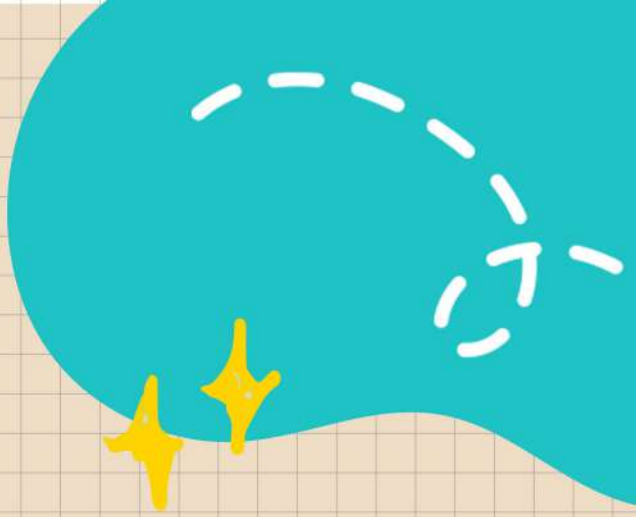
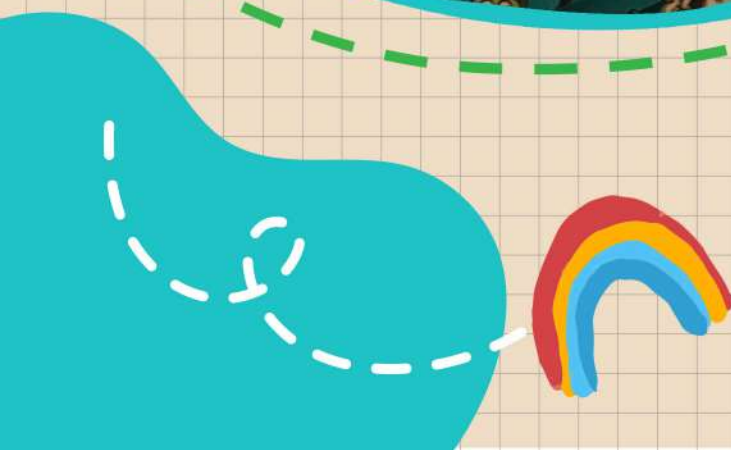




Early Childhood Care and
Development Council



2021
ANNUAL
REPORT





ANNUAL REPORT 2021

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 years old are provided with developmentally-appropriate experiences to address their holistic needs.

▶ MANDATE

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

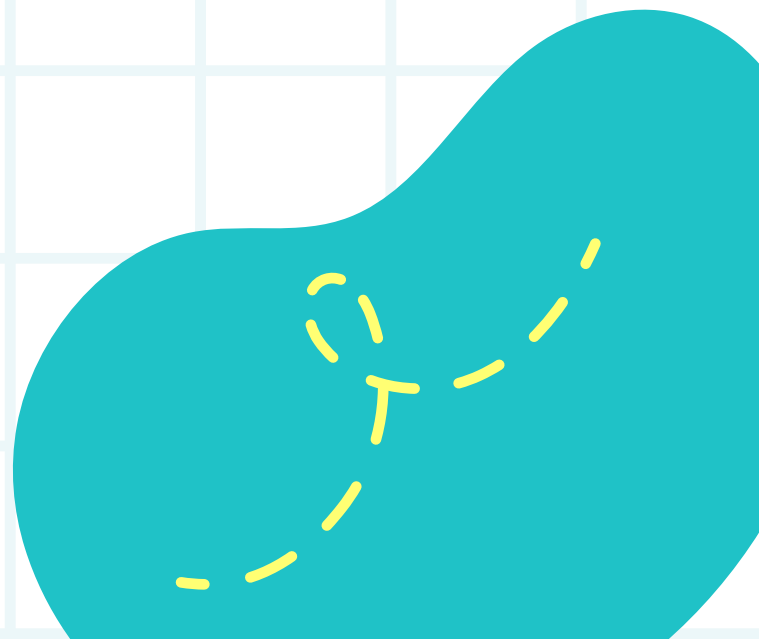


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Governing Board



Department of Education

Hon. Secretary Leonor Magtolis Briones
Governing Board Ex-Officio Chairperson

Early Childhood Care and Development Council

Hon. Executive Director Teresita G. Inciong
Governing Board Vice Chairperson

Department of Health

Hon. Secretary Francisco T. Duque III
Governing Board Member

Department of Social Welfare and Development

Hon. Secretary Rolando Joselito D. Bautista
Governing Board Member

National Nutrition Council

Hon. Executive Director Azucena M. Dayanghirang
Governing Board Member

Union of Local Authorities of the Philippines

Hon. Governor Dakila Carlo E. Cua
Governing Board Member

Private Individual/ECCD Practitioner and Expert

Hon. Emerita I. Garon
Governing Board Member

Message from the Vice Chairperson and Executive Director



In 2021, the Early Childhood Care and Development (ECCD) Council continued its various implementation of integrated programs and services for children aged 0 to 4 years with partner agencies, local government units, and non-government organizations, all contributing to nation-building. In spite of the COVID-19 pandemic, the ECCD Council perseveres in its mandate to be the forefront agency for very young children, their families, and their communities.

The challenge in conducting face-to-face programs during the pandemic was embraced by the ECCD Council, as we introduced innovations in existing programs and services. Capacity building activities for ECCD stakeholders, who are considered our front liners, likewise remained to be a major focus of the Council. Delivery of the ECCD services was through different platforms. From Provincial Social Welfare and Development Officers (PSWDOs), to City/Municipal Social Welfare and Development Officers (C/MSWDOs), to Child Development Teachers and Workers, the ECCD Council not only provided and regularly implemented training for stakeholders, but also training programs that addressed their capacity in providing alternative programs for children in this time.

In support to this adaption of the new normal, the ECCD Council strongly advocated children's play as the centerpiece of its initiatives. The overriding message of the emphasis on play is that despite the COVID-19 pandemic, in which children need to stay in their homes, they must be provided with various appropriate play opportunities that address their holistic needs. This year, the Council focused on *sustainable and safe play* opportunities for young children. The ECCD Council also initiated discussions and dialogues with different sectoral partners, as we engaged their more active involvement to help enable young Filipino children to have access to safe play spaces and resources.

The work of the ECCD Council in center-based programs is sustained, as we prepare for the new normal. Establishment of centers in coordination with partner local government units continues as we implement the National System for ECCD. This also included the initiative to create and plan specific processes as we look forward to children going back to centers.

The ECCD Council, along with the other members of its Governing Board, its partner local government units, non-government organizations, stakeholders, including Social Welfare and Development Officers, Child Development Teachers and Workers and parents, continues to rigorously pursue its institutional objectives. Together, this whole-community approach enables us to actively respond to the present challenges and further improve early childhood care and development in the country.

TERESITA G. INCIONG, Ed.D., DPM

Vice-Chairperson and Executive Director, ECCD Council

LIST OF ACRONYMS

ARNEC	Asia-Pacific Network for Early Childhood
BE-LCP	Basic Education – Learning Continuity Plan
CBPAV	Center-based Program Implemented in an Alternative Venue
CDC	Child Development Center
CDT/W	Child Development Teacher/Worker
CLGPD	Center for Local Governance and Professional Development
CSF	Community Systems Foundation
CSWDO	City Social Welfare and Development Office
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
ECCD	Early Childhood Care and Development
ECEP	Early Childhood Education Program
EYA	Early Years Act of 2013
FSP	Family Support Program
GAD	Gender and Development
IATF	Inter-Agency Task Force
ICT	Information Communications Technology
IEC	Information, Education and Communication
IECA	Information, Education, Communication and Advocacy
ISSP	Information Systems Strategic Plan
ITED	Infant-Toddler Early Development
KII	Key Informant Interview
LCE	Local Chief Executive
LGU	Local Government Unit
LMIEP	Leading and Managing an Integrated ECCD Program
LRP	Learning Resource Packages
P/ L/C/MSWDO	Provincial/Local/City/Municipal Social Welfare and Development Officer
M&E	Monitoring and Evaluation
MIS	Management Information System
NAS	Network Attached Storage
NCDA	National Council for Disability Affairs
NCDC	National Child Development Center
NELC	National Early Learning Curriculum
NEMEAS	National ECCD Monitoring, Evaluation and Accountability System
NGA	National Government Agencies
NNC	National Nutrition Council
PEIRIDDEEC	System for Prevention, Early Identification, Referral and Intervention of Delays, Disorders, and Disabilities in Early Childhood
PCW	Philippine Commission on Women
RWP	Rolling Work Plan
SOP	Standard Operating Procedure
TWG	Technical Working Group
ULAP	Union of Local Authorities of the Philippines
UNICEF	United Nations International Children's Emergency Fund

Summary of Council 2021 Performance

The ECCD Council mandate to implement the ECCD System stated in Republic Act 10410 was steered through the ECCD System components:

Curriculum Component

The National Early Learning Curriculum developed by the ECCD Council provides ECCD service providers a reference in the formation of programs that are complementary and integrative services of health, nutrition, early learning and social services. All programs *shall focus on children's total development and take into account age, individual and socio-cultural appropriateness (RA 10410, Sec 5).*

1. **Center Based Program Alternative Venue (CBPAV)** conceptualized as an alternative mode of delivery in response to the learning continuity plan for children despite the occurrence of emergency situations. First implemented in October 2020, the ECCD Council conducted an online survey to evaluate its implementation. The survey was participated in by 6,007 respondents from 17 regions of the country. Survey showed innovations as well as challenges in the program. The results of the survey prompted the Council to further advocate the program through its official Facebook page with advocacy activities and videos. The conduct of this survey is part of our function to evaluate and assess the impact and outcome of ECCD programs. (Sec 10. (f))
2. **Home-based Program** focuses on the role of parents in the development of their children at home. Home-based Supervisors, Facilitators and Parents participated in a capacity building workshop and planned implementation of the program in their locality.

Human Resource Development Program Component

The ECCD Council continued its Human Resource Development Programs by modifying strategies to implement its programs from face to face modality to distance learning mode. The table shows the different programs and the number of ECCD service providers reached.

Program	Total Number of Participants	Participant Designation
Integration Program	88	Participated in by newly Hired Child Development Teachers
Induction Program	2,159 (68 LGUs)	Participated in by MSWDOs, ECCD Focal Persons, ABC Presidents, MNAOs, MHOs and CDT/CDWs
ECEP	240	Participated in by Child Development Teachers and Workers
LMIEP	136	Participated in by Provincial/City/ Municipal Social Welfare/ Development Officers, ECCD Focal Persons with NCDCs

Parent Education and Community Engagement, Advocacy and Mobilization of Communities Component

This component provided assistance and support to parents 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 efforts.

The major activities for the Information Education Communication and Advocacy Unit this year includes:

1. **Kwentuhang Bulilit** aims to provide deeper understanding of ECCD in the local context. Episodes were watched through the ECCD Council's Facebook page. 17 episodes were produced with a 348,800 reach.
2. A Four-Month **Social Media Campaign** was launched to reach more stakeholders and increase ECCD Council's social media followers. A total of 64 social media cards, videos or Facebook live sessions were posted with a 1,727,600 reach.
3. An ECCD Council Song and Advocacy Videos have been drafted and production in the works. A launching of these **ECCDC Advocacy Packages** will be conducted in 2022.
4. Access to the Internet and social media platforms proves challenging in many regions across the country. It is in this light that the ECCD Council initiated the **distribution of IEC materials** to the 81 provinces.
5. Seven (7) events during the **Early Years Fair** gave stakeholders a deeper understanding on play with this year's theme *Ligtas na Paglalaro, Karapatan ng Bawat Batang Pilipino*

	Early Years Fair List of Events	Reach
1	Early Years Fair Launch	170, 223
2	Makipaglaro para sa Pagkatuto ng Batang Pilipino: Webinar for Child Development Teachers/Workers	92,442
3	Sa Bawat Barangay and Paglalaro ay Ligtas at Suportado: Barangay Summit Webinar for City/Municipal Social Welfare and Development Officers	31, 544
4	Sa Paglalaro, Lahat ng Bata ay Pantay-Pantay: PSWDO Forum: Online Forum for Provincial Social Welfare Development Officers	47, 951
5	Launch of the "Guidebook for ECCD Service Providers and Parents: Managing Zero to Four Year Old Children with Developmental Delays and Disabilities in Early Learning Programs"	50, 651
6	Tulong-tulong sa Pagsulong ng Ligtas na Paglalaro para sa mga Batang Pilipino: Multi-Sectoral Forum	41, 915
7	Ligtas na Paglalaro, Karapatan ng Bawat Batang Pilipino: Closing Ceremony	49, 878

ECCD Management Component

This component shall consist of a 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

A. Policy Development

The ECCD Council continues to support and give assistance to ECCD Service Providers by continually issuing advisories and guidelines for the conduct of programs and activities for children 0-4 years old.

Recognizing ECC Service Providers by issuance of **Certificates of Proficiency** for Evaluators after the completion of the Training on the Standards and Guidelines for Center-Based ECCD Programs, **Certificate of Recognition** for child development centers and **Recognition Revalidation** certificate for existing child development center recognized by the Department of Education.

B. Project Implementation

1. Ninety-Three (93) Local Government Units joined the ECCD Council in **The Way Forward: an Orientation on the Operationalization of the NCDC and ECCD Programs**. One objective of the activity is to provide clarifications on the operation and immediate utilization of the newly established NCDCs.
2. A development of the **Guidebook for ECCD Service Providers and Parents Managing Zero (0) to Four (4) Year-Old Children with Developmental Delays and Disabilities in Early Learning Program** was completed this year. A project that began in September 2020 is meant to provide appropriate accommodation to children with disabilities and address the challenges to inclusion in early childhood education.
3. A training for the development of the **Training Module on Early Childhood Care and Development (ECCD) in Emergencies for 0 to 4 Year Old Filipino Children**, to mainstream ECCD in Emergencies initiatives in their Local Disaster Risk Reduction and Management Plan (LDRRMP) was implemented online to four provinces
4. **A Partner's Dialog on Promoting Quality ECCD** was held to solidify the inter-sectoral partnership of the ECCD Council with different stakeholders towards the achievement of quality early childhood care and development for children 0 to 4 years in the country.
5. **ICT Initiatives**
 - a. **NCDC Enrolment, Tracking and Information System (NETIS)** developed offline version to address the internet connectivity issues. CDTs can encode data and upload when internet connection is present. This update was presented during a **NETIS User's Orientation**.
 - b. **ECCDC Management and Information Systems (ECCDC MIS)** is a computerized system is the Council's records management system for recording, monitoring, tracing and archiving data and information. A **Network Attached Storage (NAS)** is also installed for multiple users of shared file storage from all the units of the office.
 - c. **ECCD Council Website and Social Media Portals** were updated to be more user-friendly, interactive and easy to navigate.

- d. **National ECCD Monitoring, Evaluation and Accountability System (NEMEAS)** 's development of a costed M&E serves in making informed decisions.
- e. The ECCD Council received approval and funding for procurement and implementation of the Council's **Information Systems Strategic Plan (ISSP)**. This contains the agency's plan for its information and communications technology thrusts, strategies and programs.
- f. The ICT Unit provided **Lay-Out and Design of Publications, Programs and Advocacy Materials** as technical support to the other units of the Council.

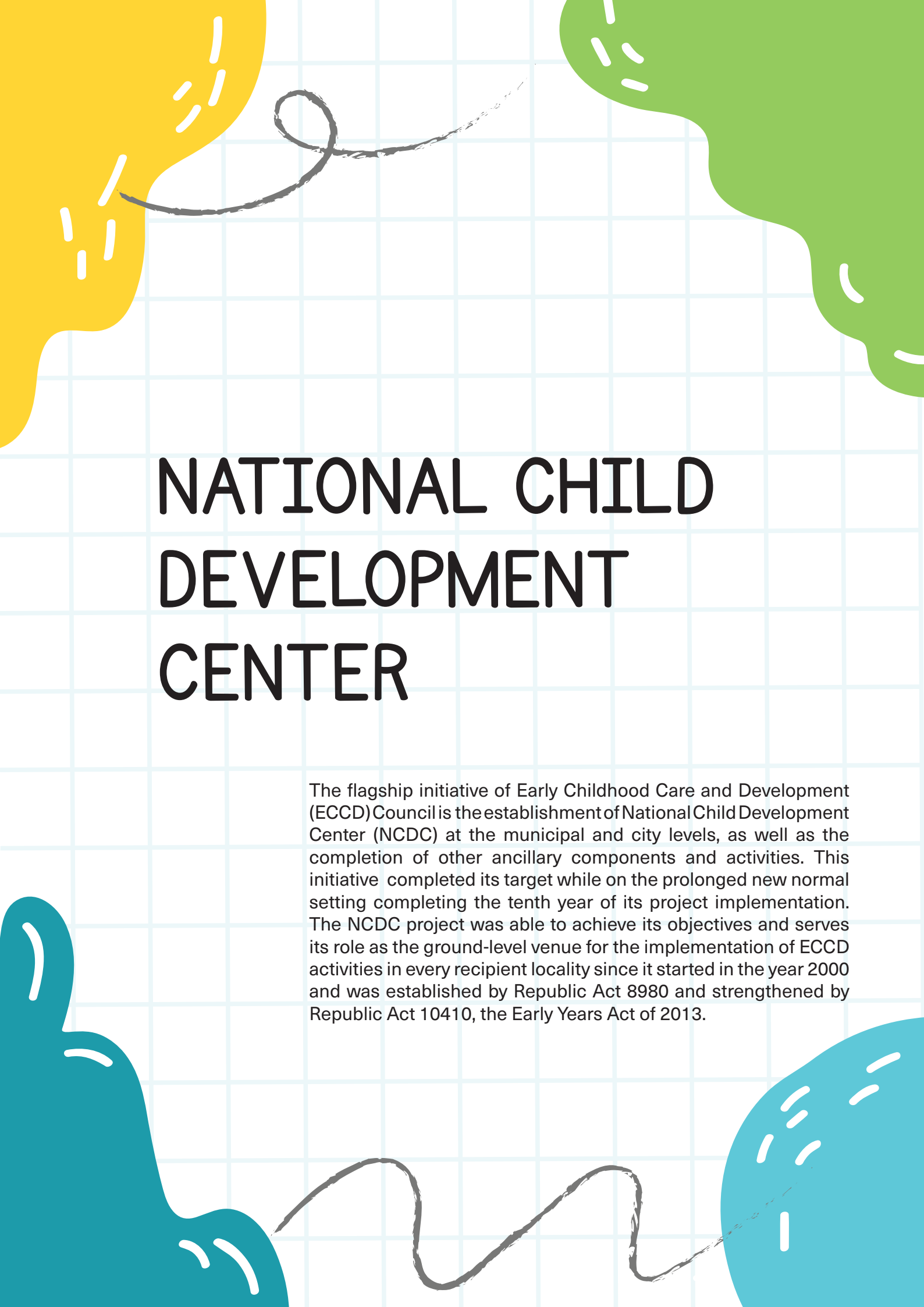
C. Continuing Institutional Partnerships

1. Local / National Initiatives

- **Rex Education** enjoined the ECCD Council in their activities focused on early childhood care and development. The initiatives of Rex Education supports the Council's role to advocate for the objectives of the ECCD System. This connection assist to advocate the different ECCD programs, projects and activities.
- **Save the Children Philippines** initiated the Strengthening Leaders in Early Childhood or SLEC, to develop Competency Standards for ECD Leaders. The global structures of the Nurturing Care Framework and the Developmentally Appropriate Practice was used in this development.
- **UNICEF** and the ECCD Council are in the final year of implementing the 3-Year Rolling Work Plan. An important activity to mention is the response due to COVID-19 to safely re-open the CDCs in all regions of the country. The SOP document for the Safe Reopening of CDCs was finalized this year with the pilot phase to commence in 2022.
- The inclusion of children with special needs is incorporated in the ECCD Council's mandate and therefore it apt that the Council was part of two committees one under the **Council of the Welfare of Children** and the other the **National Council for Disability Affairs**. The Council participated in various activities throughout the year and maintained committed to children with special needs.

