	37	24	390
VISAYAS	50	24	35	26	21	34	7	197
MINDANAO	42	24	87	28	17	22	1	222
	200	**100**	**200**	**100**	**82**	**95**	**32**	**809**

Remodelling of Day Care Centers

Aside from the NCDC building construction, Phase 2 of the Program which is the conversion/modelling of the Day Care Centers (DCCs) to Child Development Centers (CDCs) continued to be monitored. Although there was no budgetary allocation released in 2020, the said project implementation has already accomplished 189 LGU recipients. This number corresponds to a total of 1,890 converted/modelled to 10 to Day Care Centers to Child Development Centers.

The conversion/modelling of existing DCCs to CDCs project provide each respective recipient site or Barangay a funding allocation of approximately Php 100,000.00 to improve and upgrade their centers. This project includes completion of existing unfinished structure and facilities, repair and rehabilitation and/or purchase of school furniture and learning materials.

The conversion/modelling of DCCs to Child Development Centers experienced difficulties in completing the target for the year. The small number of LGU sites availing the project was due to non-compliance of LGUs on the submission of complete required documents nor completion of counterpart obligation since funding requirement for such were not generally considered by LGUs in their respective budget programming for the year.

Table 4 indicates the project implementation per year for the conversion/modeling of Day Care Centers to Child Development Centers for FY 2015-2020.

Table 4. Project implementation of conversion/modelling of DCCs to CDCs per Year								
	2015	2016	2017	2018	2019	2020	TOTAL	%
TARGET	150	200	35	41	100	0	526	
Completed	32	24	27	35	13	0	131	
On-going	1	0	2	5	37	0	45	
Funded/Under Procurement	0	0	1	0	6	0	7	
For Funding	0	0	0	0	6	0	6	
TOTAL	33	24	30	40	62	0	189	36%

All funded LGUs sites that have yet to complete the project implementation were reminded on the conditions stipulated in the MOA on project penalty.

Monitoring and Inspection Activities of NCDCs

With the pandemic posing health threats and risk to anyone, the conduct of site monitoring and ocular technical inspections were cancelled in order to comply with the safety and health protocol implemented because of the pandemic. On-line or telecommunication monitoring was initiated including implementing a new monitoring mechanism to gather project information and updates on construction activities including the status of the implementation of local community quarantine as it affects the operation of the NCDC.

Monitoring activities included (1) close coordination with concerned LGU officials, (2) conduct of briefing or orientation via multi-media platforms, and (3) regular telecom for project monitoring; and provision of immediate recommendation and technical assistance to further resolve specific implementation issues. Although remedies or resolutions for

the most of the LGU concerns were addressed at the LGU level, provision of technical guidance and recommendation of applicable course of actions were provided by the Council.

With the said monitoring approach, updates on project construction to non-affected pandemic sites were still captured. The use of geo-tagging mobile application to get the "real-time" data of a particular project site was utilized.

Table 5 shows the summary of the status of the NCDC buildings:

Table 5. Status of NCDC Buildings		
Particulars	Total LGU sites	Percentage over completed NCDCs
TOTAL COMPLETED NCDC BUILDING CONSTRUCTION	723	
NCDC building with CDT	646	89%
NCDC building functional	642	88.9%
NCDC building with furniture	557	77%
NCDC building with equipment	593	82%
NCDC building with computers	623	86%

Further, Table 6 shows the summary distribution of the status of the project implementation of NCDC building construction for seven (7) consecutive years in terms of release of budget allocation.

TABLE 6. NCDC Building Construction Project Implementation Chart 2014-2020
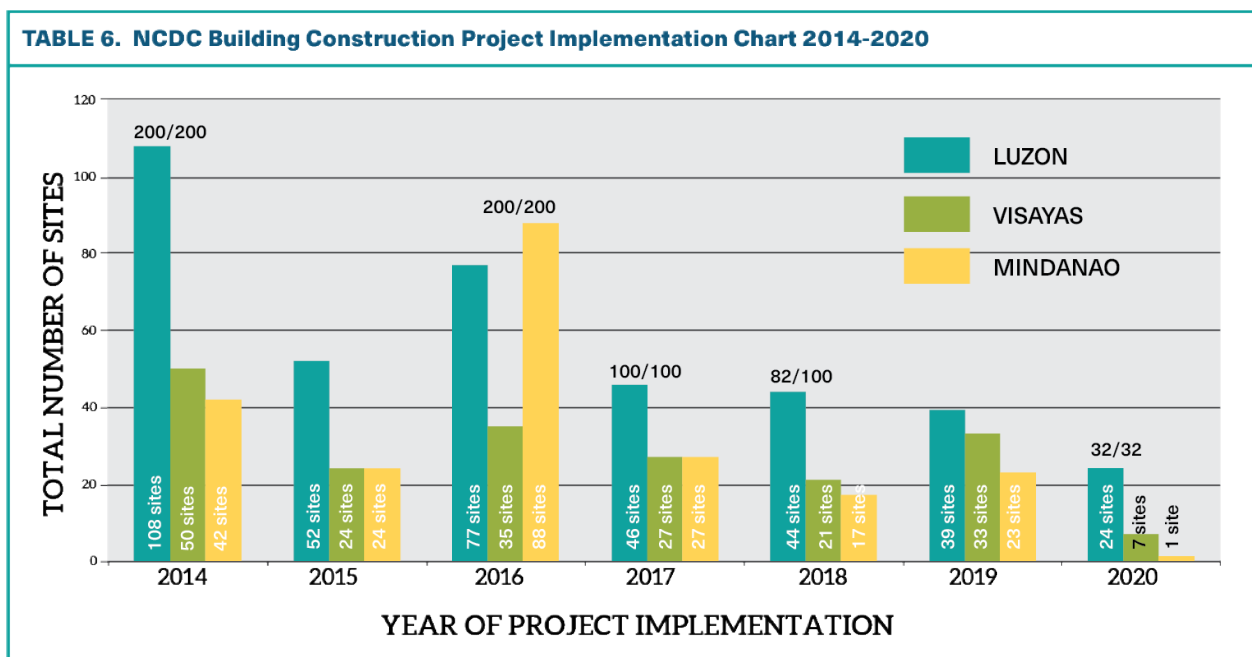
The NCDC Building Contents

The NCDCs were provided with contents required for the operation of the Centers. There was a significant increase in the delivery of the contents in 2020 meeting the Council's cumulative target and back log for the past six years (2014-2020). This is despite several factors, issues and concerns encountered during the procurement/ pre-bidding activities for the said component. Table 7 shows the breakdown of delivery of contents to NCDCs:

Table 7. Cumulative NCDC Contents Accomplishments as of December 31, 2020				
CONTENTS	TARGET	DELIVERED	BALANCE	% Accomplishment
Computers	809	623	186	77%
Signage	809	683	126	84%
Furnitures/Fixtures	809	557	252	69%
Equipment	809	593	216	73%
Others				
Story Books and Posters	809	367	442	45%
Manipulative Learning Materials	809	367	442	45%
Hygiene, Toilet and Bath	809	367	442	45%
Arts and Crats	809	367	442	45%
Musical Instuments	809	367	442	45%
			Ave:	**59%**

The NCDC contents have undergone design and technical description upgrading and modifications which were considered for the FY 2020 procurement with FY 2019-2020 batch of LGUs, the contents are now being delivered to recipient LGU sites. This is despite the tedious procurement activities and difficulties on delivery and the pandemic crisis.

The changes or modifications made were considered to enable the Council to develop a sturdier, long lasting and practical design of school furniture and in order to adjust tolerable measurements based on available raw materials in the local market that are being used for fabrication. Revisions were made to shelves and other school furniture to provide appropriate design suitable to the building interior footprint and to provide adequate spaces for indoor activities.

NCDC Project Implementation in 2020

1. Conduct of Site Validation, Ocular Inspections and Project Monitoring

Ocular inspections were conducted to proposed sites by each LGU's technical engineering unit to validate the building location and to guarantee that the site selection criteria are being observed prior to the actual building construction and submit such documents to NCDC PU for review and evaluation. This activity was also done to ensure that compliance with the minimum requirements was implemented. Technical inputs were recommended to further be reconsidered as well as to review cost adjustment to be incorporated in the final and approved POW and budgetary allocation, the Approved Budget for the Contract (ABC) for each respective site whenever applicable and necessary. Although the said activity was done, there were some isolated sites that experienced difficulty in site acquisition or complying with the required minimum total lot area of 250.00 square meters. Thus, minor changes on the plans were made to those sites with no other options or alternative location. These scenarios were carefully reviewed and evaluated after concerned LGU/s submission of supporting documents and valid justification.

Photos show the NCDC building of the Municipality of Siay, Zamboanga Sibugay using photo application showing the exact building location, time, date and coordinates as the new normal project monitoring mechanisms of the ECCD Council-NCDC PU.

With limited manpower (engineer and monitoring personnel), and with the current state of the strict safety and health protocols and restrictions due to the COVID-19 pandemic, a new monitoring mechanism was put in place, using various available web applications and platforms;

- NCDC PU staff implemented the weekly tele-monitoring through the use of Facebook, Messenger, Viber and emails;

- LGUs with on-going construction or with work resumption were asked to submit photo documentation supported with Geotagging application. Such photos captured through this web application which includes real-time status, coordinates, date and time;

- LGUs with substantial completion that requires ECCDC's technical punch list and final inspection were advised to conduct such activities under the initiative of respective City/ Municipal Engineering staff using the directives and procedure recommended by the ECCDC NCDC PU;

- In lieu of the issuance of the Punch list and final report from the ECCDC NCDC PU, the LGU submitted photo documentation of the conduct of activity and the revised Certificate of Completion (COC) pro-forma issued by the ECCDC.

2. **Documentating and Archiving, Monitoring Mechanisms, Review and Evaluation**

The Council developed a more systematic way of documenting and filing of documents and other types of correspondence. Recipient LGUs were clustered into batches according to the year of project implementation. Electronic filings were also considered to easily send files or documents for any requesting staff who are assigned with "work-from-home" arrangements due to pandemic. This systematic documentation provided easy and fast tracking mechanism to immediately respond to any issues and concerns inquired by a particular LGU. Although with a slight delay due to transfer of documents via internet or sending correspondent via courier or airmail, responding and addressing to various LGU issues and concerns were made at the earliest time possible.

3. **The NCDC Building Contents Procurement Activities and On-site Deliveries**

Several factors, issues and concerns were encountered during the procurement/ pre-bidding activities for the said component. The NCDC contents have undergone design and technical description upgrading and modifications which were considered for the FY 2020 procurement with FY 2019-2020 batch of LGUs, the contents are now being delivered to recipient LGU sites. This is despite the tedious procurement activities and difficulties on delivery and the pandemic crisis.

Some LGU recipient sites under 2019 and 2020 batch opted not to conduct their procurement activities due to pandemic. With this situation, project suspension was recommended. For most LGUs which had on-going procurement activities and encountered delays due to project execution and/or meeting the timely completion of the project neither due to pandemic nor some procurement issues that often leads to failure of biddings.

4. **Submission and Completion of Pertinent Requirements and/or Documents**

No processing of funding release documents was provided to LGUs with incomplete submission of required documents. Approval and release of funding support rest on the LGU's complete submission of the requirements or documents for the project implementation. The accounting unit procedure required that all attachments must be completed and properly reviewed prior to the release of funding allocation. Most of the LGUs with incomplete document submissions were informed on the matter and were given deadlines prior to submission to facilitate the processing of the downloading of funding support. LGUs which failed to submit the abovementioned documents prior to the release of funds were considered in the next funding batch or until such time said LGU completed

pertinent documents. Such provided an ample time and opportunity for concerned LGUs to comply with the basic requirements needed.

5. **Provision of additional cost/project allocation by LGU as counterpart**

The initial funding release of Php 2.3M as maximum allocation were not sufficient in the site/s with different lot contour or required additional works for site preparation, site acquisition for another site to conform with the minimum required lot size, scenarios which are not anticipated by the LGU. Local costing depending on site location (rural/upland/island /coastal sites) had to address double or even triple hauling cost; and the excess/additional amount to be shouldered by LGU as counterpart (perimeter fence and outdoor play facilities) were not programmed or included in the approved LGU budget and Annual Procurement Plan (APP). Some LGU recipients informed the Council about their predicament on addressing budgetary issues for the unexpected occurrence of the pandemic. This resulted to budget realignment intended for site improvement, provision of perimeter fence and outdoor facilities.

6. **Approved duration for Work Suspension due to pandemic**

In anticipation on the impact of the pandemic crisis, the Council approved a total of 60 calendar days work suspension to all NCDC sites with on-going project implementation. All recipient LGUs were also asked to submit corresponding documents on the implementation of their local community quarantine beyond the initially approved suspended duration. Some LGUs especially in the Visayas regions terminated their contractors due to their failure to neither implement nor complete the project when the local community quarantine was adjusted to accommodate new normal working conditions. LGUs that terminated their contracts were advised to immediately perform project assessment of remaining works and procurement activities, while others opted to complete the NCDC building using the "By Administration" completion of works.

7. **Unavailability of materials and drastic increase of local cost**

Modes of transportation in any form were prohibited in the second quarter of the year to control the widespread of the COVID-19 virus. It was only after in the mid-month of May 2020 when the nationwide strict community quarantine was adjusted to a modified level in order to prevent a total economic breakdown. With such, the continuity of operation of selected government agencies and other infrastructure projects were allowed. However, the cost of construction materials was drastically affected by it and resulted to a tremendous increase (double to triple increase of cost) due to the transportation restriction.

8. **Absorptive Capacity of the LGUs affected by COVID-19 pandemic**

The implementation of the NCDC building construction was generally hampered by the pandemic crisis due to the implementation of the strict no-contact policy for safety and health. A number of LGUs experienced difficulties in completing
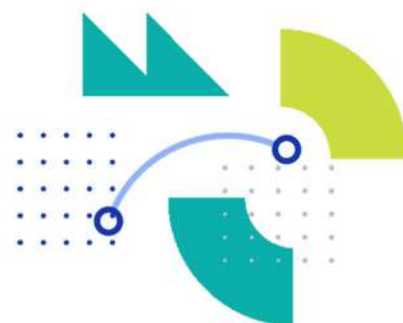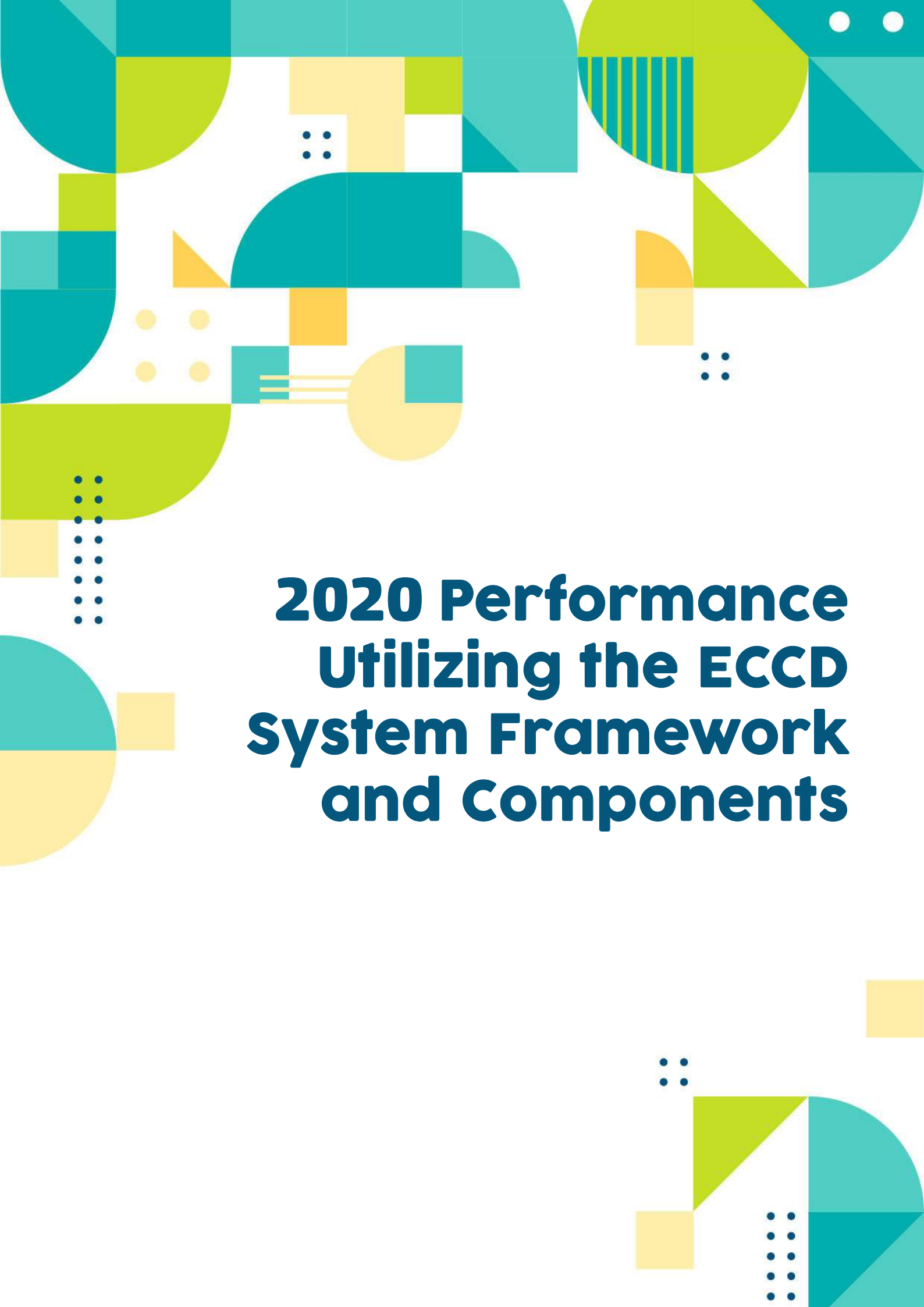
the project due to lack of manpower, lack of budgetary allocation for counterpart and no budgetary support for sustainability and maintenance or most of the budget were realigned to support and provide assistance to control the widespread of the virus.

9. **Monitoring typhoon-damaged NCDC buildings and NCDCs used as temporary COVID-19 isolation facilities**
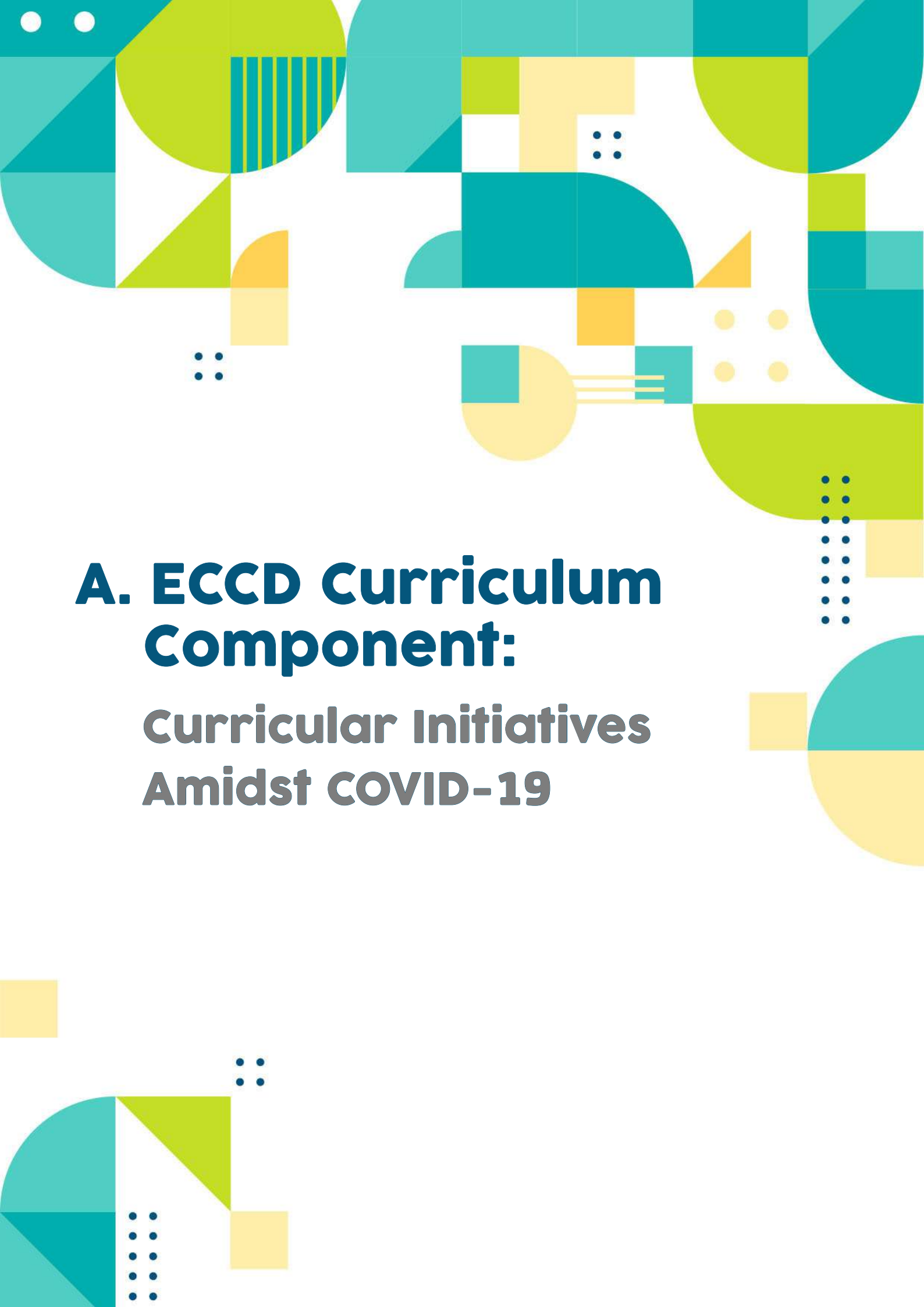
Aside from the conduct of project monitoring of on-going projects to all recipient LGUs, monitoring of damaged NCDC facilities affected by natural disasters like typhoons and earthquakes, and provision of technical assistance on safety and health protocols for NCDC buildings and Day Care Centers / Child Development Centers used as temporary facilities for COVID-19 pandemic affected areas were also made.

PARTICULARS	TOTAL (LGU sites)	Remarks
NCDC building used as COVID-19 isolation center	23	*LGU reported all NCDC and CDCs/DCCs used as temporary isolation facility*
NCDC building damaged by recent natural calamities	37sites-by typhoon 2 sites-by earthquake	*Prepared damage report with estimated cost of repair – for submission to DBM*

2020 Performance Utilizing the ECCD System Framework and Components

A. ECCD Curriculum Component:

Curricular Initiatives Amidst COVID-19

Development of Materials and Activities during Home Quarantine

As part of the Council initiatives to address the challenges of the COVID-19 pandemic, developed resources aimed to disseminate information regarding health protocols and advocate developmentally appropriate activities for children aged 0 to 4 during the pandemic. The information and advocacy resources were primarily developed in English and Filipino, with selected translated to Ilocano, Bisaya, and Chavacano. Resources on health protocol include those developed by partner agencies, Department of Health (DOH) and the National Nutrition Council (NNC), complimented with suggested activities for children developed by the ECCD Council Secretariat.

The resources were posted and disseminated through the official Early Childhood Care and Development (ECCD) Council Facebook Page. This allowed ECCD service providers such as Social Welfare and Development Officers (SWDOs), ECCD Focal Persons, and Child Development Teachers/Workers (CDT/Ws), as well as parents and private practitioners, to gain access to the resources. In addition to the ECCD Council Facebook Page, videos developed were also shared through the official YouTube Channel of the ECCD Council. Through this online network of service providers and private individuals, the dissemination and distribution of resources reached a nationwide scale.

Among others, the resources included a variety of ECCD dimension such as children's developmental milestones and age-appropriate activities as seen in the ECCD Bingo Cards. Additionally, the ECCD Bingo Cards consist of play-based activities that focused on hygiene and sanitation. This also covered activities children and their families can engage in. Material that focused on this is the Family Activities or *Mga Activity Para sa Pamilya*, wherein nine activities that families can try were provided with age-appropriate variations for children aged 0 to 4. And lastly, hands-on activities that children may try for themselves were also introduced. Example of these were the Shadow Play video, Setting Up a Dramatic Play Box, and Homemade Playdough.
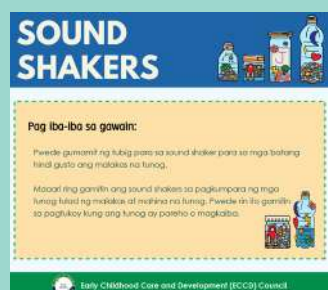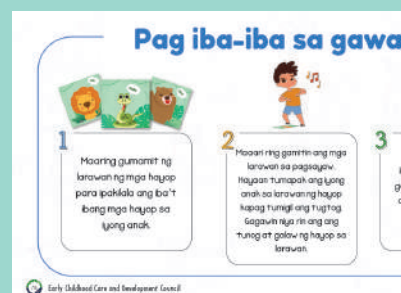
Center-Based Program Implemented in an Alternative Venue (CBPAV) as a Curricular Reform during the Pandemic

The ***Center-Based Program Implemented in an Alternative Venue (CBPAV)*** was designed to generate understanding of the importance of assessment in the ECCD programs among ECCD service providers, identify ways to support parents in the implementation of the CBPAV, and make use of the NELC as a reference in preparing weekly plans for CBPAV.

With schools closed and children prohibited from leaving their homes, a strategy was needed in learning and teaching that complied with that of what was called the *new normal*. The ECCD Council came up with a response to the need to find a substitute to continue, without interruption, its delivery and implementation of ECCD programs and services. This was the Center-Based Program implementation in an Alternative Venue or CBPAV. Here, CBPAV would have early learning experiences planned by the Child Development Teacher (CDT) or Child Development Worker (CDW) through modified Weekly Learning Plans and implemented in the home.

It was during the Regional Forum for CDTs and CDWs held in September that CBPAV was introduced. By practicing CBPAV, it was hoped that CDTs and CDWs would (1) Appreciate the importance of continuity of ECCD programs and services; (2) Understand the importance of assessment in the ECCD programs; (3) Identify ways to support parents in the implementation of the CBPAV and (4) Make use of the NELC as a reference in crafting Weekly Learning Plans for CBPAV.

Children 0-4 years old are still developing connections in their brains and early learning experiences will continue to support their development. So, in any situation, pandemic or not, the child's first four years is crucial for this progress and is important to ensure that this growth is not to be gravely affected. Hence, with CBPAV, closure of Child Development Centers does not mean the end of learning, development or assistance but the continuation of ECCD Programs during a time of public health emergencies or other any critical situations.

CBPAV goes through several preparatory activities before it can be implemented easily. Some of these activities could also be an opportunity to advocate participation in the program for optimizing learning and development of young children. These include Community Mapping and Profiling of all young learners 0-4 years old. The data collected here will be used to help plan out what are available resources in the community, the readiness to use digital platforms, the location of each individual child as well as access to them, among others. Then, the planning of activities begin with the assessment of children. This will help CDTs and CDWs with information they need to craft Weekly Learning Plans. The ECCD Checklist is a common tool in the centers which ECCD Service

Providers can use to accomplish this task. Another common practice is to simply ask the parents' for their observations about the children.

Orienting the parents of the new scheme to reach each child and the new approach in reaching the objective of continued development of children is very important. This activity provides parents' valuable information about the situation in the community and give them an effective method to continue to provide quality early childhood care and development programs and services even at home.

With CBPAV, the parents or guardians of the children become the *direct service provider* in the implementation of the program. Thus, they need to be supported in this endeavor because the classroom and the resources cannot be brought in the home. The home becomes the learning environment and the parents become the "Parent-Mentor" and partners in the center programs.

A simple cycle used in the center's implementation of programs:
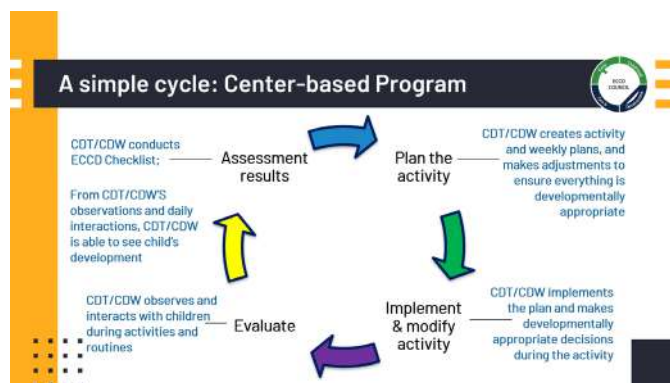
Adjustments using CBPAV in the implementation of the program includes the support of Parent-Mentors:
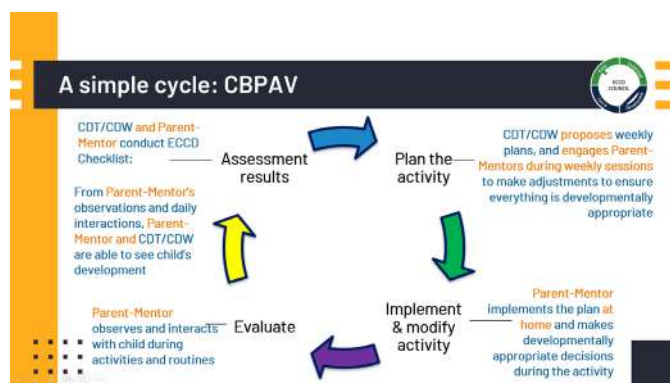
The National Early Learning Curriculum (NELC) is a rich source of suggested activities. However, most activities in the NELC are written for the center-based program. The CDT or CDW needs to modify activities in the NELC so that it becomes feasible when brought to the home.

A sample Activity Plan and the adjustments made are presented in the following illustrations.

Giving parents 2-3 suggested activities per week allows them time to (1) modify activities according to how the child responds, and (2) actually observe the child, himself/herself as a parent, and his/her interaction with the child.

Giving them enough time to do an activity allows parents to find their momentum and pace and feel comfortable – when this happens, the parent is able to focus on the child rather than the materials or procedure. It also allows them to see if this activity is something worth doing again even if it is no longer written in the subsequent weekly plans that the CDT/CDW gives.

Modifications on the activities based on the NELC include writing the **Objectives** as questions that parents can easily follow. Alternatives to **Materials** used in the activities are offered making sure these are available and easily accessible in the home. Provision of specific examples of materials parents may use at home may help them realize that the home is full of resources that can contribute to their child's

development. Using materials that will take too much time to prepare or will have to be bought are discouraged. In the end the product of the activity is the same, but the **Procedure** has been made developmentally appropriate.

	As written in LRP 6, Q2, Activity 1 (p. 53)	Modifications (from workshops with LGUs Antipolo, Bustos, Marikina & Taytay)
Title	Shape Frames: My Family	
Objectives	Develop eye-hand coordination in drawing and cutting	
	Use materials and resources to explore in producing images	
	Demonstrate respect by returning what was borrowed and keeping only things owned	

	As written in LRP 6, Q2, Activity 1 (p. 53)	Modifications (from workshops with LGUs Antipolo, Bustos, Marikina & Taytay)
Materials	Shape cut-outs Glue Crayons/colored markers pencils	
Procedure	Distribute shape cut-outs to the children and remind children to return all the materials after use.	
	Ask them to design a frame using the shape cut-outs.	
	Ask them to draw their family portrait inside the frame.	
	Let them present their family portrait with description.	

What we can learn to do: Suggested Weekly Learning Plan Template for CBPAV

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Activity							
Materials							
Procedure							
What to observe							

CBPAV Weekly Plan Template

The Council mentored the CDTs and CDWs to enable them to support parents in knowing what things they should be paying attention to. This is the way to help parents become more aware to their children's needs. The goal is to help parents become responsive and nurturing caregivers. And because CDTs and CDWs will no longer be able to directly observe children in their activities and routines, strengthening the partnership between the CDTs and CDWs and the parents becomes vital because they will solely depend on the parents' report to know how the child is developing and suggest developmentally-appropriate activities to be conducted in the home.

Regional Forum for Child Development Teachers and Workers in Conducting the Center-Based Program Implemented in an Alternative Venue (CBPAV)

The Regional Forum for Child Development Teachers (CDTs) and Child Development Workers (CDWs) in conducting the Center-Based Program implemented in an Alternative Venue (CBPAV) Webinar was initiated as a CBPAV orientation forum as a dissemination strategy in response to the need of CDTs who did not know how to conduct the early learning program in the time of COVID-19 pandemic.

The main objective of the Regional Forum webinar during the COVID-19 Pandemic is to conduct an online training for the Child Development Teachers and Workers to support their implementation of the CBPAV. It is also to provide assistance to parents and other ECCD service providers through the provision of post webinar support materials.

Specific objectives of the activity included (1) providing technical assistance to CDTs and CDWs on how to deliver CPBAV, (2) assisting in the preparation of the Weekly Learning Plans and other instructional materials and (3) providing support materials for parents and Child Development Teachers and Workers through ECCD Council's official social media accounts pre and post webinar.

Initially, CDTs and the Presidents of the Day Care Federations of each Local Government Units (LGUs) were targeted to be trained in the Importance of continuing the ECCD Programs. Eventually participants included not only CDTs and CDWs from National Child Development Centers (NCDCs) and non-NCDC sites but also Provincial Social Welfare Development Officers (PSWDOs), ECCD Focal Persons, City and Municipal Social Welfare Development Officers (C/MSWDOs) and other ECCD Service Providers from Government Organizations (GOs) and Non- Government Organizations (NGOs) in all LGUs in the country. A total of 21, 333 participants from both Zoom and Facebook platforms joined the activity.