2. International/Regional Initiatives

- ARNEC promoted the participation of the ECCD Council in a training- workshop to capacitate its participants at the regional, as well as the country-level, to use science-based knowledge in the development and implementation of ECD programs and policy.



NATIONAL CHILD DEVELOPMENT CENTER

The flagship initiative of Early Childhood Care and Development (ECCD) Council is the establishment of National Child Development Center (NCDC) at the municipal and city levels, as well as the completion of other ancillary components and activities. This initiative completed its target while on the prolonged new normal setting completing the tenth year of its project implementation. The NCDC project was able to achieve its objectives and serves its role as the ground-level venue for the implementation of ECCD activities in every recipient locality since it started in the year 2000 and was established by Republic Act 8980 and strengthened by Republic Act 10410, the Early Years Act of 2013.

At the end of 2021, a cumulative total of **854** NCDC buildings were established nationwide in selected recipient cities and municipalities. For 2021, a total of 47 sites were funded under the Special Account in the General Fund (SAGF) target. Out of the 12 sites used funding support from the PAGCOR, while 35 sites were funded under the General Appropriation Act (GAA) fund.

For the past two pandemic years, the NCDC target was reduced to augment some budgetary support on government's response to COVID-19. But despite this reduction and all the difficulties encountered due to strict protocol implementation for safety and health brought by the pandemic, the ECCDC PU managed to complete the year's target which made considerable increase on the total number of LGU recipients for the project nationwide.

The cumulative total of 854 LGUs out of the 1,634 cities and municipalities nationwide have already received the budgetary allocation for the establishment of NCDCs since the year 2011. With such, the flagship project has now reached 52.26% of cities and municipalities from Luzon, Visayas and Mindanao. Out of the total funded sites, a total of 807 NCDC building constructions were completed which represents 94.5% NCDCs considered as functional to date or being utilized as early education centers for ECCD programs and projects. These centers are complete with child-friendly designed facilities and with trained Child Development Teachers.

PARTICULARS	TOTAL (LGU sites)	REMARKS
<i>TOTAL FUNDED NCDC BUILDING CONSTRUCTION</i>	<i>854</i>	<i>97% of the total targeted sites for funding*</i>
NCDC building completed/ satisfactorily completed	804	94.15 % versus total funded
NCDC building with CDT	763	94.9 % versus no. of completed
NCDC building with school furniture	795	98.8 % versus no. of completed
NCDC building with equipment	714	88.8 % versus no. of completed
NCDC building with computers	649	80.7 % versus no. of completed

Note: * Some LGU sites were refunded to the Council due to LGUs failure to implement the project.

¹ <https://www.dilg.gov.ph/facts-and-figures/Regional-and-Provincial-Summary-Number-of-Provinces-Cities-Municipalities-and-Barangays-as-of-30-September-2020/32>

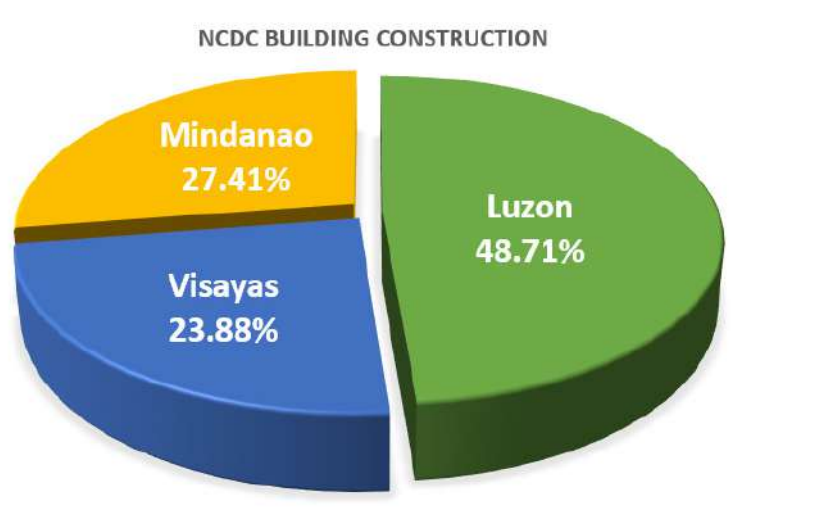
The 47 funded sites for 2021 was accomplished with the approved programming schedule set per quarter of the year. Effectively, this resulted to the 100% release of funding allocation despite the implementation of the local quarantine restrictions being implemented by recipient LGUs. NCDC recipient LGUs led by their respective local chief executives managed to facilitate the submission of pertinent documents prior to the release of the said budgetary allocation for the establishment of NCDC building in their localities.

Although the pandemic crisis resulted to a limited number of LGU recipients to complete the building construction within the given period, a substantial number of LGUs showed significant accomplishments in completing activities for both the NCDC buildings and the conversion/modelling of Day Care Centers to Child Development Centers. The approval for the project duration extension were noted and found to be deemed considerable and indispensable.

NCDC TARGETS and PHYSICAL ACCOMPLISHMENTS

Gathering of project information is continued to be made via remote or telecommunication monitoring done regularly for monthly status review, site inspection and monitoring updates, project evaluation and assessment. With the said monitoring mechanisms, the NCDC PU was able to gather updates on both projects. The NCDC technical staff recommended the use of geo-tagging mobile application to get the “real-time” data of a particular project site.

Table 2.1 data below-shows a slightly lower percentage rate for the Visayas area on NCDC building construction. Hauling cost and availability of construction materials and manual labors remained to be the common factors that affected the total budgetary allocation for each respective island sites for the past years of project implementation. Central Visayas, specifically Cebu province where most of the contractors in the Visayas region reside swere greatly affected by the second wave of the pandemic. This scenario greatly affected the project implementation that led to isolated cases of work stoppage and rescinding of project contracts for NCDC building construction. Further, there were other concerns namely: scarcity of construction materials and labor/manpower within the vicinity, distance of the projects, even safety of health concerns. Budget reprogramming in consideration to geographical factors were also considered since there was double to triple hauling cost increased on construction materials found inevitable during pandemic. These situations affected the drastic increase on the total budgetary allocation given to each LGU sites in the Visayas area.



Regions	2014-2021	%
LUZON REGIONS (CAR, NCR, R1, R2, R3, R4A, R4B & R5)	416	48.71%
VISAYAS REGIONS (R6, R7 & R8)	204	23.88%
MINDANAO REGIONS (R9, R10, R11, R12 & CARAGA)	234	27.41%
TOTAL	854	100%

Year	2014	2015	2016	2017	2018	2019	2020	2021	TOTAL
Target	200	100	200	100	100	100	32	47	879
Accomplishment									
LUZON	108	52	78	46	44	37	24	27	416
VISAYAS	50	24	35	26	21	34	7	8	204
MINDANAO	42	24	87	28	17	22	1	12	234
	200	100	200	100	82	95	32	47	854

	2014	2015	2016	2017	2018	2019	2020	2021	TOTAL
TARGET	200	100	200	100	100	100	32	47	879
FUNDED	200	100	200	100	82	95	32	47	856 (97%)
COMPLETED	200	100	200	98	76	47	2	5	807
ON-GOING	0	0	0	2	5	35	4	5	9
UNDER PRO-CUREMENT	0	0	0	0	1	9	26	37	38
REFUNDED	0	0	0	1	1	0	0	0	2
TOTAL	200	100	200	100	82	95	32	47	854

Table 2.2 shows the summary distribution of the status of the project implementation of NCDC building construction for eight (8) consecutive years in terms of release of budget allocation. Prioritization and balance programming of target enabled the LGU recipients to facilitate a more realistic, implementable and workable project monitoring.

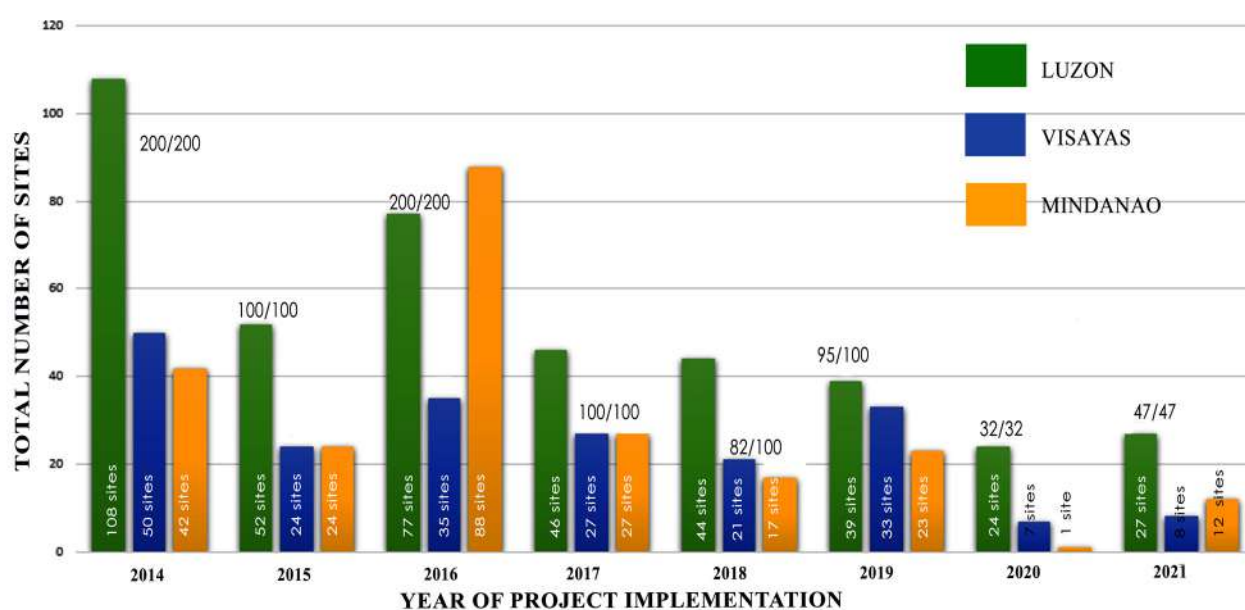
The cumulative target from 2014-2021 in Table 2.3 totaled 854 recipient sites or 97% release/utilization of fund allocation with percentage distribution of 48.71% (Luzon), 23.88% (Visayas) and 27.41% (Mindanao) correspond to 416 (Luzon), 204 (Visayas) and 234

(Mindanao) LGU sites respectively, completing the 854 total sites within eight-year term of project implementation.

The FY 2021 distribution of 47 sites for the project are as follow, 27 sites for Luzon. 8 sites for Visayas and 12 sites for Mindanao. As the ECCD Council strengthened the advocacy campaign to increase public awareness on various program, interventions and initiatives of ECCD, more legislators and local government officials saw the significance and importance of ECCD in their respective localities. They spearheaded and supported various programs and projects on ECCD. Others sought assistance of the Council and other NGO partners to fund the NCDC building constructions in their respective areas or districts with no NCDC building. With the 47 sites targeted for the year for FY 2021 for the NCDC Project Implementation, all 47 sites were funded, 5 sites were reported as completed, 5 with on-going construction works, and 37 sites still under procurement stage or completing the contract perfection activities.

The ECCDC-NCDC PU continued to implement an allowable budget ceiling for funding support per site for the NCDC construction. LGUs with budgetary requirement exceeding the allowable approved budget for the project were asked to provide additional funding support as their counterpart obligation to fully comply with the standard DAED. Through a conforme letter of agreement, recipient LGUs were notified on the Approved Budget for the Contract (ABC) with the additional budgetary requirement as LGU counterpart obligation.

NCDC BUILDING CONSTRUCTION PROJECT IMPLEMENTATION CHART 2014-2021



CONVERSION/ MODELLING of DAY CARE CENTERS (DCCs) to CHILD DEVELOPMENT CENTERS (CDCs)

Aside from the NCDC building construction, the conversion/modelling of the Day Care Centers (DCCs) to Child Development Centers (CDCs) is another project being monitored and facilitated by the NCDC PU. The conversion/modelling of existing DCCs to CDCs project provided respective recipient LGU sites a funding assistance of approximately Php 1,000,000.00 for the repair and improvement of 10 selected existing barangay Day Care Centers (Php 100,000.00/ per center). This project may include completion of existing unfinished structure and facilities, repair and rehabilitation and/or purchase of school furniture and learning materials. A human resource development program (ECEP) by the Council are also given on top of the budgetary assistance to all Day Care Workers/Child Development Workers manning these recipient centers. Unfortunately, there was no budgetary allocation once again given for the year 2021 for the said project implementation despite the budgetary requests in order to implementat said project. As of 31 December 2021, the project has already reached 189 LGU recipients. This number corresponds to a total of 1,890 Day Care Centers converted/modelled under the said project.

Table 3.1 presents the project implementation per year for the conversion/modeling of Day Care Centers to Child Development Centers for FY 2015-2020. The small number of LGU sites availing the project was due to their inability to comply with the submission of required documents as well as compliance in terms of counterpart obligation since funding requirements for such were not generally considered by LGUs in their respective budget programming for the year.

Conversion/Modelling of DCCs to CDCs Status (LGU Sites)								
	2015	2016	2017	2018	2019	2020	2021	TOTAL
TARGET	150	200	35	41	100	0	0	526
Funded	34	26	35	41	63	0	0	199
Completed	34	24	30	40	61	0	0	189
Refunded/Staled	0	2	5	1	2	0	0	10
TOTAL	34	26	35	41	63	0	0	199

The conversion/modeling of DCCs to Child Development Centers encountered difficulties in completing the target for the year. These difficulties were due to several factors such as the submission of full liquidation report for the NCDC building construction and the completion of the counterpart obligation (perimeter fence and playground).

All funded LGUs sites for the said project were able to complete the implementation tasks. It was acknowledged and noted that the budgetary allocation was not sufficient enough to

fund all existing Day Care Centers into Child Development Centers but through the funding assistance for the center improvement along with the provision of trainings to all Day Care Workers manning the centers will make this project worthy of refunding for the coming years to sustain and mainstream all ECCD programs and interventions in the localities.

The provision of LGU counterpart funding, initiatives and financial support from other partners and stakeholders to supports some Day Care Centers not funded under the project for repair and improvement of their centers, provided hand washing and sanitation facilities , purchased of school furniture, instructional materials and office equipment for those centers were commendable. This act of commitment and support are very much needed for the continuous development of ECCD in general.

PROJECT MONITORING DURING PANDEMIC

As Covid-19 infection cases increases in 2021 posed more health hazards. The local restrictions for safety and health were once again enforced to higher alert level starting the third quarter of the year. As such, the anticipated normalcy on physical movements, transportation and economic operations did not materialize. This greatly affected the proposed monitoring schedule for all sites with on-going constructions and actual ocular site inspections for the new NCDC. The conduct of site monitoring was made to ensure their compliance on the approved standard building designs and technical specifications.

To comply with the safety and health protocol implemented both by the national and local authorities due to the surge on the pandemic cases, the planned conduct of site monitoring and technical inspections was once again cancelled. Although the construction of the NCDC buildings like any other infrastructure projects in various localities managed to continue its implementation progressively, the local restrictions resulted to the gradual accomplishment, prolonged project implementation and had its great impact on the project's timely completion.

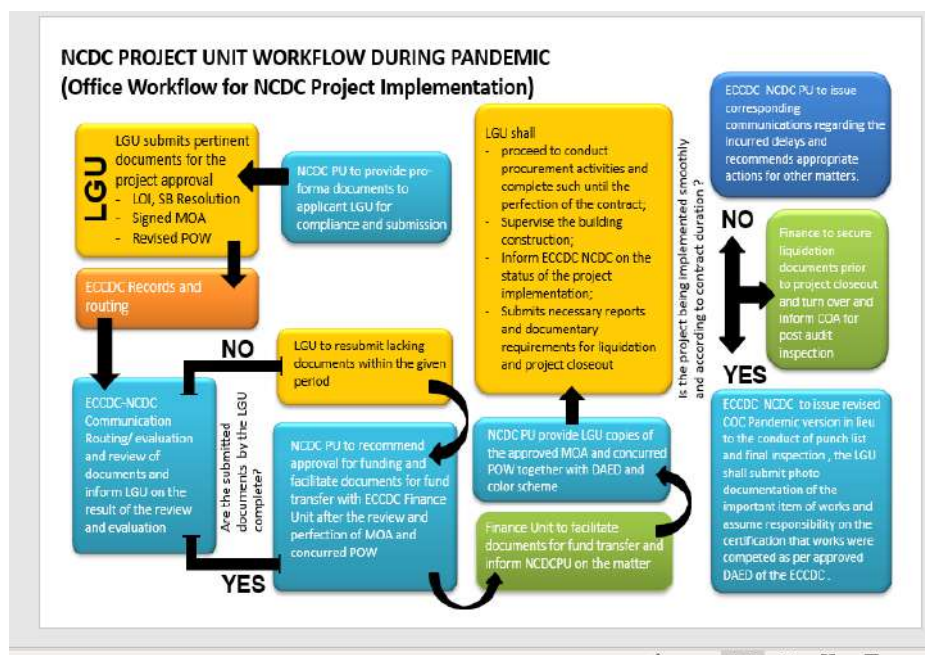
The on-line project monitoring mechanisms that were initiated by the ECCDC NCDC PU in 2020 was continued and strengthened to gather real-time project information and updates on construction activities. This mechanism also includes the status of the implementation of local community quarantine in various recipient LGUs.

All projects continued to be monitored remotely by doing close coordination with recipient LGUs with on-going projects and with those who are yet to complete the counterpart obligation. The NCDC PU's primary tasks and responsibilities to ensure compliance of recipient LGUs on the approved standard detailed architectural and engineering plans,

technical specifications and Program of Works (POW) prepared for the project became more challenging during the year. All standard documents and guidelines that were formulated and issued by the ECCDC-NCDC PU as an immediate reference guide for smooth project implementation were strictly monitored prior to LGU compliance. Given such reference materials, each respective project was anticipated to be implemented smoothly and would be able to ensure project quality assurance even without the actual inspection by the NCDC PU. Recipient LGU were expected to consider and follow the standard documents to ensure compliance with specific design factors especially for all components for a “child-friendly” facility.

Strict compliance with the NCDC Detailed Architectural and Engineering Design (DAED) as standard approved documents were enforced in all recipient sites. For new LGU recipient sites that modified the Detailed Architectural and Engineering Design (DAED) without the ECCD Council’s approval were immediately informed on the strict compliance to the approved and standard DAED and were asked to perform corrective measures immediately. However, there were some adjustments or changes made and considered in some LGUs with unforeseen situations with regards to their compliance on the standard DAED. These proposed changes were carefully reviewed and evaluated to forestall any non-compliance issues and Commission on Audit (COA) findings/observations report. LGU submission for ECCDC’s review and approval on the supporting documents were strongly recommended.

Close coordination with concerned LGU officials; conduct of briefing or orientation via multi-media platforms; regular telecom for project monitoring; and provision of immediate recommendation and technical assistance were also initiated and facilitated to further resolve specific implementation issues and concerns. Although remedies or resolutions for most of these problems were to be addressed at the LGU level, provision of technical guidance and recommendation of applicable course of actions were still provided by the ECCD Council National Child Development Center Project Unit (ECCDC-NCDC PU).



With the extended community quarantine, sites which were not able to complete the project within the approved duration requested for construction period extension. These new batch of requesting LGUs were asked to submit catch-up plans reprogramming their project implementation. These projects were anticipated to be completed or at least substantially completed during the second and third quarter of 2022 or expected to be ready for occupancy before the start of the next school calendar year. Further, these LGUs were also advised to submit supporting documents or justifications for any incurred delays which were not pandemic related.

For projects nearing completion that required conduct of punch list and final inspection, respective LGUs were advised to conduct such activities and were instructed to submit actual photos for the conduct of the said activities and photographed vital item of works through formal letters. A revised format for the Certificate of Completion was also provided for the time being that the responsibility of attesting that the project was in accordance to the approved and standard NCDC DAED and technical specifications shall be performed solely by each Municipal Engineering Units under respective LGUs.

MONITORING MECHANISMS UNDER THE NEW NORMAL

Ocular inspections were conducted to the proposed site by each LGU's technical engineering unit to validate the building location and to guarantee that the site selection criteria were prior to the actual building construction and submit such documents to NCDC PU for review and evaluation. This activity was conducted to ensure that compliance with the minimum requirements for construction were properly implemented even during this pandemic. Site validation and assessment forms were given to LGU recipients for them to accomplish along with site ownership documents and site development plan to ensure compliance on the minimum project requirements.

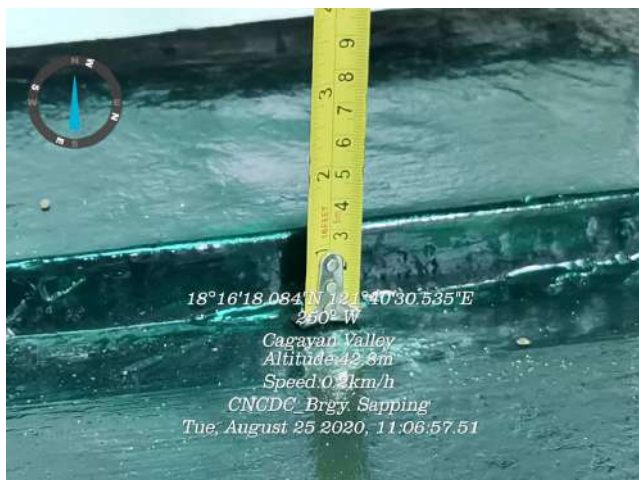
Further, review on the revised POW to incorporate technical inputs were recommended to validate the results on the changes made on the local cost adjustment to be incorporated in the final and approved POW and for budgetary allocation / Approved Budget for the Contract (ABC) for each respective site. Whenever applicable and necessary, adjustments are being made for any additional cost/budgetary requirements. These adjustments were very extensive on hauling cost/double handling in the three geographical locations (lowland, upland and costal/island location) and additional cost prevalently exceeded 5% allowable on the direct cost. For this cases, recipient LGUs, were allowed to make some adjustments on the POW to come up with a more appropriate local costing and estimate but were asked to provide additional counterpart funds.

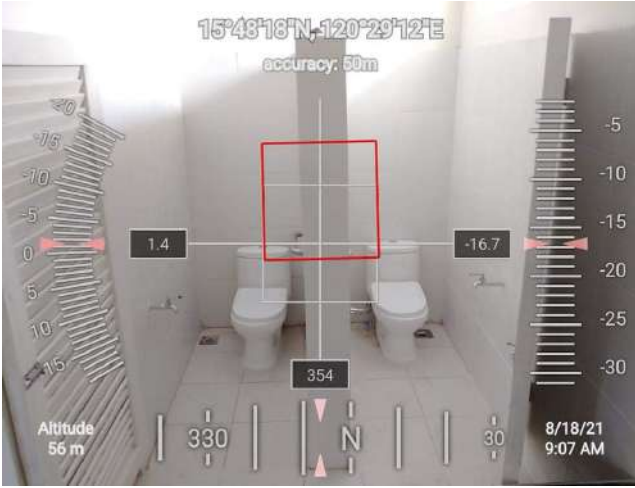
Although the conduct of the above-mentioned activities was made prior to procurement activities, there were some isolated sites that still experienced difficulty on site acquisition or complying with the required minimum total lot area of 250.00 square meters. As such, some minor changes on the plans and technical specifications were made for sites with no other options or alternative building location. These scenarios were carefully reviewed and evaluated after concerned LGUs' submission of supporting documents and valid justification. Such concerns were noted and considered as one of the factors that delayed the project implementation and completion. The revised APOW is being used for the procurement of works as well as for validation on the scope of works and the detailed construction quantities for inspection.

Given the circumstances of brought about by the pandemic, the conduct of site monitoring including punch listing and work inspections by the NCDC PU technical staff was not performed. The full responsibility of ensuring that the NCDC building being constructed conforms with the approved standard set by the agency was tasked to each respective Engineering units of recipient LGUs. However, as per ECCDC NCDC PU directives and technical recommendations, full and proper documentation for the conduct of such shall be submitted or should be pre-coordinated with the agency.

Photo documentation of the Punchlist and Final Inspection of the newly completed and ongoing construction of NCDC buildings of the Municipalities of Camalaniugan, Cagayan Valley, Famy, Laguna and Villaverde, Nueva Vizcaya.







RESOLVING BOTTLENECKS, PROJECT IMPLEMENTATION ISSUES AND OTHER CONCERNS

Some issues, concerns and misconception on the implementation were considered as miscommunication and misunderstanding about the project in general. These situations, was observed during the conduct of a Cluster Conference of all LCEs, together with their City/Municipal Engineers and C/MSWD Officers.

The Cluster Conference served as a venue wherein the recipient LGUs were properly informed and clarified about the project scope, specific roles and responsibilities, reportorial documentation and more. It was a coordination mechanism that was proven effective to lessen further problems, issues and concerns during the implementation of the activity. But the conduct of this clustered activity was hampered by the pandemic. Using the available telecommunication platforms, the Council resorted to do it on-line to still provide one-on-one project briefing and orientation via Zoom platform per recipient LGU. A total of **36 recipient LGUs** underwent project briefing via Zoom platform for year 2021.

Aside from the undesirable effect and impact of the pandemic to the project implementation and completion, there are some isolated project implementation cases that needed immediate resolution and recommendations from the ECCDC NCDC PU. These project bottlenecks such as land ownership and acquisition, drastic modifications on the standard and approved NCDC DAED, changes on the administrative control, political conflict and interventions, work stoppage due to contractors' default, etc. were immediately resolved through formal communications and of on-line meetings.

THE NCDC BUILDING CONTENTS

There was significant increase in the NCDC content provision to meet its cumulative target and address its back log for the past six years (2014-2020) . This accomplishment was despite several factors, issues and concerns encountered during the procurement/ pre-bidding activities for the said component.

**Table 4.1 CUMULATIVE NCDC CONTENTS ACCOMPLISHMENT
AS OF DECEMBER 31, 2021**

Contents	Target (2014-2021)	Delivered	For Delivery	Balance	% Accomplish- ment
Computers	854	649	160	45	76%
Signage	854	808		46	95%
Furniture/Fixtures	854	795	13	46	93%
Equipment	854	714	94	46	83%
Others					
Story Books & Posters	854	404	405	45	47%
Manipulative Learning Materials	854	399	338	117	47%
Hygiene, Toilet & Bath	854	404	333	117	47%
Arts and Crafts	854	404	333	117	47%
Musical Instruments	854	404	405	45	47%
				Average	65%

The NCDC contents have undergone design and technical description upgrading and modifications which were considered for both FY 2020 and FY 2021 procurement for FY 2019-2021 batch of LGUs. Some of the contents were successfully procured under the new normal set up were delivered to recipient LGU sites. This is despite the tedious procurement activities and difficulties on delivery encountered during pandemic.

The changes or modifications made to the NCDC Contents particularly for the school furniture were considered aimed to have 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 its fabrication. Some of the revisions made to shelves and other school furniture provided appropriate design suitable to the building interior and was able to provide adequate spaces for the conduct of indoor activities.

Through the creation of the ECCDC Bids and Awards Committee in 2020, the procurement activities and processes for the NCDC contents has become less tedious and much faster. It shows significant accomplishments and provides convenience on the conduct of validation activities to complying local bidder. This resulted in completing the provision NCDC in a timely and efficient manner.

RELATED ACTIVITIES AND ACCOMPLISHMENTS

Documentation and Archiving, Document Review and Evaluations

The NCDC Project Unit developed a more systematic way of documentation and filing of documents and other correspondents since 2019. These mechanisms made the archiving of important documents on the project implementation more organized. It was considered as one of the best practices of the NCDC PU for data gathering and archiving. Recipient LGUs were clustered into batches according to the year of project implementation. Another mechanism used for proper data organization was the routing slip system. It was made to track and file incoming and outgoing documents. Electronic filings were able to easily send files or documents for any requesting staff who are assigned with “work-from-home” arrangements due to pandemic. Review of formal communications was practiced for grammatical errors, wrong spelling/phrases, wrong recipient/receiver of letters and more. There were significant data or records of communication for each and every LGU recipients per funding year which were arranged and archived properly. This systematic documentation provided easy and fast-tracking mechanism to immediately respond to any issues and concerns inquired by a particular LGU even during the new normal. Although with a slight delay due to transfer of documents via internet or sending correspondent via LBC or airmail, responses and addressing to various LGU issues and concerns were made at the earliest time possible.

In order to get important data or information and to easily monitor the status of each project, the formulated databases for both NCDC building and Conversion/modelling of DCCs to CDCs continued to be implemented. Updating of vital project information were made by assigned staff via telecommunication mechanisms.

LGU and Inter-Agency Coordination and Collaborations

Linkages and collaboration with other stakeholders concerned in the project implementation were also strengthened. Although technically, the target recipient of the NCDC project were cities and municipalities in the country, strong partnership with provincial government units and non-governmental organizations that expressed their support and interest in the project was a positive development during the year. This development opened more opportunity to significantly increase community awareness about the project.

FACTORS AFFECTING THE PROJECT IMPLEMENTATION / PROBLEMS ENCOUNTERED AND ACTION TAKEN DURING PANDEMIC

From the previous years of the NCDC project implementation, isolated cases and issues and concerns affecting the project in general were noted and provided with appropriate immediate resolution and recommendations. Most of these listed major issues and concerns were caused by several inevitable factors that greatly affected the smooth project implementation even before the occurrence of the pandemic. Immediate actions were made to carefully address these emerging issues in order not to intensify its impact on the project completion.

1. Absorptive Capacity of the LGU during Pandemic

The pandemic crisis generally hampered the implementation of the NCDC building construction. This is despite the implementation of skeletal workforce both in the government and private sectors with regulated general policies for safety and health for the continuity of services. Most recipient LGU/s for the year 2020 and 2021 experienced difficulties in completing the project due to the following;

- a. Lack of Manpower for administrative functions and construction activities, reorganization for local skeletal workforce;
- b. Unprogrammed budgetary allocation for counterpart and budgetary support for NCDC's operation and maintenance
- c. Prioritization for completing tasks for regular government transactions against pandemic interventions and responses

2. Submission of Pertinent Requirements and/or Documents

The NCDC has a longlist of LGU recipients for the project. LGUs which completed the submission of documents within the given period were considered for the shortlist of LGUs for funding. Most of the LGUs with incomplete document submissions were informed to immediately submit lacking documents and was given deadlines to facilitate the processing of the downloading of funding support.

Approval and release of funding support was deterrent to LGUs which complied with the complete submission of the requirements or documents for the project implementation. This protocol became more tedious during this pandemic as LGUs implement skeletal workforce or often had no operation due to community lockdown. LGUs which failed to submit the complete requirements prior to the release of funds were reconsidered in the next funding batch or until such time said LGU completed pertinent documents.

3. Additional cost/project allocation by LGU as counterpart and LGU compliance on MOA Roles and Responsibilities

For the past years of project implementation, completing the counterpart obligation by recipient LGUs has become a continuous concern for the full operation of the center. Some LGUs failed to simultaneously complete such due to lack or insufficient funding allocation. Some scenarios attributed to this concern were;

- a. The funding support is not sufficient for the site/s with different lot contour or requiring additional works for site preparation. Either the LGU is being required to acquire or look for an alternative site to conform with the minimum required lot size or provide additional funding support, scenarios which are not anticipated by the LGU prior to MOA perfection or project engagement;
- b. Local costing depending on site location (rural/upland/island /coastal sites) had to address drastic increase for hauling cost, doubled or even tripled specifically experienced during pandemic. These were attributed to closed-borders policies for community lockdowns, skeletal workforce or no-work/work stoppage implementation in the construction industry for safety and health.
- c. 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).

Formal communication was sent to recipient LGUs, reminding them to complete the project construction along with their counterpart obligation despite the pandemic situation.

However, for those LGUs which neither failed to comply with the basic requirements to complete the project nor failed to implement the project within the contract duration or reached over the maximum number of delays of implementation with unreasonable cause or was anticipated to complete even before the pandemic were advised to facilitate the full refund of the budgetary allocation to the ECCD Council as stipulated in Article 7 (Other provision, penalties and sanctions) Section 7.2 of the approved MOA for the project.

4. Negative factors during construction

Aside from the overwhelming impact of the pandemic, the project implementation also encountered unavoidable circumstances, construction management problems, issues and concerns. These factors were considered as normal or could be anticipated. With such, some interventions are being made for its immediate resolutions. Pro-forma documents were also made to support and provide evidences deemed necessary for assessment, review, and approval on any submitted justifications, and validations.

- a. Work suspension (esp. during foundation works) without informing the ECCDC on the suspension/ work stoppage order as contractor's default
- b. Time extension and pro-longed project duration beyond pandemic concerns with no justification documents for approval by the implementing unit;
- c. Variation Orders/ change orders (modifications) without ECCDC concurrence or approval;
- d. Non-compliance with the standard DAED and technical specifications. Formal communication was sent to LGUs which failed to comply with the standard DAED, rectifications and corrective works were recommended through punch list report; and
- e. Force Majeure-- occurrence of natural disasters (typhoons and earthquakes) and bad weather (Low Pressure Area, Southwest Monsoon etc.)
- f. Lack of construction materials in the locality as specified. Material specifications which were sometimes unavailable in local hardware stores. LGUs were advised to submit change order or variation report on any unavailable local material specified. However, the technical specifications for children's toilet and standard color scheme are mandatory and strictly for compliance.
- g. Lack of skilled manpower in the community.

5. Adaptation and Utilization of the new mechanism on project monitoring (data and construction status update)

With limited manpower (engineering and monitoring personnel), and with the current state of 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;

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

COVID-19 PANDEMIC RESPONSES and INTERVENTIONS

The NCDC Project Unit faced the challenge of the prolonged duration of the enhanced community quarantine (ECQ) due to the COVID-19 pandemic. In 2021, the Council continued to comply with the IATF and Presidential Executive Order's directives to work from home and skeletal workforce was implemented in order not to compromise office functions and transactions. To immediately address this challenge, all technical staff and office personnel accomplished and performed various duties and responsibilities, completed office tasks and work load at home or reporting to office with specific work day duration in order to comply with the lockdown guidelines.

All office staff were required also to be fully vaccinated before reporting for duty. All incoming documents via courier are being sanitized, the same goes for out going correspondence to ensure that all printed communications and documents were properly sanitized.