Date	Time	Region	Lead Facilitator	Target Participants	Number of Participants		Total Number of Participants
					Via Zoom	Via Facebook	
Sept 16 Wed	9:00-11:00 AM	NCR	Karl Sabalza	34	53	702	755
		1	Khara Uy	250	75	1,500	1,575
		5	Nicole Vispo	228	33	3,100	3,133
	2:00-4:00 PM	CARAGA	Nicole Vispo	152	47	393	440
		8	Karl Sabalza	286	44	1,000	1,044
		12	Micah del Mundo	98	28	665	639

Date	Time	Region	Lead Facilitator	Target Participants	Number of Participants		Total Number of Participants
					Via Zoom	Via Facebook	
Sept 17 Thurs	9:00-11:00 AM	CAR	Barbra Dumlao	154	18	926	944
		9	Khara Uy	144	43	2,500	2,543
		11	Katrina Libron	98	44	902	946
	2:00-4:00 PM	2	Micah del Mundo	186	87	1,500	1.587
		6	Patrick Vicerra	266	31	635	666
		10	Edwin Taleon	186	90	698	788
Sept 18 Fri	9:00-11:00 AM	3	Katrina Libron	236	162	2,300	2,462
		4A	Edwin Taleon	286	246	1,100	1,346
		BARMM	Barbra Dumlao	238	34	1,000	1,034
	2:00-4:00 PM	4B	Wilson Diola	146	71	448	519
		7	Nicole Reyes	226	106	752	858
Total Number of Participants				3,214	1,218	20,121	21,333

The webinar was held on September 16-18, 2020 and was facilitated by the Program Development and Planning Officers from the Program Unit. The webinar began with a brief overview of the NELC. The NELC is a resource in planning of activities and creating weekly learning plans. During the forum, preliminary activities were explained prior to the implementation of CBPAV. One preliminary activity was to do an assessment of children and the participants were informed that the ECCD Checklist is downloadable and printable through the ECCD Council Official website.

A suggested Weekly Learning Plan template was presented and a sample Weekly Plan by CDTs/CDWs were shown to the participants. A simple cycle in creating activities for children at home was presented. Also shown was an example on how the NELC was used to fit the context of families at home.

The webinar ended with an open forum for clarifications and other questions on the topics presented as well as the advisories previously posted was the last activity of the webinar. The Council received close to 750 responses on its online evaluation form. Most of the respondents were satisfied with the content of the webinar appreciating the CBPAV mode of learning delivery and the Weekly Learning Plan which was mentioned as highly relevant to the current pandemic situation.
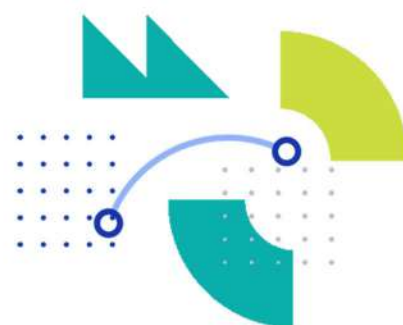
B. Human Resource Development Program Component

Induction Program

The Induction Program was designed as an immersion initiative for cities and municipalities to advocate the ECCD System and to give their support to the sustainability of early childhood care and development programs and services. Since 2011, when the Induction Program first began, the ECCD service providers were introduced and updated to new and emerging global trends and views on early childhood education that is gender responsive. Child Development Teachers and Workers are to be equipped with sufficient knowledge of the relationship between early learning curriculum and kindergarten curriculum and their implications for their current responsibilities. LGUs were oriented on current policies and standards about the ECCD System.

Throughout the years, this program has provided in-depth orientation on the newest and updated resources on early childhood care and development that ECCD practitioners need for putting direction and improvement in their ECCD programs. In 2020, the COVID-19 pandemic posed challenges in the implementation of the Council's programs and projects. Through a situation analysis conducted by the Council, the reports of Child Development Teachers and Workers showed that ECCD services to children 0-4 years old were substantially affected.

In 2020, the Induction Program used a Distance Learning Modular Method in the conduct of the program. This is to address the continuity of the Induction program during the COVID-19 pandemic, as well as to fulfill the mandate of the ECCD Council. This mode of delivery supports the government's IATF ruling on travel restrictions and physical distancing to prevent the spread of the virus.

This year, the Induction Program were conducted in 9 municipalities.

	Date	LGU Induction Site	Number of Participants
1	October 29, 2020	Bangued, Abra	30
2	October 29, 2020	Pidigan, Abra	38
3	October 29, 2020	Sal-lapadan, Abra	20
4	November 5, 2020	San Juan, Abra	24
5	November 5, 2020	Villaviciosa, Abra	13
6	November 19, 2020	Bangui, Ilocos Norte	20
7	November 26, 2020	Tadian, Mountain Province	37
8	December 2, 2020	Badoc, Ilocos Norte	36
9	December 3, 2020	Luna, Apayao	36
		TOTAL	**244**

Modules were developed based on the presentations used during a face-to-face training. These were sent to participating LGUs. But sending the materials also proved to be a challenge as not all LGUs can be reached through courier as well as not all LGUs had ready means to retrieve the materials from designated pick-up points.
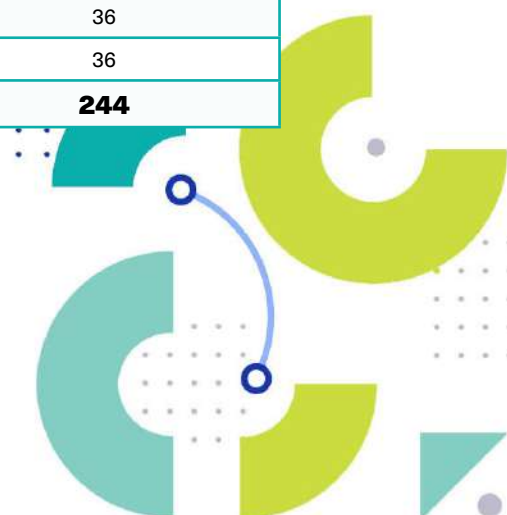
Connectivity was the biggest problem during the conduct of the Induction Program. The first initial issue was connecting simply to the Zoom meeting schedule. Then audio connection and visual connection was established before the meeting could begin. This took between 30 minutes to one hour. Resource speakers had to pause when connectivity stopped. Also both parties tried their best to hear each other's' comments and questions. Because of lack of equipment, some LGUs used only one laptop for all its Child Development Teachers and Workers.
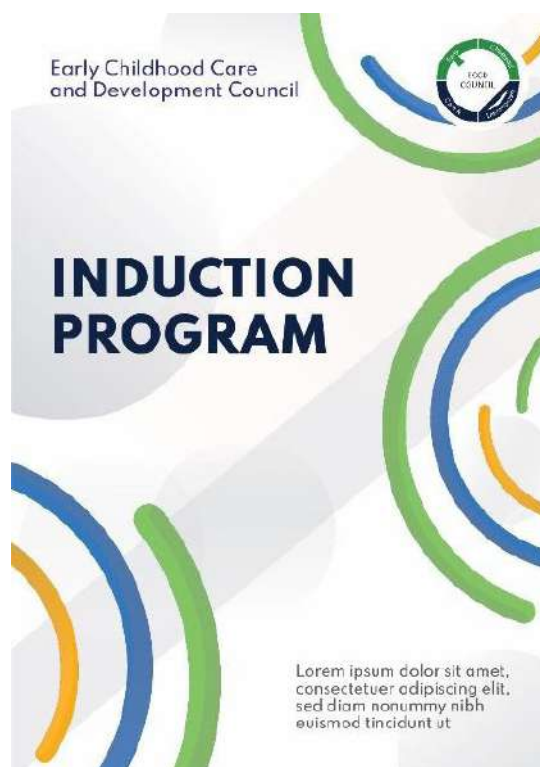
Induction Program Module

The module for the Induction Program had the following content:

Module 1: Early Childhood Care and Development Council, Brain Development, Developmentally Appropriate Practice

Module 2: Early Learning Programs, National Early Learning Curriculum (NELC), Center-Based Program Implemented in an Alternative Venue (CBPAV)

Module 3: Inclusion in Early Childhood, System for Prevention, Early Identification, Referral and Intervention of Delays, Disorders and Disabilities in Early Childhood

Despite the foregoing challenges, the Induction Program was able to help in the Council's initiative to help deliver quality early childhood care and development programs and services to Filipino children zero (0) to four (4) years old.

Early Childhood Education Program (ECEP)

In 2020, the ECCD Council continued to pursue initiatives to upgrade and update the capabilities of service providers under its Human Resource Development Programs, specifically ECEP 8 Batch 13. Because of the challenges of conducting face-to-face capacity-building programs due to the COVID-19 pandemic, the Council developed a modular and online distance-learning mode where participants were provided with self-learning modules and online groups and meetings as deemed necessary by the partner state university faculty. In consideration of this alternative mode, the original 6-week program was conducted over the course of one semester, with courses conducted through one module after another. In response to the participants' need to go online, the ECCD Council provided a PhP 500.00 communication allowance per month to assist in their connectivity needs. Tuition and other university fees are also shouldered by the ECCD Council.

The ECEP aims to provide male and female CDTs and CDWs with knowledge, demonstrable skills and abilities, attitudes and values in the early childhood education and care of zero to four-year old boys and girls, which also includes parent mentoring for fathers and mothers. It also aims to orient and equip CDTs and CDWs with the technical skills in utilizing the National Early Learning Curriculum (NELC) and provide them with 18 academic units in Early Childhood Education. These are to ensure that they provide developmentally-appropriate early learning experiences to boys and girls ages zero to four years. A corollary goal of ECEP is to build partnerships with State Universities and Colleges to offer Master's Degree or Certificate in Early Childhood Education. It also supports the efforts of the Council in mainstreaming gender and development in all of its programs, projects and activities through the education of ECCD service providers which in turn is envisioned to improve the quality of ECCD services provided to zero to four year old girls and boys.

In 2020, the Leyte Normal University (LNU) was the Council's partner in implementing the eighth run of the ECEP for the 13th batch of service providers-- a total of 25 Child Development Teachers from 25 different National Child Development Center sites in Visayas and Mindanao, one of whom is male, participated in the eighth run of the ECEP. The tables below show a breakdown of participants in the eighth run of the ECEP in 2020 by region and by sex.

Clusters in Leyte Normal University	Region	CDT	
		Male	Female
Visayas	VII	0	2
	VIII	1	8
Mindanao	IX	0	1
	X	0	7
	XI	0	2
	XII	0	2
	XIII	0	2
	TOTAL	1	24

All participating CDTs previously underwent a one-week Integration Program with the ECCD Council in December of 2019. In the said training, they were issued laptops, printers and pocket Wi-Fi hardware, which were used for their ECEP courses. One main reason that only CDTs were included in this program is due to the availability of hardware for CDTs to participate in online and modular learning while face-to-face classes and large group gatherings are prohibited. Though the number of participants are small compared to past ECEP runs, the ECEP Coordinator from LNU deemed it a better and more manageable group to facilitate and monitor given the unique circumstances of how classes and lessons are delivered during the time of the pandemic and considering that the participants are new students of the university. Since the ECCD Council had previously partnered with LNU for an implementation of the ECEP, LNU officials in attendance were familiar with the program, except for the few changes in the expected courses to be credited.

Since the partnership for the 2020 run of the ECEP commenced prior to the establishment of IATF guidelines due to the COVID-19 pandemic, adjustments to program delivery were made. In consideration of the CDT participants, the ECCD Council acknowledged that the training program would be done alongside the current duties and responsibilities of the CDTs in their respective LGU stations. As such, the ECCD Council requested local chief executives of participating CDTs to issue an office order, so that the CDT's participation in the ECEP will be considered as part of their official function. Aside from this, the ECCD Council also provided a PhP 500.00 communication allowance per month for the duration of the program to aid in the connectivity needs of the participating CDTs as the ECEP was to be done through modular and online means.

In lieu of the six-week face-to-face conduct of the program with one course per week, LNU, upon approval of the ECCD Council, implemented a full-semester duration of the program with one module per course and with a designated schedule per course to ensure that all topics are covered and can be easily taken by participating CDTs while they are also working in their respective LGUs.

ECCD Council Suggested Course	LNU Course Counterpart	Schedule
Theoretical Foundations and Philosophies in Early Childhood Education	FD 503- Foundations of Education	October 13-30, 2020
Assessment of Preschool Children	Pre-Elem 505 – Evaluation of Learning in Pre-Elem Education	December 11-24, 2020 to January 7, 2021
Curriculum Development	Pre-Elem 503 – Strategies and Methods in Teaching Pre-Elem School Children	November 20-December 10, 2020
Creative Learning Experiences for Young Children	Pre-Elem 501 – Psychology of Pre-Elem School Children	November 2-19, 2020
Organization and Management of Programs for Young Children	Pre-Elem 502 – Organization, Administration and Supervision of Pre-Elem Education	January 8-26, 2021
Practicum (including submission of requirements in all courses)	Pre-Elem 504 – Construction and Utilization of Materials in Pre-Elem Education	January 27-February 26, 2021

The schedule was flexible, with the uploading of modules to the Learning Management System (LMS) of LNU as well as in the participants' Facebook group as soon as modules are completed by all. As an institution, all LNU department heads also identified concerns on students' mental health and distance learning as an additional stressor to students. Hence, LNU kept an open schedule instead of originally-proposed timetable. For ease in communication between faculty and ECEP scholars, a Messenger Group Chat and a Facebook Group where announcements could be posted and lessons could be uploaded were created. The LMS of LNU through Moodle was also utilized. However, since enrollment in the LMS took time and Facebook was a more familiar platform, participants were more comfortable in using the Facebook group in accessing the course modules.

Facing the Challenges of the Program

Prior to the start of the ECEP this year, the ECCD Council acknowledged the following concerns in ECEP implementation due to the COVID-19 pandemic. The following table presents the challenges brought about by the COVID-19 pandemic and the recommended adjustments in program implementation and thus modifying the ECEP:

Challenges	Recommended Adjustments/ Modifications
• IATF guidelines prohibit face-to-face activities due to its high risk in spreading COVID-19	• Adopt a distance learning method in program implementation: Modular and Online
• Child Development Workers might not have the hardware for distance learning	• Include only Child Development Teachers who have undergone Integration Program and have been issued laptops, pocket Wi-Fi gadgets and printers
• The 6-week durationis not enough to finish the courses due to the ECEP participants' staying in their official station for the duration of the program	• Program may run equivalent to one semester to ensure enough time for ECEP Participants to go through course modules • Online meetings may be done as deemed necessary by faculty of partner state university and will be used for processing and highlighting difficult material • Modules will guide participants throughout entire program
• Announcements and other relevant program information should be easily accessed by ECEP participants	• Utilize familiar social media and messaging platforms for ease in information dissemination

Originally, ECEP in 2020 was targeted for 81 CDTs and CDWs, however, with the constraints mentioned above, the actual number of ECEP participants was reduced. In addition, due to the change in learning delivery modality, state universities with which the ECCD Council had previously partnered could not accommodate distance learning training alongside the preparations for the new academic year.

In order to follow through in their commitment to partner with the ECCD Council, LNU faculty decided to work on the ECEP Modules in installment to ensure that the program start is not delayed too much. Also, instead of sending the modules beforehand, faculty members uploaded one lesson after another to also help with the workload of LNU faculty as well as avoid overwhelming the CDT participants with large volumes of modules.

Aside from this, LNU faculty also considered the workload of the CDTs involved as well as their mental health, hence they opted to be more flexible in the schedule of implementation. However, this made it difficult for ECEP Coordinators from the ECCD Council in monitoring which courses are to be tackled. Hence the timetable was revised and was provided to the Council, so that the latter could monitor the ECEP activities. The challenge is that a substantial number of CDTs were not able to go through materials at their own pace, but had to wait for other CDTs to finish before proceeding to the next lesson. To address this issues LNU faculty made themselves available for consultation in the Messenger Group Chat of the participants. This kind of online community support was especially helpful for ECEP scholars undergoing distance learning as it helps them feel that they are not going through the program alone.

Integration Program

The Integration Program serves as the primary pre-service training program for newly-hired Child Development Teachers (CDTs) in newly established NCDCs nationwide. It is a week-long, face-to-face activity designed to equip CDTs with the essential knowledge, skills, and resources on ECCD service delivery. ECCD Program Officers and Resource Speakers serve as lecturers and workshop facilitators covering important topics such as Legal Bases, ECCD Curriculum, Child Assessment, Classroom Management, and NCDC Operations.

The program aims to:

1. Serve as an avenue for CDTs to share experiences and learn concepts relevant to the implementation of the NELC in an inclusive setting.

2. Upgrade the competencies of CDTs in creating a favorable learning environment for young learners.

3. Enhance the skills of CDTs in developing routines and activities for 0- to 4- year old children with developmentally appropriate instructional materials and activity plans.

With the emergence of the COVID-19 pandemic, an alternative mode of delivery was explored for the 2020 implementation of the Integration Program. An initial assessment was conducted to determine the profile of participants which included their technological capacity and content knowledge as bases in identifying the most efficient and appropriate modality to be implemented.

Out of the 90 CDTs invited, a total of 61 participants, of which 20 are new CDTs and 41 are replacement CDTs, confirmed their attendance to the Integration Program.

	Female	Male
New CDTs	19	1
Replacement CDTs	38	3

A customized assessment tool was used to better determine the most appropriate approach in addressing the needs of the participants. Derived from the teacher competency standards, teachers were asked to rate their abilities according to various topics in ECCD. Participants' access to the internet, skill in using gadgets, devices, and online platforms was also assessed.
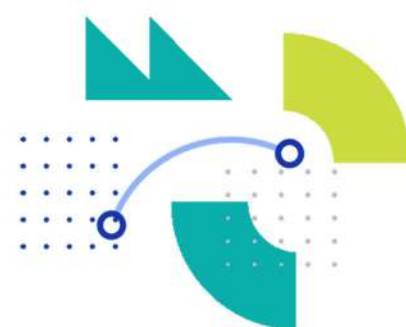
COMPETENCY SELF-ASSESSMENT
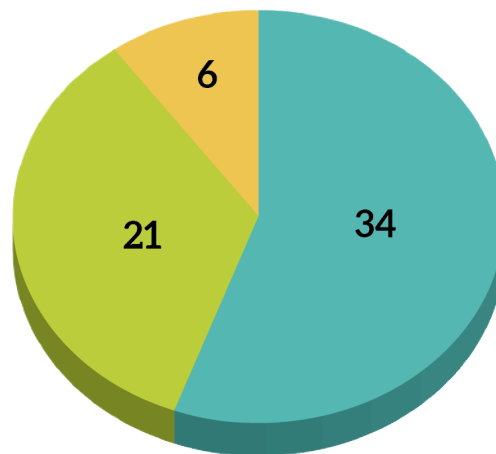
- HIGH (scored 57 and higher)
- AVERAGE (scored 29 - 56)
- BELOW AVERAGE (scored 28 and below)

Out of the 61 respondents, 21 (34%) rated their competencies high (scored 57 and higher) and 34 (57%) rated themselves within average (scored 29 - 56), while 6 (9%) teachers felt that their current knowledge is below average (scored 28 and below).

On the technical aspect of the assessment, all 62 participants reported that they are knowledgeable in using gadgets and the internet and that they have access to the internet through home/office Wi-Fi or through mobile data. However, only 7 out of 62 participants (11%) have had experienced online learning prior to the training. Moreover, with the heightened prioritization of COVID-19 efforts among LGUs, CDTs were also required to help in the distribution of Social Amelioration Program (SAP) as an added role in their existing tasks.

In view of these factors, a blended learning design which is a combination of online and modular learning, was determined as the most viable option. The program was designed to run for nine (9) weeks, which covered the nine essential topics of the Integration Program. The CDTs were provided with the e-copy of the training modules developed by the ECCD Council program officers as follows:

1. ECCD 101,
2. Traditional and Progressive Early Childhood Education,
3. National Early Learning Curriculum and Developmentally Appropriate Practices,
4. Infant and Toddler Early Development (ITED) Program,
5. Assessment in Early Childhood Education,
6. Planning Based on Assessment Results,
7. Classroom Management,
8. Inclusion and System for Children with Disabilities and
9. NCDC Operations.

Participants were also provided with funds for the printing of these modules and the procurement of training supplies and materials to mitigate delays in the delivery and transportation of physical copies due to lockdowns and quarantine protocols. The provided funds were supplemented by a letter informing the Local Chief Executive of the schedule and mechanics of the training including the financial support provided by the Council and its purpose. The letter also includes guidelines in submitting liquidation reports and the necessary supporting documents.

Prior to the official start of the program, two orientation sessions were conducted for the participants: the first orientation focused on the conduct of the modified type of the Integration Program, while the second orientation discussed the financial guidelines and the introduction of the Flexible Learning Mentors (FLMs). A total of 10 Flexible Learning Groups (FLGs) were created with an average of 6 participants per group and facilitated by a Program Development Officer of the ECCD Council.

The opening program was conducted on October 5, 2020. Present were 61 Child Development Teachers, the Executive Committee of ECCD Council headed by Dr. Teresita G. Inciong and the Integration Program Anchor Persons. The first FLM session was conducted on October 9, 2020 to process the first training module with the participants. Each module was allotted a week and contained the preliminary activity, essential concepts, application and evaluation activities of which the participants had to learn at their own pace. At the end of each week, CDTs met with their FLM at an average of 2 hours to process the week's topic and to respond to questions. The program lasted for 10 weeks, and the closing program was conducted on December 14, 2020.
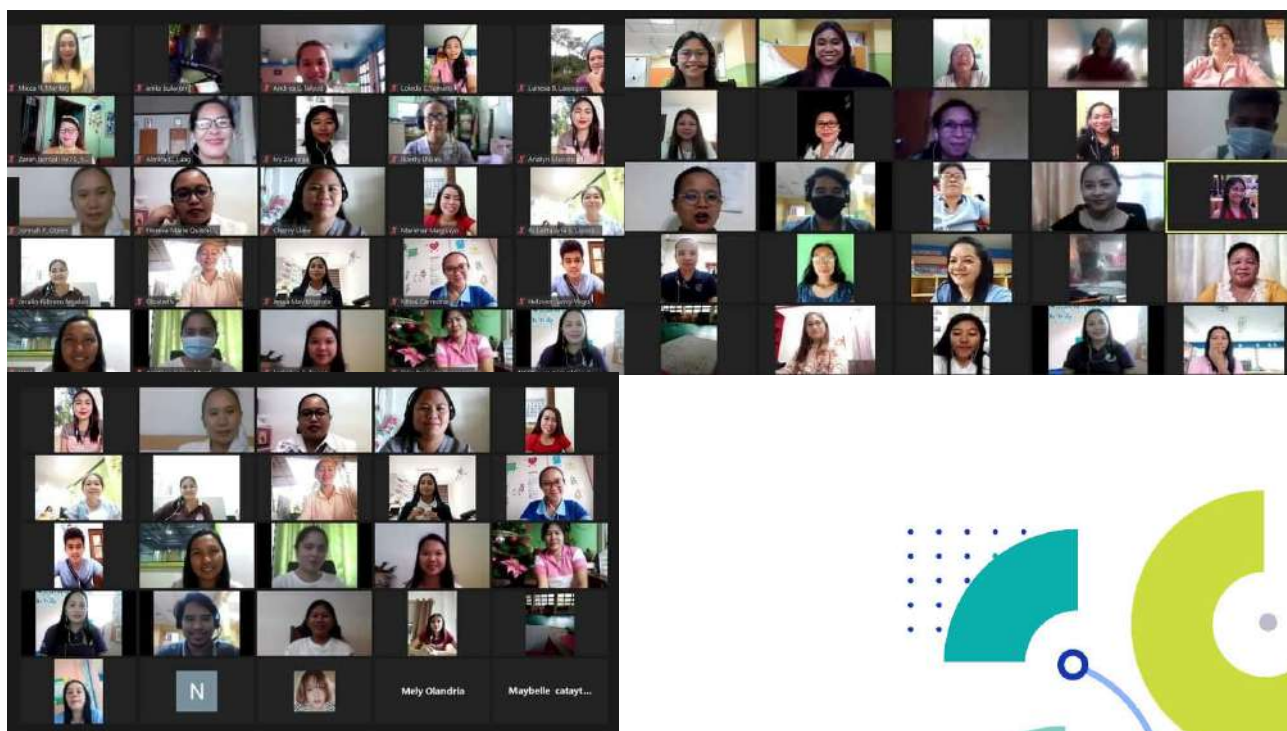
Figure 1: Participants of the Integration Program 2020

For the purpose of tracking the progress, feed backing and evaluating the participants' current knowledge of the early learning, curriculum, and practices the FLM conducted weekly evaluation of their sessions from their previous topics. During this meeting the FLM shared their experiences and challenges on how the discussion went, strategies and adjustments were made for the needs and learning pace of each group such as video presentation, workshops or extending the discussion or lecture. Also, orientation on the next topic was discussed in this meeting regarding essential concepts to emphasize or additional resources/references. Below is the weekly schedule of the modules:

MODULE TOPIC	SCHEDULE
Module 1: Early Childhood Care and Development: The Way Forward	October 5 – 9
Module 2: Traditional and Progressive Early Childhood Education	October 12 – 16
Module 3: Applying Developmentally Appropriate Practices (DAP) in Using the National Early Learning Curriculum (NELC)	October 19 – 23
Module 4: Infant and Toddler Early Development (ITED) Program	October 26 – 30
Module 5: Assessment and Administering the ECCD Checklist	November 2 – 6
Module 6: Planning Activities based on Assessment Results	November 9 – 13
Module 7: Classroom Management	November 16 – 20
Module 8: Inclusion in Early Childhood Education and System for PEIRIDDD	November 23 – 27
Module 9: NCDC Operations	November 30 – December 4

To better assess the delivery of the Blended Integration Program, the participants were asked to respond to an online program evaluation. The evaluation was divided into three sections: training component, FLM sessions component and the comments and suggestions of the participants on the conduct of the blended approach.

In the training component, 100% of the participants indicated that their expectations of the training were met.

Did the training meet your expectations?
61 responses

● Yes
● No

100%
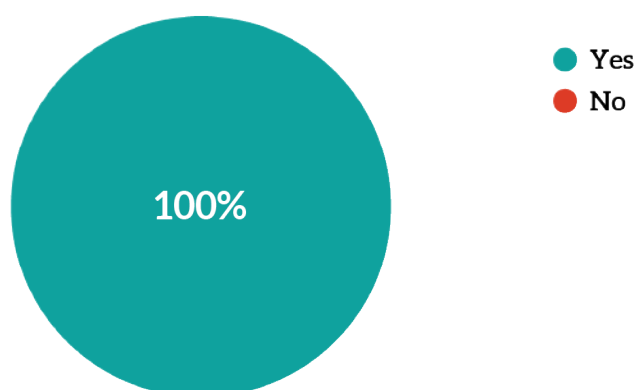
Figure 2: Evaluation on the training component

Generally, participants expressed that the objectives set for the training were well-explained and were met through the conduct of the blended Integration Program. They have also indicated that the content of the modules and the activities provided in each module increased their knowledge of Early Childhood Care and Development. Further, they found these new learnings relevant to their profession and very helpful in the operationalization of the NCDC.

As part of the training component of the program evaluation, the participants were also asked to evaluate the administrative and logistics technical assistance they received from the ECCD Council and the LGU. Participants expressed that the materials and resources provided by the ECCD Council were adequate for the training. Further, 6 of 61 respondents (9.8%) agree and 54 of 61 respondents (88.5%) strongly agree that the two orientation sessions provided by the Integration Program anchor persons prior to the start of the training were very helpful in accomplishing administrative tasks for the training as reflected in their response to the statement below:

The tasks in the conduct of the modified Integration Program (e.g. schedules, procurement of supplies, liquidation) was properly explained by the facilitators
61 responses
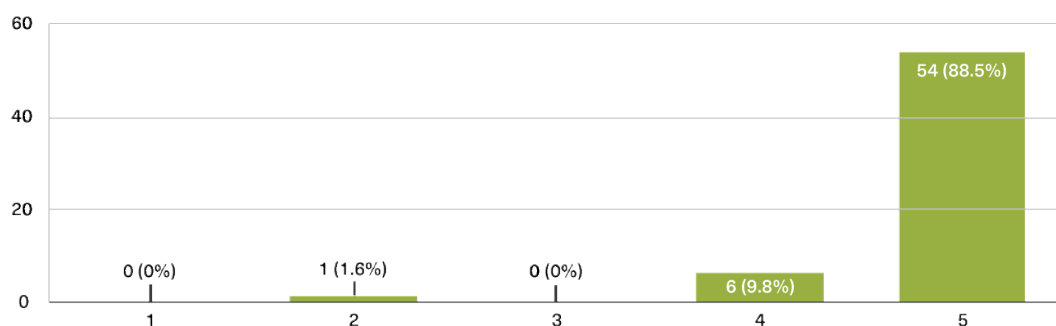
Figure 3: Technical assistance provided by the ECCD Council

When asked about the technical assistance they received from the LGU in the duration of the training, the participants gave varied responses as depicted in the graph in Figure 4.

The technical support (e.g. internet connectivity, computer and other devices) provided by the LGU was adequate
61 responses
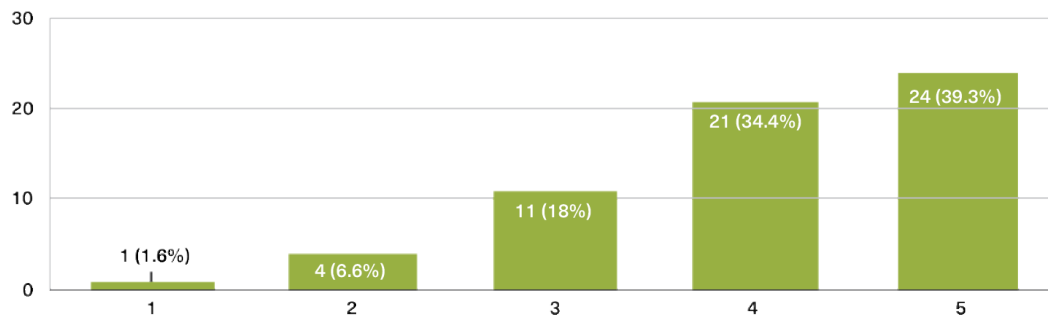
Figure 4: Support received from LGU

Some of the technical assistance received by the participants from the LGU were: being allowed to purchase ink and have the modules and other resources printed at the C/MSWD Office, permitted to connect through the internet of the M/CSWD Office, provision of a technical staff to assist them in the use of online applications such as Zoom, or simply permitting them to attend the weekly FLM sessions. Nonetheless, there were still some participants who expressed that the technical support they received was not adequate. Thus, they needed to find their own means of seeking for assistance in their participation in the training.

The *FLM session* component of the program evaluation showed very positive responses from all the participants as depicted in the graph:

The FLM exercised knowledge and expertise on the assigned topic(s)
61 responses
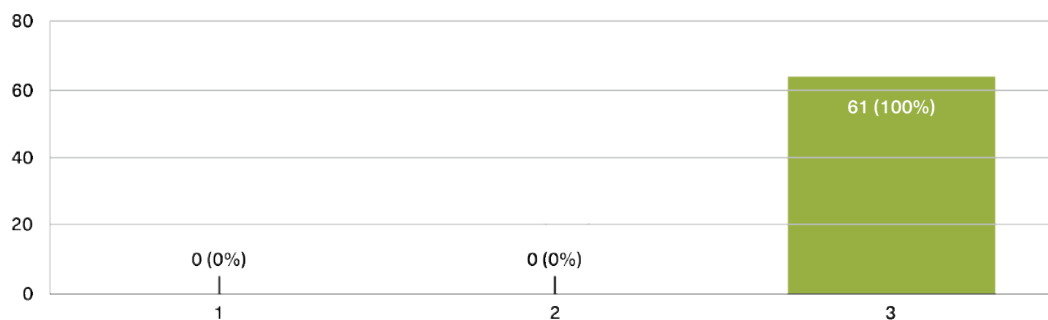
Figure 5: Evaluation of the FLM

Apart from the participants giving high regard to the knowledge and expertise of the FLM on the assigned topics, they also agreed that the FLMs were able to clearly explain and illustrate relevant concepts in the weekly module. They were also very grateful that the FLMs were able to respond to the questions and clarifications raised during their FLM sessions.

The quantitative component of the evaluation was supported by comments and suggestions of the participants in the conduct of the Blended Integration Program. They are primarily thankful that a training to further their knowledge on ECCD was conducted amidst the COVID-19 Pandemic. They found the training really beneficial, especially since most of them have not received any training yet from the ECCD Council. They are appreciative of the time and effort exerted by the FLMs in

making sure that they understand very important concepts from the module. In addition, they are also very grateful that they were grouped together by region. This made them more comfortable during FLM sessions. They have also expressed that they are looking forward to participating in more training that will be conducted by the ECCD Council. Though, they wished that future trainings be conducted face-to-face, taking into consideration all the health protocols, as they find it easier to participate in.

As expressed by the participants in the evaluation, having smaller groups during training such as FLGs, proves to be very beneficial. Through smaller groups, they were more willing to share their experiences and ask questions about the concepts presented in the module that made the training and discussion more fruitful. Since the participants were assigned to their respective regional mentors, the program also served as an opportunity for the FLMs to conduct desk monitoring and provide technical assistance.

The conduct of the blended approach Integration Program proved to be the most efficient way to continue capacity-building opportunities for the CDTs during the health emergency. Since most of the participating CDTs are currently teaching, they have a lot of responsibilities to handle (e.g. assist in the distribution of SAP, prepare and distribute weekly plans to parents, implement the Supplemental Feeding Program). On top of that, various guidelines and protocols are continuously changing, strictly limiting logistics and face-to-face interactions. Thus, learning through weekly modules was helpful in managing their time to accomplish all the tasks in observance of the restrictions in face-to-face activities. Since they were given a week for each module, they did not feel pressured and they were able to come up with relevant questions that they raised during the FLM sessions. The printed and e-copies of the Blended Integration Program modules also served as their resource materials when they re-echoed in their LGU.

The conduct of the Integration Program during the health emergency posed a number of challenges. The Integration Program was originally designed to train CDTs of newly constructed NCDCs to equip them with technical skills that they need to operationalize the NCDCs. However, with community quarantines affecting the construction schedules, some NCDCs in the latter part of 2019 and earlier part of 2020 were not completed in time for the training program. With this, it was decided to also accommodate replacement CDTs who have been teaching in the NCDC for quite some time yet have not undergone any training provided by the ECCD Council.