Throughout 2021, the following tasks, roles and responsibilities were performed diligently under the new normal, to wit;

<p>Technical Staff (Engineers and Architect)</p>	<ul style="list-style-type: none"> • Updating of accomplishment report with different NCDC project implementation and building construction status including monitoring and follow-up of the on-going construction of National Child Development Center project in various cities/municipalities using Facebook, email, messenger and viber platforms every other week; • Regular monitoring of procurement status of various LGU's thru Philgeps posting; • Close coordination on any clarification with respect to technical aspects among LGUs which did not suspend their operations due to the Community Enhanced Quarantine;
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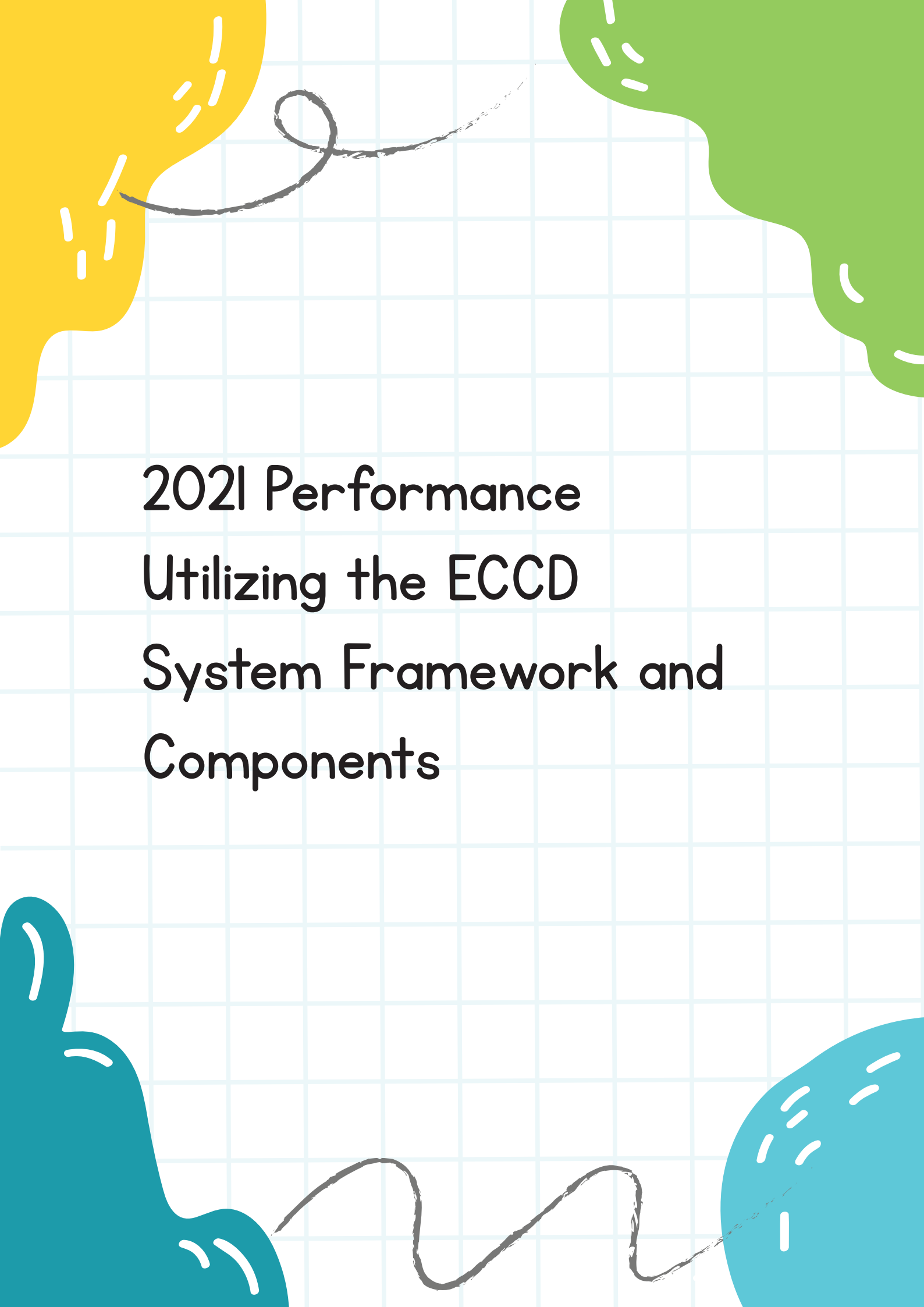
	<ul style="list-style-type: none"> • Validation of the submitted Program of Works (POW) from different recipient LGUs for NCDC and conversion of Day Care Centers into Child Development Centers project via telecommunication and online platforms; • Review and evaluation/recommendation and approval of LGU submitted Program of works related to the establishment of NCDC and conversion of Day Care Centers into Child Development Centers project; • Identification of new recipient LGUs to be included in the proposed listing for the establishment of NCDC based on submitted LGU requests and documentary requirements; • Preparation of up-to-date accomplishment report with different project status; • Coordination with LGUs Local Chief Executives the submission of POW and for those with incomplete submission; • Review of forwarded communications, LGU queries and issues and concerns; • Preparation of draft formal reply for comments and approval for all submitted communications, letters and other correspondents by various LGUs and inter-agency concerns, if any; • Preparation of the draft design guide for NCDC outdoor play facilities and other ancillary facilities to be used as reference/guide for LGU inquiries; • Preparation and revision of technical working drawings/plans, cost estimates, Program of Works, schedules, and other documents needed in planning the construction projects as deemed necessary; • Assisting various LGUs regarding the submission of required documents for processing of additional funds and their other concerns regarding the implementation of the National Child Development Center Project and conversion of Day Care Centers into Child Development Centers project; • Preparation of Weekly Accomplishment Report for strict compliance; and;
<p>Procurement Unit Personnel</p>	<ul style="list-style-type: none"> • Updating and monitoring report of various NCDC recipients with delivered contents (Arts and Crafts, Hygiene, Toilet and Bath); • Continuous conduct of review and consolidation of Property Transfer Report (PTR) for the delivered and installed NCDC Signage and delivered NCDC school furniture and fixtures; • Preparation of the PTR for the next batch/ recipients of NCDC School Furniture and Fixtures; • Attending and responding to the queries of Suppliers, LGUs and CDTs with regards to the procurement of NCDC contents and other concerns; • Attending and responding to office procurement concerns; • Updating monitoring report on the NCDCs with delivered contents (IT Equipment, various Equipment, and Manipulative Learning Materials); • Providing technical assistance to the ECCDC Bids and Awards Committee;

	<ul style="list-style-type: none">• Preparation/ drafting of letter to LGUs regarding Property Transfer Report (PTR) for the delivered NCDC Contents ; and• Preparation/ drafting of Property Transfer Report (PTR) for the new batch of NCDC Signage and for the delivered NCDC contents.
NCDC Administrative Staff:	<ul style="list-style-type: none">• Regular updating of accomplishment report for the NCDC and Conversion projects;• Close coordination with different LGUs with regards to the present status of the projects, compliance of the counterpart obligation & submission of liquidation reports;• Perform other task assigned by ECCD Council Executive Committee;• Provision of administrative support work to National Child Development Centers (NCDCs) Project Unit Head and Administrative Officer, to include: keep track of all official communications and prepare and encode documents, presentations, reports and correspondence;• Assisting in the table monitoring of the National Child Development Centers (NCDCs) to include: monitor the status of MOA between the ECCD Council, LGU and Department of Education; monitor the submission of Project Status and Liquidation Reports; coordinate with different LGUs with regards to present status of the projects; and assist in the updating of the accomplishment report for the NCDC & conversion project;• Assisting the Help Desk officers to respond to various NCDC issues and concerns; and• Preparation and submission of reports and documents as may be required by the management.

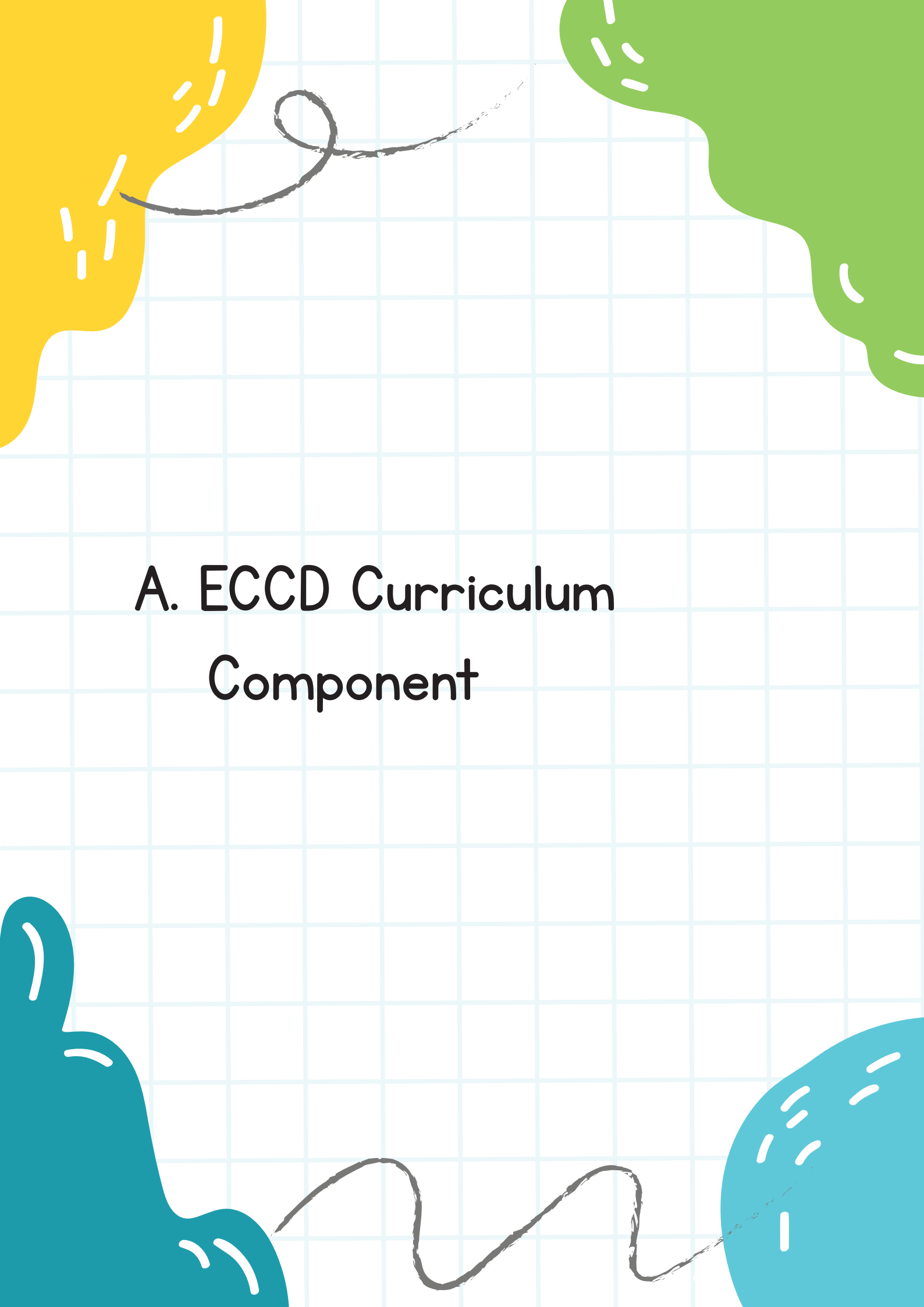
GUIDANCE NOTE FOR NCDC PROJECT MONITORING UNDER THE NEW NORMAL

The Guidance Note aims to ensure the continuation of good quality monitoring and evaluation work while respecting and sustaining the national efforts to limit the spread of the virus and respond to the pandemic. The following were strictly observed and implemented:

- The NCDC PU staff revised the evaluation of submitted documents protocol, monitoring and inspection mechanisms and approaches, including postponing or cancelling field travel/monitoring to avoid putting at risk the technical staff when they conduct field activities in various LGUs;
- The large part of data collection and project status was done remotely, using various methods and tools e.g., table monitoring, virtual conference and orientation and submission of reports through Internet via emails, Facebook or Messenger;
- In areas where local authorities put in place restrictions regarding the community quarantine, and no activities or physical movement or operations were implemented, additional time suspension were given beyond the initially approved two months lag time;
- For areas where mobility and access were not restricted, and construction works were resumed, monitoring activities of the ECCDC staff were still deferred to secure the safety of its personnel and to have table monitoring in gathering information and status of the project by having regular weekly calls for updates, as well as the submission of photo documentation to support the status of the project implementation;
- Also monitored was the status of the pandemic community quarantine in respective LGUs in order to adjust and provide additional considerations for suspended works due to local implementation of ECQ or GCQ;
- On-line video conferencing were held to immediately resolve some issues and concerns regarding the project;
- And for recipient LGUs, project briefing or orientation through Zoom webinars were conducted aside from the formal communications and endorsement of necessary documents necessary for project implementation; and;
- For projects nearing completion that requires conduct of punch list and final inspection, respective LGUs were advised to conduct such activities and were instructed to submit actual photos of the conduct of the said activities and photographed vital item of works; revised format for the Certificate of Completion was also provided for the time being that the responsibility of attesting that the project was in accordance to the approved and standard NCDC DAED and technical specifications.



2021 Performance Utilizing the ECCD System Framework and Components



A. ECCD Curriculum Component

CENTER-BASED PROGRAM IMPLEMENTED IN AN ALTERNATIVE VENUE

In view of the national situation brought about by the COVID-19 pandemic, the Council conceptualized the Center-based Program implemented in an Alternative Venue (CBPAV) as an alternative mode of delivery in response for the learning continuity plan for children. The CBPAV is a program where all children ages 0-4 years are provided with continued development and learning experiences, despite the occurrence of emergency situations. In this program, Child Development Workers and Teachers (CDW/Ts) capacitate and support parents in providing sensory activities and learning experiences for their children through facilitation of weekly parents' sessions and distribution of weekly learning plans held at the child development center or other alternative venues.

The implementation of CBPAV formally started in October 2020. On March 22 to April 23, 2021, the ECCD Council conducted an online survey for CDW/Ts on the implementation of CBPAV. The objectives of the survey are to: 1) gather information on the implementation of CBPAV, particularly on preparations and general activities implemented, challenges encountered, and CDW/Ts response to those challenges; and 2) evaluate its implementation.

A total of 6,007 CDW/T respondents participated in the online survey where all 17 regions showed representation of respondents to the survey instrument. Ninety-seven percent (97%) of the respondents are female while the remaining 3% are male. Data also showed that most of the respondents belong to the age group of 31-60 years, as 29% are 41-50 years old, 27% are 31-40 years old, and 23% are 51-60 years old.

A total of 3,172 CDW/Ts or 53% of the total respondents indicated that they implemented CBPAV. Eighty-two percent (82%) of them conducted community mapping and profiling of children, 81% facilitated registration of children, and 89% conducted orientation to parents. These activities were done to draw up the current situation and prepare children and their families in the alternative learning modality. They also had to prepare themselves as they shift from direct implementers to parent support.

Eighty percent (80%) were able to conduct assessment using the ECCD checklist. This is an integral part of the teaching-learning process to identify the child's present skills, abilities, interests, and immediate needs so that they can prepare developmentally-appropriate activities to be implemented at home. Seventy-nine percent (79%) indicated that they prepare weekly learning plans, while 64% facilitate weekly parents' sessions. The weekly plans are distributed along with modules or activity sheets, while the parents' sessions serve as a venue for CDW/Ts to meet with parents to coordinate next week's plan

and the past week's learning experience.

The Child Development Centers (CDC) were mostly used as the venue for parent sessions. Sixty-two percent (62%) of the CDW/Ts indicated that they use CDCs in holding parent sessions as well as a repository of learning materials, activity sheets and modules they prepare and distribute. Eleven percent (11%) of CDW/Ts use the barangay hall.

Common challenges encountered by CDW/Ts during the preparation and general activities are: 1) many parents are afraid to get in close physical contact with others; 2) parents are wary of the health risks for their children; 3) homes and families are far to reach; 4) limitations in transportation services; 5) lack of funds and instructional materials; 6) unavailability or weak internet connection and lack of technological gadgets; and 7) less participation of parents in weekly sessions.

In response, the CDW/Ts utilized home visits while observing health and safety protocols. Many sought assistance from barangay officials and other front line workers in providing security and transportation. CDW/Ts communicate online with families who have gadgets and access to the internet to lessen the risk of getting COVID. For those without access to the Internet, they are contacted through home visits or in small group meetings to ensure that children are provided with learning opportunities at home. While it is noted that there was less participation of parents in weekly sessions, CDW/Ts made adjustments to adjust their schedules to monthly or bi-monthly meetings, just to ensure that parents are capacitated and given support to implement activities for their children at home.

Since the CBPAV is a new program that addresses learning continuity for young children during emergencies, the ECCD Council decided to further advocate it through its official Facebook Page. In October 2021, numerous advocacy activities were provided through social media cards (CBPAV description, implementers/implementation, unique features; developmental milestones and activities for 3 and 4 year-old children) and videos (CBPAV implementation, good practices and call to action, and episodes on positive parenting and handling parental stress). Feedback on the release of such advocacy materials proved to be helpful for CDW/Ts and parents of young children in understanding CBPAV and their role in the program.

HOME-BASED ECCD PROGRAM 2021

In the pursuit of ensuring that all 0- to 4-year old children have equitable opportunities for optimum development, the Early Childhood Care and Development (ECCD) Council developed a specific model for Home-based ECCD Program in which Parents, including biological/adoptive parents, primary caregivers, guardians, and other family members, are supported as the first teachers to adapt responsive caregiving practices and engage their child/ren in developmentally appropriate experiences in the home

In January 2021, the ECCD Council drafted the Final Report of the 2020 Pilot Implementation, including recommendations to further develop the program and unique model developed based on the experiences of four pilot sites - Antipolo City, Rizal; Bustos, Bulacan; Marikina City, Metro Manila; and Taytay, Rizal. This was subsequently presented to the pilot sites in February. The presentation was conducted for two days to accommodate the varying availability of the participants. A total of 55 participants attended the presentation, the following table displays its distribution in detail.

Distribution of Participants in the Presentation of Pilot Implementation Results		
Antipolo City	19 Female Participants 1 Male Participant	3 Non-enrolled Parents 7 Enrolled Parents 8 Program Facilitators 2 Program Supervisors
Bustos, Bulacan	10 Female Participants	6 Enrolled Parents 3 Program Facilitators 1 Program Supervisor
Marikina City	10 Female Participants	1 Non-enrolled Parents 6 Enrolled Parents 3 Program Facilitators
Taytay, Rizal	15 Female Participants	9 Enrolled Parents 4 Program Facilitators 2 Program Supervisors

Table 1. Distribution of Participants in the Presentation of Pilot Implementation Results

Following the presentation of pilot implementation results, each participating local government unit was engaged individually from June to July 2021. This engagement discussed the LGUs' next step in the implementation of the program. As a result, a workshop for Program Supervisors and Facilitators was scheduled in August 2021 focused on further capacitating them for the continued implementation of the Home-based ECCD Program.

In August 2021, the ECCD Council engaged workshops for program supervisors and facilitators of the four pilot sites. A 2-day planning workshop for program supervisors was conducted to assess their 2020 experience in the implementation of Home-based ECCD Program, present and discuss the content of the guidebook for supervisors, facilitators and parents, and craft a work plan for the 2021 implementation of the program in their locality.

Program Facilitators were engaged in a 2-week training workshop. Ten program facilitators from each of the four LGUs participated in the training workshop. These facilitators were also expected to re-echo the training workshop to their fellow child development workers in their locality to ensure consistent understanding and implementation of the program.

The training workshop aimed to help facilitators understand how the program is implemented, their crucial role in the program, and how to design activities for young children and their family. Lectures were given in the morning, particularly on topics on developmental milestones, developmentally appropriate practice, learning environment, designing and modifying activities in the weekly plan, and processing experiences in weekly parent sessions. Workshops were held in the afternoon to practice designing developmentally appropriate activities that are aligned with home routine and family activities, and ensuring consistent flow of activities in the weekly plan.

The drafted guidebook was shared with the program supervisors and facilitators to aid them in the efficient planning and implementation of the program. Included in its content are the principles behind the Home-based ECCD Program, the main features of the program (Four Phases and Parent Communities), the role of persons involved in the program, and the detailed guide on how to implement different activities for the program.



B. Human Resource Development Program Component

INDUCTION PROGRAM

In line with the goals of providing training and programs to ECCD Service providers, the implementation of the ECCD Council's Induction Program proceeded even in the presence of health protocols and restrictions brought by the pandemic. To give way to the needs of the LGU participants, both the online and modular methods of the Induction Program conduct were followed and these methods were decided to be observed throughout the entire implementation of the program. Several changes, improvements and innovations were conceptualized to be able for the program to adapt to the current requirements of the "new normal".

During the preparation of this year's implementation of the program, revisions and updates were made in the module, workbook and powerpoint presentation contents distributed and used to ensure that all information disseminated to the ECCD practitioners are up to date. Additional materials such as flash drives with downloaded ECCD Council videos and files were also distributed to each participant as a complementary source of information and resources to further support and discuss the topics included in the webinar and modules.