As earlier indicated in the assessment results, all participants have access to the internet though the quality of their internet connection also posed some challenges in the conduct of synchronous activities such as the FLM sessions. Since most of them were connecting through their mobile data, they experienced intermittent connection that resulted in being regularly disconnected from the Zoom sessions. Strategies during the FLM sessions such as Group Facebook Live and Messenger call for those participants that were unable to join the Zoom sessions because of slow internet connection, signal, or minimum bandwidth were utilized. On some days, there were CDTs

who needed to excuse themselves from the synchronous activities because of internet connectivity issues. The quality of internet connection was also affected by the series of typhoons that hit most areas of Luzon. With this, FLM sessions were needed to be rescheduled, thus extending the training Program.

Lastly, the most challenging part in the blended learning approach of the Integration Program is imparting essential concepts and measuring how much the participants learned. Though FLM sessions proved to be very helpful in clarifying concepts, the difficulty of evaluating how much the participants learned was a challenge. During the post-program evaluation, it was expressed by the FLMs that they did not understand the answers written in the output submitted to them, thus they had to use the FLM sessions to clarify these. One observation was the difficulty among participants to answer their modules in writing, but were able to express their thoughts when asked by the FLM for clarifications of their answers to the module during online synchronous sessions. This may be due to several factors: language constraints as the module was written in English, educational background of the participant, and that most of the CDTs have no prior experience in an online/blended learning setting. While blended learning offers flexibility to the participants, it lacks in the aspect of providing hands-on activities and demonstrations of a face-to-face setting.

Given the importance of the training as the preliminary capacity-building activity in the operationalization of the NCDC, a blended learning approach may not be the best modality in delivering a training that requires hands-on activities and immediate feedback. The difficulty to evaluate the extent of learning of the participants may pose challenges in their readiness to participate in a formal institution-based training such as the Early Childhood Education Program (ECEP). Taking these challenges into consideration, it is therefore recommended that the Integration Program be conducted face-to-face to ensure utmost learning by the participants. Face-to-face learning may be utilized for as long as proper health and safety protocols are in place. This would mean conducting the face-to-face training in small batches, limiting the number of participants per batch, ensuring proper health protocols by conducting testing prior and after the training both by the participants and the facilitators, and providing sanitation supplies during the training.

It is further recommended that the training design of the face-to-face implementation be revisited to include Flexible Learning Group sessions as this proved to be very helpful for the participants to clarify concepts, and for the FLMs to gauge the understanding and learning of the CDTs from the day's sessions. The modules developed for the Blended Integration Program may still be distributed to CDTs during face-to-face implementation as additional resource materials. Though faced by challenges during the planning and implementation brought about by the situation, the Integration Program still was a success in capacitating CDTs.

Leading and Managing an Integrated ECCD Program (LMIEP)

The Leading and Managing an Integrated ECCD Program (LMIEP) is a three-phased program which will be delivered via blended learning approach using a combination of face-to-face interaction and on-line exchanges. The entire program will cover a five (5) interrelated modules interspersed throughout the different phases. These modules are meant to reinforce and complement each other to facilitate the build-up of knowledge, skills and competencies needed to attain the terminal objective of this program.

The three-phased program aims to enable participants to take a closer look at the current delivery system of ECCD and broaden their understanding of the ECCD environment. It covers modules 1-4, which deals with the necessary inputs, learning, re-learning and fresh insights to enable the participants to develop their individual Re-entry Action Plan that will provide access to all boys and girls, aged 0-4 years old and families. The course implementation design includes on-line mentoring and monitoring. The major output of this phase is a documentation of one 'good' integrated ECCD practice/experience. This is to be shared during the three-day integration session which aims to highlight the good ECCD practices/experiences implemented on the ground. It is meant to cover higher level of discussion, interaction and learning. An integral session focus on the *self* of the integrative ECCD leader caps the 3-phased program.

Overall, the learning sessions in the 3 phases are structured and organized to achieve the learning outcomes of this program. Phase 1 sets the context of the program and sharpens the competencies of the participants to deliver high quality integrated ECCD services. Phase 2 is the practicum phase, where the participants are expected to apply the learning gained from phase 1 and work on an identified ECCD practice. It provides another platform for interaction and learning between and among the participants through on-line exchanges. Phase 3 allows for higher level of discussion and reflection based on the actual application of learning on the ground. It facilitates the documentation of ECCD practices that work, to be shared with other participants.

Due to the impeding situation caused by the pandemic (COVID-19) in implementing programs requiring face-to-face interactions, the implementation of LMIEP was modified pursuant to the guidelines of the Inter Agency Task Force (IATF) prohibiting mass gathering. From a three-phased blended learning approach, LMIEP was redesigned as a pure online training. The length of its implementation was also extended since the dynamics of facilitators and participants in terms of program delivery and acquisition was affected by the new modality.

Even during the period of the pandemic, comprehensive programs for children particularly for 0 to 4 years old should not be hampered. Accessibility to integrated ECCD program on health, nutrition, early education and social services shall be given priority. The capacity to act on these lays on the LGUs. Since the ECCD program is lodged in the
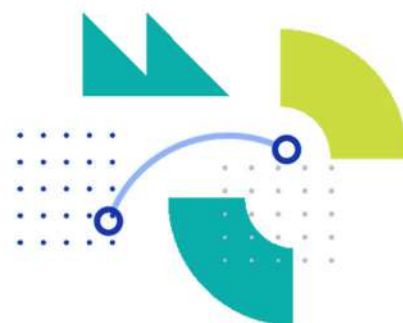
Social Welfare and Development Offices, C/MSWDOs/ECCD Focal who have not yet undergone LMIEP were provided with this training.

This training aims to strengthen the capacity of ECCD supervisors/focal persons through discussions on the broader ECCD work context vis-a-vis current and emerging challenges, opportunities and requirements of boys and girls 0-4 years and the ECCD program in general, share and learn from the successful practices in leading and managing an integrated ECCD services, demonstrate enhanced competencies in building sustainable partnership for ECCD, and translate the quality standards of ECCD program in the preparation and implementation of the individual action plan. As leaders and managers, they are also expected to reflect on SWDOs expanded roles and functions as ECCD integrative leaders and work on their areas for continuous professional development.

This program was implemented by the ECCD Council Secretariat in partnership with Mariano Marcos State University (MMSU) consisting of male and female resource speakers and facilitators.

MMSU provided experts working alongside with the ECCD Program and Policy Unit who served as faculty members and at the same time functioned as Flexible Learning Mentors (FLMs) during the on-line learning sessions implemented in three phases.

Upon completion of all the program requirements, participants were awarded with units of academic credit, certificate of completion and certificate of proficiency as an external evaluator for ECCD recognition/accreditation.

Participants were identified through the status of the NCDC establishment. Identified participants were invited by the ECCD secretariat through a letter of communication attached with an information sheet that has data on their educational background, computer literacy and personal information which includes address, birthday, age, sex, status health requirements/restrictions and religion. There were 130 participants trained, where 5 of them are funded by the Local Government Unit since these 5 participants was an addition on top of the scholarship program provided by the ECCD Council.

Participants were also provided with communication and data allowance during the entire duration of the training.

Distribution of Participants by Region	
CAR	1
I	5
II	6
III	5
CALABARZON	5
MIMAROPA	1

V	14
VI	8
VII	11
VIII	14
IX	17
X	23
XI	7
CARAGA	13
TOTAL	**130**

Challenges and Recommendations

For 2020, the program was faced with challenges. The first is the change of plan and schedule of implementation. Originally the training was scheduled on the same date the total lockdown was declared on March 16, 2020. With this, everything was cancelled. Coordination with the hotel, participants, Partner University and logistics were done to postpone the training. Since the original design of the training requires face-to-face interactions and this was temporarily prohibited by the directives of the President, the implementation scheme was redesigned. Planning and meetings took 3 months due to modifications in the implementation scheme and modules. Secondly, during the implementation, schedule of participants was unstable since during the time of the pandemic, participants were part of the frontline responders. FLMs were forced to meet their mentees on different schedule per week instead of meeting them in one group. This was very difficult to the FLMs since aside from LMIEP they also have different regular workloads in the university. Communication using mobile and online platform was also a big challenge most especially to those participants in far flung and geographically isolated areas.

Originally the target period of implementation of LMIEP is 4 months but due to the change in scheme it was extended to 6 months. This extension technically affected other programs and activities of the Council and its partner institutions.

It is recommended that a focus group discussion with the facilitators, Partner University and selected participants be conducted to further gather data that will help improve the delivery of LMIEP program.

C. Parent Education and Involvement, Advocacy and Mobilization of Communities Component

Home-Based ECCD Program Pilot: A Research-Based Project

Sec 4.a.2 of EYA articulates the establishment of home-based ECCD program as one of its major strategies to serve children 0-4 years old. In 2020, the Council conducted a research-based project to support parents, caregivers/guardians/family members as the child's first teacher by cultivating in them responsive caregiving behaviors and developmentally appropriate practices. The Pilot Implementation of the Home-based ECCD Program was conducted from September to December 2020. There were noteworthy accomplishments achieved by this research-based project, including the development of a specific model of the home-based ECCD program.

The COVID-19 pandemic revealed a vulnerability in the conventional center-based ECCD programs that a majority of the country implements: services faced a sudden halt and are still not guaranteed a resumption that is free from risks. Moving into this unprecedented circumstance, it was an opportune time to develop a home-based ECCD program.

The legal policy anchors of the Council's home-based research are:

- RA 10410 defines the ECCD System to include center-based programs, as well as home-based programs (Sec. 4.a.2). In this project, the ECCD Council promoted a home-based ECCD Program where the role of parents and caregivers as the child's primary caregiver and first teacher is reinforced (Sec. 3.g, RA 10410).

- In keeping with The Local Government Code of the Philippines, it was critical that the ECCD Council uphold the "policy of the State to require all national agencies and offices to conduct periodic consultations with appropriate local government units, non-governmental and people's organizations, and other concerned sectors of the community before any project or program is implemented in their respective jurisdictions (Sec. 2.c, Chapter 1, Book 1)."

- Furthermore, because Basic Services and Facilities (Section 17, Chapter 1, Book 1, The Local Government Code of the Philippines), which include ECCD services, fall under the jurisdiction of local government units, the ECCD Council partnered with the city/municipal governments of the pilot sites. This works to supplement Section 7b of RA 10410 in its assignment of the following responsibilities to the local governments: (1) Support the implementation of their ECCD Program; (2) Organize and support parent cooperatives to establish community-based ECCD programs; (3) Provide counterpart funds for the continuing professional development of their ECCD public service providers; and (4) Provide the facilities for the conduct of their ECCD Program.

The Home-based ECCD Program was piloted in four (4) sites – Antipolo City, Rizal, an urban NCDC Project site; Bustos, Bulacan, a rural NCDC Project site; Marikina City, Metro Manila, an urban non-NCDC Project site; and Taytay, Rizal, a rural non-NCDC

Project site. From each site, program facilitators, and parents were engaged to understand the different roles, responsibilities, and dynamic of support the program would entail. The table below shows the number of participants involved in the project.

Participants	Antipolo City	Bustos	Marikina City	Taytay
Supervisors (Local Social Welfare & Development Officer/ ECCD Focal Person/ SWO)	2	1	2	2
Program Facilitators (Child Development Teacher/Worker)	3	3	3	3
Parents in ITED Program	5	0	5	5
Parents in Pre-K1 Program	5	0	5	2
Parents in Pre-K2 Program	5	9	5	4

Because of lockdowns and the limitations in transport services, the ECCD Council intentionally selected sites that were either within or geographically near Metro Manila. This ensured that all pilot sites would receive all materials and supplies in a timely manner. Moreover, the selection of sites also considered the Internet access and communication lines of participating sites as all activities (e.g. orientations, workshops, and technical assistance sessions) would be done remotely due to health protocols for COVID-19.

Once four (4) sites were confirmed, the ECCD Council conducted an Orientation for Supervisors via Zoom on August 18, 2020. All pilot sites were represented during the orientation. It was during this activity that an overview of the program, the roles and responsibilities of all parties involved were explained, and where supervisors were consulted on the commencement of the program implementation – October 2020.

Following this, supervisors nominated a pool of Child Development Teachers and Workers who would participate in the NELC Workshop. Because CDT/Ws were also assigned to assist in the implementation of the Social Amelioration Program (SAP), the NELC Workshops had to be conducted in two (2) batches – the first on September 2-4, and the second on September 8-10.

The 3-day workshop was held thru Zoom, for 3 hours each day. Topics were carefully selected to assist participants in workshops for planning activities and a weekly plan, which they demonstrated on the last day. A total of 25 CDT/Ws participated in the workshops. It is to be noted that the implementation scheme and presentations developed for this program were used as the main references for the Center-based Program in an Alternative Venue (CBPAV), advocated by the ECCD Council through Regional Forums.

The same group of CDT/Ws was invited to a 2-day workshop where the ECCD Council discussed how Parent Orientations and the assessment using the ECCD Checklist could be done. The ECCD Council developed a presentation that the CDT/Ws could modify and use during Parent Orientation. Apart from this, the ECCD Council also developed a guide for the ECCD Checklist in the context of a home-based program, which included suggested home activities where assessment items could be observed.

From the pool of trained CDT/Ws, supervisors from each pilot site selected three (3) CDT/Ws who would participate in the program implementation. These CDT/Ws would be monitored by ECCD Council staff throughout the entire implementation, and were given technical assistance regularly.

Apart from capacity-building activities, the ECCD Council also provided each pilot site with a Start-up Package which contained supplies and reference materials (i.e. complete set of NELC, ECCD Checklist) for the implementation of the Home-Based ECCD Program. The ECCD Council also developed *Parent Journals* in English and Filipino. Each pilot site was provided 50 copies of the Filipino translation to distribute to parents participating in the Home-based ECCD Program.

Not all pilot sites were able to start implementing the program due to varied reasons – budget for printing of "modules" were not yet released, participating CDT/Ws were tasked by the LGU to assist in the SAP, participating CDT/Ws were tasked by the LGU to develop "modules" for all CDT/Ws to use, need for time to entice parents to register in ECCD programs despite pandemic.

In two (2) out of four (4) sites, all age groups received registrants. In one (1) site, only the Pre-K1 and Pre-K2 programs were implemented. In one (1) site, only the Pre-K2 program was implemented as has been the practice in their province. Consistently, all pilot sites were able to conduct a Parent Orientation prior to the start date of their respective implementations.

Throughout the implementation, one (1) designated ECCD Council staff member monitored each pilot site to document any modifications to the program, the participants' good practices, the challenges encountered by participants, and program impacts experienced by participants. Program facilitators were regularly monitored by the ECCD Council, and Focus Group Discussions (FGDs) were conducted once or twice in a site to understand the parents' experiences.

Apart from the varying start dates, the pilot sites also had varying implementation periods. A shared disruption among all sites was due to the Typhoon Ulysses. Although not all families participating in the program were directly affected by the floods, all LGUs involved all CDT/Ws in their emergency response strategies. As the pilot sites experienced different impacts from the typhoon, it followed that they also did not go back to 'normal' operations at the same time. Meanwhile, in one (1) site, the program was officially halted as the LGU decided to cancel classes in all levels until December 2020.

The Pilot Implementation of the Home-based ECCD Program produced very rich findings and has provided the ECCD Council with grounded insights as to how it can be further supported. In terms of program development, the project has achieved to develop a unique model of the home-based ECCD program:

The ECCD Council Model of the Home-based ECCD Program seeks to support parents/caregivers/ guardians/family members as the child's first teacher by cultivating in them responsive caregiving and developmentally appropriate practices. This is done through a combination of weekly parent support activities facilitated by trained Child Development Teachers/Workers held in small groups, and daily through engagement in developmentally appropriate activities with their 0- to 4-year-old children.

The Council generated two general types of findings– (a) contributing factors that affected how the program was implemented, and (b) impacts experienced by the families.

Corollary contributing factors include (a) the perceived teacher of the child, (b) time management as a challenge to parents, (c) knowledge on developmentally appropriate practice, (d) need for regular peer interaction, (e) idea of Play vs Studies. Meanwhile impacts on families include (a) how parents feel closer to their child, (b) that parents find teaching their own child a rewarding experience, (c) partnerships between spouses and other family members, (d) establishment of Parent Communities, (e) families saved money on the program.

These findings shall guide the ECCD Council in drafting the Guidebook for the Implementation of a Home-based ECCD Program.

In 2021, the ECCD Council shall pilot the use of the Guidebook for the Implementation of a Home-based ECCD Program before the program is rolled out to the rest of the country.

Radyo Bulilit

The ECCD Council, in partnership with Radyo Pilipinas and the Philippine Broadcasting Service, continued to broadcast *Radyo Bulilit from January to February 2020.* This is a weekly half-hour radio program that aims to provide parents, community leaders, policymakers, the academe, non-government organizations, and ECCD service providers with updates on early childhood care and development. Innovative ideas on programs and activities are discussed by experts in the field, highlighting developmental appropriateness for children aged 0 to 4 years.

Radyo Bulilit was aired via Radyo Pilipinas DZRB 738 AM station. The broadcast was also streamed live via Facebook Live through the ECCD Council, Radyo Pilipinas, Presidential Communications Operation Office, Radio Television Malacañang, the Philippine News Agency official Facebook accounts.

Season 3 episodes aired from September 2019 to February 2020. In light of the situation in Taal Volcano in January 2020, the topic on Mental Health for Children During Disasters was one of the most well-received episodes in 2020. This served relevant in the situation that extended to the COVID-19 pandemic.

Episode	Date	Topic	Resource Speaker
17	January 3, 2020	Pre-Reading for Young Children	Lovena Moneva, SEAMEO INNOTECH
18	January 17, 2020	Gender Responsive for Young Children	Asst. Prof. Excelsa C. Tongson UP Center for Women and Gender Studies
19	January 24, 2020	Home Economics in ECCD	Dulce Panela Abutal GURUFIRM
20	January 31, 2020	Mental Health for Children During Disasters	Dr. Lorelei R. Vinluan College of Education, UP Diliman
21	February 7, 2020	Question and Answer with Dr. Teresita G. Inciong	Dr. Teresita G. Inciong ECCD Council

Topics and Resource Persons of Radyo Bulilit Season 3 (Continuation from the 2019 episodes)

Radyo Bulilit episodes were reposted on the ECCD Council Facebook Page as part of the activities on the COVID-19 enhanced community quarantine response. These episodes aimed to re-orient and provide parents and ECCD service providers with information and practices that can be applied during the quarantine period. These covered the practice of processing and supporting children's emotions in the episodes with Dr. Lorelei Vinluan (Mental Health for Children During Disasters) and Mr. Erickson Maclid (Mindfulness for Very Young Children), as well as activities that can be done with children in the episodes with Dr. Cielo Chua (Teaching Children Financial Responsibility) and Mr. Rey Bufi (Storytelling for Very Young Children).

Early Years Fair: Ensuring the Continuity of Quality ECCD Services for Young Children amidst the COVID-19 Pandemic and Launching of the ECCD Council Primer

In the continuing advocacy for integrated ECCD programs and services, the ECCD Council conducted its annual Early Years Fair on August to September 2020. With the theme *Ensuring the Continuity of Quality ECCD Services Amidst the COVID-19 Pandemic*, the Early Years Fair featured initiatives of the ECCD Council and its member agencies in response to the Pandemic.

The ECCD Council initiatives and responses were presented by Dr. Teresita G. Inciong, Vice Chairperson, and Executive Director. Department of Education (DepEd) programs were presented by Undersecretary for Curriculum and Instruction Diosdado M. San Antonio and Assistant Secretary Alma Ruby C. Torio. National Nutrition Council (NNC) actions and services were shared by Dr. Azucena M. Dayanghirang, Executive Director. Moreover, the Asia-Pacific Regional Network for Early Childhood (ARNEC) represented by its Executive Director Evelyn D. Santiago imparted a macro perspective of ECCD initiatives in the Asia-Pacific Region.

Conducted through Zoom, the Early Years Fair was participated by a total of 116 Provincial Social Welfare and Development Officers, Provincial ECCD Officers, and representatives from Highly Urbanized Cities and Independent Component Cities. In addition, other participant attended that Fair through the Facebook Live stream on the official ECCD Council Facebook Page. Through these platforms, attendees were able to interact with the invited resource speakers and pose questions for the open forum of the program.

Implementation Cluster	Date of Implementation	Attendees via Zoom
North Luzon Cluster	August 19, 2020	29
South Luzon Cluster	September 23, 2020	42
Visayas-Mindanao Cluster	September 30, 2020	45

Designation of Participant	Number
Social Welfare and Development Officer (Provincial and City)	29
Division Head	5
Social Welfare Assistants and Officers	25
ECCD Focal Person	36
Others (Administrative Officer, Child Development Teachers/Workers, Officers-in-Charge, Planning Officer, etc.)	21

The Early Years Fair also featured the launching of the Early Childhood Care and Development Council Primer, an advocacy material aimed to further inform ECCD stakeholders and service providers of the ECCD Council. The *Primer* provides relevant information for the public to understand the Council's history, vision, mission, and the ECCD programs and services that are being implemented in various LGUs around the country. It is a booklet that is written and published in order for the public to easily understand and appreciate the Council's mandate to ensure quality care and development for children aged 0-4 years old. Participants of the Fair each received a copy of the Primer as part of the post program activities.
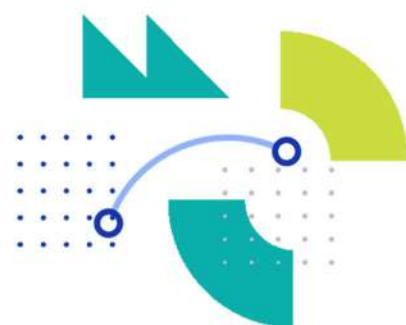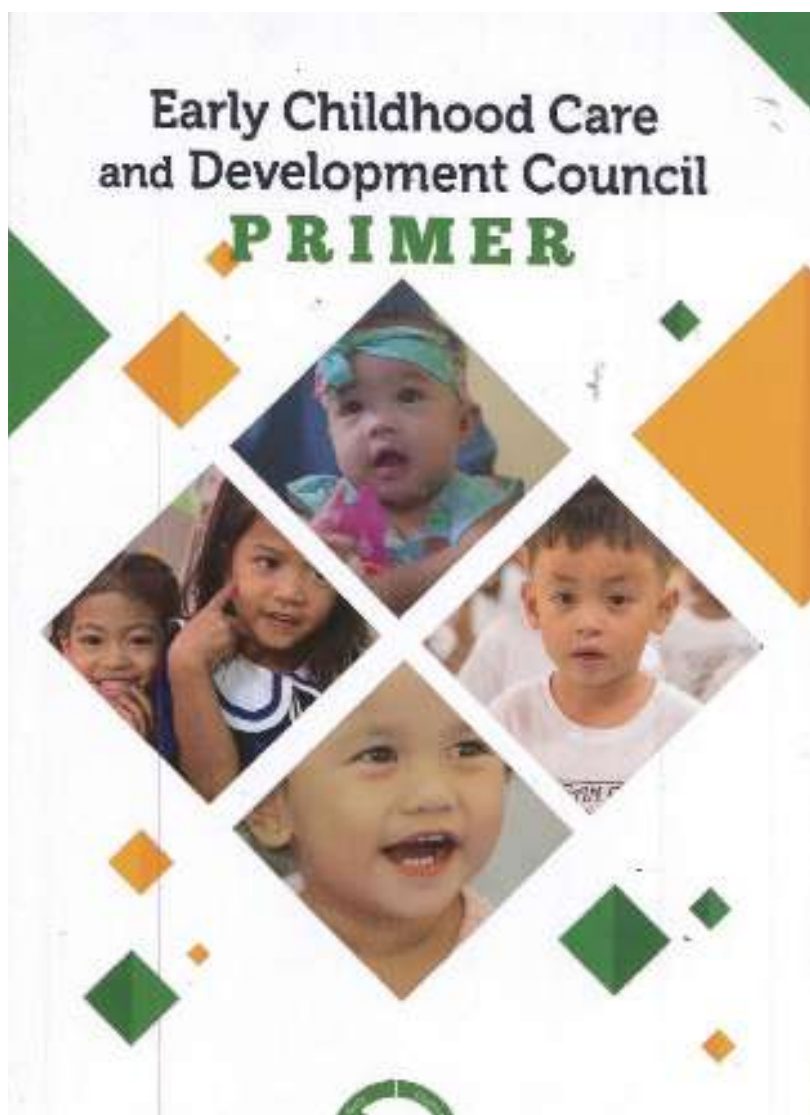
qECCD Amidst the COVID-19 Pandemic and Beyond: City and Municipal Social Welfare Development Officers Forum

To support the earlier conducted Regional Forum for Child Development Teachers and Workers, the ECCD Council conducted the City and Municipal Social Welfare and Development Officer Forum with the theme *qECCD Amidst the COVID-19 Pandemic and Beyond* last October 21-23, 2020. The Forum highlighted the roles of the Social Welfare Development Officers in the continued implementation of Center-Based Program Implemented in an Alternative Venue (CBPAV).

To address the health protocols such as physical distancing and minimizing public gathering, the Forum was implemented through online platforms Facebook Live and Zoom. With this implementation, a total of 391 participants composed of City/Municipal Social Welfare and Development Officers, ECCD Focal Persons, and ECCD/Day Care Coordinators. Participants interacted with the resource speakers and other participants through the chat and comments sections of the platform.

Implementation Cluster	Date of Implementation	Attendees via Zoom	Attendees via Facebook
Luzon Cluster	October 21, 2020	200	373
Visayas Cluster	October 22, 2020	77	207
Mindanao Cluster	October 23, 2020	107	150
Total		**384**	**730**

The ECCD Council Vice-Chairperson and Executive Director, Dr. Teresita G. Inciong, presented the Planning for the New Normal and Beyond scenario, emphasizing ECCD Organizational Support for Continuous Improvement. Components of this ECCD Organizational Support are: (1) Effective Leaders, who are the C/MSWDOs, (2) Collaborative Teachers, who are the Child Development Teachers/Workers, (3) Local ECCD Committee, (4) Quality Early Learning, (5) Involved Families, and (6) Parent Voice.

The ECCD Council officers discussed the Roles and Responsibilities of City and Municipal Social Welfare and Development Officers in the context of CBPAV implementation and the COVID-19 Pandemic. These are: (1) Ensure the Implementation of Health Protocols and Sanitation Guidelines for all Centers and Alternative Venues, (2) Delivery of ECCD Health and Nutrition Services, (3) Delivery of Supplemental Feeding Program, (4) Ensure the delivery of CBPAV, and (5) Monitoring and Evaluation of Weekly Sessions.

Incorporated in the Forum are examples of local government units that have implemented the CBPAV such as Municipality of Anini-y (Antique), Municipality of Claveria (Misamis Oriental), Marikina City, and Municipality of Surallah (South Cotabato).

Barangay Summit: *Sa ECCD na Suportado, Lahat ay Panalo*

One of the components of the National ECCD System involves advocacy. There is a need to advocate the importance of supporting ECCD programs, especially for local government officials to mainstream ECCD in their policies, plans and programs. It is for this reason that one of ECCD Council's yearly advocacy activities is to hold a barangay summit for *punong barangays, barangay officials,* and other service providers at the barangay level.

The theme for the 2020 ECCD Barangay Summit is "Sa ECCD na Suportado, Lahat ay Panalo" to emphasize that supporting ECCD programs benefits the entire community. Topics covered during the Summit showcased the experiences of different members of the community on how they support children's development. Resource speakers included a parent, a local social welfare and development officer and two *punong barangays*. This also served as a reminder that young children should not be neglected and that their care and development is the responsibility of everyone in the community.

The goal of the ECCD Barangay Summit is to equip participating local government officials and ECCD service providers with the appropriate information on how to support and enrich their ECCD programs at the barangay level as main implementers at the grassroots. It also aims to encourage the participants to invest in ECCD through mainstreaming ECCD in barangay policies, plans, programs, services and activities.

The target participants for the 2020 ECCD Barangay Summit were punong barangays and other barangay officials, Child Development Teachers and Workers, parents from child development centers and Local Social Welfare and Development Officers. The online registration indicated that there were, 428 participants. During the actual activity, 94 participants joined the Zoom webinar room. There were also 318 Facebook accounts that viewed the livestream, which was the highest number of views registered by the Council. It was further noted that the livestream of the Barangay Summit reached up to 6,600 views by December 17, 2020. The views only included the number of Facebook accounts, however, as mentioned by a few commenters on the Facebook livestream, service providers viewed the Summit as a watch party accessing it through one account while aired in one local venue.

To continue advocacy activities of the ECCD Council amidst the pandemic, the ECCD Barangay Summit was conducted online through Zoom and Facebook livestream. Local Government Units with National Child Development Centers were sent letters of invitation to register and the official Facebook page of the ECCD Council was utilized to make the online registration available to the public. All registered participants were provided with the link to the Zoom webinar room upon submission of their registration form.

Ms. Barbra Dumlao, Program Development Officer IV of the ECCD Council secretariat facilitated the events of the Barangay Summit. To kick off the program, solidarity messages on investing in and supporting ECCD programs were delivered via pre-recorded videos by Dir. Dennis Villaseñor of the Department of Interior and Local Government – National Barangay Operations Office (DILG-NBOO), Usec. Camilo Gudmalin of the Department of Social Welfare and Development (DSWD), and Mrs. Emerita Garon, representative of the private sector to the ECCD Council Governing Board. Dr. Teresita G. Inciong delivered the keynote speech following the theme, *"Sa ECCD na Suportado, Lahat ay Panalo"*. After the keynote speech, a group of panel speakers presented their own experiences on how they support the holistic development of children. Mrs. Kristine Tanucan, a parent of a Pre-K2 child enrolled in NCDC Surallah, South Cotabato shared her and her family's experience in supporting her son's development through the Center-Based Program implemented in an Alternative Venue (CBPAV). She also described how this has benefitted her family in strengthening their relationships and showing how they value their son. Ms. Lerma Laylo, City Social Welfare and Development Officer of Lipa City, Batangas, then shared her experiences as a local SWD officer on how her office collaborates with barangay officials in planning and implementing their policies, plans and programs to improve the quality and sustainability of ECCD programs in each barangay in their city. The last two panelists were Hon. Punong Barangay Ziffred Ancheta of Tumana, Marikina and President of the NCR Liga ng mga Barangay, and Hon. Punong Barangay Dominador Cadungon, Jr. of Brgy. Poblacion, Antipas, Cotabato and President of the Liga ng mga Barangay in Antipas. However, the latter was only able to share the first part of his presentation before very poor internet connection prevented him from reconnecting and continuing his part. A rich and productive virtual Open Forum, with Mr. Karl Sabalza as moderator, ensued after the highly-informative sharing of the panel speakers.

A total of 81 individuals answered the post-summit online evaluation instrument. Out of the 81 participants, there were 69 females and 12 males coming from all regions of the country except Bangsamoro Autonomous Region of Muslim Mindanao (BARMM). Fifty five of the respondents viewed the Barangay Summit from the Facebook livestream, while the remaining accessed it through the Zoom webinar link. Fifty out of the 81 respondents were Child Development Teachers, 11 were local social welfare and development officers, while the remaining others were a mix of parents, DepEd teachers, barangay secretaries, etc.

The evaluation of the Summit identified connectivity as a major concern for most participants. Only 34 out of the 81 were able to view the Barangay Summit without any Internet disruptions. Despite this, 63 respondents expressed that they were very satisfied with the Barangay Summit along with its relevance to their current roles and responsibilities. General overall feedback also reflected that participants were thankful for the very informative summit. Some even expressed how important it would be for their respective punong barangay to participate in the next barangay summit. Some specific comments also identified the usefulness of the sharings of the panel speakers. In particular, CDTs expressed that they wanted copies of the presentations to share to parents and other local government officials and fellow ECCD service providers. They were appreciative of how the Barangay Summit helped them understand the importance of barangays in supporting ECCD programs. In future dialogs, participants expressed that they wanted to learn how the 1% Barangay Council for the Protection of Children (BCPC) budget can be used for ECCD Programs.

ECCD Focal Persons Forum: *Linking Ideas to Practice*

In the continued advocacy for integrated programs and services for children aged 0 to 4 years and implementation of the mandate in upgrading and updating capabilities of service providers, the ECCD Council conducted the ECCD Focal Person Forum last December 16, 2020.

The ECCD Focal Persons Forum with the theme, *Linking Ideas to Practice* aimed to advocate to local government units to have designated ECCD Focal Persons. In the same manner, this aimed to encourage LGUs with established ECCD Focal Persons and local ECCD Offices to continue initiatives for children aged 0 to 4 years.

The forum was participated in by approximately 400 ECCD Focal Persons, local government unit representatives, non-government organizations, and ECCD service providers through Zoom and Facebook Live.

To shed light on linking ideas into practice at the local level, the ECCD Council Vice-Chairperson and Executive Director, Dr. Teresita G. Inciong, presented the Functions of ECCD Focal Persons. The presentation highlighted four functions of ECCD Focal Persons that local government units may take ideas from, adding and revising them according to their need.

Figure 1: Functions of ECCD FocaL Persons

Dr. Inciong, emphasized the core functions of the ECCD Focal Person in the LGU, as follows: 1) Planning, emphasizing the roles ECCD Focal Persons take in the preparation and development of policies and programs that are based on data-driven reports, feedback, and monitoring documents; 2) Coordinating and collaborating, reiterating how ECCD Focal Persons coordinate ECCD service providers such as Child Development Teachers and Workers, Barangay Health Workers, Barangay Nutrition Scholars, and Barangay Council for the Protection of Children in the implementation of integrated ECCD programs; 3) Monitoring, supporting the other functions through consistent implementation reports, and;
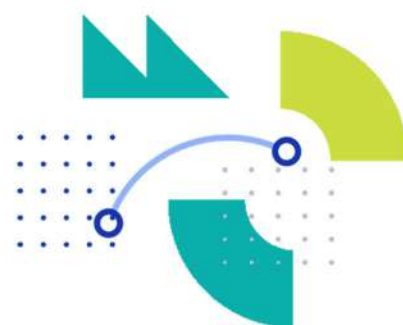
4) Providing Technical Assistance as a function in ensuring that implemented programs are developmentally appropriate and gender responsive for children aged 0 to 4 years.

Furthermore, Dr. Inciong discussed that these Functions of ECCD Focal Persons contribute to the implementation of Republic Act 10410, and ultimately the new Philippine education system. These Functions support programs that gear towards the holistic development of very young children that prepare them not only for formal education, but for lifelong learning.

The Forum featured three (3) resource persons from different local government units with initiatives on ECCD through its Focal Persons. Representing the Provincial Level, ECCD Officer of Misamis Oriental, Ms. Maryden T. Ocot, presented how with the support of the LGU and other stakeholders the Provincial ECCD Office spearheaded the implementation of integrated ECCD programs and services.

Ms. Ocot shared the total number of enrollees of the CBPAV in the Province of Misamis Oriental, as shown in the Figure 2 below:
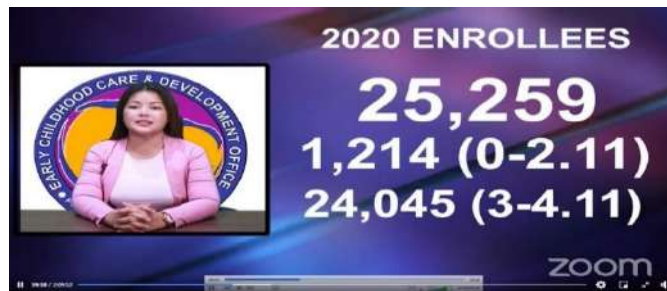
Figure 2: CBPAV enrolment in the Province of Misamis Oriental

The City of Davao was represented by its City Social Welfare and Development Officer Atty. Marlisa A. Gallo, RSW. Atty. Gallo presented *Sustaining Initiatives for ECCD Program during Pandemic.* This featured two main programs: *ECCD sa Panimalay and Pamilya Ko, Protek Ko Program*. These programs aimed to capacitate parents and family members in providing developmentally appropriate activities for children.
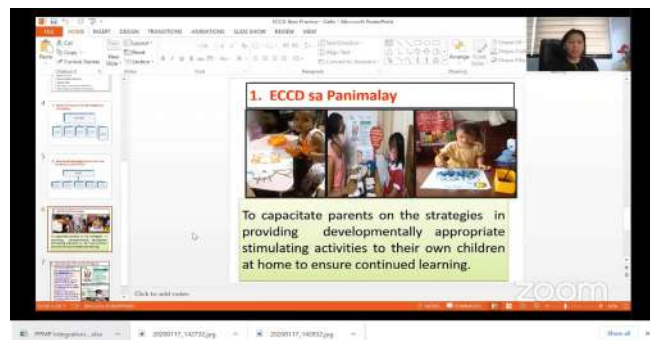
Figure 3: ECCD sa Panimalay was one of the initiatives of Davao City to ensure continued learning of very young children amidst COVID-19 Pandemic

Lastly, the City of Mabacalat was represented by Mr. Charlo G. Costales, City ECCD Officer. Presenting Mabalacat's *Best Practices Implementing the Community-Based Program Implemented in Alternative Venues (CBPAV) for Child Development Service (CDS)*, Mr. Costales highlighted the different activities local ECCD service providers undertook to help ensure the implementation of quality ECCD services in Mabalacat City. In addition, Mr. Costales presented local ECCD policies that paved for the institutionalization of the City Early Childhood Care and Development (ECCD) Council.
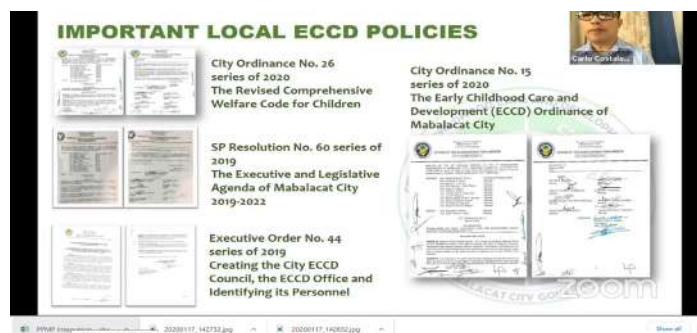
Figure 4, Mabalacat City ECCD policies designed to strengthen the delivery of quality ECCD Programs and Services

To conclude the Forum, Department of Education's Undersecretary Diosdado M. San Antonio delivered a message emphasizing the advantages of having a focal person to ensure the continued and quality implementation of ECCD Services. He further highlighted that proper coordination, implementation and evaluation of ECCD programs becomes beneficial to the child and the whole community.

D. ECCD Management Component

Policy Development

There are three points of focus in the Council's Policy Development Initiative: National Level Policy Initiatives, Field Level Policy Issuances and ECCD Centere-Based Standards and Guidelines

a. National Level Policy Initiatives

The Council also submitted comments/position papers on the following Senate and House Bills:

i. Senate Bill 434: An Act Establishing at least One (1) Special Education (Sped) Center for each School Division and at least Three (3) Sped Centers in Big School Divisions for Children with Special Needs (CSN) (Author: Sen Revilla, Jr.)

ii. Senate Bill 1150: An Act Incorporating as System of Special Education in All Public and Private Elementary and Secondary Schools Nationwide for Children and Youth with Special Needs, Institutionalizing The Bureau of Special Education, Creating the Implementing Machinery Thereof, Providing Guidelines for Government Financial Assistance and Other Incentives and for Other Purposes (Author: Sen. Binay)

iii. House Bill 204: An Act Mandating the Establishment and Implementation of the Parent Effectiveness Service By Local Government Units and Appropriating Funds Therefor (Author: Rep. Jose Enrique "Joet" S. Garcia III)

iv. House Bill 4158: AN Act Providing Safe Haven for Abandoned Newborn Infants (Authors: Rep. Yedda Marie Romualdez and Rep. Ferdinand Martin Romualdez)

b. Field-level Policy Issuances: Dissemination of Seven (7) Field Advisories:

i. Ensuring that all children aged 0-4 years most especially those belonging to the more vulnerable sectors are provided access to Quality Early Childhood Care and Development (q-ECCD);

ii. Preparation for the Opening of National Child Development Centers (NCDCs), Day Care Center (DCCs), and Private Learning Center Programs for 0-4 Years Old Children;

iii. Postponement of Leading and Managing an Integrated ECCD Program (LMIEP) Phase 1;

iv. Guidelines for Accreditation, Permit and Recognition of ECCD Programs Officered by Private Learning Child Development Centers/Learning Centers ;

v. Giving of Special Awards During Moving Up;

vi. Unauthorized Development and Distribution of Learning Materials and Modules in Local Level; and

vii. Updates on the Recommended Opening of Classes and Other ECCD Programs and Activities for 0-4 Years Old Children.

Further, the Council participated in the development of a monitoring and evaluation framework for the National Strategic Plan for Children with Disability 2019-2022 as member of the Sub-Committee on Children with Disabilities of the Council for the Welfare of Children. Other ECCD Council initiative was its participation in the deliberation on the results, issues and concerns raised in the 2019 CFLGA resulting to the Revised CFLGA Handbook as member of the Child Friendly Local Governance Audit Core Group of DILG/CWC.

c. ECCD Center-Based Standards and Guidelines

The Year 2020 posed challenges in the implementation of programs and other activities for children in health, nutrition early education and other social protection. Monitoring and evaluation of this integrated ECCD services became more challenging. To ensure that quality ECCD services in this situation is delivered, programs policies and guidelines were continually crafted and issued to ensure that all levels of the government, service providers from public and private as stated in the ECCD Center-Based Standards and Guidelines. Meetings and technical assistance were provided to the DSWD Field Offices were also provided for them to safeguard that the standards and guidelines were properly implemented.

An advisory (ECCDC Advisory No. 5 Series of 2020) was issued to continually support the implementation of the Private Learning Centers (PLCs). This advisory will address the PLCs concerns regarding their operations while the Local Government Units (LGUs) are transitioning to the newly implemented guidelines on registration, granting of permit to operate and granting of recognition.

The said advisory will allow the PLCs to have their Dep. Ed. Issued Government Recognition to be extended and is valid for five years (FY 2021-2025).

Issuance of Certificates of Proficiency to the External Evaluators for Recognition/ Accreditation were continuously provided in all regions to ensure that there will be enough number of evaluators to process the assessment. Training as a requirement for this issuance also faced a difficult situation since it requires actual assessment of centers despite this, the ECCD Council and the Standards Bureau of the DSWD continually conducted through an alternative delivery mode of pure online training.

The table shows the summary of all the provinces issued with certificates of proficiency.

Summary of Issued Certificates of Proficiency per Province					
Region I	28	Naga	0	South Cotabato	2
Ilocos Norte	5	Albay	2	Sultan Kudarat	0
Ilocos Sur	7	Region VI	26	North Cotabato	5
La Union	3	Aklan	2	BARMM	3
Pangasinan	13	Antique	3	Basilan	0
Region II	26	Capiz	0	Lanao del Sur	2
Batanes	0	Guimaras	3	Maguindanao	1
Isabela	10	Iloilo	6	Sulu	0
Nueva Vizcaya	7	Negros Occidental	12	Tawi-tawi	0
Quirino	3	Bacolod	0	CAR	19
Cagayan	6	Region VII	11	Abra	2
Santiago	0	Bohol	6	Apayao	1
Region III	35	Cebu	3	Benguet	4
Aurora	2	Negros Oriental	1	Ifugao	3
Bataan	2	Siquijor	1	Kalinga	4
Bulacan	7	Mandaue	0	Mt. Province	5
Nueva Ecija	5	Region VIII	23	NCR	5
Pampanga	8	Biliran	3	Caloocan	0
Tarlac	9	Eastern Samar	2	Las Piñas	0
Zambales	1	Northern Samar	6	Makati	0
Olongapo	1	Southern Leyte	3	Malabon	1
Angeles	0	Leyte	8	Mandaluyong	0
Region IV-A	37	Samar	1	Manila	0
Batangas	11	Region IX	7	Marikina	0
Cavite	2	Zamboanga del Norte	3	Muntinlupa	0
Laguna	6	Zamboanga del Sur	0	Navotas	1
Quezon	11	Zambuanga Sibugay	4	Parañaque	2
Rizal	7	Region X	57	Pasay	0
Lucena	0	Bukidnon	0	Pasig	1
Region IV-B	15	Camiguin	0	Pateros	0
Marinduque	0	Lanao del Norte	2	Quezon City	0
Occidental Mindoro	5	Misamis Occidental	4	San Juan	0
Oriental Mindoro	4	Misamis Oriental	50	Taguig	0
Palawan	4	Iligan	1	Valenzuela	0
Romblon	2	Region XI	30	CARAGA	10
Region V	25	Compostela Valley	7	Agusan del Norte	0
Camarines Norte	6	Davao del Norte	10	Agusan del Sur	3
Camarines Sur	4	Davao del Sur	6	Dinagat Islands	1
Catanduanes	3	Davao Occidental	1	Surigao del Norte	5
Masbate	4	Davao Oriental	6	Surigao del Sur	1
Sorsogon	6	Region XII	8	Butuan City	0

Despite all the difficulties and challenges that the country is facing amidst this pandemic, the ECCD Council through this standards and guidelines for the Center-Based ECCD program will continue to ensure that quality ECCD programs and services will be delivered all throughout the country.

Project Implementation: Monitoring and Provision of Technical Assistance

As in the other ECCD systems components, the Council utilized newer technologies to plan, validate and disseminate national and field level policy outputs. Other management tasks of the Council which utilized these newer technologies were: field monitoring and virtual site visits of NCDCs under construction, tele-dialogs with LGUs, C/MSWDOs, CDTs, parents and community leaders.

In 2020, the Council's monitoring and provision of technical assistance continued to generate data, observe and evaluate the implementation of the early learning and family support programs by Child Development Teachers (CDTs) in the National Child Development Centers (NCDCs) all over the country. Quality ECCD programs and services are also discussed and promoted for implementation in all Child Development Centers (CDC) by Child Development Workers (CDWs) through the supervision of City/Municipal Social Welfare and Development Officer and/or ECCD Focal Person. It also intends to discuss certain issues/challenges and seek possible solutions to such concerns.

The Council likewise continued to adopt the monitoring process which entailed: 1) courtesy call to the local chief executive of LGU visited; 2) physical observation on the delivery of programs: Infant-Toddler Early Development (ITED), Pre-K 1, Pre-K 2 and Family Support Program (FSP) in the NCDCs; 3) provision of technical assistance to the Child Development Teacher (CDT) on the implementation of ECCD programs; 4) conduct post-conference with the CDT and City/Municipal Social Welfare Development Officer or ECCD Focal regarding the observation results; 5) present recommendations for better implementation of ECCD programs and services in their locality; and 6) furnish the LGU a copy of the monitoring report.

A total of 40 NCDC sites were targeted to be monitored for the year. Fifteen were targeted to be visited the first quarter and another 25 sites for the third and fourth quarter of 2020. To ensure quality standards for ECCD program delivery, the strategy being planned is to have two visits within the year in each of the identified sites. The first visit aims to observe the implementation of ECCD programs and give outright technical assistance for better implementation of programs, while the second visit aims to evaluate progress of program delivery to ensure that quality programs and services are implemented for the children.

The table shows the list of NCDC sites visited for the conduct of monitoring and provision of technical assistance in the first quarter of 2020. It shows the name of C/MSWDO and CDT, dates of visit and the monitoring team.

No	Date	City/Municipality/Province	C/MSWDO & CDT	Monitoring Team
1	Jan. 16, 2020	Carigara, Leyte	MSWDO-OIC Ms. Evelyn Granados CDT Ms. Felisa Agilos	Ms. Katrina M. Libron & Ms. Nicole G. Vispo
2	Jan. 16, 2020	La Paz, Leyte	MSWDO Ms. Delia Sebastian ECCD Focal Ms. MJ Ismael CDT Ms. Zyrah C. Cervantes	Mr. Edwin L. Taleon
3	Jan. 27, 2020	Gen. Santos, South Cotabato	CSWDO Ms. Rebecca V. Magante CDT Ms. Miriam P. Sabroso	Ms. Micah S. del Mundo & Mr. Edwin L. Taleon
4	Jan. 28, 2020	Pres. Roxas, North Cotabato	MSWDO Cleonor P. Gerali CDT Ms. Leny R. Cañete	Mr. Wilson G. Diola & Ms. Barbra C. Dumlao
5	Jan. 28, 2020	T'boli, South Cotabato	MSWDO-OIC Mr. Jerry Magbanua ECCD Focal Ms. Rosdane Sta. Maria CDT Ms. Cherry G. Mirafuentes	Ms. Micah S. del Mundo & Mr. Edwin L. Taleon
6	Jan. 28, 2020	Lupon, Davao Oriental	MSWDO Ms. Cerila B. Cobero CDT Ms. Rubie Ann B. Lamanero	Ms. Katrina M. Libron & Ms. Nicole R. Reyes
7	Jan. 29, 2020	Surallah, South Cotabato	MSWDO Rhoda Leaf Catoto CDT Ms. Melona F. Barrientos	Ms. Micah S. del Mundo & Mr. Edwin L. Taleon
8	Jan. 29, 2020	Manay, Davao Oriental	MSWDO Ms. Minda C. Alonzo CDT Ms. Jeselle Ancaya	Ms. Katrina M. Libron & Ms. Nicole R. Reyes
9	Jan. 30, 2020	Gov. Generoso, Davao Oriental	MSWDO Ms. Shirley D. Ceniza CDT Ms. Janette Arcayos CDW Ms. Evelyn G. Almodiel	Ms. Katrina M. Libron & Ms. Nicole R. Reyes
10	Jan. 30, 2020	Kidapawan, North Cotabato	CSWDO Ms. Lorna C. Morales CDT Ms. Josie Gaparin	Mr. Wilson G. Diola & Ms. Barbra C. Dumlao
	Jan. 31, 2020	*Gen. Santos, South Cotabato	CSWDO Ms. Rebecca V. Magante CDT Ms. Miriam P. Sabroso	Ms. Micah S. del Mundo
11	Jan. 31, 2020	Magpet, North Cotabato	MSWDP Ms. Antonia L. Fernandez CDT Ms. Procesa Gaquing	Mr. Wilson G. Diola & Ms. Barbra C. Dumlao
	Mar. 2, 2020	*Carigara, Leyte	MSWDO-OIC Ms. Evelyn Granados CDT Ms. Felisa Agilos	Mr. Edwin L. Taleon & Ms. Nicole G. Vispo
12	Mar. 4, 2020	Mahaplag, Leyte	MSWDO Ms. Salvacion Reales CDT Ms. Josie Terol	Mr. Edwin L. Taleon & Ms. Nicole G. Vispo
13	Mar. 4, 2020	Sogod, Southern Leyte	MSWDO Ms. Cristina Recto CDT Ms. Zyrah Cajoles	Mr. Edwin L. Taleon & Ms. Nicole G. Vispo
14	Mar. 5, 2020	Hindang, Leyte	MSWDO Ms. Georma Cavero CDT Ms. Irene Betonio	Mr. Edwin L. Taleon
15	Mar. 5, 2020	Inopacan, Leyte	MSWDO-OIC Ms. Susana Lawag CDT Ms. Julie Dargantes	Mr. Edwin L. Taleon & Ms. Nicole G. Vispo
	Mar. 6, 2020	*La Paz, Leyte	MSWDO Ms. Delia Sebastian ECCD Focal Person Ms. MJ Ismael CDT Ms. Zyrah C. Cervantes	Mr. Edwin L. Taleon & Ms. Nicole G. Vispo

*2nd visit for monitoring and provision of technical assistance

The monitoring teams of the program unit were able to accomplish the number of target sites from January to March, however due to the pandemic brought by COVID-19, only two sites were visited for the second time. The Municipalities of Carigara and La Paz in Leyte were first visited in January

coinciding with the orientation program of the System for Prevention, Early Identification, Referral and Intervention of Delays, Disabilities and Disorders in Early Childhood for ECCD service providers from Samar in Tacloban, Leyte.

Three Council teams were able to monitor simultaneously in different NCDC sites in North Cotabato, South Cotabato and Davao Oriental for the last week of January. However, in the second week of February, local travels were restricted because of some confirmed cases of COVID-19 in the country. On the last week of February, local monitoring was cancelled while only selected NCDC sites in Leyte were monitored during the first week of March. A week after, total lockdown of LGUs were imposed and local travels were restricted to health and safety-related purposes.

The Council devised a desk monitoring strategy to generate updates on the status of NCDCs and implementation of ECCD programs. Of the 646 CDTs identified managing NCDCs in all regions, 382 or 59% were contacted and able to respond from May to July. Because of the lockdown, LSWDO maximized their staff in addressing the immediate needs of families in their locality as response to this kind of emergency. Most of the CDTs confirmed participation in relief operations and in Social Amelioration Program encoding and distribution of allowance to local residents.

Thirty-two percent (32%) of the CDTs stated that they await guidelines and instructions from their office on clear steps with regards to the resumption of early learning programs. Some of them had informed their respective offices that they already conducted community mapping even before the pandemic happened, however they must follow health and safety protocols for its continuation. These concerns were addressed with the release of advisories regarding preparation for the resumption of classes and through theRegional Forum for Child Development Workers and Teachers.

Thirty-two NCDCs were also reported as used or to be used as isolation facility either for persons under monitoring/investigation, healthcare front liners, or locally stranded individuals. Local chief executives were given communication letters reminding of the NCDCs' function as learning and resource center for the very young children.

In December 2020, 25 of the 32 NCDCs used as isolation facilities were again used to conduct their main function as learning and resource centers for the implementation of early learning programs. As of year-end, seven continued to be used as quarantine facilities while another seven were newly reported being used for locally stranded individuals.

Two NCDCs were reported to be non-operational for the year because they were heavily damaged by earthquake. These are the NCDC in Agoncillo, Batangas with 6.0 magnitude earthquake in January and NCDC in San Isidro, Davao del Norte with 6.4 magnitude earthquake in September. These were also coordinated to the NCDC Unit of the ECCD Council.

Below are some pictures taken during the monitoring activity.

Outdoor play, NCDC Surallah, South Cotabato

Storytelling, NCDC La Paz, Leyte

Technical Assistance, NCDC Southern Leyte

ICT-Based Council Initiatives

The ICT efforts of the Council is guided by Section 10 of Early Years Act to of 2013: to evaluate and assess the impact and outcome of various ECCD programs nationwide through an effective information system. In 2020, the Council continued to provide services amidst the COVID-19 pandemic. Online data and information as well as several programs and advocacy materials were sustained and made available to ECCD service providers/ stakeholders, partner National Government Agencies, International/Local Non-Government Organizations, Local Government Units and children 0 – 4 years old. Same technology support was likewise provided to other units of the Council for the continuous delivery of Quality ECCD programs and services across the country

a. NCDC Enrolment Tracking and Information System (NETIS)

One of the major initiatives of the ICT initiatives of the Council through ICTU is the establishment of the *National Child Development Center (NCDC) Enrolment Tracking and Information System* (NETIS) which is designed to capture pertinent ECCD data and information in NCDCs nationwide. It is a web-based information system that is currently being used by the ECCD Council and its partners at the national and local level to monitor and track the status of the NCDCs' operation and its ECCD service delivery across the country.

In 2020, the Council further refined and utilized the five (5) NETIS modules:

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 with the community mapping forms being used by the CDTs to profile the zero (0) – four (4) year old children and their families and to map out the available ECCD facilities and services present in the LGU. The NETIS has an 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.

Dashboard Module:

- Visually tracks the number of children's population, student's enrollment, standard scores, standard scores scale, NCDCs, CDCs, CDWs, and CDTs.

Maintenance:

- Page pagination, sortation, searching and filtering of data
- Incorrect displayed data e.g. total enrollment
- Blank required fields
- ELMAH (error logging modules and handlers) database

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 Development Officer (C/MSWDO) or a Focal Person or representative authorized by the C/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.

Virtual orientation to new users and technical assistance was conducted to assist the CDTs in the operation of the system. Registration of new CDT accounts to the system continued simultaneous with the encoding of ECCD data from the trained CDTs.

To address the challenge of weak or no internet connectivity from the user's end, the ICTU started the development of an offline version of the NETIS. This will enable the users to encode data even without an internet connection and upload it later to the system when an internet connection is available.

Other enhancements to the system were also made such as:

Dashboard Module:
- Visually tracks the number of children's population, student's enrollment, standard scores, standard scores scale, NCDCs, CDCs, CDWs, and CDTs.

Maintenance:
- Page pagination, sortation, searching and filtering of data;
- Incorrect displayed data e.g. total enrollment;
- Blank required fields;
- ELMAH (error logging modules and handlers) database

b. ECCD Council Website and Social Media Portals

i) Website

The ECCD Council website page continued to be enhanced. Additional tabs were created to comply with the Government's requirement on transparency and to complement the provision of alternative delivery of ECCD programs and services.

- • Procurement

    A new tab for the Procurement posting of the office to view the bid announcements.

- Programs and Advocacy Materials

  This page is similar to a blog, where programs and advocacy materials were posted to complement the alternative delivery of ECCD programs and services.
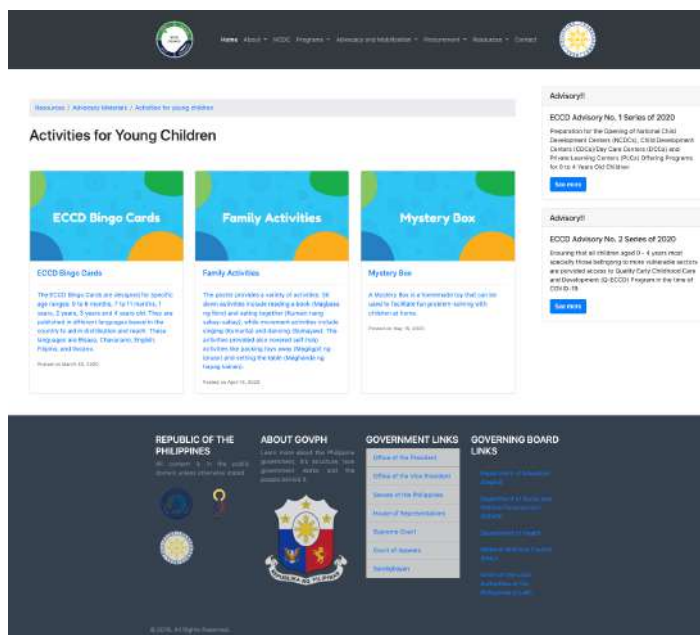
- Registration/Evaluation Forms

  This tab was made specifically for the ECCD Council's Webinars and Meetings. A different link was provided to participants in the conduct of an activity and the link had a timeline on when the form will be available online.
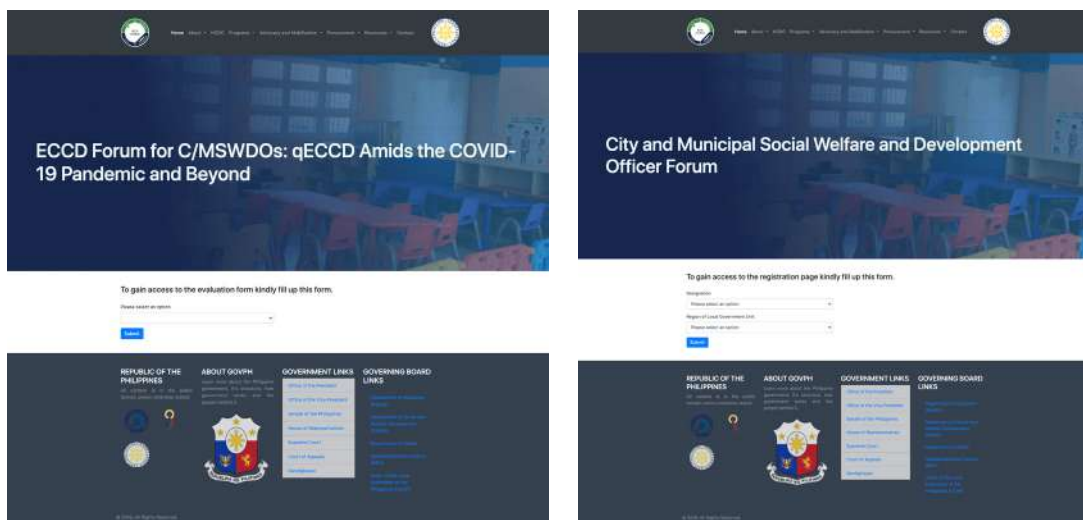
ii) Facebook Page and YouTube Account
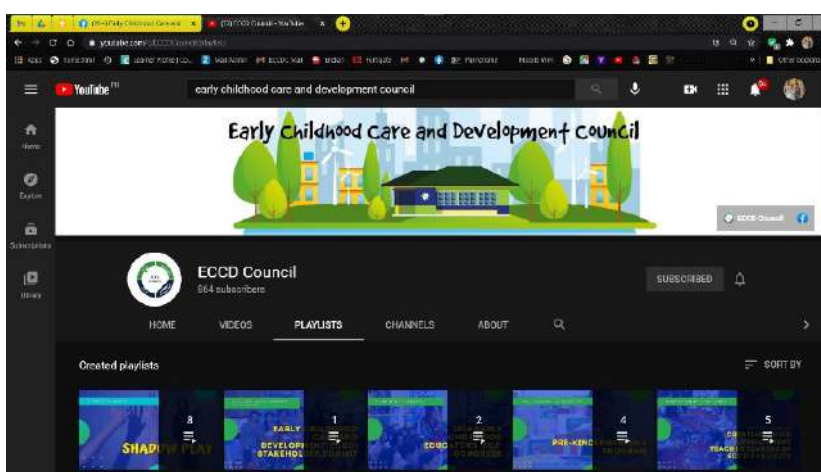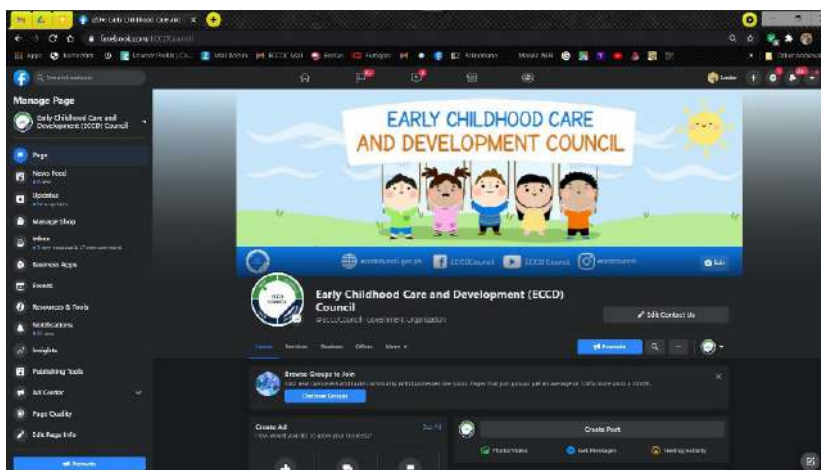
c. ECCD Council Management and Information System (MIS)

The ECCD Council Management and Information System (MIS) is a computerized system for recording, monitoring, tracking and archiving of data and information including but not limited to communications, administrative, finance, accounting and budget documents, policy and programs, National Child Development Center (NCDC) and Information Communications Technology (ICT) documents.

The Records Management Module of the MIS was done in the last quarter of 2020 and select personnel who will be users of the module were oriented and trained on its operation. The module will be fully implemented in 2021. Simultaneous with the records management was the finalization of the inventory module which was planned to be operational in the first quarter of 2021.

i) Records Management Module -recording, monitoring, tracking, archiving and retrieval of all incoming and outgoing correspondence and documents.
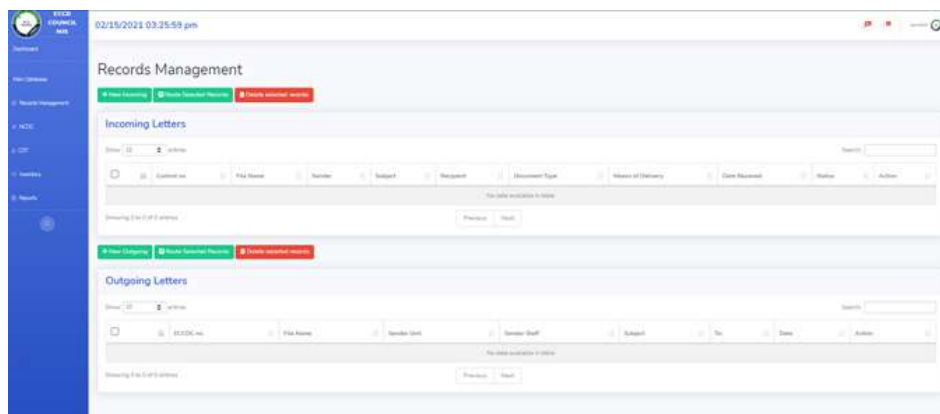
ii) Inventory Module- contain records on procurement of all equipment and office supplies including status of Delivery and Completion.
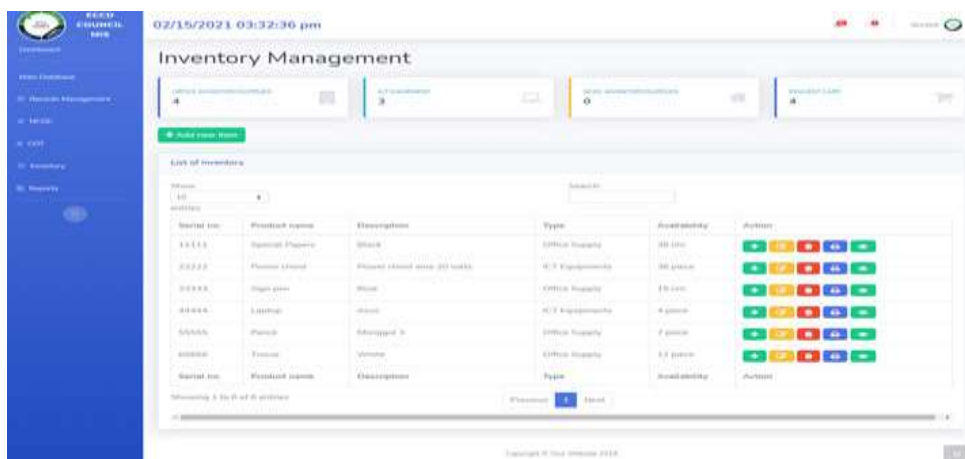
d. ECCD Council – Enrolment Monitoring System (ECEMS)

An android-based mobile application used to record a quick summary of enrollment in ECCD programs per school year. The application was designed to be used by Child Development Teachers/Workers nationwide and was designed to generate enrolment data per city/municipality, barangay and center.

Dashboard

- Display dashboard
- Shows enrollment of all day care center per school year:
  1. City/Municipality
  2. Barangay
  3. Center

e. Information Systems Strategic Plan (ISSP)

The **Information Systems Strategic Plan** (ISSP) describes every agency's overall strategy which involves medium term (3-5 year plan) planning for its information and communications technology (ICT) thrusts, strategies and programs for development. It serves as a framework for the organization's effort to computerize its operations and shows the organization's intention to use ICT to help realize its vision, mission and goals. It indicates the ICT resource requirements of a particular agency on a per year basis.

In 2019, the ECCD Council's 2020-2022 ISSP was approved and endorsed by the Department of Information Communication and Technology (DICT). The endorsed ISSP was forwarded to the Department of Budget and Management (DBM) for budget allocation. Of the proposed Php 4,324,000.00 for FY 2020, Php 2,909,000.00 was approved/funded for procurement and implementation.