The 2021 implementation was done by grouping the target LGU participants into clusters based on their region and location. This approach was conceptualized to help maximize the number of participating LGUs per webinar conduct. Invitation to participate were sent by contacting each LGUs through phone calls and text messages and a formal invitation letter is sent via email and courier once their schedule of participation is confirmed.

This implementation of the Induction Program was able to complete 68 LGUs for the webinar conduct and 3 LGUs opted to participate in the modular method.

List of LGU participants

LUZON	
1. Rizal, Kalinga	12. Licab, Nueva Ecija
2. Dingras, Ilocos Norte	13. Talugtog, Nueva Ecija
3. Paoay, Ilocos Norte	14. Abra de Ilog, Oriental Mindoro
4. Reina Mercedes, Isabela	15. San Clemente, Tarlac
5. Natividad, Pangasinan	16. Bansud, Oriental Mindoro
6. Tayug, Pangasinan	17. Padre Garcia, Batangas
7. Santo Tomas, Pangasinan	18. Real, Quezon
8. Alilem, Ilocos Sur	19. San Juan, Batangas
9. Asingan, Pangasinan	20. San Jose, Tarlac
10. Sison, Pangasinan	21. Mexico, Pampanga
11. Aurora, Isabela	22. San Leonardo, Nueva Ecija

23. Marcos, Ilocos Norte	32. Pitogo Quezon
24. Aguilar, Pangasinan	33. Alfonso, Cavite
25. Sta. Ana, Cagayan	34. Polangui, Albay
26. Camalaniugan, Cagayan	35. Baco, Oriental Mindoro
27. Diadi, Nueva Vizcaya	36. Roxas, Oriental Mindoro
28. Santo Tomas, Pampanga	37. Camalig, Albay
29. Nampicuan, Nueva Ecija	38. Pinamalayan, Oriental Mindoro
30. Bongabon, Nueva Ecija	39. Cordon, Isabel
31. Pamplona, Cagayan	40. Santa Catalina, Ilocos Sur

VISAYAS		MINDANAO
1. Banete, Iloilo	11. Buenavista, Bohol	1. Gigaquit, Surigao del Norte
2. Zarraga, Iloilo	12. Mina, Iloilo	2. Lugait, Misamis Oriental
3. Alimodian, Iloilo	13. Tunga, Leyte	3. Kadingilan, Bukidnon
4. Tabontabon, Leyte	14. Enrique Villanueva, Siquijor	4. Godod, Zamboanga, Sibugay
5. Madelin, Cebu	15. Sevilla, Bohol	5. Kauswagan, Lanao del Norte
6. Villaba, Leyte	16. Lila, Bohol	6. Olutangam, Zamboanga Sibugay
7. Julita, Leyte	17. Lawaan, Eastern	7. Tagana-an, Surigao del Norte
8. San Francisco, Southern Leyte	18. Tabuela, Cebu	8. Mainit, Surigao del Norte
9. Allen Northern, Samar	19. Badianganm, Iloilo	9. Kitcharao, Agusan del Norte
10. Jiabong, Samar		

Similarly in the year 2020 Induction Program implementation, having a stable and strong internet connection was a challenge most LGU participants faced during the online webinar conduct, options for rescheduling or shifting to the modular method were offered to participants to give them the opportunity to continue to participate in the ongoing conduct. Despite the several challenges encountered, the program continued to receive positive feedback from the participants as they saw the importance of this program in helping and guiding them to upgrade and update their knowledge and skills in providing sustainable early childhood care and development programs to the Filipino youth and their families.

Evaluation from the participants of the program showed learnings from the different topics in the different modules particularly from Module 1 on **Brain Development** about how children learn and grow and care during the first 1000 days of a child; **Developmentally Appropriate Practice (DAP)** on how to prepare and create appropriate learning activities and learning materials. From Module 2 about the **National Early Learning Curriculum (NELC)** and about the curriculum components and the Learning Resource Packages (LRPs) and **Center-**

Based Program Implemented in an Alternative Venue (CBPAV) particularly on parent and child activities. And from Module 3 on **Inclusion and PEIRIDDEEC** particularly its system process flow and the importance of inclusion of children with disabilities, and knowledge and new learnings about handling children with special needs, early intervention and prevention.

In the end, the participants mentioned other learnings that were most valuable to their work included that the program helped provide more knowledge on ECCD, role as CDT or CDW, Heckman equation, principles of child development and learning, interest, characteristics and capability; monitoring children's progress with the ECCD Checklist, proper nutrition, and improve how to teach and effective ways of communicating and interacting with children according to their age bracket and ways of communicating with parents. The program also widened their horizon regarding the ECCD and ECCD programs, laws on ECCD and the ECCD System.

Below are some comments from the participants on their learnings during the program:

"CPBAV this is due to the fact that we are in the 'new normal' we are not the direct provider of information that a child needs to know, rather we will be the guide/support of the parents in implementing the activities for their children at home."
- 44, F, CDW, Reina Mercedes, Isabela

"I learned that even when you are a daycare teacher, you are one of the keys to the success of the children in their future."
- 22 year old, CDW, Female from Aurora, Isabela

"Learning that I found most valuable to my work is teaching them well in a loveable way."
-26 years old, CDW, Female from Olutanga, Zamboanga Sibugay

"The holistic development of early childhood care is integrative and learning is a continuing process even at home."
-53 years old, CDW, Female from Cordon, Isabela

"The most valuable is the context of this message, may also resonate with the Philippines."
-49 years old, CDW, Female from Alimodian, Iloilo

The learning I find the most valuable to my work is that, connections with other people. Whether it's with a professional colleague, friend or family member, because each relationship I build with another person adds another beam of support to what I am building for myself."
-22 years old, CDW, Female from Camalig, Albay

Early Childhood Development aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing."
22 years old, CDW, Female from Pinamalayan, Oriental Mindoro

All of the discussions are clear. But I like the discussion in inclusion because I really felt the sacrifices of the teachers amidst the pandemic that we're facing right now. We teachers need to be flexible and creative in the teaching and learning process."
-22 years old, CDW, Female from Pinamalayan, Oriental Mindoro

Nalaman ko po n pwede palang pagsamahin ang may kapansanan at walang kapansanan"
-41 years old CDW, Female, Roxas Oriental Mindoro

"Ang pagkilala ng mabuti sa bawat bata tungkol sa kanilang kinalakihang kultura, relihiyon, lahi, at maraming pang iba. Dahil di lahat ng bata ay pare pareho ng nakasanayan . At ang kahalagahan na malaman ko na kailangang tanggapin sa loob ng Daycare Center ang mga batang may kapansanan. Upang maexperience nila makipaglaro at makihalubilo sa mga kapwa niya bata at Itrato siya ng patas gaya ng kapwa niya bata."
-22 years old, CDW, Female from Real, Quezon

"All of the discussions are clear. But I like the discussion in inclusion because I really felt the sacrifices of the teachers amidst the pandemic that we're facing right now. We teachers need to be flexible and creative in the teaching and learning process."
-22 years old, CDW, Female from Pinamalayan, Oriental Mindoro

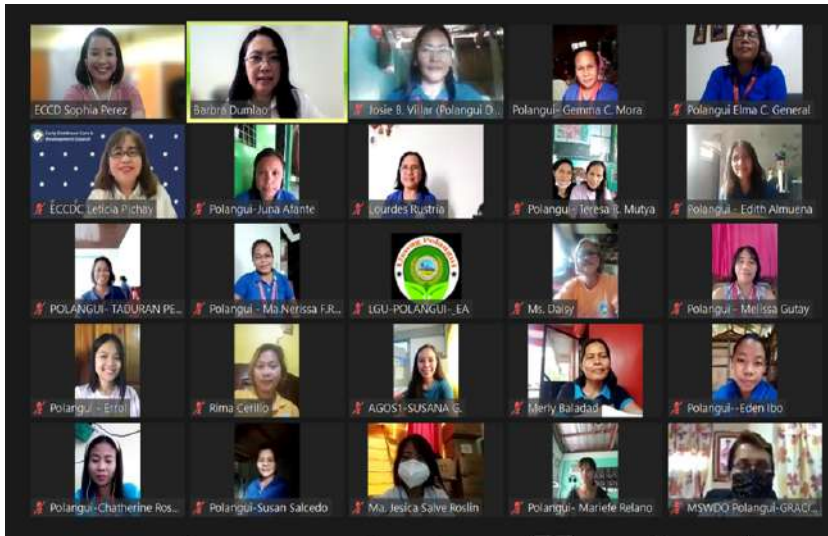
"The most important learning that I acquire is how to develop and properly manage children from 0-4 yrs old and the proper approach on how to manage children with special needs."
-47 years old, CDW, Female from Talugtog, Nueva Ecija

"About the Family Support Program, wherein i can apply the parent-teacher conference for us to know the strength and weaknesses of the child."
-23 years old, CDW, Female from Nampicuan, Nueva Ecija

"On how to assess and prevent the malnutrition of children in collaboration with the local ECCD Council."
-24 years old, Nutrition Assistant, Nampicuan, Nueva Ecija

"To implement more effective programs to children about their learning and nutrition from birth to childhood. And to provide assistance to the parents on special circumstances of their children."
-54 years old, Male, Punong Barangay, Licab, Nueva Ecija

Make the community involved and immerse in this noble endeavor. Kudos to the late Sen. Tessie Aquino-Oreta
-57 years old, Male, Health Officer, Licab, Nueva Ecija



EARLY CHILDHOOD EDUCATION PROGRAM (ECEP)

In 2021, the ECCD Council continued to pursue its Human Resource Development initiatives in upgrading and updating the capabilities of service providers through the Early Childhood Education Program (ECEP). 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. 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.

With the continued challenges of conducting face-to-face capacity-building programs brought about by the COVID-19 pandemic, the ECCD Council decided to continue engaging Teacher Education Institutions (TEIs) offering distance-learning programs to conduct the 2021 batch of ECEP. A total of three partner universities and 240 Child Development Workers/Teachers are currently engaged in the ECEP 2021 which is projected to conclude in the 2nd quarter of F.Y. 2022.

Assessing the needs and profile of the participants

Summary of Target Local Government Units (LGUs) and Participants			
	Target LGUs	Target pax	Actual
CDTs	32 LGUs	32 pax (1 pax per LGU)	32 LGUs and 32 pax
CDWs	21 LGUs	210 pax (10 per LGU)	21 LGUs and 208 pax
Total	53 LGUs	242 pax	53 LGUs and 240 pax

Based on the targeted LGUs for the ECEP 2021, the ECCD Council initiated communication with the Local Chief Executives (LCEs) and Local Social Welfare and Development Officers (LSWDOs) to inform them that the ECEP would be conducted remotely this year, in accordance with public health protocols. A total of 53 LGUs and corresponding 242 CDW/Ts were targeted. However, due to some issues (health and personal concerns), 2 CDW/Ts have withdrawn from the training program equating to a total of 240 CDW/Ts as actual participants.

In communicating with the target LGUs, the ECCD Council was informed that most of the Child Development Workers (CDWs) do not have enough access to computers and/or gadgets necessary for online classes. With this, the ECCD Council included the procurement of online learning gadgets (one set is composed of a tablet, keyboard, and a headset) to ensure that all participants, especially the CDWs, have an equal opportunity in participating in the implementation of ECEP 2021. Participating Child Development Teachers (CDTs) who are assigned in National Child Development Centers (NCDCs) have an accessible laptop, wifi packet, a printer, and a headset all of which are part of the equipment and facilities package of the NCDC. The scholars shall also be provided a monthly communication allowance of Php 800 (based on the recommendations of scholars from the 2020 implementation at Leyte Normal University) to supplement their online learning needs.

Further, the ECCD Council has also conducted a survey to create a database on the profile of the participants. Indicated below are the key results of the survey:

Child Development Teachers (CDTs)			
	Female	Male	Total
Education degree holders	24	2	26
Non-education degree holders and/or undergraduates	5	1	6
Total	29	3	32

Child Development Workers (CDWs)			
	Female	Male	Total
Education degree holders	137	5	142
Non-education degree holders and/or undergraduates	66	0	66
Total	203	5	208

These results served as the Council's primary basis in engaging various State Universities and Colleges (SUCs) to implement the 2021 ECEP.

Distribution of scholars per partner University

	Education degree holders	Non-education degree holders and/or undergraduates	Total
Mariano Marcos State University	-	72	72
Cebu Normal University	99	-	99
Pangasinan State University	69	-	69
Total	168	72	240

Selection of Partner Universities

In March 2021, the ECCDC Council held the *ECCDC Partners Forum* where all State Universities and Colleges (SUCs) offering a program in Early Childhood Education were invited. Among the 72 SUCs, 32 attended the activity. Among all the attendees, only four (4) SUCs submitted a proposal to implement the ECEP. Based on their ability to meet the needs of the program and participants, three (3) SUCs were selected to become partner SUCs in the implementation of the ECEP.



Cebu Normal University (CNU) and Pangasinan State University (PSU) have been selected to implement the ECEP for scholars who were able to finish a Bachelor's degree in Education. CNU and PSU will be granting 18 Masters units in Early Childhood Education (ECE) to the scholars who are able to comply with the requirements of the ECEP. On the other hand, Mariano Marcos State University (MMSU) has been selected to implement the ECEP for scholars who do not have a Bachelor's degree in Education. Scholars enrolled in MMSU will be receiving 18 undergraduate units in ECE after completing all course requirements. However, due delays in negotiations and formalization (signing of Memorandum of Agreement) of the partnership with the identified TEIs, the original targeted date(s) of implementation have been affected

ECEP 2021 Pre-Implementation Activities

Orientation for Scholars and Supervisors



While partner universities are in the process of a customized online learning module/class, the ECCD Council have conducted a series of orientation activities via Zoom to inform target participants and their supervisors of the purpose and objectives of the ECEP.

The orientation also served as a venue wherein the responsibilities of the scholar, the LGU, and the ECCD Council stipulated in the *Scholarship Training Grant* are emphasized. It is also during the orientation where expectation setting, inquiries/clarifications, and technical assistance were conducted

Terms of the Scholarship Grant

- Responsibilities of the Scholar
 - Submit necessary documents/requirements to ECCD Council/partner University
 - Participate in all synchronous sessions
 - Comply with academic requirements set by the University/Study modules during asynchronous sessions



Early Childhood Education Program (ECEP)

- **Scholarship program** granted by the ECCD Council to CDTs and CDWs from LGUs with NCDC.
- Scholars earn **18 units** in Early Childhood Education through partner State Universities and Colleges (SUC).



Orientation Outline

- **What is ECEP?**
- **2021 Mode of Delivery**
- **University Assignments**
- **Terms of the Scholarship Grant**
- **Preparations**



Workshop for Online Learning Tools

To assist CDTs and CDWs in using online applications, the ECCD Council conducted a Workshop on the Utilization of Online Learning Tools. The program of activities focused on helping the scholars try out and become familiar with basic functions of their gadgets, and how to operate in applications such as Zoom and Google Classroom



Orientation on Preparations for Enrolment

As each Partner University had a unique Enrolment procedure, the ECCD Council met with each batch of scholars separately to prepare them for the upcoming enrolment activities. These activities included the online registration, entrance exams, and orientations hosted by the universities themselves.

Orientations on Preparations for Enrolment were announced thru the respective Facebook groups, and were conducted via Zoom

MARIANO MARCOS STATE UNIVERSITY
COLLEGE OF TEACHER EDUCATION
In partnership with
Early Childhood Care and Development (ECCD) Council

ANNOUNCEMENT

Early Childhood Education Program (ECEP) Scholars will have the MMSU College Admission Test (MCAT) on December 10, 2021 (Friday), at 9:00 AM-12:00 NN.

Link for the MCAT will be sent thru personal e-mail address.

CEBU NORMAL UNIVERSITY
2021 ECEP ORIENTATION
November 29, 2021
10.30AM - 12.00 NN
VIA ZOOM
Link to Orientation will be posted in this FB Group

Opening Ceremonies and Start of Online Classes

On December 14, the MMSU held its Opening Ceremony to officially mark the commencement of the program. All 72 scholars of the MMSU were virtually welcomed by the officials and faculty of MMSU. Following this, a short orientation was provided by the University Registrar as they will soon be official students of the MMSU.



The first batch of scholars at MMSU had their first day of classes on December 20. The second batch of scholars are expected to have their first day of classes in mid-January 2022.

Meanwhile, the Opening Ceremony for CNU has been rescheduled from January 7 to January 19, 2022 and first day of classes from January 8 to January 21, 2021 as the university had been severely affected by the 2021 typhoon *Odette*.

PSU on the other hand scheduled its opening ceremonies and opening of classes in the mid-to-second half of January 2022.

Everything considered, the three batches of ECEP with MMSU, CNU, and PSU are projected to conclude in the 2nd quarter of F.Y. 2022.

INTEGRATION PROGRAM

Since 2013, the ECCD Council has continuously established National Child Development Centers (NCDCs) throughout the country as its flagship program for the implementation of the Early Years Act (EYA) or RA 10410. Complementary to the establishment of the NCDC is the training of the newly-hired Child Development Teacher (CDT) who will manage the delivery of Quality ECCD programs and services in their locality.

In 2017, It was deemed important that prior to the scholarship program awarded to CDTs of newly established NCDCs, they are provided with a pre-service training on the utilization of the National Early Learning Curriculum (NELC) and on the operationalization of the NCDC through the Integration Program.

Objectives

The program aimed 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. Demonstrate enhanced competencies in creating a favorable learning environment for young learners.
3. Translate theories and concepts learned into practice through the activities in each module
4. Enhance the skills of CDTs in developing routines and activities for 0 - 4 years old children with developmentally appropriate instructional materials and activity plans

Profile of Participants

This year, target participants were identified with help from the National Child Development Center (NCDC) Unit in January-February 2021. These participants came from completed or almost completed (85% and above completion rate) NCDCs as of the 1s quarter of 2021.

Of the 114 identified local government units (LGUs), 88 newly hired CDTs participated in the Blended Integration Program. The training was conducted in two batches and had the following number of participants in each batch:

Batch & Timeframe	Female	Male	Total
Batch 1 July 26 - September 24, 2021	49	0	49
Batch 2 October 11 - December 10, 2021	35	4	39

Both batches of the Integration Program ran for nine (9 weeks). Batch 1 which ran from July 26 - September 24, 2021 had a total of 49 female participants while Batch 2 which commenced on October 11, 2021 and concluded on December 10, 2021 had 35 female participants and 4 male participants.

Prior to the start of the training, the participants responded to the *SELF-ASSESSMENT ON EARLY CHILDHOOD EDUCATION*, an enhanced self-assessment tool to determine the most appropriate strategies and approaches for the distance learning of the participants. Derived from the teacher competency standards, teachers were asked to rate their abilities according to various topics in ECCD that they will also encounter in various modules of the Integration Program. Participants' access to the internet, skill in using gadgets, devices, and online platforms were also assessed.

SELF-ASSESSMENT FOR CHILD DEVELOPMENT TEACHERS ON EARLY CHILDHOOD EDUCATION

Directions: Read the topics carefully and tick on the best describes your current level of knowledge/understanding.

1 - This is new to me.
 2 - I have a little idea regarding this but I need to learn more.
 3 - I understand this and I am currently applying it.
 4 - I am confident about this and I can assist others.

trina@eccdcouncil.gov.ph (not shared) [Switch account](#)

* Required

Full name of CDT *

Your answer

Below is the pre-training self-assessment results of the 88 participants expressed in percentage in identified topics:

Legend:

1 - *This is new to me.*

2 - *I have a little idea regarding this but I need to learn more.*

3 - *I understand this and I am currently applying it.*

4 - *I am confident about this and I can assist others.*

Topic	1	2	3	4
Republic Act 10410 or "Early Years Act of 2013"	23.9%	46.6%	26.1%	3.4%
The ECCD Council and the governing board member agencies	29.5%	51.1%	14.8%	4.5%
ECCD System in the Philippines	27.3%	44.3%	22.7%	5.7%
Importance of Brain Development	8%	43.2%	36.4%	12.5%
Brain Stimulation	15.9%	47.7%	26.1%	10.2%

Brief history of ECE, Traditional and Progressive approach in Early Childhood Education	26.1%	53.4%	14.8%	5.7%
Age appropriateness, Individual appropriateness, and Cultural Appropriateness	15.9%	52.3%	23.9%	8%
National Early Learning Curriculum and its components (NELC)	28.4%	52.3%	17%	2.3%
Infant and Toddler Early Development Program (ITED)	26.1%	50%	18.2%	5.7%
Family Support Program or Parent Effectiveness Service	11.4%	31.8%	40.9%	15.9%
Assessment in Early Childhood	18.2%	36.4%	29.5%	15.9%
Administration of the ECCD Checklist	19.3%	23.9%	36.4%	20.5%
Planning Activities based on Assessment results	18.2%	36.4%	34.1%	11.4%
Activity plans (concept map, activity web, project-based, etc)	17%	40.9%	34.1%	8%
Daily Routines and Transitions	13.6%	28.4%	43.2%	14.8%
Classroom layout and classroom rules	11.4%	29.5%	42%	17%
Inclusion of children with or at-risk for disability	22.7%	35.2%	34.1%	8%
System for Early Identification, Prevention, Referral, and Intervention for children with special needs	27.3%	37.5%	31.8%	3.4%
LGU Roles and Responsibilities	13.6%	35.2%	36.4%	14.8%
Child Development Teacher Roles and Responsibilities	14.8%	30.7%	39.8%	14.8%

*n=88

It is notable that for new topics and current trends in ECCD (e.g., EYA 2010, Brain Development, Developmentally Appropriate Practices), most participants have rated themselves 2 or *I have a little idea regarding this but I need to learn more*. This means that they have heard about the concepts before, but have yet to gain more knowledge about these. There are also topics where participants rated themselves with 3 or *I understand this and I am currently applying it*. This rating was given to topics that they have been encountering in their job as Child Development Worker for many years now. Some of these topics are *Administration of the ECCD Checklist, Family Support Program or Parent Effectiveness Service, LUG Roles and Responsibilities and Child Development Teacher Roles and Responsibilities* among others.

Design and Implementation

The Integration Program 2021 was initially planned to be conducted face-to-face but because of an unpredictable trend in the rise of cases brought about by the Covid-19 Pandemic across the country, the blended learning design was again utilized for the two batches. The program was designed to run for nine (9) weeks, which covered the nine essential topics of the Integration Program:

1. ECCD: The Way Forward
2. Brain Development and Developmentally Appropriate Practices (DAP)
3. Traditional and Progressive Early Childhood Education
4. Infant-Toddler Early Development Program
5. Assessment and the ECCD Checklist

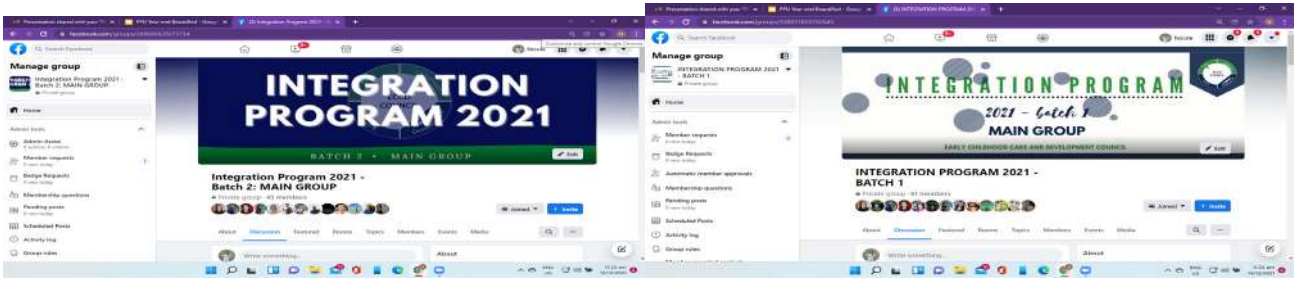
6. Using the National Early Learning Curriculum
7. Classroom Management
8. Inclusion in Early Childhood Education
System for Prevention, Early Identification, Referral and Intervention of Delays, Disorders and Disabilities in Early Childhood
9. NCDC Operations

In May 2021, a two-day workshop with the Program Unit staff was conducted to review the modules prepared in 2020. These modules were revised based on the evaluation by the Flexible Learning Mentors (FLMs) and the participants from the previous year. Guided by the recommendation from last year's run, the CDTs were provided with both the printed and e-copy of the training modules developed by the ECCD Council program officers. In June and September 2021, training supplies and resources were sent to the confirmed participants of Batch 1 and Batch 2 respectively through various couriers. Participants were also provided with a weekly communication allowance for the duration of the training to ensure that their access to online learning is supported.



Integration Program Training Modules 2021

Prior to the official start of the program, two orientations were conducted for the participants: the *technical workshop* and the *online program orientation*. Identified to be very helpful for the participants from last year's run, the technical workshop was continued this year as the activity aimed to orient the participants in the use of online platforms such as the Zoom and the FB Group. On the other hand, the online program orientation served as a venue to set the expectations of the participants regarding the training and the skills they are expected to gain after completing the training. Moreover, the online program orientation was also used to introduce the training modality and the FLMs. The orientation programs were conducted in July and October 2021.



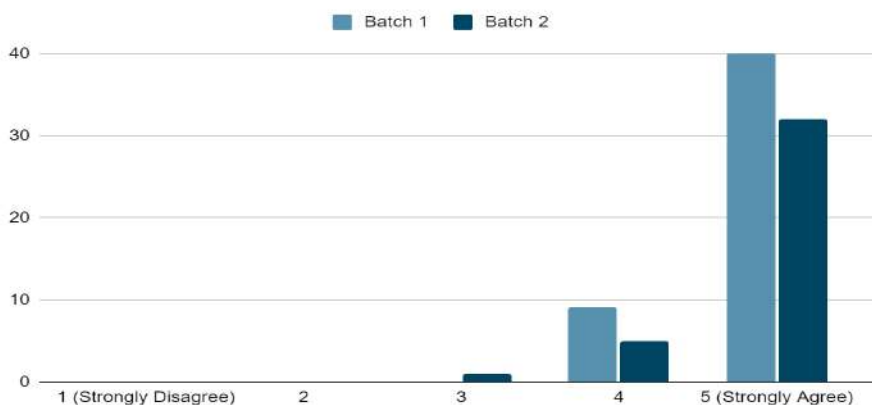
Facebook Groups served as the main asynchronous communication platform for the Integration Program 2021

The FLMs served as the small group mentors of the participants who were assigned in the conduct of their weekly online sessions to process the concepts from the module and to evaluate the CDTs' learnings. For the first batch, there were 10 FLMs who conducted online sessions with 5-6 participants in each small group. For the 2nd batch, there were 5 FLMs who conducted online sessions for 7-9 CDTs in the group.

The opening program was conducted on July 26 and October 11 for Batch 1 and Batch 2 training respectively. Present were 88 (Batch 1: 49 and Batch 2: 39) Child Development Teachers, the Executive Committee of ECCD Council headed by Dr. Teresita Inciong, the Integration Program Anchor Persons and the FLMs.

The training program immediately commenced after the opening program. 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 Flexible Learning Mentor (FLM) for an average of 2 hours to process the week's topic and to respond to questions

The weekly online sessions were helpful in facilitating learning.



The Integration Program anchor persons decided to continue utilizing FLM sessions for the 9-week training because based on the evaluation from 2020, this proved to be a very helpful way in processing the self-learning modules of the CDTs. Their online FLM sessions proved to be very beneficial in clarifying concepts that they had difficulty understanding. This was also reflected in the participants' evaluation of the program where most of the participants mentioned that what they liked most about the training was the weekly FLM sessions. Some of the responses in the online evaluation were:

“sinasagot po o pinapaliwanag po ng aming mentor ang aming mga katanungan pra kami ay maliwanagan o madagdagan ang ang aming kaalaman po. naitama po ang aming maling akalain sa pag implement ng mga programa po”

“I like the set up because we are only 6 members including our mentor that we can understand with each other and the lesson is well explained clearly. We can share our answers freely.”

“The way our mentor explained the topics, the way we interact with each other, and i love answering the activities though it is challenging but it is enjoyable.”

Weekly evaluations were also conducted by the FLMs to track each group’s or participants’ development. During the weekly evaluation, the FLMs present their previous session’s experiences and challenges as well as suggestions in improving the conduct of the program. This is an excellent step or technique in determining which concepts should be emphasized in the training (i.e., modifying weekly plan, creating an activity plan, establishing routines and rules, etc.). It also helps the FLMs identify where to concentrate their efforts in order to fulfill the needs and enhance the competencies of the participants.

The program lasted for 9 weeks, and the closing program was conducted on September 27, 2021 for the first batch and December 13, 2021 for the 2nd batch.



Challenges



As indicated in the Technical Capacity survey, all participants have access to the internet though the quality of their internet connection also poses some challenges in the conduct of synchronous activities such as the FLM sessions. Since most of them were connecting through their mobile data, they were experiencing intermittent connection that resulted in being regularly disconnected from the Zoom sessions. One strategy utilized in this year's run was to record the session so that the participants with intermittent connection could rewatch the session anytime in the FB Group. Still, this process requires a decent internet connection so that they can stream the recording from the Facebook Group, which was difficult for the CDTs to acquire. 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 different parts of the country. With this, FLM sessions needed to be rescheduled, thus setting up online sessions outside of the regular sessions.

Furthermore, having other commitments from their work such as monthly activities can make it difficult to conduct a session. Other participants had to excuse themselves from the session because they were required to complete other tasks from their work. Even though some participants finished their activities on time and were able to attend the session, we noted that other activities from their work contributed to their exhaustion. Because they had other things to do, it was difficult for them to focus or engage more in the session.

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 this year, participants were allowed to answer their modules either in Filipino or English, it was still difficult to measure if they understood the concepts in the module. The FLM session was very helpful for them to express ideas that they find difficult to express through writing. Though an online evaluation of the program was also required from them, this does not completely measure the extent of their learning.. While blended learning offers flexibility to the participants, it lacks the aspect of providing hands-on activities and demonstrations of a face-to-face setting.

Recommendations

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. Moreover, the innovation of conducting FLM sessions will still be utilized in in-person training because this proved to be very helpful in processing the CDTs' learnings.

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.

LEADING AND MANAGING AN INTEGRATED ECCD PROGRAM (LMIEP)

Leading and Managing an Integrated ECCD Program (LMIEP) Batches 11 -13

LMIEP is a continuing program of the ECCD Council which aims to enhance the leadership and management skills of the supervisors and focal persons in the Local Government Units (LGUs) in implementing sustainable quality ECCD programs and services.

FY 2021 implementation continued with a pure online mode of program delivery, though it was planned to be delivered via blended learning approach where there is face-to-face which was its original design, but due to the erratic situation the program implementation was changed.

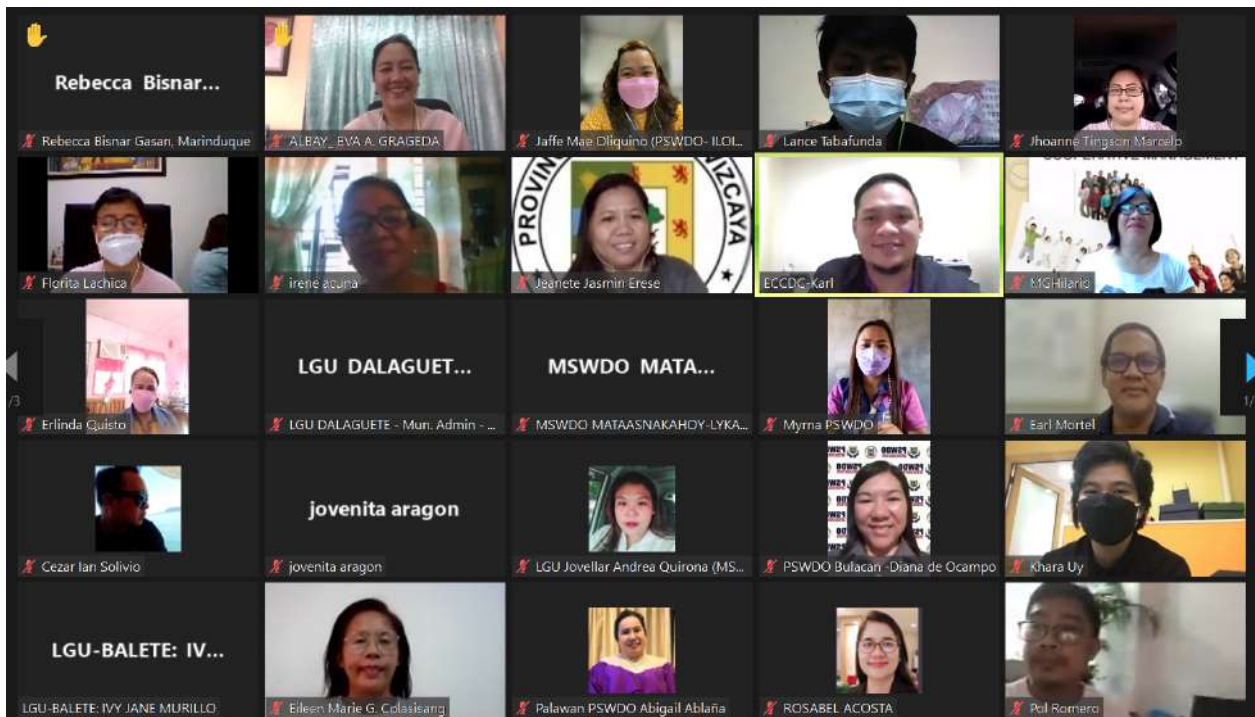


Image 1: online class with the faculty and staff of MMSU, ECCD Council staff and participants of Batches 11 and 12 during the opening program

Implementation of Batches 11 and 12 was partnered with the Mariano Marcos State University (MMSU) where there were 88 participants enrolled composing of 19 Provincial Social Welfare and Development Officers (PSWDOs)/ECCD Focal Persons and 69 City/ Municipal Social Welfare and Development Officers (C/MSWDOs)/ECCD Focal Persons from the different Local Government Units (LGUs).



Image 2&3: Closing ceremony of Batches 11 and 12 with the faculty and Staff of MMSU and ECCD Council

Implementation of Batches 13 was partnered with the West Visayas State University (WVSU) where there were 49 participants enrolled composing of 10 Provincial Social Welfare and Development Officers (PSWDOs)/ECCD Focal Persons and 39 City/Municipal Social Welfare and Development Officers (C/MSWDOs)/ECCD Focal Persons from the different Local Government Units (LGUs).



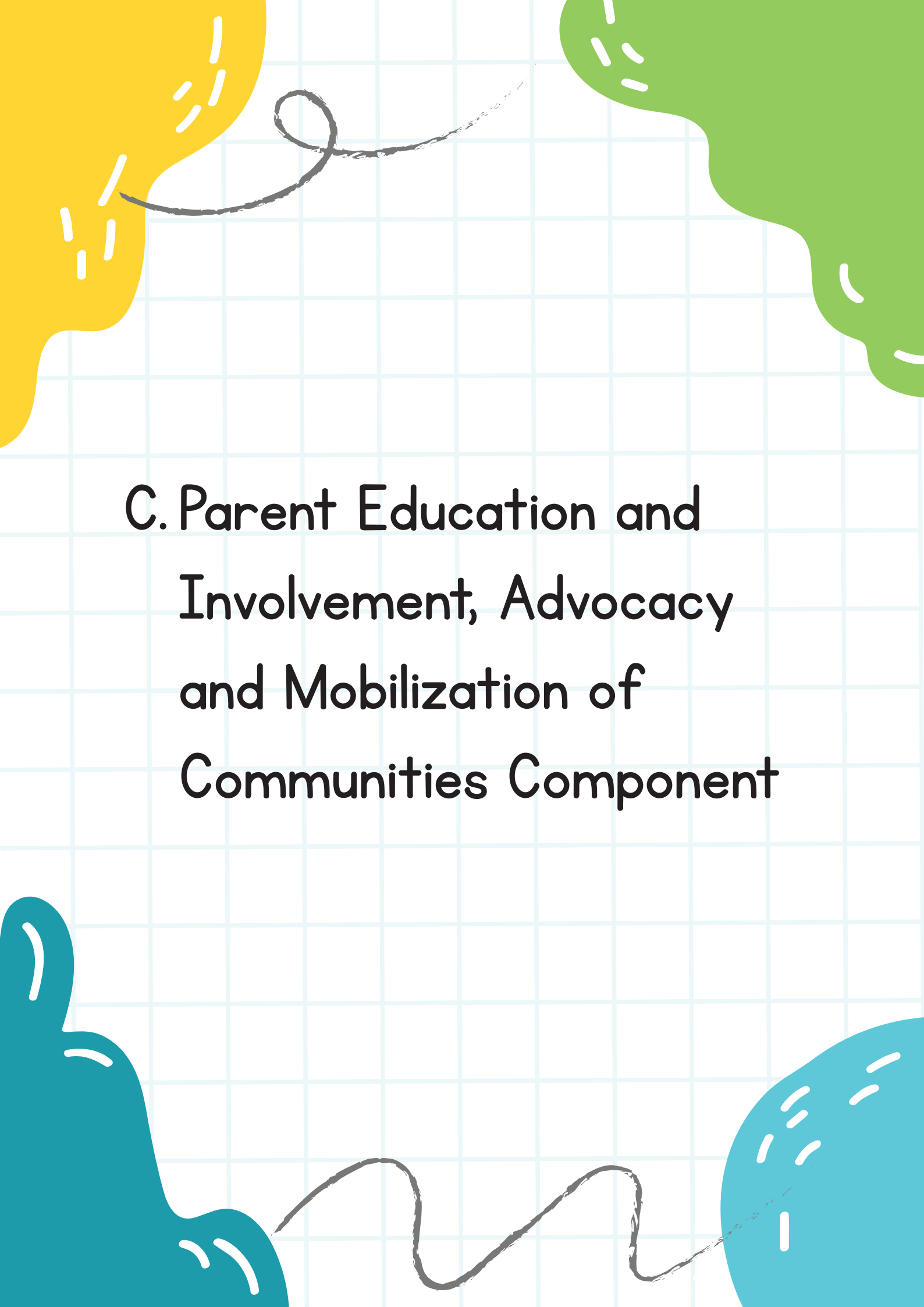
Image 4: online class with the faculty and staff of WVSU, ECCD Council staff and participants of Batch 13 during the opening program

LMIEP training provided the LGUs venue not just for honing the leadership and managerial skills of P/C/MSWDOs and ECCD Focal Persons, but this also broaden their horizon in understanding the delivery of a more comprehensive, sustainable and collaborative delivery of quality ECCD programs and services by understanding different contexts and concepts. Participants were able to mainstream ECCD Programs in their Annual Investment Plan through Re-Entry Strategic Action Plan (RSAP) as part of their final output in the training

Summary of LGUs Trained in LMIEP from F.Y. 2016 to 2021

LGUs	Total Number of LGUs Nationwide	NCDC Project Recipients	LMIEP Trained	LMIEP Target for 2022	Number of LGUs w/ out LMIEP Training
Cities/ Municipalities	1634	854	633	80	921
Provinces	81	74	44	20	15
Total	1715		677	100	936

The data above shows that there is a need for additional funding to be able to provide training to LGUs that have not gone through this program.