The chart below shows the 2020 approved budget allocation per category:

2020 ICT BUDGET ALLOCATION

Software 5%
Trainings 3%
Services 21%
Hardware 71%

f. Continuing ICT Support

The following day-to-day operation was maintained:

- ✓ Maintenance, troubleshooting and configuration of the local area network (LAN)
- ✓ Packaging of informational brochures, audio-visual presentations and video packages
- ✓ Registration of CDTs to the NETIS and ECCDC-NETIS Facebook group
- ✓ Technical assistance during webinars, virtual conferences, trainings, summits/congresses and other activities
- ✓ Online support to CDTs for NETIS operation and encoding
- ✓ Technical assistance for the implementation of other NGA's information system (Department of Budget and Management's – Budget and Treasury Management System)

g. National ECCD Monitoring, Evaluation and Accountability System (NEMEAS)

The NEMEAS is a web-based, online information system that will store, manage and process ECCD data from existing information system of the ECCD Council Governing Board Member Agencies namely, the DOH IS, NNC IS, DSWD ECCD IS, ECCDCS NETIS and DepEd BEIS. It will include an interface that will link all the mentioned ISs to have an integrated and coordinated National ECCD M&E system. This project is in partnership with UNICEF.

National ECCD M&E and Accountability System:
ECCD Information Systems Interface

ECCD Results Framework (part of the National ECCD Strategic Plan, 2019-2030)

- Impact, Outcome and Outputs
- Performance Indicators, Baseline and Targets
- Means of Verifications
- Responsible entities

Cloud computing 1/

Client Computer

ECCD Council Information System

Data on children 0-8 y/o

DOH IS   NNC IS   DSWD ECCD IS   ECCDCS NETIS   DepED BEIS

LGUs   Schools

1 Cloud computing- the practice of using a network of remote servers hosted on the Internet to store, manage, and process data, rather than a local server or a personal computer

Institutional/Local Partnerships

National/Local Level Partnerships

i. ECCD Council Partnership with UNICEF Philippines

UNICEF Philippines has long been a partner of the ECCD Council in piloting and implementing quality ECCD programs and services in the Philippines. In January 2019, program prioritization between UNICEF and ECCD Council Secretariat was finalized through the approval of the 3-year Rolling Work Plan (2019 – 2021). In 2020, the second-year implementation of the RWP, six priority projects were implemented of which, three are continuing from 2019. On the other hand, the three new projects were implemented as a response to the COVID-19 Health Emergency.

- **Establishment of the ECCD National M&E and Accountability System**

  As stipulated in the EYA of 2013, one of the major components of the ECCD system is ECCD Management which consists of a continuous process of planning, implementation, supervision, financial management, monitoring, evaluation and reporting. With the approval of the National ECCD Strategic Plan 2019-2030 last August 2019, one of the priority initiatives of the ECCD Council with support from UNICEF is the establishment of the National ECCD Monitoring, Evaluation and Accountability System (NEMEAS). The system will operationalize the ECCD Results Framework of the Early Years First- National Strategic Plan.

  This initiative aims to strengthen the periodic assessment of progress, to learn from experiences and to improve committed outputs, outcomes and impacts of ECCD policies and programs towards the achievement of ECCD targets in the Sustainable Development Goals. As first phase of this initiative, the ECCD Council, through UNICEF, engaged the Community Systems Foundation (CSF), a non-profit international organization to provide technical assistance in the establishment of the National ECCD M&E and Accountability System.

  The architecture of the ECCD NEMEAS proposes to establish a centralized ECCD Indicator data warehouse managed by the ECCD Council to host and share all cross-sector ECCD indicator metadata and values, including historical records. This data warehouse will be deployed in the ECCD cloud. The design of the API will enable information systems of DOH, NNC, DSWD, DepEd and ECCDC to retrieve data from the ECCD M&EAS, given proper security protocols.
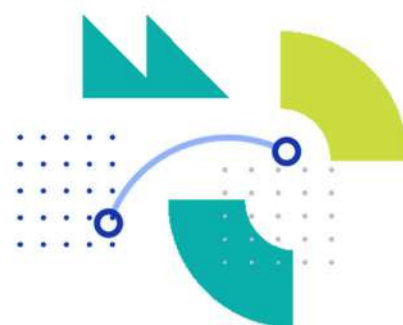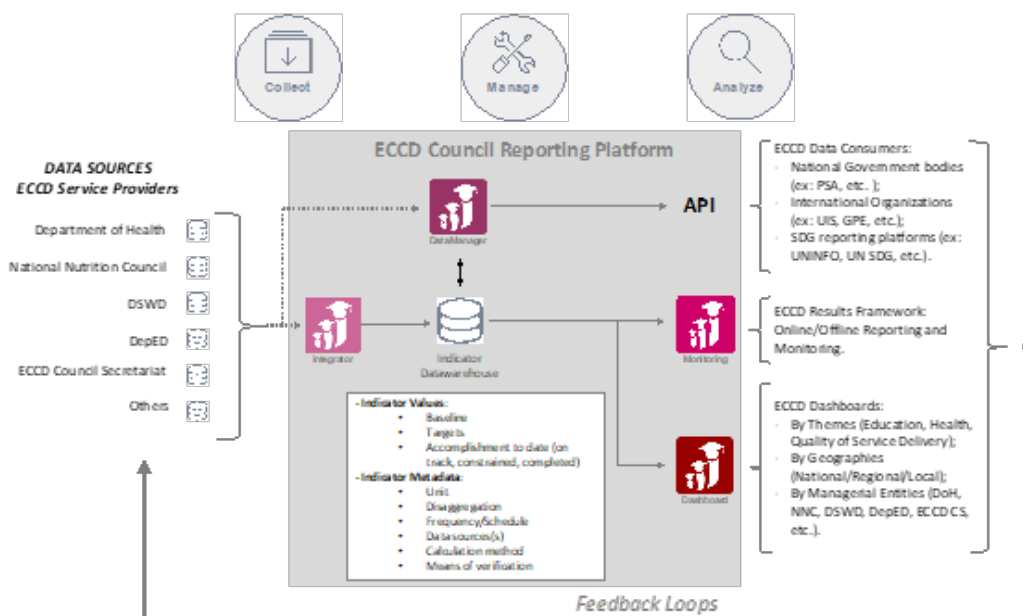
Figure 1: Proposed Architecture of the ECCD Council Reporting Platform

As of December 2020, the ECCD Council and its member agencies were in the process of finalizing the ECCD indicators of which each member agency has the responsibility to report. Two groups have been formed to oversee the development of the ECCD NEMEAS, the Reference Group and the Technical Team in each line agency. The Reference Group members serve as the official representatives of the agency in the development of the ECCD NEMEAS. As representatives, they are to provide decisions of their agency regarding the ECCD NEMEAS. The Reference Group members from ECCD Council, DepEd, DSWD, NEDA, DBM, DILG and PSA have already been identified while DOH and NNC have yet to provide the names of their official representatives. On the other hand, the Technical Team is composed of members from different units of the agency that will play vital roles in the utilization of the ECCD NEMEAS. They are to serve as resource persons in identifying key indicators and the operability of the system in the agency. One of their tasks is to ensure the feasibility of gathering data for specific indicators of the agency. These groups of each agency have already provided comments to the first draft of the Inception Report of the ECCD NEMEAS. The project with CSF is set to conclude in December 2021.

- ## System for Prevention, Early Identification, Referral and Intervention of Delays, Disorders and Disabilities in Early Childhood

The development of the System for Prevention, Early Identification, Referral and Intervention of Delays, Disorders and Disabilities in Early Childhood (PEIRIDDDEC) started in 2012 in adherence to R.A. 10410 Sec. 2 (Declaration of Policy) and Sec 3 (e) *"To establish an efficient system for early identification, prevention, referral and intervention for the wide range of children with special needs from age zero (0) to four (4) years."*

The institutionalization of the Volume 1 of the System for PEIRIDDEC was endorsed by the ECCD Council in 2019. The need to further strengthen home-community partnership in the provision of ECCD programs to vulnerable subsectors was highlighted during this time of crisis, thus the ECCD Council Governing Board signed into resolution in May 2020 the approval of the Volume 1 of the System for PEIRIDDDEC.

Around the country, there is a general hesitation to include children at-risk of delays and disabilities into existing ECCD Programs because service providers are not equipped with the knowledge and skills to address their very specific needs. In response to the assistance needed by the ECCD service providers, the ECCD Council, its member agencies (DOH, NNC, DSWD) and UNICEF had an initial face-to-face orientation and consultation workshops on the System for PEIRIDDDEC with the provinces of Samar and Northern Samar in January and February 2020 in Tacloban City. Among the facilitators of the orientation and consultative workshop were ECCD Council's Program Officers: Ms. Katrina Libron, Mr. Edwin Taleon and Ms. Nicole Vispo. During the consultative workshop, ECCD service providers (e.g. MHO, MSWDO, CDWs, BNS, BHW) identified key stakeholders and possible challenges that they would encounter in adopting the system in their LGU. The following were identified as follow through activities: mapping of professionals in the LGU and the province and clarifications of TOR in the establishment of the System for PEIRIDDDEC. No further face-to-face trainings were conducted in compliance of the imposed community quarantine in the country.

Figure 2: Simulation Activity in the Administration of the ECCD Checklists Records 1 and 2 during the Orientation and Consultative Workshop with the Province of Samar

In May 2020, work in the roll-out of the System for PEIRIDDDEC, through the engagement of HI-PIP (Humanity Inclusion – Plan International Philippines) and UNICEF funding, commenced. As part of the 2020 Rolling Work Plan of ECCDC-UNICEF, initial activities for Project ARUGA (Advancing ECCD to Reach Children's Unlimited Potential, Growth and Development) were started. Among these activities were: the development of the Inception Report of HI-PIP on the current status of children at-risk of delays and disabilities in the country, and the development of the capacity assessment tool for use in pilot sites of the System for PEIRIDDDEC. Towards the end of the year, plans of developing e-modules of Volume 2 (Training Manual for CDWs/CDTs) and Volume 3 (Training Manual for Community Health Workers) of the System for PEIRIDDDEC are already being conceptualized in response to the current health emergency.

• Governance of Project ChILD

Project ChILD, Child Information and Location Data, is a Monitoring and Evaluation mechanism which was started by UNICEF in 2015 through a "paper-based" mechanism to gather key information on pregnant women and children below 18 y/o to be collected at the household level. In February 2020, the enhancement of the Project ChILD to an electronic system commenced which aims to address the "data supply bottleneck" brought about by the "paper-based" mechanism. The Project ChILD System complements the Community Based Monitoring System (CBMS) by providing comprehensive information on pregnant women and children below 18 years old which will also supplement the data being collected by the ECCD NEMEAS. This project has been supported and adapted by the ECCD Council Secretariat in February 2020 for roll-out in the country.

The proposed counterparts of the ECCD Council are: to ensure the operability of the system by allotting appropriate funds for the interface in the coming years and to review the content of the training manual of the Project ChILD for use by the local government units. Outlined below are the completed tasks of the enhancement of the Project ChILD and the working timeline of the consultant commissioned by UNICEF:

#	Task Name	Status
1	Assessment of Existing Project ChILD	Done
2	Presentation of Assessment Report to Project Key Stakeholders	Done
3	Development of enhanced Project ChILD Prototype	Done
4	Presentation and Validation of enhanced Project ChILD Prototype to Project Key stakeholders	Done
5	Developing of Project ChILD Final Indicators and Data collection Tools	Done

Figure 3: Timeline of Activities for the Governance of Project ChILD

- ## ECCDC-UNICEF Philippines RWP Activity

During the second half of 2020, priority projects with UNICEF had to be adjusted to address the current health emergency. Some of the projects which initially were scheduled to commence in 2020 were deferred to 2021 to be able to prioritize key activities that were deemed to be more appropriate with the current situation. With this, three projects in the ECCDC-UNICEF RWP 2019-2021 were conducted:

RWP Activity 2.1.9.a. Support to ECCDiE Planning, Coordination and Monitoring

Under Priority activity 2.1.9 (Capability-building of ECCD Council, its member agencies, and TWG in coordinating holistic and integrated ECCD, including collaborations with academe/teacher education institutions, NGOs, and development partners), it was realized that ECE is not in any of the clusters in Emergency Response of NDRRM. There exists an Education Cluster but this does not explicitly cover children below 5 years old. Because of this gap in emergency response, there is a need to create an ECE sub-cluster in the Education cluster. ECCD Council and UNICEF agreed to push the recommendation to create the ECE Sub-Cluster under the Education Cluster wherein UNICEF and Save the Children as co-Leads of the Education Cluster will be the proponents. A letter was sent to Secretary Briones for this initiative and a discussion with DepEd's DRMM Office was initiated. This move will address the gap in ECE Response in relation to the National Response Plan in cases of Emergencies.

RWP Activity 2.1.3.a. Development of ECCD alternative delivery models (ECCD Home-based Guidebook in Response to COVID-19)

A team from the Department of Family Life and Child Development of UP Diliman was commissioned by ECCD Council and UNICEF on November 6, 2020 to develop HB ECE Guidelines for children 0 – 6 years old (ITED, Pre-Kindergarten, Kindergarten and Grade 1), activity guide for parents to support them in the implementation of the CBPAV, and corresponding manual for orientation-training and QA framework. The ECCDC together with its member agencies, DepEd and DSWD serve as the advisory group in the development of this guidebook. The project is set to conclude in March 2021. The outputs of this project will be used as supplementary materials in the ongoing efforts of the ECCD Council in piloting ECCD Home-based models.

RWP Activity 2.10 ECE Emergency Response (Early Learning Should Go On Webinar Series)

As an immediate response and call to Filipino families with children aged 0 – 5 years old to continue early learning amidst COVID-19, the ECCD Council together with its

member agencies, DepEd and DSWD, and UNICEF conducted a webinar series on the four Fridays of September 2020, entitled Early Learning Should Go On: A Webinar Series to Support Parents and Communities for Continued Learning of Very Young Children which had at least 73,825 cumulative peak live viewers on the Facebook pages of UNICEF Philippines, ECCD Council and the Department of Education.
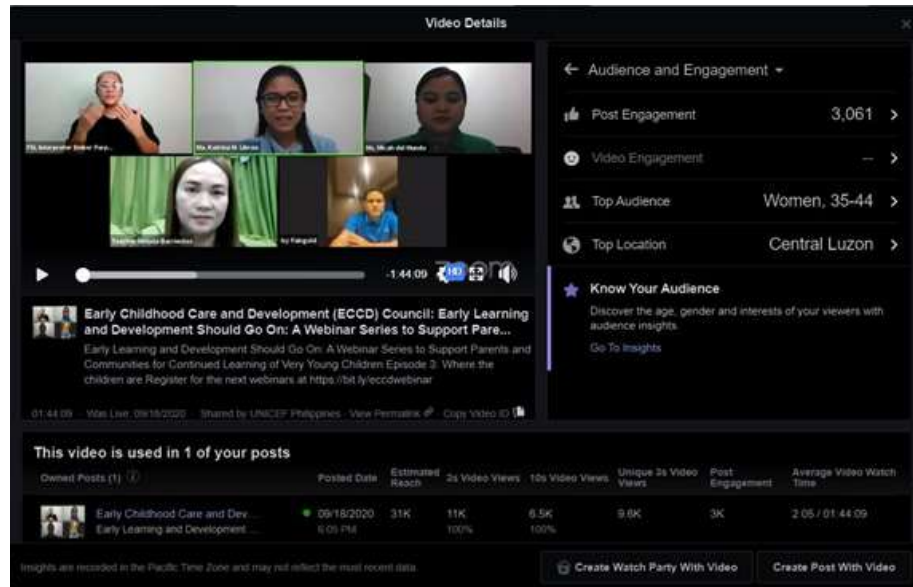
Figure 4: Webinar Day 3 (September 18, 2020) Facebook Audience and Engagement Statistics

The webinar series sought to capacitate and empower parents and caregivers who will have an even more important role in the continued learning of their very young children especially in this time of COVID-19 pandemic. Through this webinar, ECCD Council and UNICEF sent a strong message in support of continued learning of very young children, highlighting how play-based, learning activities at home, and responsive caregiving, help ensure children up to 5 years old are developmentally on track, learning to learn and ready for school amidst the pandemic. With this, topics in the 4-day Webinar Series revolved on the importance of continued learning for a child's optimal development, key role of observing children and supporting their socio-emotional development especially during this time, and the role of the community in supporting the families and the children in their continued learning. Each topic aimed to target the following audience: parents and caregivers, ECCD service providers, private school teachers, kindergarten teachers, non-government organizations and the local government units.

Figure 5: Topics and Resource Speakers during the Webinar Series

The participants received their certificates after each day of the Webinar Series. This activity also served as a way to provide technical assistance in the conduct of the Center-Based Program Implemented in an Alternative Venue (CBPAV).

ii. Council for the Welfare of Children (CWC) Sub-Committee on Children with Disabilities

In January 2020, the start-up activity of the Sub-Committee on Children with Disabilities (SC-CWD) was the election of CSO Chair and LGU representative every two years under the terms of reference of the committee. There was a unanimous decision by member agency representatives to let NORFIL continue to act as co-chair with the CWC, and Mandaluyong City as LGU representative.

In February, a 2-day workshop was conducted for the development of a monitoring and evaluation framework for the National Strategic Plan for Children with Disabilities 2019-2022. It was successfully participated by representatives of different member agencies in improving the initial draft of the Results Framework. ECCD Council worked with the Department of Education as co-lead in Outcome #2 of the Results Framework.

In May, the SC-CWD conducted a rapid online survey on the situation of children with disabilities in the context of COVID-19. The initial results were shared in a webinar in August in post-celebration of the National Disability Prevention and Rehabilitation Week. A webinar series "Caring for the Caregivers" was held from September to October. The ECCD Council fully supported these activities throughout the year.

iii. National Council for Disability Affairs (NCDA) Sub Committee on Education

In October, the Sub-Committee on Education invited the ECCD Council to its 3rd quarterly meeting to present agency response for early learning particular to children with disabilities for the year 2020. Acknowledging the agency's efforts to address children with disabilities in the early childhood stage, the SCE invited the ECCD Council to be part of the committee that ensures quality program delivery for basic education.

In a special meeting held in November, the SCE discussed the creation of a 3-year development plan of the sub-committee on education aligned with the respective national government agency's strategic plan. The workshop for this 3-year plan is set to be scheduled on 2021.

iv. Department of Interior and Local Government (DILG)/ Council for the Welfare of Children (CWC) Child Friendly Local Governance Audit (CFLGA) Core Group

On February 5-7, 2020, the CFLGA Core Group deliberated on the results, issues and concerns raised in the 2019 CFLGA. The Revised CLFGA Handbook is a revitalized result-based assessment tool and an annual mandatory audit designed to gauge the level of performance of local government units (LGUs). This is insofar as implementing programs and instituting measures to uplift the welfare status of children. As the use of the CFLGA Tool requires an inter-agency collaboration on both national and local levels, the Program Review on the 2019 CFLGA involves core group member agencies as part of the management team as well as to analyze and discuss results of the 2019 audit. Using the findings and feedback from all levels of the CFLGA Inter Agency Monitoring Task Force, the CFLGA Core Group Members identified next steps and plans moving forward.

v. Partnership with DepEd on the Education Forum

The Council also participated in DepEd's Education Forum particularly in crafting the response activities to mitigate the adverse effects of the Corona virus. Specifically, the Council was part of the Learning Continuity Plan (LCP) group which developed distance education strategies to reach the learners when the DepEd started implementing the no-school attendance policy as part of thr physical distancing strategy of the country.

vi. Basic Education Sector Analysis (BESA) of DepEd

The Council provided inputs on ECCD in a series of dialogs in the situation analysis efforts of DepEd under the Basic Education Sector Analysis (BESA). The Council provided ECCD inputs to the draft situation analysis. The Council share insights of Professor James J. Heckman, the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, a Nobel laureate in economics and an expert in the economics of human development. His evidence-based studies on ECCD has given birth to the popularly term, the Heckman equation which states that "... investing in ECCD is cost-effective. For every one dollar spent on early childhood development interventions, the return on investment can be as high as $13."

vii. "Evaluation of the National Early Childhood Care and Development Program of the Philippines, Part I ", funded by the UNDP with the NEDA as the commissioning unit

The Council provided all the background documents to the research group, including the SOTAR study, the NELC, the Learning Packages, the Council Annual reports from 2013 to 2020, selected Council publications and audio-video packages. After the research report was completed, the Council gave notes, comments and suggestions to UNDP/NEDA.

viii. "Collaborative Partnership in ECCD Project," a multi-agency ECCD Initiatives coordinated by DSWD

The Council is a partner of the "Collaborative Partnership in ECCD Project" together with the DSWD, Knowledge Channel Foundation, Zuellig Family Foundation, and Jollibee Group Foundation. The Council is over-all in charge of the training curriculum, learning materials and evaluation/ monitoring of actual field training. In 2020, the Council provided technical assistance to Knowledge Channel in developing the training program for ECCD service providers, helped in the development of the training program and review of the video materials used in the ECCD training program.

ix. Philippine Early Childhood Education K-Grade 4 Longitudinal Study, Round 5 funded by UNICEF

The Council is part of the review team of the *Philippine Early Childhood Education K- Grade 4 Longitudinal Study.* The Study aims to provide evidence to guide implementation of the Early Years Act, recognizing the ages from zero to eight years as the first critical stage of educational development. Funded by UNICEF and Australia-DFAT , the Study collects evidence regarding children's social, emotional, and cognitive skills in English and Filipino on six occasions: at the commencement of Kindergarten, at the end of Kindergarten, and at the ends of Grade 1, 2, 3, and 4 at the basic education level.

The Study measures growth and yearly development and has targeted a range of variables (for example: SES, living context) in order to shed light on how children's skills develop in diverse contexts.

The cohort of learners was selected in **2015** for their alignment with a set of variables such as main island group, language, socio-economic status (SES), location, and preschool or day care attendance in order to shed light on how skills develop in diverse contexts. The three key context variables for this Study were whether the school was located in an urban-poor, disaster prone or conflict-affected school community.

The three research questions of the study are:

1. How do cognitive, oral language and social–emotional skills of young children develop/ unfold in different contexts?

2. How does participation in pre-school/day care relate to children's later cognitive and social– emotional skills development, and learning experiences in school?

3. How do factors related to a child's home, community, school and classroom, affect cognitive and social–emotional skills development in children?

From the first round up to the 5th round in 2020. there has been a consistent trend in the differences in the children's achievements   in literacy, mathematics and socio-emotional skills between those who attended pre-school and those who did not. Children who attended pre-school performed better than those who did not, especially in Round 5, when the differences in scores were substantial.

International/Regional Partnerships

i. ARNEC Webinars

As an ARNEC partner, the Council participated in three (3) ARNEC webinar series. The specifics of each presentation are described under each webinar theme.

- *Understanding how young children cope with stress, fear and anxiety during crisis such as COVID-19*

In April 30, the ARNEC sought to address concerns that have been highlighted by the COVID-19 pandemic. Specifically, the webinar focused on the manifestation of children's fears and anxieties, support strategies parents can practice, activities parents can provide their children, and resources that are available to parents at this time.

The ECCD Council's presentation revolved around the idea of supporting parents and caregivers so that they are able to respond to their children's needs, especially in the context of abrupt changes and uncertainty. The ECCD Council developed online resources that capitalize on play as a tool parents can use to understand their children's development, interests, personality, and unique manifestations of stress and anxiety. The ECCD Council showed the ECCD Bingo Cards and the poster on Family Activities as examples of resources that parents and caregivers can use.

- *Post-pandemic ECCD transitions: addressing disparities in pursuing policies and programs for young children*

The ARNEC organized this webinar to allow different countries to share their strategies for the re-opening of preschools, the identification of vulnerabilities of disadvantaged groups, and action points that are being taken to mitigate disparities found.

Dr. Teresita G. Inciong presented on behalf of the ECCD Council on July 21. A brief overview of the Philippine COVID-19 context vis a vis its impacts on ECCD services was presented. This was followed by action points such as continuing efforts to establish the National ECCD Monitoring & Evaluation and Accountability System, emphasizing the importance of data-driven interventions, especially in times of crisis. Further, Dr. Inciong discussed how important it is to focus on inclusion, mental health and child protection, and stakeholder engagement and coordination. Keeping these in mind would allow for a holistic approach in responding to the pandemic.

- *Nurturing care for young children during and beyond COVID-19: focus on early learning opportunities*

In the December 14 webinar, ARNEC aimed to create a discussion on how the pandemic affected vulnerable groups, especially in terms of learning opportunities; as well as how different countries and organizations designed policies and programs that responded to such a need.

The ECCD Council shared its recommended Center-Based Program in an Alternative Venue (CBPAV) as the Philippine response to the COVID-19. This alternative mode of delivery ensures that 0- to 4-year-old children continuously receive ECCD services despite the pandemic.

Moreover, the ECCD Council also presented the initial findings from the pilot implementation of the Home-Based ECCD Program. With the help of supervisors, facilitators, and parents from Antipolo City, Bustos, Marikina City, and Taytay, the presentation was able to show the different activities done in the Home-Based ECCD Program, as well as feature each Local Government's official seal. Webinar participants generated positive feedback and a general curiosity about the Home-Based ECCD Program.

ii. ARNEC Learning Groups

The Council served as a major partner in the Asia-Pacific Regional Network for Early Childhood (ARNEC) Learning Groups which were organized to facilitate collaboration, learning, capacity building, resource mobilization, and technical exchange among Early Childhood Development (ECD) experts, practitioners, and advocates in Asia. Participating countries are Bangladesh, Bhutan, Cambodia, India, Indonesia, Nepal, and the Philippines.

The Learning Groups conducted online meetings headed by ARNEC through the Zoom platform. Activities conducted in these meetings included country presentations of ECD network, workshops, and short lectures. This supported the vision of the groups to generate dialogue on ECD issues, promote learning, encourage collaboration, and information sharing on best practice, experiences, and research.

Learning Group themes aim to respond to the ECD community with ARNEC's regional ECD advocacy. Of the three Learning Group themes, the ECCD Council participated in two themes:

-- Learning Group #1: Responsive Caregiving with strong focus of Playful Parenting

-- Learning Group #2: Multi-sectoral coordination for ECD with strong focus on developing national ECD networks.

The ECCD Council reported on its journey and progress in the delivery of ECCD programs and services in the country, including Republic Act 10410. This served as reference for other participating countries in the continued advocacy for ECD in their respective countries. In the same manner, other countries shared of their implementation and insights in the field which provide for a wider perspective in Early Childhood Development.

Gender and Development Program

In 2020, the Gender and Development initiatives of the Council were guided by Section 36 of Republic Act No. 9710, otherwise known as the Magna Carta of Women (MCW), as follows: *all government departments, including their attached agencies, offices, bureaus, state universities and colleges, government owned and controlled corporations, local government units and all other government instrumentalities shall adopt gender mainstreaming as a strategy to promote women's human rights and eliminate gender discrimination in their systems, structures, policies, programs, processes and procedures.* These GAD activities were based on the approved GAD Plan and Budget (GPB) for FY2020 to address and eliminate some of the gender issues and concerns.

The following activities were conducted:

1. The Philippine Commission on Women (PCW) Sectoral Coordination Division (SCD) - Division in-Charge in providing proactive GAD technical assistance (ProTA) invited two (2) members of ECCDC GFPS-TWG to attend the one (1) day Gender Mainstreaming Evaluation Framework (GMEF) Orientation last February 18, 2020. The said orientation aims to familiarize GFPS members of agencies on the objectives, benefits and actual application of the GMEF tool. The GMEF is an important tool that provides agencies a framework to assess their GAD compliance and determine gaps and challenges in mainstreaming gender perspective in four entry points, namely: people, policy, enabling mechanism, and program, activity, projects, and services (PAPs). It is a useful tool in assisting agencies, especially its GAD Focal Point System (GFPS) members, in formulating their GAD Agenda to be the basis in the preparation of the agencies' annual GAD plans and budgets.

2. The Council planned GAD activities for the March National Women's Month Celebration (NWMC). Before the declaration of the Enhanced Community Quarantine, the ECCD Council was able to engage all staff members in the GADvocacy Challenge. A theme on challenging gender stereotypes and appreciating the role of women in society was announced per week. The Council staff documented the tasks they did, and posted these on social media platforms with the hashtag #GADvocacy, along with a weekly hashtag. The Council was able to do the preliminary activities, i.e. advocacy challenge for each unit through social media posting; and the Council purchased the materials needed for the celebration for the month.

3. On June 26, 2020, the GAD Focal Point System – Technical Working Group (GFPS-TWG) were able to seek technical assistance with the PCW Specialists on the preparation of the Revised GAD Plan & Budget for 2020. This was relative to the issuance of PCW Memo Circular No. 2020-03 dated April 27, 2020 re: Adjustment and/or Implementation of the FY 2020 GAD Plan and Budget in view of the Corona virus Disease 2019 Situation. This Circular enjoined all national government agencies and instrumentalities to review and revise, as necessary, their FY 2020 Gender and Development Plan and Budget (GPB) to implement measures to address gender issues and concerns arising from the unequal status of their women and men stakeholders due to the COVID-19 situation. Relative to this revision, the GFPS-TWG conducted a series of online zoom meetings for the finalization of the Revise GPB 2020.

4. Last October 2020, the ECCDC GFPS-TWG conducted a four- day Workshop/Write-shop for GAD Planning and Budgeting in preparation for the submission of 2021 GAD Plan and Budget (GPB). The write shop focused on the preparation of Program Proposals for the flagship programs of the Council, i.e. Induction Program for Child Development Workers, Leading and Managing an Integrated ECCD Program (LMIEP), Early Childhood Education Program (ECEP) and Integration Program. The output derived from this write-shop was used for the Attributed Programs included in the GPB for 2021.

5. In the second semester of 2020, the GAD Focal Point System Technical Working Group (GFPS-TWG) had attended series of GAD trainings thru Zoom and Facebook which were initiated by the PCW with the following subject matters:

   - Introduction to GAD Concepts and Sexual Orientation, Gender Identity and Expression, and Sex Characteristics (SOGIESC) Confirmation;

   - Fundamentals of Gender Mainstreaming: Review of Policy Imperatives on GAD and GM Concepts;

   - Gender Analysis: Tools and Praxis;

   - Beyond Attribution: Use of the HGDG to Mainstream GAD Elements in the Project Development Cycle;

   - GAD Planning and Budgeting: From Preparation to GAD Fund Audit;

   - The GAD Agenda: Formulating the GAD Strategic Framework and GAD Strategic Plan;

6. To prevent the risk of COVID-19 to vulnerable women and men, we were able to facilitate the antigen testing for the ECCD employees last December 2020.

7. The ECEP was the attributed program approved for the 2020 GPB. In partnership with Leyte Normal University, 25 scholars -- 24 female and 1 male -- were given the opportunity to gain 18 Masters Units in Early Childhood Education. The program is expected to run until February 2021.

Administrative Support to Program Implementation

For Fiscal Year 2020, the Administrative and Finance Unit continued to provide administrative support and assistance to other Units of the Council for the smooth implementation of programs and projects.

With the declaration of the National Emergency Health situation due to the outbreak of the COVID-19 pandemic, a support mechanism was put in place to mitigate the transmission of the disease in its workforce. Assistance was extended in the provision of basic necessities to employees reporting for work as part of the skeletal work force and provided transportation and other services. Among the minimum requirements provided was shuttle services for its workforce to prevent infection and exposure of vulnerable individuals. General sanitation and disinfection of the Office premises were conducted four (4) times throughout this FY2020 by engaging private providers for the fogging and misting to ensure the safety of the employees and clients. This prompt response was in compliance with the Department of Health (DOH) Administrative Order No. 2020-0015 dated 27 April 2020 re: Guidelines on the Risk-based Public Health Standards for COVID-19 Mitigation.

It was a challenge to scout for supplies because some of the supplies were not available at the DBM-Procurement Service. Most of the suppliers' offices were closed during the period of quarantine. To continuously process the emergency requirements, the administration and finance officers conducted canvass through their social media (e.g., website, Facebook, Instagram, etc.); and negotiated directly with the suppliers through referrals (i.e. mattress, PPEs, etc.).

The pandemic also brought to fore some lawful practices that were previously not maximized – the use of electronic documents and electronic signatures. Instead of face-to-face meetings, pre-bid and bid conferences were conducted through online platforms.

In response to the National Health Emergency brought by the outbreak of COVID-19, the Council was able to submit the Interim Guidelines on the Implementation of Alternative Work Arrangements to Civil Service Commission last May 7, 2020. In addition, the following memorandum and guidelines were issued as support mechanisms during this pandemic to extend full assistance and support to the employees, to wit:

   a. Provision of communication expenses (allowance);
   b. Payment of Hazard Pay in accordance with Administrative Order 26 issued by the Office of the President and CSC guidelines;
   c. Provision of transportation services for skeletal staff;
   d. Temporary sleeping quarters;
   e. Interim guidelines on health interventions and develop a contract tracing monitoring tool.

Despite the pandemic situation in the country in 2020 and while most of the staff are working from home, the Council encouraged the employees to attend online webinars for various trainings and seminars invites by various government agencies and private offices for them to continuously develop their skills and be more knowledgeable in their endeavor.

Financial Highlights

In FY 2020, the Council received a total appropriations/allotment of One Hundred Ninety Eight Million Seven Hundred Twelve Thousand Pesos (PhP198,712,000.00) as stipulated in RA No. 11465, the General Appropriation Act (GAA) for the Fiscal Year 2020. Relatively, the corresponding Special Allotment Release Order (SARO) was released by the Department of Budget and Management (DBM) to the Council for the year.

The total budgetary appropriation consist of the following two (2) clusters of funding source:

1. The Regular Agency Fund is intended mainly for the operations and general administration and support services of the agency.

2. The Special Funds is earmarked for a specific priority project of the Council which is the establishment of a National Child Development Centers (NCDC) and conversion/upgrading of existing day care centers into Child Development Centers. This fund is a grant from the Philippine Amusement and Gaming Corporation (PAGCOR) pursuant to RA No. 10410 or the Early Years Act of 2013.