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

INFORMATION, EDUCATION, COMMUNICATION AND ADVOCACY INITIATIVES

Kwentuhang Bulilit

Kwentuhang Bulilit is an online program produced to help early childhood care and development service providers and stakeholders gain a deeper understanding of ECCD in the local context. Produced by the Early Childhood Care and Development (ECCD) Council, the audio-video program focuses on topics that cover early learning, health and nutrition, and social services provided for children and their families.



Its primary target audience is composed of parents of children aged 0-4 years old, preschool teachers, researchers from the academe, non-government organizations, local government officers, and even national leadership. The main guests and resource persons are experts in various fields related to early childhood care and development. The show is aired every Friday via Facebook Live on the ECCD Council Official Facebook Page and the local radio station of Binan City, Binan 87.9. The first season of the show had a total of 17 episodes that aired from January 2021 - June 2021.

DATE	TOPIC	GUEST
Jan 29 Feb 26	Premier Episode: ECCDC Programs and Services during COVID	Dr. Teresita G. Inciong
Feb 19	ECCD Talk with Mayor Walfredo “Arman” Dimaguila of Biñan City, Laguna	Hon. Mayor Walfredo “Arman” Dimaguila Biñan City, Laguna
March 5	Pregnancy and Giving Birth during the Pandemic	Ms. Marissa Almario, City Nutrition Action Officer, Pasig Health Department Ms. Jesusa Lopez Nurse 1, Biñan City
March 12	Vaccination for Children <i>Video: Why did we vaccinate our child?</i>	Dr. Beverly Lorraine C. Ho Director IV, Health Prom- otion Bureau Department of Health
March 19	Home-Based Learning: Facilitators’ Stories <i>Video: What motivates teachers to teach during a pandemic?</i>	Ms. Marivic R. Lip CDT Bustos, Bulacan Ms. Maria Shela Dela Cruz CDT Taytay, Rizal

April 9	Home-Based Learning: Parents' Stories	Ms. Michelle Lagata Mother Taytay, Rizal Ms. Jonelyn Cariaga Mother Antipolo, Rizal
April 16	Mental Health Tips for Families	Mr. Jhon Carandang Child Psychologist
April 23	Art Activities for Kids <i>Video: Online Art Segment</i>	Ms. Ainee Adanan Owner, LaruAin
April 30	Physical Activities at Home <i>Video: Online Workout Segment</i>	Ms. Sarah Lim-Narvasa Coach, Pretty Huge Obstacles
May 7	Give Mommy a Break: Stories of Supportive Fathers <i>Video: Mother's Day Promises of Families #taymperskayma</i>	Mr. Elmer Gaas Father
May 14	Caring for your Child's Ears, Nose, and Throat	Dr. Argelyn Ong ENT
May 21	Storytelling for Kids <i>*Storytelling session after Q&A</i>	Mr. Rey Bufi Storyteller
May 28	Responsible Gadget Use for Children in the Early Years	Ms. Tina Zamora School Director
June 4	Oral Health Care for Children	Dr. Gene Ong Dentist
June 11	Happy Eating! Making Meal Time Enjoyable for Children	Ms. Ma. Ines Fernandez Executive Director Arugaan
June 18	Superdads: Importance of Fathers' Presence in ECCD <i>Video: Father's Day Greetings of Mommies and Kids</i>	Asst. Prof. Charla Saamong Mr. Benedict Saamong
June 25	Parenting Talk with Paula Peralejo Final Message for KB Season 1	Ms. Paula Peralejo Dr. Teresita G. Inciong

The top five topics that had the most views as of September 30, 2021 were the 1.) importance of art activities for children, 2.) responsible gadget use for children, 3.) importance of physical activities for children, 4.) mental health tips for families during the pandemic, and 5.) the Mother's Day Episode that talked about the importance of giving support to mothers in the family.

To further the reach of the show, the Council partnered with other local radio stations to replay 10 episodes during the latter part of 2021. Seven episodes were not included because they needed to be aired at a specific date (e.g. Mother's Day episode). The local radio stations that the Council was able to partner with are T'Boli, South Cotabato, Province of Aurora, Davao City, and the Province of Misamis Oriental.

Throughout its run, the show has reached 348,800 and 46.9% of them accessed the video and watched the show in the official Facebook page of the ECCD Council. Majority of the viewers were Child Development Teachers/Workers, female aged 25-65 years old, and their locations are spread from different areas across the country. Although, it must also be noted that there were also viewers from other countries, with the majority coming from the United States of America (USA).

Program Evaluation

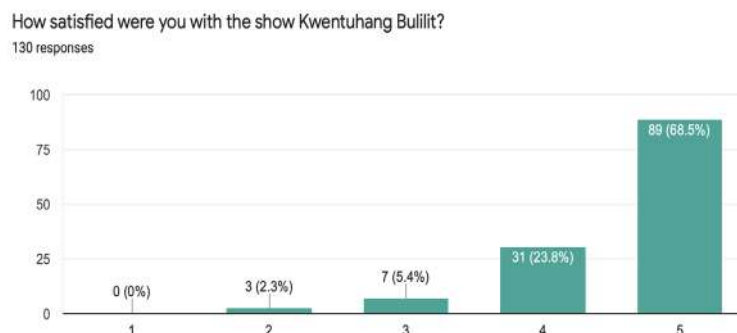
The Information, Education, Communication, and Advocacy (IECA) Unit also conducted a formative evaluation of the program in order to gain both qualitative and quantitative data about its online viewership. The objectives of the evaluation is to collect data that can be used in setting key performance indicators for the second season of the program that will be aired in 2022; and to collect data that can be used as a guide in creating content for the second seasons of the program and serve as a basis in crafting new ECCD advocacy programs for various stakeholders in the country.



A total of 130 respondents were able to answer the survey forms and 93.8% of them were female. With regard to the age of the respondents, the majority are from the 36-40 and 31-35 age bracket while the least number of respondents are from the 18-25 age bracket.

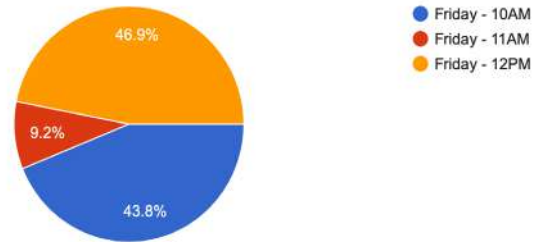
For civil status and highest educational attainment, 73.8% of the respondents are married while 76.9% are college graduates. With regard to having children aged 0-4 in the household, 58.5% of the participants indicated that they do not have, while 41.5% answered that they do.

With regard to show satisfaction, the respondents were asked to rate it from one (1) being the lowest and five (5) being the highest, and the majority or 68.5% stated that they were highly satisfied with the show.



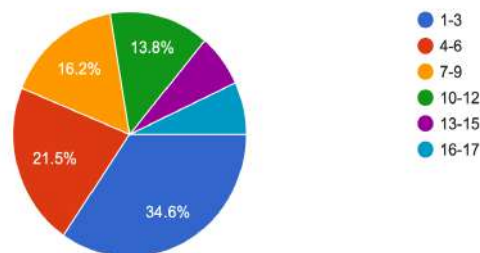
As for the live streaming, the majority (66.2%) watch the show while being streamed live while the others watch the show afterwards. When asked about their preferred time slot, it was almost a tie between Friday at 10:00AM and 12:00PM.

What is your preferred time slot for the program?
130 responses



As for the number of episodes watched, most of the participants have watched only 1-3 episodes of the show and this is followed by 4-6 and 7-9 episodes.

How many episodes have you watched?
130 responses



The respondents were also asked to choose their favorite episodes and their top five answers are the following:

1. Art Activities for Kids
2. Home Based Learning: Facilitator's Stories
3. Home Based Learning: Parents' Stories
4. Pilot Episode
5. Tie between Mental Health Tips for Families and Responsible Gadget Use for Children in the Early Years

Lastly, the questionnaire also asked open ended questions regarding how the show deepened their understanding of ECCD and the most recurring themes stated by the respondents are the following:

1. The show has given them ideas and strategies in handling children and being a more effective teacher and/or parent.
2. The show has given them a better understanding of the different domains of development.
3. The show has given them knowledge on topics for their parenting sessions.

Social Media Campaign

The social media campaign was initiated by the Information, Education, Communication, and Advocacy (IECA) Unit in order to reach more ECCDC stakeholders and increase its social media followers.

The ECCDC social media campaign ran for four months and the strategies used were a combination of the release of informational materials through social media cards, videos, and Facebook Live sessions wherein experts regarding the theme of the month were interviewed to give more context and in-depth knowledge regarding ECCDC and its programs and services. It consisted of campaigns for NCDC during the month of July, Buwan ng Wika during August, ITED during September, and CBPAV during October.

Month	Campaign	No. of Posts	Reach	Engagement
July	NCDC	13	298,700	47,760
August	Buwan ng Wika	18	331,300	48,500
September	ITED	18	609,200	39,700
October	CBPAV	15	488,400	72,600

Reach - Number of people who saw the post on their timeline

Engagement - number of people who reacted to the post through leaving a comment, liking or reacting to the post, or sharing (good engagement rate should be at least 2%)



NCDC Campaign

Buwan ng Wika Campaign



FIRST 1000 DAYS

- Children's experiences and interactions during the first 1000 days shape the way their brains, bodies, and emotions develop throughout life.
- In the Philippines, this is supported by the RA 11148 or the "Kalusugan at Nutrisyon ng Mag-Nanay Act." Through this law, mothers and their children will have access to a strengthened integrated strategy that covers maternal health, child health, and nutrition during the first 1,000 days of a child's life.
- Optimal early childhood development begins with adequate nutrition from conception onwards.

www.eccdcouncil.gov.ph

Activities for 7-12 Months Old

MINI EXPLORER

Once your baby learns to crawl, find a safe place (e.g. no sharp objects on the floor, away from sharp edges of furniture) where he/she can explore his/her surroundings. Stay close to supervise and observe him/her but minimize directing him/her on what to do or where to go. This will help the baby be more confident in moving and practicing his/her motor skills.

SPLISH AND SPLASH

Get a small basin/tub that the baby can reach into and fill it with water. You can put floating objects (e.g. plastic toys, cups) and let the baby splash the toy around. Make sure that the baby has an adult companion at all times. This activity will help the baby develop his/her motor and sensory skills.

www.eccdcouncil.gov.ph

ITED Campaign

Positive Parenting

October 25, 2021
11:00 AM

Elizabeth King-Santos
ECE Lecturer, Wesleyan University, Kalayaan College, and Mission Ministries Philippines
Director for Programs, Homeschool Global Roces

www.eccdcouncil.gov.ph

Handling Parental Stress

October 26, 2021
11:00 AM

Julius A. Bernal Jr., Ed.D.
Educator and Behaviorist
Programs and Training Director, J.A. Bernal Center for Exceptional Children

www.eccdcouncil.gov.ph

What is the Center-based Program implemented in Alternative Venue (CBPAV)?

It is an alternative delivery mode for the learning continuity plan for young children. It is also a response to the disruption of delivery of ECCD programs and services due to the occurrence of disasters and emergencies in an affected locality.

Disasters: typhoon/flood, volcanic eruption, armed conflict, earthquake, disease outbreak.

Center-Based Program (CBCP) → CBPAV → Temporary Learning Spaces (TLS)

www.eccdcouncil.gov.ph

The ECCD Council believes that even in the presence of disasters and emergencies, children's learning should never stop.

The CBPAV was conceptualized to ensure that all 0-4-year-old children are continually provided with learning opportunities and experiences even at home or in other alternative venues.

www.eccdcouncil.gov.ph

CBPAV Campaign

The total number of people reached by the campaign in a span of four months is 1,727,600. There were a total of 64 posts, 26 of them were videos or Facebook Live Sessions, and the total engagement rate for all posts is 12%.

ECCD Council Song and Advocacy Videos






The **ECCDC Song** was conceptualized in order to strengthen the ECCD Council's brand identity in order to reach more female and male stakeholders through a gender responsive song.

Specifically, it aims to widen the reach of information on ECCD on an international scale; to produce a gender responsive jingle that will become a recognizable branding element of the Council; and to be able to capture both female and male stakeholders' attention through a catchy and enjoyable song that is also relevant to the Council's programs and activities that are used to achieve its mandate.

<p style="text-align: center;">ECCD Council Jingle (English)</p> <p style="text-align: center;"><i>CHORUS</i> Kasama mo ang ECCD Council Mag-aral, maglaro, at lumaki Tuklasin natin ang pag-alaga ng batang Minamahal ng pamilya</p> <p style="text-align: center;"><i>VERSE 1</i> Ang unang apat na taon Mahalaga sa bawat bata Pagsalita, paglakad, at pagkanta Matutuklasan nila</p> <p style="text-align: center;"><i>PRE-CHORUS</i> Kailangang matulog, kumain Mag-hi at mag-yehey Kasama ang pamilya't kaibigan Kinabukasan ay gaganda</p> <p style="text-align: center;"><i>CHORUS</i> Kasama mo ang ECCD Council Mag-aral, maglaro, at lumaki Tuklasin natin ang pag-alaga ng batang Minamahal ng pamilya</p> <p style="text-align: center;"><i>VERSE 2</i> Kita-kits sa CDC Matuto tayo ng sama-sama Pahalagahan ang karapatan Ng baw't batang nangangarap</p> <p style="text-align: center;"><i>PRE-CHORUS</i> Kailangang matulog, kumain Mag-hi at mag-yehey Kasama ang pamilya't kaibigan Kinabukasan ay gaganda</p> <p style="text-align: center;"><i>CHORUS</i> Kasama mo ang ECCD Council Mag-aral, maglaro, at lumaki Tuklasin natin ang pag-alaga ng batang Minamahal ng pamilya</p> <p style="text-align: center;"><i>OUTRO</i> Kasama mo ang ECCD Council Kasama mo ang ECCD Council</p>	<p style="text-align: center;">ECCD Council Jingle (English)</p> <p style="text-align: center;"><i>CHORUS</i> Learn, play, grow with the ECCD Council Guiding us through the early years Help us know what is best for our children As we raise our family</p> <p style="text-align: center;"><i>VERSE 1</i> The first four years of a child Are special in every way They learn how to walk and talk To sing and dance all day</p> <p style="text-align: center;"><i>PRE-CHORUS</i> They need to eat well, sleep well Say hi and shout yehey With the help of friends and family Their future will be great</p> <p style="text-align: center;"><i>CHORUS</i> Learn, play, grow with the ECCD Council Guiding us through the early years Help us know what is best for our children As we raise our family</p> <p style="text-align: center;"><i>VERSE 2</i> Let's meet at the CDC To learn as a community And celebrate the right of every child To a healthy life full of smiles</p> <p style="text-align: center;"><i>PRE-CHORUS</i> They need to eat well, sleep well Say hi and shout yehey With the help of friends and family Their future will be great</p> <p style="text-align: center;"><i>CHORUS</i> Learn, play, grow with the ECCD Council Guiding us through the early years Help us know what is best for our children As we raise our family</p> <p style="text-align: center;"><i>OUTRO</i> Learn, play, grow with the ECCD Council Learn, play, grow with the ECCD Council</p>
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ECCDC Song Lyrics

The song has a Filipino and English version and will be released during the programs that will be implemented in the year 2022. It will also have a music video that is currently being produced together with the 2021 ECCDC Advocacy Video Package.

PICTURE	SCENE	LYRICS
	<p>supers: Learn play grow</p>	<p>CHORUS: Learn play grow</p>
	<p>supers: ECCDC Teachers guide and support their students</p>	<p>with the ECCD Council Guiding us through the early years</p>
	<p>Doctor checking toddler's weight</p>	<p>Help us know what is best for</p>
	<p>supers: Family parents with their children</p>	<p>our children As we raise a family</p>
	<p>transition</p>	

Music Video Storyboard

The **ECCDC Advocacy Video Package** consists of nine videos. Seven are instructional videos regarding 1.) NCDC Investment and ECCDC-Funded Programs, 2.) Developmentally Appropriate Practices, 3.) National Early Learning Curriculum (NELC), 4.) Learning Environment, 5.) ECCDC Checklist Demo 1, 6.) ECCDC Checklist Demo 2, and 7.) Curriculum Content and Strategies. There are also two marketing videos regarding 1.) First 1000 Days and 2.) Family Support and Community Partnership. Lastly, a music video for the ECCDC Song is also included in the package. Pre-production and filming were already concluded in 2021 and the editing, finalization, and release of the videos will be conducted in 2022.



Behind the Scenes Photos during Production

Distribution of Information, Education, and Communication (IEC) Materials

The ECCD Council heavily utilized social media as its primary communication platform for 2021 and in order to reach people who do not have access to the Internet and social media platforms, flash drives containing all the Information, Education, and Communication (IEC) materials that were produced by the Council were distributed to 82 provinces in the country. These were disseminated through the Provincial Social Welfare and Development Officers through an advisory with a flash drive sent via courier. The flash drives contained:

- Kwentuhang Bulilit Season 1 Episodes;
- Infographics and Videos about the National Child Development Centers, Buwan ng Wika, Infant and Toddler Development, and Center-based Programs Conducted in an Alternative Venue (CBPAV); and
- Copies of the webinars during the Early Years Fair, specifically Child Development Teacher/Worker Webinar, Barangay Summit, PSWDO Forum, and the Multi-Sectoral Forum.