Particulars	Appropriations/ Allotment	Adjustments (NBC 580)	Adjusted Appropriations/ Allotments	Obligations Incurred	Unobligated Balance	Percentage of Utilization
1. Regular Agency Funds	63,732	6,056	57,676	36,054	21,622	62.51%
2. Special Funds	134,980	-	134,980	122,418	12,562	90.69%
TOTAL	198,712	6,056	192,656	158,472	34,184	82.26%

To further appreciate the figures above, hereunder is the comparative graph of the Appropriations vs. Obligations Incurred by Funding Source:

Appropriation vs Obligation Incurred
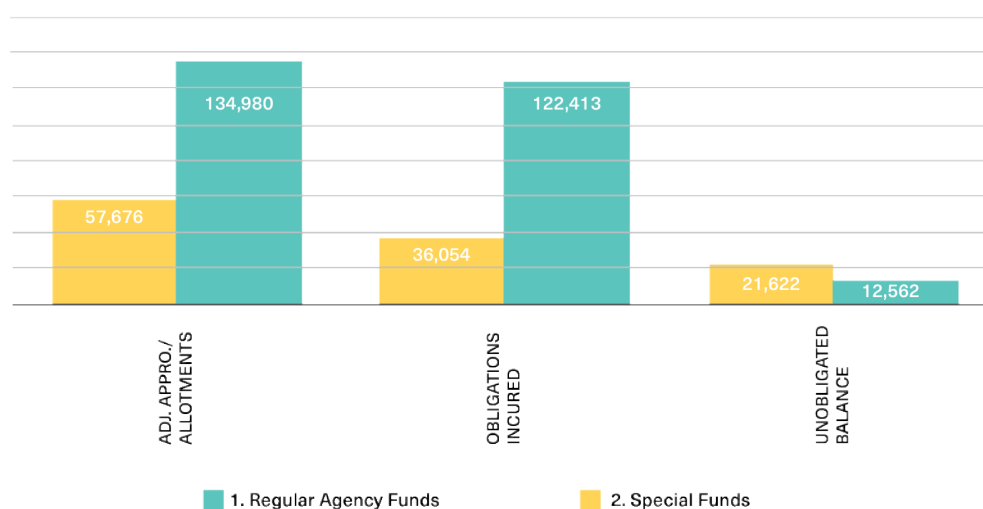
Table below shows the Appropriations and Obligations incurred by Program Expenditure Classification (PREXC):

(In thousand pesos)

Particulars	Regular Agency Funds		Special Funds		Balance
	Appropriations/ Allotment	Obligations	Appropriations/ Allotment	Obligations	
General Administration and Support					
General Management and Supervision	34,581	32,558	-	-	2,023
Operations					
1. Development of Policies, Standards and Guidelines	2,757	193	-	-	2,564
2. Capacity Building and Institutional Development of Intermediaries and Other Partners	20,253	3,263	-	-	16,990
3. Accreditation of ECCD Service Providers	85	40	-	-	45
4. Establishment of National Child Development Centers			134,980	122,418	12,562
TOTAL	57,676	36,054	134,980	122,418	
Percentage of Obligations over Appropriations/ Allotments		62.51%		90.69%	

Member Agency Reports

Department of Education

Highlights on Kindergarten Education in Light of COVID-19 Pandemic and the Basic Education Learning Continuity Plan

Overview of RA 10157. The philosophy of Kindergarten education considers the child, the school, and the teacher with the support of the family in maximizing the child's potential and capacity for learning, so that they will be better prepared to adjust and cope with life situations and the demands of formal schooling.

The **R.A. 10157** or the **Kindergarten Education Act of 2012** opens more elbow room to prioritize in providing appropriate and quality education services to all 5-year-old Filipino children to develop their fundamental skills.

- **Republic Act 10157** known as **Kindergarten Education Act**, entitled **"An Act Institutionalizing the Kindergarten Education into the Basic Education System and Appropriating Funds Therefor"** of which the Declaration of the Policy in Section 2 stated below:

    "…….. hereby declared the policy of the State to provide equal opportunities for all children to avail of accessible mandatory and compulsory kindergarten education that effectively promotes physical, social, intellectual, emotional and skills stimulation, and values formation to sufficiently prepare them for formal elementary schooling. This Act shall apply to elementary school system being the first stage of compulsory and mandatory formal education. Thus, kindergarten will now be an integral part of the basic education system of the country.

    Kindergarten education is vital to the academic and technical development of the Filipino child for it is the period when the young mind's absorptive capacity for learning is at its sharpest. It is also the policy of the State to make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning."

- **RA 10533 - Enhanced Basic Education Act of 2013** reaffirms the provision of equal opportunities for all 5-year-old children to accessible, mandatory, and compulsory Kindergarten education that effectively promotes physical, social, cognitive, emotional, and skills stimulation, and values formation to sufficiently prepare them for Grade One.

- In support of the aforementioned laws, the issuance of **DepED Order No. 32, s. 2012** provides **Implementing Rules and Regulations (IRR)** to operationalize specific provisions pursuant to the Republic Act 10157; and the **DepEd Order No 47, s. 2016** "Omnibus Policy on the Kindergarten Education".

Policies/Guidelines

- In light of the COVID-19 pandemic and guided by the DepEd's Basic Education - Learning Continuity Plan (BE-LCP), ROs, SDOs, and Schools are adapting different strategies to contextualize the Learning Continuity Plans (LCPs) and to ensure viable, flexible, and applicable learning modalities that give utmost consideration in the resources, training of teachers and parents, engagement with the stakeholders, session scheduling, house visitation, counseling, etc. that are anchored on "Sulong EduKalidad, Handang Isip, Handang Bukas" Framework.

- The Learning Continuity Plan follows the provision stipulated in **DM-CI-2020-00162** Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM) for School Year 2020-2021.

- There is also an issuance of **DM-CI-2020-00080** that reiterates the Age Qualification of Kindergarten Learners as provided in DepEd Order No. 20, s.2018 and Guidelines on the Administration of the Philippine Early Childhood Development (ECD) Assessment Checklist for SY 2020-2021 in light of COVID-19 pandemic.

To ensure the continuity of learning for Kindergarten Learners during the COVID-19 pandemic for SY 2020-2021, the following are the status and accomplishments:

Status and Accomplishments

Ensuring all five (5) years old for enrolment

Globally, young children are the most vulnerable to be affected by any crisis. Despite this challenging time, ensuring continued learning must go on to save them from the impact of the COVID-19 pandemic while keeping them safe at home. As of December 18, 2020, a total of 2,010,153 million Kindergarten learners in both public and private schools were enrolled this SY2020-2021 per EBEIS data for SY 2020-2021.

Chart Title
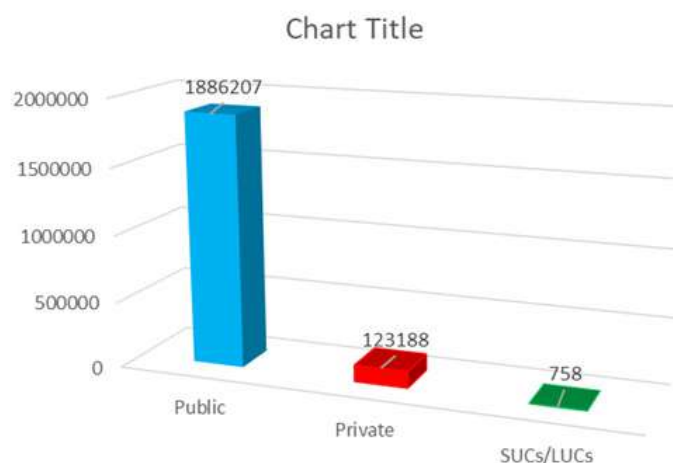
Ninety eight percent of Kindergarten learners are currently learning at home with the assistance of their parents or facilitators and the full support from the teachers. There is a slight decrease of 2% or 32,822 compared to previous school year 2019-2020 enrolment when classes were conducted in a face-to-face classroom instruction.

Ensuring the Role of Kindergarten Teachers

As of April 14, 2020, the data of Kindergarten teachers based on BEIS for SY 2019-2020 recorded a total of **68,861** (counted as one – which means that the teacher is teaching more than one grade level but teaches the most number of hours) and **10,203** (counted more than once – which means that the teacher is teaching more than one grade level). These teachers are handling Kindergarten learners with two sessions/classes.

Ensuring support for Appropriate Pedagogical Skills

Provided capacity building of four-day Webinar on the National Training for Kindergarten Teachers on Remote Teaching and Learning: Developmentally Appropriate Responses in the Time of COVID-19, conducted in four clusters last September 14 to 24, 2020:

- Luzon - Cluster 1-AM (16,253 trained)
- Luzon Cluster 2-PM (19,240 trained)
- Visayas Cluster-AM (19,322 trained)
- Mindanao Cluster-PM (16,888 trained)

The online webinars were simultaneously stream lived on official Facebook page. Thus, many teachers were able to virtually attend the said national 4-day training. This enhancement training for Regional and Division Kindergarten Coordinators, School Heads, Public Schools District Supervisors and Kindergarten teachers focused on pedagogical skills in response to COVID-19 pandemic that covered the following topics:

- Revisiting Principles of Kindergarten Teaching and Learning: Developmentally Appropriate Instruction and Assessment
- Integrating Kindergarten Content through Play at Home
- Literacy Development at Home
- Developing Mathematical and Scientific Thinking in Kindergarten

The compilation package on Parent's Toolkit were developed by each Division and submitted to the Region. Moreover, each region compiled the said toolkit as an output from the learnings/inputs gained during the webinar training. There are 16 compiled packages of Parent's Toolkit contextualized in the Division's dominant languages.

Kindergarten Learning Experiences (KLE)
Resource guide in light of COVID-19 pandemic

- The KLE is the learning resource material aligned with the Most Essential Learning Competencies (MELCs) applicable to the child's real-life situations. Since, Kindergarten learners are still classified as emergent readers (not yet independent readers), the KLE is a guide for teachers, parents, or facilitators in helping the learners meet the standards set by the K to 12 Kindergarten Curriculum Guide or the Standards and Competencies for Five-Year-Old Filipino Children, while overcoming their personal, social, and economic constraints in schooling. The KLE is part of the ADM initiatives in response to the COVID-19 pandemic crisis.

- This learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. It also aims to help learners acquire the needed 21st century skills while taking into consideration of their needs and circumstances.

- The teacher, parent, or facilitator is expected to prepare the needed materials in advance. If the suggested materials in the activities are not available, it is advised to utilize whatever is available at home or in the locality.

- Teachers in partnership with parents or facilitators should keep track of the learners' progress while allowing them to learn through play.

Ensuring Materials Support

Each ROs, DOs and Schools ensure contextualization of the KLE in accordance with the BE-LCP framework in the development of the following:

1. Development of contextualized Kindergarten Learning Experiences (KLE), a parent-assisted learning module

2. Conversion of KLE into different digital content formats:
   - Interactive and inclusive e-modules
   - Video-Audio Lessons

   - Radio-based/TV-based Instruction

3. Advocacy materials for parent's orientation through video presentations (simulations and safety protocols)
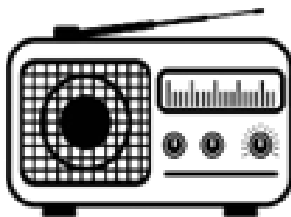
Other specific support materials developed in partnerhsip with the community, LGUs, and stakeholders are captured in the succeeding paragraphs.

Ensuring Individual Learning Monitoring Plan

Teachers are also expected to prepare the Individual Learning Monitoring Plan per **DepEd Order 31, s 2020** to monitor learners progress based on the given intervention strategies:

- Serve as feedback data for learners who are provided with intervention activities;

- Provide a mechanism of support to learners who are lagging behind as manifested by the results of formative and summative assessments which may be gathered through their portfolio or collected samples of learning outputs;

- Make the parents/guardians aware of the academic progress of their children and encourage them to strengthen their involvement; and

- Monitoring for learners in far-flung areas can be done thru home visits, daily checking thru text messages, etc.

Appendix F.

INDIVIDUAL LEARNING MONITORING PLAN

Kindergarten Teacher's Role in Supporting Parents Conducting Learning at Home

As part of contextualizing the BE-LCP, Kindergarten teachers are continuously performing various tasks to ensure learning at home:

Provision of Weekly Home learning Plan to manage the child's time to finish the assigned learning tasks at home which provided the following information:

1. Learning competencies (LC) targeted on a specific week

2. Weekly tasks in learning areas/domains based on Kindergarten Learning Experiences (KLE), a guide to parent's daily

3. Time allotment for doing the tasks

4. Mode of submission of completed tasks

5. Time schedule for consultation with the teacher/learning facilitator

6   Reminders for daily routines, breaks & other offline activities.

ROs, SDO, Schools initiatives support systems and advocacy

Engagement and strong partnership with local community, LGUs, and other stakeholders is evident during the planning and preparation of resources, orientation-simulation, opening of classes, tapping volunteers and other related activities.

The following were some documented initiatives and support received by the field implementers in the Regions, Divisions and Schools in partnership with parents, community, and LGUs who shared financial and material support on the following:

• Provision of learning packets with parent's guide, weekly checklist, manipulative toys, copy papers, school supplies, and materials;

• Health and Hygiene kit which includes thermal scanner, face masks, alcohol, foot bath, sanitizers, disinfectants, bottle sprayer, gloves and detergent powder;

• School equipment like printer, transistor radio with usb port;

• Transportation/vehicles for the distribution of the weekly set of learning package or materials;

• Orientation to parents/volunteers on how learning at home will happen

• Simulation of daily learning at home activities; and

• Distribution of learning package at home with the support of LGUs

Activities with Program Partners

Ensuring Multi-sectoral collaboration with Partners and Member Agencies with ECCD Programs and Commitments towards SDGs in light of COVID-19 pandemic.

1. Interfacing Partnership on the Conduct of ECCD Webinar Series on Early Learning and Development Should Go On: A Webinar Series to Support Parents and Communities for Continued Learning of Very Young Children done in August 2020 with the following episodes:

   • Episode 1: Early Learning Must Continue

   • Episode 2: The Role of Parents in Young Children's Continued Learning

   • Episode 3: Where the Children are (Assessment Strategies for Children's Development)

   • Episode 4: Supporting for Parents

2. Ongoing collaboration on technical support through online interfacing meetings of the following activities:

   • Consultation meetings with ECCD TWG and the Governing Board

   • Refinement of the ECCD Monitoring and Evaluation Framework in support for the implementation of the National ECCD Strategic Plans for 2019-2030 initiated by ECCD Council and UNICEF-Philippines

   • Development of Handbook/Toolkit for Home-based Early Childhood Education until K to Grade 1 (funded by UNICEF)

- Development of Operations Manual for MTB (funded by UNICEF)
- Pilot Study on Early Grades Math (USAID-ABC+)
- Review of Kindergarten to Grades 3 Language Curriculum for the Development of K to 3 Literacy Framework (USAID-ACTRC)
- Conduct of the National Evaluation Study of the ECCD-Phase 2 (initiated by NEDA – IPE Gobal & REECS)

3. Implementation of programs and activities in the Rolling Work Plans of the GOP-UNICEF Philippines for 2021-2022 in support to the ECCD National Strategic Plans for 2019-2030 anchored in SDGs.

Department of Social Welare and Development

The Department of Social Welfare and Development (DSWD) is the primary government agency mandated to develop, implement, and coordinate social protection and poverty reduction solutions for and with the poor, vulnerable, and disadvantaged. As the Philippines' principal national agency on social protection, one of its vital functions is developing, managing, and improving early childhood care and development (ECCD) in the country. Many of its programs aim to address issues and challenges in ECCD. For 2020, the DSWD continued to provide timely, essential and quality protection services. Specifically for ECCD, the DSWD continued to provide services such as providing health services in health centers, supplementary feeding and daycare services to the children beneficiaries of its various social protection programs. Below are the significant accomplishments of DSWD 2020 for ECCD.

a. Pantawid Pamilyang Pilipino Program (4Ps)

The Pantawid Pamilyang Pilipino Program (4Ps) is the pioneer conditional cash transfer program implemented in 2008 by the national government with the Department of Social Welfare and Development (DSWD) as the lead implementing agency. On April 17, 2019, 4Ps became a regular national government program thru the Republic Act 11310 or "An Act Institutionalizing the Pantawid Pamilyang Pilipino Program" or shortly "4Ps Act".

Island /Region	Age Group (Years Old)				Total	Percentage (%)
	0 to 2	3 to 5	6 to 14	15 to 18		
NCR	2,026	8,070	236,100	174,276	420,472	5.1%
CAR	1,173	4,466	56,352	48,870	110,861	1.4%
I	4,708	16,067	227,479	158,398	406,652	5.0%
II	1,784	6,785	115,141	82,456	206,166	2.5%
III	2,873	11,044	324,896	232,607	571,420	7.0%
IV-A CALABARZON	4,343	18,477	358,882	263,172	644,874	7.9%
MIMAROPA	4,149	17,075	196,182	151,666	369,072	4.5%
V	5,436	18,054	419,771	337,186	780,447	9.6%
Luzon	26,492	100,038	1,934,803	1,448,631	3,509,964	43.0%
VI	5,727	20,302	358,954	277,104	662,087	8.1%
VII	2,928	15,283	312,714	237,054	567,979	7.0%
VIII	2,948	12,242	284,854	234,304	534,348	6.5%
Visayas	11,603	47,827	956,522	748,462	1,764,414	21.6%
IX	4,134	16,242	287,150	207,630	515,156	6.3%
X	1,606	6,821	247,734	212,406	468,567	5.7%
XI	1,628	8,481	239,099	179,009	428,217	5.2%
XII	1,030	4,474	188,385	156,411	350,300	4.3%
Caraga	3,133	12,200	186,649	139,878	341,860	4.2%
BARMM	489	2,258	394,709	389,115	786,571	9.6%
Mindanao	12,020	50,476	1,543,726	1,284,449	2,890,671	35.4%
Grand Total	50,115	198,341	4,435,051	3,481,542	8,165,049	100.0%
Percentage(%)	0.6%	2.4%	54.3%	42.6%	100.0%	

Table 1: Regional Breakdown of the Number of 4Ps Children by Age Group

The 4Ps is the national poverty reduction strategy and human capital investment program that provides conditional cash transfer to low-income households to improve the health, nutrition, and education aspect of their lives. Patterned after the conditional cash transfer scheme implemented in other developing countries, 4Ps provides cash grants to beneficiaries provided that they comply with the set of conditions required by the program. The 4Ps serves as the vehicle for combating the poverty cycle in Filipino households.

As of January 31, 2021, the program covers 4,323,520 active household beneficiaries across 41,676 barangays in all 146 cities and 1,482 municipalities across 80 provinces nationwide.

Of these active household beneficiaries the program covers 8,262,393 eligible children 0 to 18 years old nationwide.

To receive the 4Ps subsidies, household beneficiaries must meet various conditions. For households with children aged 18 and below, the following conditions must be complied with:

- Attendance in daycare or preschool classes with at least 85% attendance for children who are 3-4 years old (suspended in 2020 due to the COVID-19 pandemic);
- Receive regular health and nutrition services, and undergo check-ups and vaccinations for children who are 0-5 years old;
- Availment of deworming pills twice a year for children who are 1-14 years old; and
- Attendance in elementary and secondary school classes with at least 85% attendance for 5-18 years old (suspended in 2020 due to COVID-19 pandemic).

In relation to the 2nd condition, the table below shows the compliance of children who are 0-5 years old in availing health services:

Age	Number of Monitored	Compliant Beneficiaries		% Compliance (Compliant over Monitored)
		October	November	
HEALTH				
0	6,618	6,499	6,490	98.1%
1	20,207	19,843	19,834	98.2%
2	33,720	33,113	33,113	98.2%
3	42,178	41,441	41,441	98.3%
4	59,743	58,691	58,691	98.2%
5	65,087	63,743	63,743	97.9%
TOTAL	227,553	223,330	223,312	98.2%

Table 2: Compliance Rate of Children 0-5 years old in Health

b. Supplementary Feeding Program (SFP)

The Supplementary Feeding Program is the provision of food in addition to regular meals to children who are currently enrolled in Child Development Centers (CDCs) and supervised neighbourhood play (SNP) as part of the DSWD's contribution to the ECCD program of the government. The continuous implementation of the SFP was deemed even more vital in 2020 during the community quarantine period. It addresses hunger and food security among Filipino children, thus preventing the regression of the beneficiaries' current nutritional status. In line with this, the DSWD promulgated the DSWD Memorandum Circular No.12 or *"Guidelines in the Implementation of Supplementary Feeding Program during Community Quarantine or Other Similar Emergencies"* in 2020.

The S.Y. 2019-2020 was the 9th cycle of the implementation of the SFP, and as of 31 December 2020, 1,847,940 or 98.19% of the 1,881,979 target children enrolled in CDCs and SNPs were served with hot meals. As part of the SFP, the DSWD was able to monitor the

nutritional status of the children beneficiaries as shown in the table below:

Nutritional Status	Upon Entry	After 120 days of Feeding	No. of Improved Children	Percentage of Improvement
Severely Underweight	34,117	8,273	25,844	75.75%
Underweight	169,120	44,573	124,637	73.66%
Total	203,327	52,846	150,481	74.01%

Table 3: Nutritional Status of Children Beneficiaries in 2020

For the 10th cycle of the implementation (S.Y. 2020-2021), 955,888 or 50.79% of the 1,881,979 target children beneficiaries were served hot meals in 694 LGUs. Of which 426 LGUs have completed the 120 feeding days while 268 LGUs have ongoing feeding and are expected to be fully completed in the 1st quarter of 2021 or before starting the official school year 2021-2022.

c. Reception and Study Center for Children (RSCC)

The Reception and Study Center for Children is a 24-hour residential facility that provides psychosocial interventions to children 0-6 years old. It provides protection and rehabilitation services through temporary residential care to neglected, abandoned, abused and exploited children and those with special needs such as children at risk and children who need alternative family care. It also provides appropriate and responsive social work intervention and services that address growth and development and the safety and security needs of young children victims of abuse.

The residential-based services provided in residential care facilities include psychosocial services, home life services, educational services, legal services, health services, recreational and other cultural activities, dietary service, and spiritual enrichment.

For F.Y. 2020 a total of 556 children were served in the 11 RSCC nationwide, as shown in the table below:

Field Office	Number of Children Served		Total
	Male	Female	
NCR	55	31	86
CAR	29	26	55
II	15	13	28
III	61	38	99
V	9	13	22
VII	11	22	33
VIII	14	8	22
IX	52	41	93
X	21	16	37
XI	36	23	58
XII	15	8	23
Total	**317**	**239**	**556**

Table 4: Number of Children Served in the RSCC

d. ECCD – Information System (ECCD-IS)

The Early Childhood Care and Development – Information System was developed by the DSWD in collaboration with UNICEF. It addresses the existing manual ECCD monitoring and reporting system, which is slow, challenging, 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 and social protection program and policy development formulation, standards-setting, and service delivery improvement.

Upon full deployment to different provinces form 2009 to 2011, it was expected that the ECCD-IS would be fully utilized by all the Local Government Units (LGUs) replacing the existing manual reporting on daycare services and the entire ECCD Program. As of 10 February 2021, the utilization rate of LGUs for School Year 2019-2020 is about 63.04%. It refers to the average rate of profiles uploaded by the LGUs on facility, service provider and child enrolled in these facilities.

The table below shows the accomplishments of the DSWD and other attached agencies based on the ECCD-IS:

Indicators	Children Profile	
	Male	Female
Number of children enrolled in the ECCD Facility for School Year 2019-2020	23,746	23,987
Number of children with disability completed ECCD education thru center-based and community-based facility disaggregated by sex for SY 2019-2020 [speech, visual, hearing, deformity, mentally challenge and orthopedic impairment]	43	42
Number of children [3-4 years old] completed ECCD education thru center-based facility disaggregated by sex for SY 2019-2020	9	1
Number of children [5 years old and above] completed ECCD education thru center-based facility disaggregated by sex for SY 2019-2020	34	39
ECCD Service Provider		
	Male	Female
Number of Active Service Provider by sex	1,098	47,309
Number of Not-Active Service Provider by sex	66	2,188
Number of Accredited Service Provider	17,279	
Number of Service Provider with Expired Accreditation or No Accreditation	11,277	
ECCD Facility		
Number of Day Care Center	51,042	
Number of Barangay Base	1,535	
Number of Accredited Facility	23,890	
Number of Facility with Expired Accreditation or No Accreditation	5,987	

Table 5: 2020 ECCD Accomplishments based on the ECCD-IS

Despite the challenges brought by the pandemic, DSWD Field Offices (FOs) are determined to complete the ECCD-IS encoding and reach the 100% rate through continuous coordination and collaboration with the LGUs via an online platform. FOs also visit LGUs in Geographically Isolated and Disadvantaged Areas (GIDA) to ensure the timely updating/uploading of data entries in the IS.

Furthermore, the DSWD is continuously enhancing the ECCD-IS based on the recommendations and suggestions of the LGUs directly involved in the encoding/updating of ECCD Profiles. The DSWD developed a Google website: *https://sites.google.com/dswd.gov.ph/dswdeccd-is* to aid the absence of disaggregated data by School Year and LGU on the ECCD-IS Data Visualization. The said Google site is being used by the DSWD Field Offices and partner LGUs in determining the utilization rate of the ECCD Profile.

ANNEX

List of National Child Development Centers
As of December 31, 2020

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
	National Capital Region		
1	Metro Manila	Malabon City (Hulong Duhat)	Malabon Elem. School, Naval Ext., Hulong Duhat
2	Metro Manila	Malabon City (Tugatog)	Epifanio delos Santos ES, Asogue, Tugatog Malabon
3	Metro Manila	Manila (Pandacan)	Pandacan Center Complex, Manila City
4	Metro Manila	Muntinlupa City	Phase 1, Block 8, St. Peter St., Sto. Niño Village, Tunasan, Muntinlupa City
5	Metro Manila	Navotas City	Tanza Socialized Housing Project, Barangay Tanza, Navotas City, Metro Manila
	Cordillera Administrative Region		
6	Abra	Bangued	Zone 1, Bangued, Abra
7	Abra	Dolores	Poblacion, Dolores, Abra
8	Abra	Pidigan	Poblacion, Pidigan, Abra
9	Abra	Sallapadan	Municipal Compound Poblacion Gangal, Sallapadan, Abra
10	Abra	San Juan	North Poblacion, San Juan, Abra
11	Abra	Tineg	Tapayen, Alaoa, Tineg, Abra
12	Abra	Villaviciosa	Barangay Tamac, Villaviciosa, Abra
13	Apayao	Luna	San Isidro Sur, Luna, Apayao
14	Benguet	Atok	Municipal Hall Compound, Atok, Benguet
15	Benguet	Bakun	Gambang, Bakun, Benguet
16	Benguet	Buguias	Bangao, Buguias, Benguet
17	Benguet	Kapangan	Paykek, Kapangan, Benguet
18	Benguet	Mankayan	Bulalacao ES, Mankayan, Benguet
19	Ifugao	Alfonso Lista	Poblacion, Alfonso Lista, Ifugao
20	Ifugao	Banaue	Municipal Hall Compound, Banaue, Ifugao
21	Ifugao	Lagawe	Old Hospital Site, Poblacion North, Lagawe, Ifugao
22	Ifugao	Lamut	Poblacion West, Lamut, Ifugao
23	Kalinga	Lubuagan	Poblacion, Lubuagan, Kalinga
24	Kalinga	Rizal	Liwan West, Rizal, Kalinga
25	Kalinga	Tabuk City	Barangay Agbannawag, Tabuk City, Kalinga
26	Kalinga	Tinglayan	Poblacion, Tinglayan, Kalinga
27	Mountain Province	Bauko	Kalimbatawa, Otucan, Bauko, Mountain Province
28	Mountain Province	Bontoc	Barangay Tocucan, Bontoc, Mt. Province
29	Mountain Province	Natonin	Poblacion, Natonin, Mountain Province
30	Mountain Province	Sagada	Barangay Antadao, Sagada, Mountain Province
31	Mountain Province	Tadian	Kayan West, Tadian, Mountain Province
	Region 1		
32	Ilocos Norte	Adams	Municipal Compound, Adams, Ilocos Norte
33	Ilocos Norte	Badoc	Barangay 21, Lacuben, Badoc, Ilocos Norte
34	Ilocos Norte	Bangui	Barangay San Lorenzo, Bangui, Ilocos Norte

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
35	Ilocos Norte	Batac City	Government Center Compound, City of Batac, Ilocos Norte
36	Ilocos Norte	Dingras	Barangay Guerrero, Dingras, Ilocos Norte
37	Ilocos Norte	Laoag City	Barangay 2, Sta. Joaquina, Laoag City
38	Ilocos Norte	Marcos	Poblacion, Marcos, Ilocos Norte
39	Ilocos Norte	Pagudpud	Municipal Hall Compound, Pagudpud, Ilocos Norte
40	Ilocos Norte	Paoay	Barangay 20, Panatong, Paoay, Ilocos Norte
41	Ilocos Norte	Pasuquin	Gabaldon Elementary School Compound, Barangay Gabaldon, Pasuquin, Ilocos Norte
42	Ilocos Norte	San Nicolas	Barangay 19, San Lorenzo, San Nicolas, Ilocos Norte
43	Ilocos Norte	Sarrat	Sarrat North Central School, Sarrat, Ilocos Norte
44	Ilocos Norte	Solsona	Bgry. Laureta, Solsona, Ilocos Norte
45	Ilocos Sur	Alilem	Barangay Alilem Daya (Poblacion), Alilem, Ilocos Sur
46	Ilocos Sur	Burgos	Barangay Sabangan Pinggan, Burgos, Ilocos Sur
47	Ilocos Sur	Cabugao	Barangay Rizal, Cabugao, Ilocos Sur
48	Ilocos Sur	Cervantes	Bantay, Libang, Cervantes, Ilocos Sur
49	Ilocos Sur	Galimuyod	Barangay Sapang, Galimuyod, Ilocos Sur
50	Ilocos Sur	Gregorio del Pilar	Sitio Ul-oling Barangay Poblacion Norte, Gregorio Del Pilar , Ilocos Sur
51	Ilocos Sur	Lidlidda	Barangay Calungbuyan, Lidlidda, Ilocos Sur
52	Ilocos Sur	Magsingal	San Vicente, Magsingal, Ilocos Sur
53	Ilocos Sur	Nagbukel	Poblacion East, Nagbukel, Ilocos Sur
54	Ilocos Sur	Salcedo	Barangay Baybayadin, Salcedo, Ilocos Sur
55	Ilocos Sur	San Emilio	Cabaroan, San Emilio, Ilocos Sur
56	Ilocos Sur	San Ildefonso	Poblacion West, San Ildefonso, Iloccos Sur
57	Ilocos Sur	San Juan	North Central School, San Juan, Ilocos Sur
58	Ilocos Sur	San Vicente	Poblacion, San Vicente, Ilocos Sur
59	Ilocos Sur	Santa Cruz	Barangay Poblacion, Santa Cruz, Ilocos Sur
60	Ilocos Sur	Santa Maria	Poblacion Sur, Santa Maria, Ilocos Sur
61	Ilocos Sur	Sinait	Barangay Teppeng, Sinait, Ilocos Sur
62	Ilocos Sur	Sta. Catalina	Barangay Poblacion, Sta. Catalina, Ilocos Sur
63	Ilocos Sur	Tagudin	Barangay Rizal, Tagudin, Ilocos Sur
64	Ilocos Sur	Vigan City	Barangay IX, Vigan City, Ilocos Sur
65	La Union	Agoo	Agoo East Central School, Consolacion, Agoo, La Union
66	La Union	Bauang	Barangay Central East, Bauang, La Union
67	La Union	Naguilian	Barangay Casilagan, Naguilian, La Union
68	La Union	Rosario	Government Center, Rosario, La Union
69	La Union	Santo Tomas	Barangay Poblacion, Santo Tomas, La Union
70	Pangasinan	Agno	Barangay Namatucan, Agno, Pangasinan
71	Pangasinan	Aguilar	Barangay Poblacion, Aguilar, Pangasinan
72	Pangasinan	Alaminos City	Barangay Poblacion, Alaminos City
73	Pangasinan	Alcala	Barangay Polacion East, Alcala, Pangasinan

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
74	Pangasinan	Anda	Poblacion, Anda, Poblacion
75	Pangasinan	Asingan	Barangay Macalong, Asingan, Pangasinan
76	Pangasinan	Balungao	San Miguel, Balungao, Pangasinan
77	Pangasinan	Binalonan	South Central School, Binalonan, Pangasinan
78	Pangasinan	Bolinao	Barangay Germinal, Bolinao, Pangasinan
79	Pangasinan	Burgos	Barangay Poblacion, Burgos, Pangasinan
80	Pangasinan	Calasiao	Barangay Macabito, Calasiao, Pangasinan
81	Pangasinan	Dasol	Petal, Dasol, Pangasinan
82	Pangasinan	Labrador	Poblacion, Labrador, Pangasinan
83	Pangasinan	Laoac	Barangay Poblacion, Laoac, Pangasinan
84	Pangasinan	Lingayen	Lingayen I CES, Brgy. Manboloc, Lingayen
85	Pangasinan	Mangatarem	Barangay Dorongan, Ketaket, Mangatarem, Pangasinan
86	Pangasinan	Mapandan	Barangay Aserda, Mapandan, Pangasinan
87	Pangasinan	Natividad	Barangay Poblacion East, Natividad, Pangasinan
88	Pangasinan	Pozorrubio	Barangay Poblacion, Pozzorubio, Pangasinan
89	Pangasinan	Rosales	San Isidro, Rosales, Pangasinan
90	Pangasinan	San Fabian	Barangay Longos Parac Parac Amangonan, San Fabian, Pangasinan
91	Pangasinan	San Jacinto	Barangay Bolo, San Jacinto, Pangasinan
92	Pangasinan	San Manuel	Poblacion, San Manuel, Pangasinan
93	Pangasinan	San Nicolas	Barangay Santa Maria, San Nicolas, Pangasinan
94	Pangasinan	San Quintin	Barangay Poblacion, San Quintin, Pangasinan
95	Pangasinan	Santa Barbara	New Municipal Hall Compound, Barangay Maninding, Santa Barbara, Pangasinan
96	Pangasinan	Santa Maria	Municipal Hall Compound, Poblacion, Santa Maria, Pangasinan
97	Pangasinan	Santo Tomas	Barangay San Marcos, Sto. Tomas, Pangasinan
98	Pangasinan	Sison	Barangay Inmalog, Sison, Pangasinan
99	Pangasinan	Sual	Barangay Poblacion, Sual, Pangasinan
100	Pangasinan	Tayug	Barangay C Poblacion, Tayug, Pangasinan
101	Pangasinan	Umingan	Barangay Lauren, Umingan, Pangasinan
102	Pangasinan	Urbiztondo	Luna Street, Poblacion, Urbiztondo, Pangasinan
103	Pangasinan	Urdaneta City	Pedro Maria Sison Park, Urdaneta City, Pangasinan
104	Pangasinan	Villasis	Villasis Municipal Park, Poblacion Zone 1, Villasis Pangasinan
	Region 2		
105	Cagayan	Abulug	Libertad, Abulug, Cagayan
106	Cagayan	Allacapan	Barangay Tamboli, Allacapan, Cagayan
107	Cagayan	Aparri	Centro 9, Aparri, Cagayan
108	Cagayan	Buguey	Centro, Buguey, Cagayan
109	Cagayan	Calayan	Municipal Government Center, Poblacion, Calayan, Cagayan

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
110	Cagayan	Camalaniugan	Municipal Hall Compound, Camalaniugan, Cagayan
111	Cagayan	Iguig	Barangay Sta. Rosa, Iguig, Cagayan
112	Cagayan	Lal-lo	Bagumbayan Central School, Lal-lo, Cagayan
113	Cagayan	Pamplona	Barangay Capalalian, Pamplona, Cagayan
114	Cagayan	Piat	Poblacion 2, Piat, Cagayan
115	Cagayan	Sanchez Mira	Langagan, Sanchez Mira, Cagayan
116	Cagayan	Santa Ana	Centro, Santa Ana, Cagayan
117	Cagayan	Santa Praxedes	Sta. Praxedes Central School. Poblacion, Sta. Praxedes, Cagayan
118	Cagayan	Santa Teresita	Sta. Teresita Municipal Compound, Centro East, Sta. Teresita
119	Cagayan	Tuao	Barangay Cato, Tuao, Cagayan
120	Isabela	Alicia	Mabini, Alicia, Isabela
121	Isabela	Aurora	Malasin, Aurora, Isabela
122	Isabela	Benito Soliven	Benito Soliven Central School Compound, Benito Soliven, Isabela
123	Isabela	Burgos	Municipal Compound, Poblacion, Burgos, Isabela
124	Isabela	Cabagan	Barangay Balasig, Cabagan, Isabela
125	Isabela	Cabatuan	Barangay La Paz, Cabatuan, Isabela
126	Isabela	Cauayan City	107 Rizal Avenue, District 3, Cauayan City, Isabela
127	Isabela	Cordon	Barangay Magsaysay, Cordon, Isabela
128	Isabela	Echague	Municipal Compound, Echague, Isabela
129	Isabela	Ilagan City	Barangay San Vicente, City of Ilagan, Isabela
130	Isabela	Mallig	Barangay Olango, Mallig, Isabela
131	Isabela	Naguilian	Barangay Minanga, Naguilian, Isabela
132	Isabela	Quezon	Barangay Samonte, Quezon, Isabela
133	Isabela	Ramon	Barangay Ampatali, Ramon, Isabela
134	Isabela	Reina Mercedes	Barangay Santor, Reina Mercedes, Isabela
135	Isabela	Roxas	Sitio Benito, Barangay San Placido, Roxas, Isabela
136	Isabela	San Guillermo	Barangay Centro 1, San Guillermo, Isabela
137	Isabela	San Manuel	Municipal Plaza Compound, Poblacion, San Manuel, Isabela
138	Isabela	San Mateo	Barangay 3, San Mateo, Isabela
139	Isabela	Santa Maria	Poblacion 2, Centro, Santa Maria, Isabela
140	Isabela	Santiago City	Barangay Calaocan, Santiago City, Isabela
141	Isabela	Santo Tomas	Poblacion, Sto. Tomas, Isabela
142	Isabela	Tumauini	Camp Samal, Barangay Arcon, Tumauini, Isabela
143	Nueva Vizcaya	Aritao	Barangay Banganan, Aritao, Nueva Vizcaya
144	Nueva Vizcaya	Bagabag	Bagabag Central School, Bagabag, Nueva Vizcaya
145	Nueva Vizcaya	Bambang	Calaocan, Bambang, Nueva Vizcaya
146	Nueva Vizcaya	Diadi	Municipal Compound, Poblacion, Diadi, Nueva Vizcaya
147	Nueva Vizcaya	Dupax del Norte	Malasin, Dupax del Norte, Nueva Vizcaya

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
148	Nueva Vizcaya	Kasibu	Barangay Kangkong, Kasibu, Nueva Viscaya
149	Nueva Vizcaya	Kayapa	Barangay Besong, Kayapa, Nueva Vizcaya
150	Nueva Vizcaya	Quezon	Barangay Aurora, Quezon, Nueva Vizcaya
151	Nueva Vizcaya	Santa Fe	Forest Park, Consuelo Baliling, Santa Fe, Nueva Vizcaya
152	Nueva Vizcaya	Solano	Barangay Roxas, Solano, Nueva Viscaya
153	Nueva Vizcaya	Villaverde	Ibung, Villaverde, Nueva Vizcaya
154	Quirino	Aglipay	San Leonardo, Aglipay, Quirino
155	Quirino	Cabarroguis	LGU Compound, Zamora, Cabarroguis, Quirino
156	Quirino	Diffun	Andres Bonifacio, Diffun, Quirino
157	Quirino	Saguday	Magsaysay (Poblacion), Saguday, Quirino
Region 3			
158	Aurora	Baler	Baler Central Elementary School, Blaer, Aurora
159	Aurora	Dinalungan	Municipal Hall Compound, Dinalungan, Aurora
160	Bataan	Balanga City	Barangay San Jose, Balanga City, Bataan
161	Bataan	Mariveles	Cristina Square, Barangay Cabcaben, Mariveles, Bataan
162	Bataan	Samal	Samal Municipal Complex, Samal, Bataan
163	Bulacan	Bulakan	San Jose, Bulacan, Bulacan
164	Bulacan	Bustos	Bulacan Heights, Catacte, Bustos, Bulacan
165	Bulacan	Guiguinto	Barangay Malis, Guiguinto, Bulacan
166	Bulacan	Malolos City	Bungahan Elem School, Barangay Bungahan, Malolos City
167	Bulacan	Meycauayan City	Barangay Libtong, Meycauayan City, Bulacan
168	Bulacan	Pandi	Barangay Bagong Barrio, Pandi, Bulacan
169	Bulacan	Plaridel	Sta. Monica Subdivision, Sto. Niño, Plaridel, Bulacan
170	Bulacan	San Jose Del Monte City	Barangay Minuyan Proper, City of San Josedel Monte, Bulacan
171	Bulacan	San Rafael	Municipal Hall Compound, San Rafael, Bulacan
172	Nueva Ecija	Aliaga	Barangay Bucot, Aliaga, Nueva Ecija
173	Nueva Ecija	Bongabon	Barangay Magtanggol, Bongabon, Nueva Ecija
174	Nueva Ecija	Cabanatuan City	City Hall Compound, Cabantuan City
175	Nueva Ecija	Cabiao	Brgy. Sta. Rita, Cabiao, Nueva Ecija
176	Nueva Ecija	Gabaldon	Barangay South Poblacion, Gabaldon, Nueva Ecija
177	Nueva Ecija	General Mamerto Natividad	Genaral Mamerto Natividad, Nueva Ecija
178	Nueva Ecija	Laur	Barangay Sagana, Laur, Nueva Ecija
179	Nueva Ecija	Licab	Barangay Poblacion Sur, Licab, Nueva Ecija
180	Nueva Ecija	Llanera	Municipal Hall Compound, Barangay Victoria, Llanera, Nueva Ecija
181	Nueva Ecija	Lupao	Barangay San Antonio Este, Lupao, Nueva Ecija
182	Nueva Ecija	Nampicuan	Barangay Ambassador, Nampicuan, Nuva Ecija
183	Nueva Ecija	Palayan City	Barangay Sapang Buho, Palayan City, Nueva Ecija
184	Nueva Ecija	Pantabangan	Km 8, Barangay Villarica, Pantanbangan, Nueva Ecija

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
185	Nueva Ecija	Peñaranda	Barangay Poblacion II, Peñaranda, Nueva Ecija
186	Nueva Ecija	Rizal	Barangay Estrella, Rizal, Nueva Ecija
187	Nueva Ecija	San Leonardo	Barangay Diversion, San Leonardo, Nueva Ecija
188	Nueva Ecija	Santa Rosa	Barangay Mapalad, Sta. Rosa, Nueva Ecija
189	Nueva Ecija	Santo Domingo	New Municipal Hall Compound, Barangay Sagaba, Santo Domingo, Nueva Ecija
190	Nueva Ecija	Talavera	Barangay Sampaloc, Talavera, Nueva Ecija
191	Nueva Ecija	Talugtug	Barangay Sagana, Talugtug, Nueva Ecija
192	Nueva Ecija	Zaragoza	Municipal Compound, Barangay Del Pilar, Zaragoza, Nueva Ecija
193	Pampanga	Angeles City	City Hall Compound, Angeles City, Pampanga
194	Pampanga	Apalit	San Vicente, Apalit, Pampanga
195	Pampanga	Bacolor	Barangay San Vicente, Bacolor, Pampanga
196	Pampanga	Guagua	Brgy Lambac, Guagua Ville, Guagua, Pampanga
197	Pampanga	Lubao	Santa Cruz, Lubao, Pampanga
198	Pampanga	Mabalacat City	Camachiles, Resettlement Phase 1, Sapang Biabas, Mabalacat City, Pampanga
199	Pampanga	Magalang	Barangay San Isidro, Magalang, Pampanga
200	Pampanga	Mexico	Barangay Laput, Mexico, Pampanga
201	Pampanga	Porac	Municipal Annex, Barangay Jalung, Porac, Pampanga
202	Pampanga	San Fernando City	Sindalan Barangay Complex, San Fernando City, Pampanga
203	Pampanga	Santa Ana	Barangay Sta. Maria, Santa Ana, Pampanga
204	Pampanga	Santo Tomas	Barangay San Matias, Santo Tomas, Pampanga
205	Pampanga	Sasmuan	Santa Lucia, Sasmuan, Pampanga
206	Tarlac	Anao	Barangay San Francisco East, Anao, Tarlac
207	Tarlac	Bamban	Barangay Anupol, Bamban, Tarlac
208	Tarlac	Camiling	Barangay Surgui Second, Camiling, Tarlac
209	Tarlac	Capas	Barangay Cristo Rey, Capas, Tarlac
210	Tarlac	Concepcion	Bonifacio Street, San Nicolas Poblacion, Concepcion
211	Tarlac	Gerona	Barangay Macaspac, Gerona, Tarlac
212	Tarlac	La Paz	Barangay Comillas, La Paz, Tarlac
213	Tarlac	Mayantoc	Barangay Poblacion Norte, Mayantoc, Tarlac
214	Tarlac	Pura	Barangay Poblacion, Pura, Tarlac
215	Tarlac	Ramos	Barangay Pance, Ramos, Tarlac
216	Tarlac	San Clemente	Barangay Nagsabaran, San Clemente, Tarlac
217	Tarlac	San Jose	Moriones, San Jose, Tarlac
218	Tarlac	San Manuel	Poblacion, San Manuel, Tarlac
219	Tarlac	Santa Ignacia	Municipal Compound, Barangay Poblacion West, Santa Ignacia, Tarlac
220	Tarlac	Victoria	Poblacion, Victoria, Tarlac
221	Zambales	Botolan	Botolan Community College, Botolan, Zambales
222	Zambales	Masinloc	Barangay South Poblacion, Masinloc, Zambales

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
223	Zambales	Subic	Barangay Wawandue, Subic, Zambales
Region 4A			
224	Batangas	Agoncillo	Barangay Pamiga, Agoncillo, Batangas
225	Batangas	Balete	Barangay Sala, Balete, Batangas
226	Batangas	Batangas City	Barangay Tingga Itaas, Batangas City, Batangas
227	Batangas	Bauan	Manghinao Proper, Bauan, Batangas
228	Batangas	Calatagan	Barangay Gulod, Calatagan,Batangas
229	Batangas	Ibaan	People's Park, Poblacion, Ibaan, Batangas
230	Batangas	Laurel	Barangay As-is, Laurel, Batangas
231	Batangas	Lian	Barangay Bagong Pook, Lian, Batangas
232	Batangas	Lipa City	Lipa City Park Subdivision, Lipa City, Batangas
233	Batangas	Lobo	Barangay Mabilog na Bundok, Lobo, Batangas
234	Batangas	Mabini	Sampaguita, Mabini, Batangas
235	Batangas	Mataasnakahoy	Barangay Calingatan, Mataasnakahoy, Batangas
236	Batangas	Nasugbu	Nasugbu West Central School, Nasugbu, Batangas
237	Batangas	Padre Garcia	Barangay Bawi, Padre Garcia, Batangas
238	Batangas	San Juan	Barangay Maraykit, San Juan, Batangas
239	Batangas	San Luis	Poblacion, San Luis, Batangas
240	Batangas	San Nicolas	Barangay Poblacion, San Nicolas, Batangas
241	Batangas	Talisay	Barangay Tumaway, Talisay, Batangas
242	Batangas	Tuy	Barangay Luna, Tuy, Batangas
243	Cavite	Alfonso	Poblacion, Alfonso, Cavite
244	Cavite	Amadeo	Barangay Maymangga, Amadeo, Cavite
245	Cavite	General Mariano Alvarez	Municipal Hall Compound, General Mariano Alvarez, Cavite
246	Cavite	Indang	Poblacion 4, Indang, Cavite
247	Cavite	Magallanes	Urdaneta, Magallanes, Cavite
248	Cavite	Silang	243 J.P. Rizal St. Barangay Poblacion 5, Silang, Cavite
249	Laguna	Biñan City	Malaban, Biñan, Laguna
250	Laguna	Cavinti	Barangay Udia, Cavinti, Laguna
251	Laguna	Famy	Barangay Batuhan, Famy, Laguna
252	Laguna	Kalayaan	Barangay San Antonio, Kalayaan, Laguna
253	Laguna	Liliw	Barangay Palina, Liliw, Laguna
254	Laguna	Lumban	Barangay Concepcion, Lumban, Laguna
255	Laguna	Mabitac	Barangay Nanguma, Mabitac, Laguna
256	Laguna	Majayjay	Barangay San Miguel, Majayjay, Laguna
257	Laguna	Paete	Barangay Ibaba del Norte, Paete, Laguna
258	Laguna	Pagsanjan	PTCA Barangay II, Pagsanjan, Laguna
259	Laguna	Pakil	Barangay Tavera, Pakil Laguna
260	Laguna	Pangil	Barangay Sulib, Pangil, Laguna
261	Laguna	Rizal	East Poblacion, Rizal, Laguna
262	Laguna	Santa Cruz	Barangay Bubukal, Bagumbayan, Sta. Cruz, Laguna

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
263	Laguna	Santa Rosa City	Government Center Compound, Santa Rosa City, Laguna
264	Laguna	Siniloan	Barangay Wawa, Siniloan, Laguna
265	Laguna	Victoria	Municipal Site, Victoria, Laguna
266	Quezon	Agdangan	San Isidro Village, Barangay Sildora, Agdangan, Quezon
267	Quezon	Atimonan	Barangay Zone 1 Poblacion, Atimonan, Quezon
268	Quezon	Candelaria	Barangay, Masalukot 1, Candelaria, Quezon
269	Quezon	Catanauan	Barangay Madulao, Catanauan, Quezon
270	Quezon	Dolores	Dolores Central School, Dolores, Quezon
271	Quezon	General Luna	Barangay San Vicente, General Luna, Quezon
272	Quezon	Guinayangan	Barangay Calimpak, Guinayangan, Quezon
273	Quezon	Gumaca	Barangay Tabing Dagat, Gumaca, Quezon
274	Quezon	Lucban	Miramonte Subdivision, Barangay Tinamnan, Lucban, Quezon
275	Quezon	Lucena City	Barangay Barra, Lucena City, Quezon
276	Quezon	Macalelon	Barangay Pinagbayanan, Macalelon, Quezon
277	Quezon	Padre Burgos	Barangay Cabuyao Norte, Padre Burgos, Quezon
278	Quezon	Panukulan	Barangay San Juan, Panukulan, Quezon
279	Quezon	Pitogo	Barangay Nag-Cruz, Pitogo, Quezon
280	Quezon	Plaridel	Barangay Tanauan, Plaridel, Quezon
281	Quezon	Real	Poblacion 1, Real, Quezon
282	Quezon	San Antonio	Barangay Poblacion, San Antonio, Quezon
283	Quezon	Sariaya	Barangay Morong, Sariaya, Quezon
284	Quezon	Tayabas City	Ibabang Bukal, City of Tayabas, Quezon
285	Quezon	Tiaong	Bundalian St., Barangay Lusacan, Tiaong, Quezon
286	Quezon	Unisan	Brgy. Kalilayan Ibaba, Unisan, Quezon
287	Rizal	Antipolo City	Brgy. Complex, Bagong Nayon, Antipolo City
288	Rizal	Antipolo City (2nd District)	Sitio Cabading, Barangay San Jose, Antipolo City
289	Rizal	Binangonan	Binangonan Elementary School, Binangonan, Rizal
290	Rizal	Cainta	Brussels cor Madrid St. Cypress Village, Barangay Sto. Domingo, Cainta, Rizal
291	Rizal	Rodriguez	Southville, San Isidro, Rodriguez,Rizal
292	Rizal	San Mateo	JFD Complex, Guitnangbayan I, San Mateo, Rizal
293	Rizal	Tanay	Tanay Government Center, Tanay, Rizal
Region 4B			
294	Marinduque	Gasan	People's Park, Barangay Uno, Gasan, Marinduque
295	Occidental Mindoro	Abra De Ilog	Barangay Balao, Abra de Ilog, Occidental Mindoro
296	Occidental Mindoro	Calintaan	Poblacion, Calintaan, Occidental Mindoro
297	Occidental Mindoro	Paluan	Barangay V-Bagong Silang, Paluan, Oriental Mindoro
298	Occidental Mindoro	Rizal	Sudlon, Rizal, Occidental Mindoro
299	Occidental Mindoro	Sablayan	Buenavista, Sablayan, Occidental Mindoro
300	Occidental Mindoro	San Jose	Barangay Poblacion VII, San Jose, Occidental Mindoro

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
301	Oriental Mindoro	Baco	Barangay Baras, Baco, Oriental Mindoro
302	Oriental Mindoro	Bansud	Barangay Poblacion, Bansud, Oriental Mindoro
303	Oriental Mindoro	Bulalacao	Sitio Talisay, Barangay Campaasan, Bulalacao, Oriental Mindoro
304	Oriental Mindoro	Gloria	Maligaya, Gloria, Oriental Mindoro
305	Oriental Mindoro	Mansalay	Barangay Poblacion, Mansalay, Oriental Mindoro
306	Oriental Mindoro	Pinamalayan	Sitio Paraiso, Zone 1, Pinamalayan, Oriental Mindoro
307	Oriental Mindoro	Pola	Barangay Bayanan, Pola, Oriental Mindoro
308	Oriental Mindoro	Puerto Galera	Barangay Illuminada, Balete, Poblacion, Puerto Galera, Oriental Mindoro
309	Oriental Mindoro	Roxas	Barangay San Mariano, Roxas, Oriental Mindoro
310	Oriental Mindoro	San Teodoro	Barangay Ilag, San Teodoro, Oriental Mindoro
311	Oriental Mindoro	Socorro	Barangay Zone 1, Socorro, Oriental Mindoro
312	Oriental Mindoro	Victoria	Poblacion 1, Victoria, Oriental Mindoro
313	Palawan	Bataraza	Municipal Complex, Barangay Marangas, Bataraza, Palawan
314	Palawan	Brooke's Point	Barangay Pangobilian, Brooke's Point, Palawan
315	Palawan	El Nido	Poblacion, El Nido, Palawan
316	Palawan	Puerto Princesa City	Government Center, Barangay Sta. Monica, Puerto Princesa City, Palawan
317	Palawan	Rizal	Rizal Central School, Rizal, Palawan
318	Romblon	Banton	Barangay Tumalom, Banton, Romblon
319	Romblon	Concepcion	Poblacion, Concepcion, Romblon
320	Romblon	Odiongan	Liwayway, Odiongan, Romblon
321	Romblon	Romblon	Barangay II, Poblacion, Romblon, Romblon
322	Rombon	Corcuera	Poblacion, Corcuera, Romblon
	Region 5		
323	Albay	Bacacay	Bacacay East Central School Ground, Bacacay, Albay
324	Albay	Camalig	Barangay Cotmon, Camalig, Albay
325	Albay	Jovellar	Barangay Cabraran, Jovellar, Albay
326	Albay	Libon	Barangay Santa Cruz, Libon, Albay
327	Albay	Ligao City	Sta. Cruz, Ligao City, Albay
328	Albay	Malinao	Pawa, Malinao, Albay
329	Albay	Oas	Municipal Plaza Compound, Oas, Albay
330	Albay	Pioduran	Municipal Hall Compound, Pio Duran, Albay
331	Albay	Polangui	Cabangan, Ubaliw, Polangui, Albay
332	Albay	Sto. Domingo	Barangay Fidel Surtida, Sto. Domingo, Albay
333	Albay	Tabaco City	Brgy. Salvacion, Tabaco City, Albay
334	Albay	Tiwi	Barangay Tigbi, Tiwi, Albay
335	Camarines Norte	Basud	Municipal Ground LGU-Basud, Maharlika Highway, Basud, Camarines Norte,
336	Camarines Norte	Capalonga	Reclamation Area, Barangay Poblacion, Capalonga, Camarines Norte

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
337	Camarines Norte	Daet	Gregorio Pimentel Memorial School, Daet, Camarines Norte
338	Camarines Norte	Jose Panganiban	Jose Panganiban, Camarines Norte
339	Camarines Norte	Labo	Labo Elementary School, Labo, Camarines Norte
340	Camarines Norte	Mercedes	Barangay 3, Mercedes, Camarines Norte
341	Camarines Norte	Paracale	Barangay Maybato, Paracale, Camarines Norte
342	Camarines Norte	San Lorenzo Ruiz	Purok I, Barangay Matacong, San Lorenzo Ruiz, Camarines Norte
343	Camarines Norte	San Vicente	San Vicente, Camarines Norte
344	Camarines Norte	Sta. Elena	Sta. Elena , Camarines Norte
345	Camarines Norte	Vinzons	Barangay II-Poblacion, Vinzons, Camarines Norte
346	Camarines Sur	Balatan	Barangay Duran, Balatan, Camarines Sur
347	Camarines Sur	Bato	Brgy Santa Cruz, Bato, Camarines Sur
348	Camarines Sur	Bombon	San Jose, Bombon, Camarines Sur
349	Camarines Sur	Buhi	Buhi Central School, Buhi, Camarines Sur
350	Camarines Sur	Del Gallego	Brgy, Comadogcadog, Del Gallego, Camarines Sur
351	Camarines Sur	Iriga City	Barangay San Isidro, Iriga City, Camarines Sur
352	Camarines Sur	Libmanan	Brgy. Bagumbayan, Libmanan, Camarines Sur
353	Camarines Sur	Milaor	Barangay Santo Domingo, Milaor, Camarines Sur
354	Camarines Sur	Pamplona	Barangay San Isidro, Pamplona, Camarines Sur
355	Camarines Sur	Pasacao	Barangay Odicon, Pasacao, Camarines Sur
356	Camarines Sur	Pili	Anayan Sagrada Elementary School, Barangay Anayan, Pili. Camarines Sur
357	Camarines Sur	San Jose	Barangay Poblacion, San Jose, Camarines Sur
358	Camarines Sur	Tinambac	Barangay Binalay, Tinambac, Camarines Sur
359	Catanduanes	Bagamanoc	Bagamanoc Central Elementary School, Bagamanoc, Catanduanes
360	Catanduanes	Baras	Poblacion, Baras, Catanduanes
361	Catanduanes	Bato	Cabugao Integrated School, Bato Catanduanes
362	Catanduanes	Caramoran	Datag East, Caramoran, Catanduanes
363	Catanduanes	Pandan	Barangay Napo, Pandan, Catanduanes
364	Catanduanes	Panganiban	Panganiban Central Elementary School, Panganiban, Catanduanes
365	Catanduanes	San Andres	Mayngaway Elementary School, San Andres, Catanduanes
366	Catanduanes	San Miguel	District 3, Poblacion, San Miguel, Catanduanes
367	Catanduanes	Virac	San Isidro Villafge, Virac, Catanduanes
368	Masbate	Aroroy	Bagauma, Aroroy, Masbate
369	Masbate	Cataingan	Corner Quezon St. & Osmena St., Poblacion, Cataingan, Masbate
370	Masbate	Cawayan	Fausto L. Seachon, Jr. Sports Complex, Barangay Mahayahay, Cawayan, Masbate
371	Masbate	Claveria	LGU Compound Claveria, Masbate
372	Masbate	Mandaon	Poblacion, Mandaon, Masbate

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
373	Masbate	Masbate City	Jose Zurbito Sr. Elementary School, Barangay Centro, Masbate City, Masbate
374	Masbate	Milagros	Milagros West Central School, Barangay Bacolod, Milagros, Masbate
375	Masbate	Mobo	Mobo Central School, Mobo, Masbate
376	Masbate	Monreal	Poblacion, Monreal, Masbate
377	Masbate	Placer	Municipal Site Placer, Masbate
378	Masbate	San Jacinto	Municipal Hall Compound, San Jacinto, Masbate
379	Sorsogon	Barcelona	Municipal Hall Compound, Barcelona, Sorsogon
380	Sorsogon	Bulan	A. De Castro Elementary School, Bulan, Sorsogon
381	Sorsogon	Bulan	Barangay Zone 6, Bulan, Sorsogon
382	Sorsogon	Casiguran	Barangay Trece Martires, Casiguran, Sorsogon
383	Sorsogon	Castilla	Purok Rosal, Cumadcad, Castilla, Sorsogon
384	Sorsogon	Donsol	Tres Marias Drive, Donsol, Sorsogon
385	Sorsogon	Gubat	Aguinaldo ES Compound, Brgy. Balod del Norte, Gubat, Sorsogon
386	Sorsogon	Magallanes	Cawit Extension, Magallanes, Sorsogon
387	Sorsogon	Matnog	Barangay Sisigon, Matnog, Sorsogon
388	Sorsogon	Pilar	Pilar I CES, Pilar, Sorsogon
389	Sorsogon	Santa Magdalena	Barangay Poblacion, Santa Magdalena, Sorsogon
390	Sorsogon	Sorsogon City	City Hall Compound, Sorsogon City
	Region 6		
391	Aklan	Balete	Barangay Cortes, Balete, Aklan
392	Aklan	Banga	Municipal Hall Compound, Barangay Poblacion, Banga, Aklan
393	Aklan	Kalibo	N. Roldan corner Goding Ramos St., Kalibo, Aklan
394	Aklan	Malay	Barangay Argao, Malay, Aklan
395	Antique	Anini-y	Barangay Poblacion, Anini-y, Antique
396	Antique	Barbaza	Municipal Hall Compound, Barbaza, Antique
397	Antique	Belison	Barangay Poblacion, Belison, Antique
398	Antique	Bugasong	Municipal Hall Compound, Bugasong, Antique
399	Antique	Libertad	Poblacion, Libertad, Antique
400	Antique	Pandan	Bagumbayan, Pandan, Antique
401	Antique	San Jose de Buenavista	Canuto B. Pefianco, Sr. Elementary School, Brgy. Madrangca
402	Antique	San Remigio	Barangay Poblacion, San Remegio, Antique
403	Antique	Sebaste	Municipal Hall Compound, Sebaste, Antique
404	Antique	Sibalom	LGU-Compound, Furio St., Sibalom, Antique
405	Antique	Tibiao	Natividad, Tibiao, Antique
406	Capiz	Cuartero	Poblacion, Ilawood, Cuartero, Capiz
407	Capiz	Dao	Municipal Hall Compound, Poblacion Ilawod, Dao, Capiz
408	Capiz	Jamindan	Poblacion Jamindan, Capiz

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
409	Capiz	Panay	Poblacion, Ilawod, Panay, Capiz
410	Capiz	Pilar	Barangay Poblacion, Pilar, Capiz
411	Capiz	Sigma	Poblacion Norte, Sigma, Capiz
412	Guimaras	Buenavista	Barangay New Poblacion, Buenavista, Guimaras
413	Guimaras	Jordan	Barangay Poblacion, Jordan, Guimaras
414	Guimaras	Nueva Valencia	Barangay Poblacion, Nueva Valencia, Guimaras
415	Iloilo	Ajuy	Barangay Tipacla, Ajuy, Iloilo
416	Iloilo	Alimodian	Barangay Poblacion, Alimodia, Iloilo
417	Iloilo	Badiangan	Municipal Hall Compound, Badiangan, Iloilo
418	Iloilo	Banate	Poblacion, Banate, Iloilo
419	Iloilo	Batad	Barangay Poblacion, Batad, Iloilo
420	Iloilo	Cabatuan	Rizal St., Cabatuan, Iloilo
421	Iloilo	Dingle	Barangay San Jose, Dingle, Iloilo
422	Iloilo	Igbaras	Igbaras Central Elementary School, Poblacion, Igbaras, Iloilo
423	Iloilo	Lambunao	Barangay Poblacion, Ilawod, Lambunao, Iloilo
424	Iloilo	Leon	Corner Capalla Avenue and Cabarles St., Poblacion, Leon, Iloilo
425	Iloilo	Miag-ao	Barangay Ubos Ilaya, Miagao, Iloilo
426	Iloilo	Mina	Poblacion, Mina, Iloilo
427	Iloilo	Oton	Oton Central Elementary School, Oton, Iloilo
428	Iloilo	Passi City	Barangay Santo Tomas, Passi City, Iloilo
429	Iloilo	Pavia	Ungka II ES, Pavia, Iloilo
430	Iloilo	Zarraga	Municipal Compound, Zarraga, Iloilo
431	Negros Occidental	Bago City	Barangay Caridad, Bago City
432	Negros Occidental	Binalbagan	Poblacion, Barangay San Pedro, Binalbagan, Negros Occidental
433	Negros Occidental	Cadiz City	Carmen, Barangay Daga, Cadiz City, Negros Occidental
434	Negros Occidental	Cauayan	Barangay Poblacion, Cauayan, Negros Occidental
435	Negros Occidental	Don Salvador Benedicto	Barangay Poblacion, Barangay Igmaya-an Don Salvador Benedicto, Negros Occidental
436	Negros Occidental	E. B. Magalona	Barangay 1, Poblacion, E.B. Magalona, Negros Occidental
437	Negros Occidental	Escalante City	Alimango ES, Barangay Alimango, Escalante City, Negros Occidental
438	Negros Occidental	Himamaylan City	Barangay Caradio-an, Himamaylan City, Negros Occidental
439	Negros Occidental	Hinoba-an	Barangay Pook, Hino-baan, Negros Occidental
440	Negros Occidental	Isabela	Isabela, Negros Occidental
441	Negros Occidental	La Carlota City	Locsin-Ledesma St., La Carlota City, Negros Occidental
442	Negros Occidental	La Castellana	Barangay Robles, La Castellana, Negros Occidental
443	Negros Occidental	Manapla	Barangay I-A, Manapla, Negros Occidental

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
444	Negros Occidental	Moises Padilla	Barangay 3, Poblacion, Moises Padilla, Negros Occidental
445	Negros Occidental	Murcia	Murcia, Negros Occidental
446	Negros Occidental	Pontevedra	Barangagy I, Pontevedra, Negros Occidental
447	Negros Occidental	Pulupandan	Barangay Zone 4, Pulupandan, Negros Occidental
448	Negros Occidental	Sagay City	Old Barangay Plaza, Purok 6, Barangay Poblacion 1, Sagay City, Negros Occidental
449	Negros Occidental	San Enrique	San Enrique, Negros Occidental
450	Negros Occidental	Silay City	Hofileña Subd. Brgy., Mambulac, Silay City
451	Negros Occidental	Sipalay City	Barangay III, Sipalay City, Negros Occidental
452	Negros Occidental	Toboso	Barangay Poblacion, Toboso, Negros Occidental
453	Negros Occidental	Valladolid	Valladolid, Negros Occidental
454	Negros Occidental	Victorias City	Victorias City, Negros Occidental
Region 7			
455	Bohol	Alicia	Poblacion, Alicia, Bohol
456	Bohol	Buenavista	Barangay Poblacion, Buenavista, Bohol
457	Bohol	Candijay	Barangay Poblacion, Candijay, Bohol
458	Bohol	Getafe	Barangay Poblacion, Getafe, Bohol
459	Bohol	Lila	Poblacion, Lila, Bohol
460	Bohol	Loay	Bgy. Calbario Compound, Loay, Bohol
461	Bohol	Loon	Loon North Central Elementary School, Loon
462	Bohol	Mabini	Municipal Hall Compound, Mabini, Bohol
463	Bohol	Pilar	LGU Pilar Compound, Pilar, Bohol
464	Bohol	Sagbayan	National Hi-way, Sagbayan, Bohol
465	Bohol	San Miguel	Poblalcion, San Miguel, Bohol
466	Bohol	Sevilla	Poblacion, Sevilla, Bohol
467	Bohol	Sierra Bullones	Muncipal Compound, Sierra Bullones, Bohol
468	Bohol	Tagbilaran City	Poblacion II, Tagbilaran City, Bohol
469	Bohol	Tubigon	Tubigon Local Government Center, Potohan, Tubigon, Bohol
470	Bohol	Ubay	Barangay Poblacion, Ubay Bohol
471	Cebu	Alcoy	Poblacion, Alcoy, Cebu
472	Cebu	Aloguinsan	Barangay Poblacion, Aloguinsan, Cebu
473	Cebu	Asturias	Owak, Asturias, Cebu
474	Cebu	Borbon	Poblacion, Borbon, Cebu
475	Cebu	Consolacion	Lamac, Consolacion, Cebu
476	Cebu	Dalaguete	Amando Osorio St., Poblacion, Dalaguete, Cebu
477	Cebu	Medellin	Poblacion, Medellin, Cebu
478	Cebu	Moalboal	Poblacion, Moalboal, Cebu
479	Cebu	Pilar	Poblacion, Pilar, Cebu
480	Cebu	Poro	Eastern Poblacion, Poro, Cebu
481	Cebu	San Fernando	Barangay Sangat, San Fernando, Cebu

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
482	Cebu	San Francisco	Barangay Hall Compound, Northern Poblacion, San Francisco, Cebu
483	Cebu	San Remigio	Municipal Compound, Poblacion, San Remigio, Cebu
484	Cebu	Sibonga	Poblacion, Sibonga, Cebu
485	Cebu	Tabogon	Ilihan, Tabogon, Cebu
486	Cebu	Tabuelan	Poblacion, Tabuelan, Cebu
487	Cebu	Tuburan	Barangay 7, Tuburan, Cebu
488	Cebu	Tudela	Barangay Puertobello, Tudela, Camotes, Cebu
489	Negros Oriental	Bacong	Barangay Lutao, Bacong, Negros Oriental
490	Negros Oriental	Bayawan City	GK Housing, Barangay Villareal, Bayawan City
491	Negros Oriental	Canlaon City	City Hall Compound, Barangay Mabigo, Canlaon City, Negros Oriental
492	Negros Oriental	Jimalalud	Poblacion, Jimalalud, Negros Oriental
493	Negros Oriental	Mabinay	Barangay Poblacion, Mabinay, Negros Oriental
494	Negros Oriental	Sta. Catalina	Tambacan, Poblacion, Santa Catalina, Negros Oriental
495	Negros Oriental	Zamboanguita	Del Pilar Street, Barangay Poblacion, Zamboanguita, Negros Oriental
496	Siquijor	Enrique Villanueva	Poblacion, Enrique Villanueva, Siquijor
497	Siquijor	Larena	Barangay Helen, Larena, Siquijor
498	Siquijor	Maria	Barangay Olang, Maria, Siquijor
499	Siquijor	Siquijor	Poblacion, Siquijor, Siquijor
	Region 8		
500	Biliran	Almeria	Poblacion, Almeria, Biliran
501	Biliran	Biliran	San Isidro St. Biliran, Biliran
502	Biliran	Cabucgayan	Barangay Magbangon, Cabucgayan, Biliran
503	Biliran	Caibiran	Barangay Palengke, Caibiran, Biliran
504	Biliran	Culaba	Poblacion, Culaba, Biliran
505	Biliran	Kawayan	Municipal Plaza, Brgy. Poblacion, Kawayan, Biliran
506	Biliran	Maripipi	Poblacion, Maripipi, Biliran
507	Eastern Samar	Balangiga	Barangay 3, Poblacion, Balangiga, Eastern Samar
508	Eastern Samar	Dolores	Poblacion, Dolores, Eastern Samar
509	Eastern Samar	General MacArthur	Barangay Pingan, General Mc Arthur
510	Eastern Samar	Giporlos	Barangay 2, Fabiliar St. Giporlos, Eastern Samar
511	Eastern Samar	Guiuan	Cogon Relocation Site, Guiuan, Eastern Samar
512	Eastern Samar	Llorente	Barangay Poblacion, Llorente, Eastern Samar
513	Eastern Samar	Lawaan	Barangay 09 Poblacion, Lawaan, Eastern Samar
514	Eastern Samar	Mercedes	Barangay 1, Poblacion, Mercedes, Eastern Samar
515	Eastern Samar	Quinapondan	Barangay San Pedro, Quinapondan, Eastern Samar
516	Eastern Samar	Sulat	Barangay Baybay, Sulat, Eastern Samar
517	Eastern Samar	Taft	Poblacion, Taft, Eastern Samar
518	Leyte	Abuyog	Barangay Loyonsawang, Abuyog, Leyte
519	Leyte	Alangalang	Barangay Blumentritt, Poblacion, Alangalang, Leyte
520	Leyte	Albuera	Sitio Canlalin, Poblacion, Albuera, Leyte

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
521	Leyte	Babatngon	Mechor Cañete St. Brgy. Dist. 2, Babatngon, Leyte
522	Leyte	Bato	Barangay Bagongbayan, Bato, Leyte
523	Leyte	Baybay City	Barangay Candadam, Baybay City, Leyte
524	Leyte	Calubian	Barangay Veloso, Calubian, Leyte
525	Leyte	Carigara	E Makabenta St. Carigara, Leyte
526	Leyte	Dagami	Barangay Balillit, Dagami, Leyte
527	Leyte	Dulag	Brgy. Buntay, Dulag, Leyte.
528	Leyte	Hilongos	Barangay Western Poblacion, Hilongos, Leyte
529	Leyte	Hindang	Municipal Compound, Hindang, Leyte
530	Leyte	Inopacan	Inopacan Central School, Sto. Rosario St., Poblacion, Inopacan, Leyte
531	Leyte	Jaro	Poblacion, Jaro, Leyte
532	Leyte	Javier	Barangay Poblacion, Javier, Leyte
533	Leyte	Julita	Poblacion District III, Julita, Leyte
534	Leyte	Kananga	Barangay Poblacion, Kananga, Leyte
535	Leyte	La Paz	Barangay District 4, La Paz, Leyte
536	Leyte	Leyte	Barangay Poblacion, Leyte, Leyte
537	Leyte	MacArthur	LGU Compound, Poblacion, District 1, Macarthur, Leyte
538	Leyte	Mahaplag	Poblacion, Mahaplag, Leyte
539	Leyte	Matag-ob	Municipal Compound, Barangay San Guillermo, Matag-ob, Leyte
540	Leyte	Matalom	Matalom North Central Elementary School, Matalom, Leyte
541	Leyte	Mayorga	Barangay Liberty, Mayorga, Leyte
542	Leyte	Merida	Poblacion, Merida, Leyte
543	Leyte	Palo	Palo Central School, Palo, Leyte
544	Leyte	Palompon	Barangay San Isidro, Palompon, Leyte
545	Leyte	Pastrana	Habitat Community Village, District 4, Pastrana, Leyte
546	Leyte	San Isidro	Barangay Linao, San Isidro, Leyte
547	Leyte	San Miguel	Barangay Libtong, San Miguel, Leyte
548	Leyte	Santa Fe	Barangay Poblacion, Santa Fe, Leyte
549	Leyte	Tabango	North West Poblacion, Tabango, Leyte
550	Leyte	Tabontabon	Barangay Rizal, Tabontabon, Leyte
551	Leyte	Tolosa	Barangay Telegrafo, Tolosa, Leyte
552	Leyte	Tunga	Barangay San Antonio, Tunga, Leyte
553	Leyte	Villaba	Barangay Calbugos, Villaba, Leyte
554	Northern Samar	Allen	Sabang Zone 2, Allen, Northern Samar
555	Northern Samar	Biri	Municipal Compound, Barangay Poblacion, Biri, Northern Samar
556	Northern Samar	Bobon	Barangay General Lucban, Bobon, Northern Samar
557	Northern Samar	Capul	Barangay Poblacion, Capul, Northern Samar
558	Northern Samar	Gamay	Municipal Ground, Gamay, Northern Samar

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
559	Northern Samar	Lavezares	Barangay Caragas, Lavezares, Northern Samar
560	Northern Samar	Lope de Vega	Barangay Poblacion, Lope de Vega, Northern Samar
561	Northern Samar	Mapanas	Mapanas Central Elementary School, Mapanas, Northern Samar
562	Northern Samar	Pambujan	Pambujan 1, Central Elementary School, Pambujan, Northern Samar
563	Northern Samar	Rosario	Municipal Complex, Rosario, Northern Samar
564	Northern Samar	San Isidro	San Isidro CES, San Isidro, Northern Samar
565	Samar	Calbayog City	Trinidad Elementary School, Calbayog, Samar
566	Samar	Jiabong	Municipal Compound, Poblacion, Jiabong, Samar
567	Samar	Paranas	Municipal Government Compound, Poblacion 4, Paranas, Samar
568	Samar	Santa Rita	Poblacion, Sta. Rita, Samar
569	Samar	Tarangnan	Barangay C Poblacion, Tarangnan, Samar
570	Samar	Villareal	Villareal CES, Villareal, Samar
571	Southern Leyte	Anahawan	Anahawan Central School, Anahawan, Leyte
572	Southern Leyte	Hinunangan	Poblacion, Hinunangan, Southern Leyte
573	Southern Leyte	Hinundayan	District II, Hinundayan, Southern Leyte
574	Southern Leyte	Libagon	Poblacion, Libagon, Southern Leyte
575	Southern Leyte	Liloan	Barangay Malangza, Liloan, Southern Leyte
576	Southern Leyte	Limasawa	Government Center, Limasawa, Southern Leyte
577	Southern Leyte	Maasin City	Combado, Maasin City, Southern Leyte
578	Southern Leyte	Macrohon	San Vicente Poblacion, Macrohon, Southern Leyte
579	Southern Leyte	Malitbog	Barangay Maujo, Malitbog, Southern Leyte
580	Southern Leyte	Padre Burgos	Barangay Sta. Sofia, Padre Burgos, Southern Leyte
581	Southern Leyte	Pintuyan	Barangay Poblacion Ubos, Pintuyan, Southern Leyte
582	Southern Leyte	San Francisco	Barangay Malico, San Francisco, Southern Leyte
583	Southern Leyte	San Juan	San Juan Central ES, San Juan, Southern Leyte
584	Southern Leyte	San Ricardo	Barangay San Antonio, San Ricardo, Southern Leyte
585	Southern Leyte	Sogod	Sogod Central School District 1, Sogod, Southern Leyte
586	Southern Leyte	St. Bernard	Barangay Poblacion, St. Bernard, Southern Leyte
587	Southern Leyte	Tomas Oppus	Barangay Bogo. Tomas Oppus, Southern Leyte
	Region 9		
588	Zamboanga del Norte	Bacungan (Leon B. Postigo)	Poblacion, Leon B. Postigo, Zamboanga del Norte
589	Zamboanga del Norte	Dipolog City	Brgy. Olingan Relocation Area, Dipolog City
590	Zamboanga del Norte	Godod	Poblacion, Godod, Zamboanga del Norte
591	Zamboanga del Norte	Gutalac	Poblacion, Gutalac, Zamboanga Del Norte
592	Zamboanga del Norte	Jose Dalman	Government Center, Jose Dalman, Zamboanga del Norte

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
593	Zamboanga del Norte	Kalawit	Barangay Poblacion, Kalawit, Zamboanga Del Norte
594	Zamboanga del Norte	La Libertad	Municipal Compound, La Libertad, Zamboanga del Norte
595	Zamboanga del Norte	Labason	Labason CES, Labason, Zamboanga del Norte
596	Zamboanga del Norte	Liloy	Beside Liloy Gymansium, Liloy, Zamboanga del Norte
597	Zamboanga del Norte	Manukan	Barangay Poblacion, Manukan, Zamboanga del Norte
598	Zamboanga del Norte	Mutia	Poblacion, Mutia, Zamboanga Del Norte
599	Zamboanga del Norte	Piñan	Piñan Central School, Piñan, Zamboanga Del Norte
600	Zamboanga del Norte	Polanco	Municipal Hall Compound, Poblacion North, Polanco, Zamboanga del Norte
601	Zamboanga del Norte	President Manuel A. Roxas	Barangay Langatian, President Manuel A. Roxas, Zamboanga del Norte
602	Zamboanga del Norte	Rizal	East Poblacion, Rizal, Zamboanga del Norte
603	Zamboanga del Norte	Salug	Poblacion, Salug, Zamboanga del Norte
604	Zamboanga del Norte	Siayan	Poblacion, Siayan, Zamboanga del Norte
605	Zamboanga del Norte	Sibutad	Barangay Poblacion, Sibutad, Zamboanga del Norte
606	Zamboanga del Norte	Sindangan	La Roche San Miguel, Sindangan, Zamboanga del Norte
607	Zamboanga del Norte	Siocon	Barangay Poblacion, Siocon, Zamboanga del Norte
608	Zamboanga del Norte	Tampilisan	Municipal Hall Compound, Tampilisan, Zamboanga del Norte
609	Zamboanga del Sur	Aurora	Barangay Poblacion, Aurora, Zamboanga del Sur
610	Zamboanga Del Sur	Bayog	Barangay Poblacion, Bayog, Zamboanga Del Sur
611	Zamboanga Del Sur	Dimataling	Barangay Kagawasan, Dimataling, Zamboanga Del Sur
612	Zamboanga Del Sur	Dinas	Barangay Poblacion, Dinas, Zamboanga del Sur
613	Zamboanga Del Sur	Dumalinao	Municipal Compound, Dumalinao, Zamboanga Del Sur
614	Zamboanga Del Sur	Dumingag	Municipal Hall Compound, Poblacion, Dumingag, Zamboanga del Sur
615	Zamboanga Del Sur	Guipos	Municipal Compound, Guipos, Zamboanga Del Sur
616	Zamboanga Del Sur	Josefina	Municipal Compound, Josefina, Zamboanga Del Sur
617	Zamboanga Del Sur	Kumalarang	Barangay Poblacion, Kumalarang, Zamboanga del Sur
618	Zamboanga Del Sur	Labangan	Barangay Poblacion, Labangan, Zamboanga Del Sur
619	Zamboanga Del Sur	Lakewood	Barangay Poblacion, Lakewood, Zamboanga Del Sur
620	Zamboanga Del Sur	Lapuyan	Barangay Poblacion, Lapuyan, Zamboanga Del Sur

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
621	Zamboanga Del Sur	Mahayag	Barangay Poblacion, Mahayag, Zamboanga del Sur
622	Zamboanga Del Sur	Margosatubig	Barangay Poblacion, Margosatubig, Zamboanga del Sur
623	Zamboanga Del Sur	Midsalip	Barangay Poblacion, Midsalip, Zamboanga del Sur
624	Zamboanga Del Sur	Molave	Barangay Makuguihon, Molave, Zamboanga del Sur
625	Zamboanga Del Sur	Pitogo	Municipal Compound, Poblacion, Pitogo, Zamboanga Del Sur
626	Zamboanga Del Sur	Ramon Magsaysay	Barangay Poblacion, Ramon Magsaysay, Zamboanga Del Sur
627	Zamboanga Del Sur	San Miguel	Municipal Complex, Poblacion, San Miguel, Zamboanga del Sur
628	Zamboanga del Sur	San Pablo	Barangay Poblacion, San Pablo, Zamboanga del Sur
629	Zamboanga Del Sur	Sominot	Barangay Poblacion, Sominot, Zamboanga Del Sur
630	Zamboanga Del Sur	Tabina	Municipal Government Compound, Poblacion, Tabina, Zamboanga Del Sur
631	Zamboanga Del Sur	Tambulig	Barangay Poblacion, Tambulig, Zamboanga Del Sur
632	Zamboanga Del Sur	Tigbao	Barangay Tigbao, Tigbao, Zamboanga Del Sur
633	Zamboanga Del Sur	Tukuran	Barangay San Carlos, Tukuran, Zamboanga Del Sur
634	Zamboanga Del Sur	Vincenzo Sagun	Barangay Poblacion, Vincenzo Sagun, Zamboanga Del Sur
635	Zamboanga Sibugay	Alicia	LGU Compound, Poblacion, Alicia, Zamboanga Sibugay
636	Zamboanga Sibugay	Buug	Barangay Poblacion, Buug, Zamboanga Sibugay
637	Zamboanga Sibugay	Diplahan	Polacion, Dipalahan, Zamboanga Sibugay
638	Zamboanga Sibugay	Imelda	Western Mindanao State University, Imelda External Studies Unit Compound, Barangay Balugo, Imelda, Zamboanga Sibugay
639	Zamboanga Sibugay	Ipil	Ipil Heights, Ipil, Zamboanga Sibugay
640	Zamboanga Sibugay	Kabasalan	Barangay Poblacion, Kabasalan, Zamboanga Sibugay
641	Zamboanga Sibugay	Mabuhay	Barangay Pobacion, Mabuhay, Zamboanga Sibugay
642	Zamboanga Sibugay	Malangas	Malangas Central Elemtary School Ground, Malangas, Zamboanga Sibugay
643	Zamboanga Sibugay	Naga	Barangay Crossing, Santa Clara, Naga, Zamboanga Sibugay
644	Zamboanga Sibugay	Olutanga	Solar, Olutanga, Zamboanga Sibugay
645	Zamboanga Sibugay	Payao	Barangay Poblacion, Payao, Zamboanga Sibugay
646	Zamboanga Sibugay	Roseller T. Lim	Katipunan, Roseller T. Lim, Zamboanga Sibugay
647	Zamboanga Sibugay	Siay	Sitio Gusawan, Barangay Monching, Siay, Zamboanga Sibugay
648	Zamboanga Sibugay	Talusan	Poblacion, Talusan, Zamoanga Sibugay
649	Zamboanga Sibugay	Titay	Barangay Poblacion, Titay, Zamboanga Sibugay
650	Zamboanga Sibugay	Tungawan	Barangay Poblacion, Tungawan, Zamboanga Sibugay
Region 10			
651	Bukidnon	Cabanglasan	Barangay Poblacion, Cabanglasan, Bukidnon
652	Bukidnon	Damulog	Pobalcion, Damulog, Bukidnon

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
653	Bukidnon	Dangcagan	Pobalcion, Dangcagan, Bukidnon
654	Bukidnon	Impasugong	Impasugong CES, Impasugong, Bukidnon
655	Bukidnon	Kadingilan	Barangay Poblacion, Kadingilan, Bukidnon
656	Bukidnon	Kalilangan	Purok 1, Central Poblacion, Kalilangan, Bukidnon
657	Bukidnon	Lantapan	Barangay Poblacion, Lantapan, Bukidnon
658	Bukidnon	Libona	Poblacion, Libona, Balintawak
659	Bukidnon	Malaybalay City	Bangcud CS, Brgy. Bangcud, Malaybalay City
660	Bukidnon	Manolo Fortich	Barangay Diclum, Manolo Fortich, Bukidnon
661	Bukidnon	Maramag	Panadtalan, Maramag, Bukidnon
662	Bukidnon	Pangantucan	Poblacion, Pangantucan, Bukidnon
663	Bukidnon	Quezon	Barangay Libertad, Quezon, Bukidnon
664	Bukidnon	Sumilao	Barangay Kisolon, Sumilao, Bukidnon
665	Bukidnon	Talakag	Poblacion, Talakag, Bukidnon
666	Bukidnon	Valencia City	Hindanganon, Valencia City, Bukidnon
667	Camiguin	Catarman	Barangay Poblacion, Catarman, Camiguin
668	Camiguin	Mambajao	Municipal Complex, Sitio Lakas, Pob., Mambajao, Camiguin
669	Lanao del Norte	Bacolod	Barangay Poblacion, Bacolod, Lanao Del Norte
670	Lanao del Norte	Kapatagan	Barangay Poblacion, Kapatagan, Lanao Del Norte
671	Lanao del Norte	Kauswagan	Kawit Oriental, Kauswagan, Lanao del Norte
672	Lanao del Norte	Kolambugan	Poblacion, Kolambugan, Lanao del Norte
673	Lanao del Norte	Lala	Municipal Government Center, Lala, Lanao Del Norte
674	Lanao del Norte	Linamon	Municipal Plaza Ground, Linamon, Lanao del Norte
675	Lanao del Norte	Magsaysay	Barangay Poblacion, Magsaysay, Lanao del Norte
676	Lanao del Norte	Maigo	Maigo CES, Maigo, Lanao del Norte
677	Lanao del Norte	Matungao	Municipal, Compound, Poblacion
678	Lanao del Norte	Salvador	Purok 4, Barangay Poblacion, Salvador, Lanao del Norte
679	Lanao del Norte	Sapad	Poblacion, Sapad, Lanao del Norte
680	Lanao del Norte	Tubod	Barangay Poblacion, Tubod, Lanao Del Norte
681	Misamis Occidental	Aloran	Barangay Dalisay, Aloran, Misamis Occidental
682	Misamis Occidental	Baliangao	Baliangao CES, Baliangao, Misamis Occidental
683	Misamis Occidental	Bonifacio	Icamen St., Bonifacio, Misamis Occidental
684	Misamis Occidental	Calamba	Barangay Southwestern Poblacion, Calamba, Misamis Occidental
685	Misamis Occidental	Clarin	Clarin CES, Clarin, Misamis Occidental
686	Misamis Occidental	Concepcion	Poblacion, Concepcion, Misamis Occidental
687	Misamis Occidental	Don Victoriano	Poblacion Lalud, Don Victoriano, Misamis Ocidental
688	Misamis Occidental	Jimenez	Barangay Gata, Jimenez, Misamis Occidental
689	Misamis Occidental	Lopez Jaena	Barangay Poblacion, Lopez Jaena, Misamis Occidental
690	Misamis Occidental	Oroquieta City	Lower Lamac, Oroquieta City, Misamis Ocidental
691	Misamis Occidental	Ozamiz City	City Hall Drive, Barangay Aguada, Ozamiz City, Misamis Occidental

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
692	Misamis Occidental	Panaon	Barangay Poblacion, Panaon, Misamis Occidental
693	Misamis Occidental	Plaridel	Barangay Southern Poblacion, Plaridel, Misamis Occidental
694	Misamis Occidental	Sinacaban	Barangay Poblacion, Sinacaban, Misamis Occidental
695	Misamis Occidental	Tangub City	Brgy. Compound, Lorenzo Tan, Tangub City, Misamis Occidental
696	Misamis Occidental	Tudela	Barangay Centro Napu, Tudela, Misamis Occidental
697	Misamis Oriental	Alubijid	Barangay Poblacion, Alubijid, Misamis Oriental
698	Misamis Oriental	Balingasag	Barangay Baliwagan, Balingasag, Misamis Oriental
699	Misamis Oriental	Balingoan	Upper Lapinig, Balingoan, Misamis Oriental
700	Misamis Oriental	Binuangan	Poblacion, Binungaan, Misamis Oriental
701	Misamis Oriental	Claveria	Poblacion, Claveria, Misamis Oriental
702	Misamis Oriental	El Salvador City	Poblacion, El Salvador City, Misamis Oriental
703	Misamis Oriental	Gingoog City	City Hall Complex, Gingoog City, Misamis Oriental
704	Misamis Oriental	Gitagum	Poblacion, Gitagum, Misamis Oriental
705	Misamis Oriental	Initao	Barangay Poblacion, Initao, Misamis Oriental
706	Misamis Oriental	Jasaan	Barangay San Antonio. Jasaan, Misamis Oriental
707	Misamis Oriental	Kinoguitan	Poblacion, Kinoguitan, Misamis Oriental
708	Misamis Oriental	Laguindingan	Barangay Kibaghot, Mauswagon, Laguindingan, Misamis Oriental
709	Misamis Oriental	Libertad	Municipal Complex, Libertad, Misamis Oriental
710	Misamis Oriental	Lugait	Poblacion, Lugait, Misamis Oriental
711	Misamis Oriental	Magsaysay	Barangay Kandiis, Magsaysay, Misamis Oriental
712	Misamis Oriental	Medina	North Poblacion, Medina, Misamis Oriental
713	Misamis Oriental	Naawan	Poblacion, Naawan, Misamis Oriental
714	Misamis Oriental	Opol	Poblacion, Opol, Misamis Oriental
715	Misamis Oriental	Salay	Municipal Ground, Salay, Misiamis Oriental
716	Misamis Oriental	Sugbongcogon	Poblacion, Sugbongcogon, Misamis Oriental
717	Misamis Oriental	Tagoloan	Barangay Poblacion, Tagoloan, Misamis Oriental
718	Misamis Oriental	Talisayan	Talisayan Techno-Transfer Terminal Area, Talisayan, Misamis Oriental
Region 11			
719	Davao de Oro	Compostela	Municipal Health Office Compound, Compostela, Davao de Oro
720	Davao de Oro	Laak	Purok 3, Poblacion, Laak, Davao de Oro
721	Davao de Oro	Maco	Purok Ernand Binungaan, Maco, Davao de Oro
722	Davao de Oro	Maragusan	Barangay Magcagong, Maragusan, Davao de Oro
723	Davao de Oro	Mawab	Municipal Ground. Mawab, Davao de Oro
724	Davao de Oro	Monkayo	Purok 2, Olive Heights, Poblacion, Monkayo, Davao de Oro
725	Davao de Oro	Montevista	Barangay San Jose (Poblacion), Montevista, Davao de Oro
726	Davao de Oro	Nabunturan	Poblacion, Nabunturan, Davao de Oro

No	PROVINCE	CITY/ MUNICIPALITY	PROJECT LOCATION
727	Davao de Oro	New Bataan	Purok 12, Barangay Cabinuagan, New Bataan, Davao de Oro
728	Davao de Oro	Pantukan	Barangay Kingking, Pantukan, Davao de Oro
729	Davao del Norte	Asuncion	Barangay Cambanogoy, Asuncion, Davao del Norte
730	Davao del Norte	Braulio E. Dujali	Barangay Poblacion, Braulio E. Dujali, Davao del Norte
731	Davao del Norte	Carmen	Ising, Carmen, Davao del Norte
732	Davao del Norte	Kapalong	Maniki Central Elementary School (MCES)
733	Davao del Norte	Panabo City	Lot. No. 6, Panabo City Government Center Area
734	Davao del Norte	San Isidro	New Municipal Compound, San Isidro, Davao Del Norte
735	Davao del Norte	Santo Tomas	Barangay Tibal-og (Poblacion), Santo Tomas, Davao del Norte
736	Davao del Norte	Tagum City	Rizal II ES, Tagum City, Davao del Norte
737	Davao del Norte	Talaingod	P4A,Sto. Niño, Talaingod, Davao del Norte
738	Davao del Sur	Davao City	Barangay Buhangin Proper, Davao City, Davao del Sur
739	Davao del Sur	Digos City	Poblacion, Digos City, Davao del Sur
740	Davao del Sur	Hagonoy	Municipal Compound, Hagonoy, Davao Del Sur
741	Davao del Sur	Magsaysay	Municipal Compound, Magsaysay, Davao del Sur
742	Davao del Sur	Padada	Municipal Compound, Poblacion, Padada, Davao Del Sur
743	Davao Oriental	Baganga	Sition Panjugan, Barangay Salingcomot, Baganga, Davao Oriental
744	Davao Oriental	Banaybanay	Municipal Hall Compund, Poblacion, Banaybanay, Davao Oriental
745	Davao Oriental	Boston	Municipal Hall Compund, Poblacion, Boston, Davao Oriental
746	Davao Oriental	Caraga	Poblacion, Caaraga, Davao Oriental
747	Davao Oriental	Cateel	Poblacion, Cateel, Davao Oriental
748	Davao Oriental	Governor Generoso	Poblacion, Governor Generoso, Davao Oriental
749	Davao Oriental	Lupon	Poblacion, Lupon, Davao Oriental
750	Davao Oriental	Manay	Purok 9, Barangay Central, Manay, Davao Oriental
751	Davao Oriental	Mati City (DOSCOST)	Mati City (Davao Oriental State College of Science and Technology)
	Region 12		
752	Cotabato	Aleosan	Barangay San Mateo, Aleosan, Cotabato
753	Cotabato	Antipas	Poblacion, Antipas, Cotabato
754	Cotabato	Arakan	Poblacion, Arakan, Cotabato
755	Cotabato	Banisilan	Municipal Government Site, Poblacion 1, Banisilan, Cotabato
756	Cotabato	Kabacan	Kayaga, Kabakan, Cotabato
757	Cotabato	Kidapawan City	Poblacion, Kidapawan City, North Cotabato
758	Cotabato	Libungan	Upper Poblacion, Libungan, Cotabato
759	Cotabato	Magpet	Municipal Plaza Compound, Barangay Poblacion, Magpet, Cotabato

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760	Cotabato	M'lang	Municipal Government Complex, Poblacion-A, M'lang, Cotabato
761	Cotabato	Pikit	Barangay Fort Pikit, Pikit, Cotabato
762	Cotabato	President Roxas	Poblacion, President Roxas, Cotabato
763	Sarangani	Alabel	Alabel Municipal Hall Complex, Poblacion, Alabel, Sarangani
764	Sarangani	Malungon	Municipal Compound, Poblacion, Malungon, Sarangani
765	South Cotabato	General Santos City	Roxas East Avenue (beside Bureau of Post), General Santos City, South Cotabato
766	South Cotabato	Norala	Barangay Poblacion, Norala, South Cotabato
767	South Cotabato	Santo Niño	Barangay Poblacion, Sto. Nino, South Cotabato
768	South Cotabato	Surallah	Municipal Compound, Surallah, South Cotabato
769	South Cotabato	Tantangan	Barangay San Felipe, Tantangan, South Cotabato
770	South Cotabato	T'boli	Barangay Aflek, T'boli, South Cotabato
771	South Cotabato	Tupi	Municipal Hall compound, Tupi, South Cotabato
772	Sultan Kudarat	Isulan	Municipal Hall compound, Isulan, Sultan Kudarat
773	Sultan Kudarat	Tacurong City	City Hall Compound, Tacurong City, Sultan Kudarat
	CARAGA		
774	Agusan del Norte	Buenavista	Barangay 3, Buenavista, Agusan Del Norte
775	Agusan del Norte	Butuan City	J. Rosales Avenue, Butuan City, Agusan del Norte
776	Agusan del Norte	Carmen	Barangay Poblacion, Carmen, Agusan del Norte
777	Agusan del Norte	Kitcharao	Crossing, Kitcharao, Agusan del Norte
778	Agusan del Norte	Magallanes	Barangay Caloc-an, Magallanes, Agusan del Norte
779	Agusan del Norte	Remedios T. Romualdez (RTR)	Poblacion, Remedios T. Romualdez, Agusan Del Norte
780	Agusan del Norte	Tubay	New Munnicipal Compound, Poblacion II, Tubay, Agusan Del Norte
781	Agusan del Sur	Bunawan	Barangay Poblacion, Bunawan, Agusan del Sur
782	Agusan del Sur	Prosperidad	Barangay Poblacion, Prosperidad, Agusan Del Sur
783	Agusan del Sur	Rosario	Barangay Poblacion, Rosario, Agusan del Sur
784	Agusan del Sur	Sibagat	Barangay Pobalcion, Sibagat, Agusan del Sur
785	Agusan del Sur	Sta. Josefa	Purok 8, Poblacion, Sta. Josefa, Agusan del Sur
786	Agusan del Sur	Talacogon	Del Monte, Talacogon, Agusan del Sur
787	Agusan del Sur	Trento	Barangay Poblacion, Trento, Agusan del Sur
788	Agusan del Sur	Veruela	Barangay Sampaguita, Veruela, Agusan del Sur
789	Dinagat Island	Basilisa	Barangay Ferdinand, Basilisa, Dinagat Island
790	Surigao del Norte	Alegria	Local Government Unit Compound, Barangay Gamuton, Alegria, Surigao del Norte
791	Surigao del Norte	Bacuag	Municipal Hall Compund, Left wing, Bacuag, Surigao del Norte
792	Surigao Del Norte	Burgos	Poblacion 1, Burgos, Surigao Del Norte
793	Surigao Del Norte	Claver	Barangay Poblacion, Claver, Surigao del Norte
794	Surigao Del Norte	Dapa	Barangay 1, Sition Punta Kawit 1, Poblacion, Surigao del Norte

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795	Surigao del Norte	Del Carmen	Numancia Central Elementary School, Del Carmen, Surigao del Norte
796	Surigao del Norte	Gigaquit	Barangay San Isidro, Gigaquit, Surigao del Norte
797	Surigao del Norte	Mainit	Barangay Quezon, Mainit, Surigao del Norte
798	Surigao del Norte	Malimono	Malimono Central Elementary School, Malimono, Surigao del Norte
799	Surigao Del Norte	Provincial Government SDN	Capitol Compound, Surigao City, Surigao del Norte
800	Surigao del Norte	San Benito	Barangay Talisay, San Benito, Surigao del Norte
801	Surigao Del Norte	Santa Monica	Sta. Monica LGU compound, Sta. Monica, Surigao del Norte
802	Surigao del Norte	Sison	Barangay Poblacion, Sison, Surigao del Norte
803	Surigao del Norte	Surigao City	Purok 2, Barangay San Juan, Surigao City, Surigao del Norte
804	Surigao del Norte	Tagana-an	Barangay Sampaguita,Tagana-an, Surigao del Norte
805	Surigao del Norte	Tubod	Barangay Poblacion, Tubod, Surigao del Norte
806	Surigao del Sur	Bislig City	Mancarugo,Barangay Poblacion, Bislig City, Surigao del Sur
807	Surigao del Sur	Cagwait	Purok Albizzia, Aras Asanm Cagwait, Surigao del Sur
808	Surigao del Sur	Cortes	Poblacion, Cortes, Surigao del Sur
809	Surigao del Sur	Tandag City	Tandag Commercial Complex, corner J.P. Rizal and Magsaysay Street, Bongtud, Tandag City, Surigao del Sur

Early Childhood Care and Development Council
4th Flr. Belvedere Tower, No. 15 San Miguel Ave.,
Ortigas Center, Pasig City 1605
(02) 8571-4615, (02) 8571-6590
(02) 8571-6833, (02) 8571-8041
helpdesk@eccdcouncil.gov.ph | comms@eccdcouncil.gov.ph
www.eccdcouncil.gov.ph