Early Years Fair Events

The 2021 Early Years Fair theme *Ligtas na Paglalaro, Karapatan ng Bawat Batang Pilipino* focused on the importance of play in early childhood care and development. It provided a venue for stakeholders to have a deeper understanding and appreciation of the importance of play in the development of a child, the betterment of the community, and its crucial role in nation building. The Council engaged the services of a media group to manage the conduct of the Fair.



With a total of seven events, the overall reach of the 2021 Early Years Fair in the Facebook platform was **1,665,333**, the videos were watched by **165,617** stakeholders, and had a total engagement rate of **9% or 150,582** reactions and comments for all the videos and promotional materials. Meanwhile, there were a total of **2,437** viewers on the YouTube platform and a total of **876** Zoom participants. The online events, and its promotional materials, were also cross posted in the Official Facebook Page of the Department of Education.

Ligtas na Paglalaro, Karapatan ng Bawat Batang Pilipino

Early Years Fair Launch for the General Public

November 5, 2021



The objectives of the launch is to strengthen the Filipino families' understanding of the value of play; and to engage families and community members in supporting children's rights to be provided with resources and safe spaces to play in.

The launch was a recorded video that contained three segments: 1.) recorded video of support from key stakeholders, 2.) an AVP on the importance of Play, and 3.) guest performances by children (UP Cherubim) and for children (UP College of Music Students performing their original composition).

The livestream was able to maintain a minimum of 500 viewers and it peaked at 593 throughout the duration of the program. The table below shows the breakdown of the data gathered from all social media platforms:

Facebook		
	Video Livestream	Teaser(s)
Reach	170,223	543,441
Views	32,627	-
Engagement	23,118	27,489
YouTube		
	1,700	

Makipaglaro para sa Pagkatuto ng Batang Pilipino

Webinar for Child Development Teachers/Workers

November 12, 2021

The objectives of the webinar is to provide clear and teacher-friendly guidelines on how to teach through play; to ensure ongoing training/professional development for teachers to build practical skills on teaching using play-based methodologies; and to provide resources to support teachers to further understand the value of play.

The program started with a keynote speech from the ECCD Council's Deputy Executive Director, Mr. Rommel Isip entitled, '*The teacher's role in supporting learning through play amidst the pandemic.*' It was then followed by presentations from three speakers. Ms. Sarah Edjan, discussed the topic on '*Planning child and family centered play activities for children at home*', followed by Ms. Charissa Rossa Gavino and her presentation on '*Learning through play in a rural setting*', and Ms. Tina Zamora and her presentation on '*Learning through play in an urban setting*'.



Lastly, the table below shows the breakdown of the data gathered from all social media platforms:

Facebook		
	Video Livestream	Teaser(s)
Reach	92,442	245,709
Views	37,421	-
Engagement	28,009	12,632
YouTube		
N/A		
Zoom		
638		
Released Certificates of Participation		
2,342		

Sa Bawat Barangay, ang Paglalaro ay Ligtas at Suportado

Barangay Summit: Webinar for City/Municipal Social Welfare and Development Officers (C/MSWDOs), Liga ng Barangay/ABC President, Parent Representatives from Child Development Centers

November 18, 2021

The objectives of the webinar is to discuss how community involvement can support and protect children's rights to play in the Barangay level; to discuss how supporting parents in the barangay can help them protect their child's rights to play; and to share the importance of safe play spaces in the barangay.



The program started with a keynote speech from an ECCD practitioner in New Zealand, Ms Grace Arceo-Infantado, and she shared how the country and its citizens protect children's right to play. Afterwards, Ms. Catherine Manzano of Save the Children talked about the importance of community engagement in learning through play, while Ms. Carleneth Fernandez-San Valentin of World Vision shared how parents can support children to play amidst the pandemic, and Ms. Marcela Donaal discussed safe spaces in the community where children's right to play is supported and protected.

The table below shows the breakdown of the data gathered from all social media platforms (teasers are included in the data of the PSWDO Forum as they were posted at the same time):

Facebook		
	Video Livestream	Teaser(s)
Reach	31,544	-
Views	12,118	-
Engagement	10,294	-
YouTube		
165		
Zoom		
134		
Released Certificates of Participation		
686		

Sa Paglalaro, Lahat ng Bata ay Pantay-Pantay

PSWDO Forum: Online Forum for Provincial Social Welfare Development Officers
November 19, 2021

The objectives of the webinar is to understand the value of play in promoting equity among children in their provinces; and to support systems that will provide equal opportunities and access to play materials and spaces for children in the early years.



The program started with a keynote speech from the ECCD Council's Executive Director, Dr. Teresita G. Inciong, discussing the importance of play in ensuring equality amongst Filipino children. It was then followed by presentations from Ms. Evelyn Santiago, Executive Director of the Asia-Pacific Regional Network for Early Childhood (ARNEC) as she discussed how stakeholders can build systems to support children's rights to play while Ms. Nicole Andrea Reyes, Planning Officer of the ECCD Council, discussed how stakeholders can empower children's right to play by supporting integrated ECCD programs and services,

The table below shows the breakdown of the data gathered from all social media platforms:

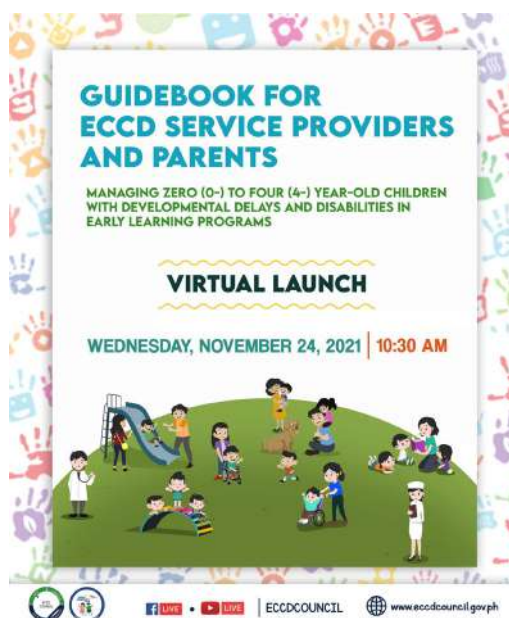
Facebook		
	Video Livestream	Teaser(s)
Reach	47,951	129,225
Views	21,457	-
Engagement	7,294	2,953
YouTube		
	98	
Zoom		
	31	
Released Certificates of Participation		
	60	

Launch of the “Guidebook for ECCD Service Providers and Parents: Managing Zero to Four Year Old Children with Developmental Delays and Disabilities in Early Learning Programs.”

November 24, 2021

The objectives of the launch is to promote inclusive early childhood education and learning opportunities for 0-4-year-old children with or at-risk for disabilities; to provide support to ECCD service providers in their crucial role in implementing early learning programs for children with or at-risk for disabilities; and to encourage participation of parents in the implementation of intervention activities for their own children.

Compared to the 2021 Early Year’s Fair launch, this event had a mixture of live elements and recorded videos. The host handled the program live and the recorded elements are the messages of support, guest performance, ECCDC initiatives, and the audio video presentation for the launch.



The table below shows the breakdown of the data gathered from all social media platforms:

Facebook		
	Video Livestream	Teaser(s)
Reach	50,651	81,042
Views	20,849	-
Engagement	16,001	6,578
YouTube		
	263	

Tulong-tulong sa Pagsulong ng Ligtas na Paglalaro para sa mga Batang Pilipino

Multi-Sectoral Forum: Government Sector, NGOs, and Private Sector

November 25, 2021

The objectives of the webinar is to understand the value of play to all levels of governance and its investment returns if supported, and to achieve a multi-sectoral collaboration in order for Filipino children to have equal opportunities and access to play materials and spaces.



The program started with a keynote speech from Senator Sherwin Gatchalian discussing how policies are important in protecting children’s rights to play. It was followed by a presentation from Ms. Psyche Olayvar of UNICE Philippines as she discussed the importance of opening child friendly spaces for the continuation of play-based learning. This was followed by Ms. Jenny Lea Tan Menchavez of RAFI-Dolores Aboitiz Children’s Fund as she discussed the private sector’s approach in supporting play programs in communities. Lastly, Dr. Rita Lucas of Centro Escolar University and Ms. Eya Oropilla of Western Norway University discussed the role of research in protecting children’s rights to play.

Insights on the role of nutrition and the media were also shared by Executive Director of the National Nutrition Council, Dr. Azucena Dayanghirang, and the Executive Director of the National Council for Children’s Television, Ms. Desideria Atienza.

The table below shows the breakdown of the data gathered from all social media platforms:

Facebook		
	Video Livestream	Teaser(s)
Reach	41,915	80,088
Views	14,216	-
Engagement	9,569	2,140
YouTube		
90		
Zoom		
73		
Released Certificates of Participation		
825		

Ligtas na Paglalaro, Karapatan ng Bawat Batang Pilipino

Closing Ceremony for the General Public

November 26, 2021

The goal of the closing ceremony is to strengthen the Filipino families' understanding of the value of play; and to engage families and community members in supporting children's rights to be provided with resources and safe spaces to play in.



The event was conceptualized with the Filipino family and their young children as target participants. The event started with a welcome message from Dr. Teresita G. Inciong and a message of support from Ms. Normina Mojica from the Council of the Welfare of Children (CWC).

The program consisted of a storytelling session by Mr. Rey Bufi, a music and dance session by Ms. Camille Castro, a cooking demo by Ms. Lailo Pornel-Espital and her son Nayon, and lastly an arts and crafts activity by Ms. Chiradee Jimenez. Each session was pre-recorded and had a running time of at least 10 minutes and a maximum of 15 minutes. It also ended with a special performance by Chadd Taguines, a five year old pianist from Bacolod City.

The table below shows the breakdown of the data gathered from all social media platforms:

Facebook		
	Video Livestream	Teaser(s)
Reach	49,878	98,224
Views	18,419	-
Engagement	8,151	2,986
YouTube		
121		



D. ECCD Management Component

QUALITY ASSURANCE THROUGH ECCD STANDARDS AND GUIDELINES

*“The ECCD System shall ensure that the National ECCD Program is implemented in accordance with quality standards for **Accreditation** and for this purpose there shall be established a National ECCD Monitoring and Evaluation Framework”* as mandated by law in RA 10410, the ECCD Council, in compliance to it, continuously ensures that all Programs, Projects and Activities (PPAs) focused on Early Childhood Care and Development (ECCD) are in accordance to the approved Standards and Guidelines. For almost two (2) years that the country has been challenged by the pandemic where programs for children were greatly affected, Local Government Units opted to cease PPAs particularly in their Child Development Centers/ Learning Centers (CDCs/LCs) in addition to the private learning centers whom have also stopped operations.

R.A. 10821 known as the “Children’s Emergency Relief and Protection Act” states that, *Sec. 4 **Comprehensive Emergency Program for Children** (f) ...concerned LGUs shall ensure the prompt resumption of educational services for all children, including early childhood care and development for children aged below five (5) as such, it is the Council’s supreme objective that amidst the situation, quality delivery of integrated ECCD programs and services were provided to families with children ages 0 to 4 years old. Continuous roll-out of the quality standards and guidelines through the Recognition of CDCs/LCs to ensure that there is a comprehensive monitoring and evaluation of all PPAs implemented all throughout the country.*

To ensure that all centers providing programs and services were compliant to the Standards and Guidelines, the assessment of public and private CDCs/LCs continued amidst the pandemic. The status is as shown on the table below:

Recognition of Public and Private Child Development Centers/Learning Centers (CDCs/LCs) as CY 2021	
Certified External Evaluators (Issued Certificates of Proficiency)	291
Conferred CDCs	594
Deferred CDCs	30

Draft Accreditation Guidelines were finalized and submitted last Dec. of 2021 by the hired consultant of the ECCD Council which will be presented for the CY 2022 ECCD Council Governing Board. This is in compliance to the mandate of the council to accredit worthy ECCD Service Providers in accordance to the quality National ECCD Standards.

ECCD PROGRAMS CONDUCT OF MONITORING AND PROVISION OF TECHNICAL ASSISTANCE

In 2021, the ECCD Council's program officers from the Programs and Policy Unit continued to conduct desk monitoring and provide technical assistance to Child Development Teachers (CDTs) in National Child Development Centers (NCDCs). The program officers were assigned with specific regions to mentor and assist the CDTs in the delivery of ECCD programs and services in the form of Center-based Program implemented in Alternative Venues (CBPAV).

During the first few months of 2021, technical assistance provided focused mainly on preparation of weekly plans and how to conduct assessment using the ECCD checklist given that young children stay at home and assisted by their parents. The CBPAV is relatively new to the CDTs since it was initially implemented in October 2020 to address the young children's need for learning continuity. This was in response to COVID-19 pandemic that led to the closure of NCDCs and Child Development Centers (CDCs) and community lockdowns. Program officers conducted regular technical assistance sessions to ensure that CDT mentees understand how CBPAV is implemented.

In March 22 to April 23, an online survey was conducted to gather information on how CBPAV was implemented by Child Development Workers and Teachers (CDW/Ts) in the country. The survey aimed to find out what preparations and activities were implemented by CDW/Ts, what challenges did they encountered, and how did they respond to those challenges. A total of 6,007 CDW/T respondents participated in the survey, equivalent to 11% of the estimated population of 55,000 CDW/Ts around the country. Result findings showed that even when faced with a lot of challenges particularly on threats on health and safety, lack of transportation, and lack of resource materials, CDW/Ts kept a positive attitude and outlook that truly served as their strength and motivation to continue serving young children and their family. The final report was written and submitted to the ECCD Council Executive Committee.

In October, the ECCD Council's Information, Education, Communication and Advocacy Unit in coordination with the Programs and Policy Unit led the social media campaign for CBPAV through the council's official Facebook page. The goal of which is to disseminate information to the general public about CBPAV being an alternative learning delivery response during emergencies. Aside from clearly describing the program, the role of the parents was highlighted which according to the CDTs mentored, helped them to better explain the program to the parents of their students and emphasized on the importance of parental involvement in their child's learning opportunities. The CBPAV campaign also produced resource materials that can be used by CDW/Ts and parents of 0-4-year-old

The Way Forward: An Online Orientation on the Operationalization of the NCDC and ECCD Programs

The ECCD Council, committed to its thrust of providing access to quality ECCD programs, continues to partner with Local Government Units in establishing National Child Development Centers amidst the Covid-19 Pandemic. The NCDC serves as the flagship program of the ECCD Council and serves as the convergence point of ECCD programs in the locality.



In 2021, the Council through *The Way Forward: an online orientation on the operationalization of the NCDC and ECCD Programs*, has oriented 93 LGUs against a target of 114 LGUs all over the country for the immediate utilization of the NCDC in their locality. The online orientation was conducted in 13 clusters throughout the month of May 2021 with the Local Chief Executives and other LGU officials present during the event.



The orientation aimed to:

1. orient the LGUs with newly established NCDCs on the interim activities in the operation and immediate utilization of the NCDC;
2. provide an overview of ECCDC- funded human resource development programs to key LGU personnel to their preparation and appropriate action;
3. provide an online platform for questions and clarifications that may be raised by LGUs in the operation of the NCDC; and
4. establish a consolidated database of newly established NCDCs for ease of communication in the provision of technical assistance

During the online orientation, LGUs were introduced to the National ECCD System and how the ECCD Council aims to achieve all the components of the system through its three-pronged approach of *Access, Quality, Sustainability and Efficiency*, and *Accountability*. The Online Orientation also served as a venue for LGUs with newly established NCDCs to get clarifications on the operation of the NCDC and the LGU counterparts. It is recommended that the Online Orientation be continued before providing any HRD Program to LGUs with newly established NCDCs to ensure that LGUs are equipped with the necessary knowledge of utilizing the NCDC.

Development of the Guidebook for ECCD Service Providers and Parents Managing Zero (0-) to Four (4-) Year-Old Children with Developmental Delays and Disabilities in Early Learning Programs

The development of the Guidebook for ECCD Service Providers and Parents Managing Zero (0-) to Four (4-) Year-Old Children with Developmental Delays and Disabilities in Early Learning Programs began in September 2020. It was conceptualized to address the challenges to inclusion in early childhood education, provision of appropriate accommodation to children with disabilities, and lack of knowledge of ECCD service providers and parents/family in managing children with disabilities. The primary aim of the guidebook is to help service providers and parents to manage children with disabilities through practical intervention activities.

A team of writers from the Programs and Policy Unit of the ECCD Council along with the guidance of ECCD consultants worked together in the initial stages of writing until the end of January 2021. The first draft went through a validation phase on February 7-15, 2021 by a number of experts/specialists and practitioners. A total of 18 validators composed of professors in the field of Special Education, Family Life and Child Development, and Rehabilitation Medicine, and practitioners such as Speech and Occupational Therapists, Local Social Welfare and Development Officers, Child Development Teachers, and parents of young children with disabilities, participated in the initial review to validate the content and applicability of the guidebook and tools in the local setting.

The comments and recommendations were addressed by the team of writers and consultants and greatly considered for its revision. The second draft was sent to the same body of validators a week prior to the scheduled Finalization Program. The revised draft as well as the revisions made particular to validation comments were presented on May 11, 2021 via Zoom meeting for discussion of new inputs and final agreements.

In consideration of the recommendations and final agreements between the validators, writers and consultants, the revisions and refining of the guidebook content and tools were done in the succeeding months. The final draft of the content of the guidebook was approved in August 2021 by the ECCD Council's Executive Committee.

The guidebook presents three main parts: 1) Background, Rationale and Objectives; 2) The Pathway to Inclusive Early Childhood Education; and 3) The Guide Process. Sample forms/sheets such as Observation Form, Developmental Milestones Checklist, Child Intake Form, Individual Learning and Development Plan, Weekly Learning Plan, Activity Evaluation Checklist, Table Guide for Children with Developmental Delays and Disabilities are in the appendices.

The design and layout of the guidebook was led by the ECCD Council's Information, Communications and Technology Unit. After the approval of the design by the Executive Committee and a series of proofreading from the writing team, the guidebook was sent for printing in October 2021.

The guidebook was launched on November 24, 2021 through the ECCD Council's official Facebook page as part of celebration of the National Children's Month and the Early Years Fair. It was announced in the event that printed copies of the guidebook together with support videos will be delivered to all Local Government Units across the country, particularly to Provincial/City/Municipal Health Offices, Nutrition and Action Offices, Social Welfare and Development Offices, and National Child Development Centers.

Early Childhood Care and Development (ECCD) in Emergencies: Training of Trainers

In 2021, the ECCD Council finalized the development of the **Training Module on Early Childhood Care and Development (ECCD) in Emergencies for 0 to 4 Year Old Filipino Children**, which was developed to capacitate local government units (LGUs) to mainstream ECCD in Emergencies initiatives in their Local Disaster Risk Reduction and Management Plan (LDRRMP). The Training of Trainers program was subsequently implemented online to the Provinces of Quirino, Eastern Samar, and Zamboanga del Norte.

The participating provinces were selected given the context each one provided, including areas that experience tropical storms and flooding, possible armed conflicts, and the current COVID-19 pandemic. As part of the cascade design of training provincial trainers, officers from the following offices were invited: (1) Provincial Disaster Risk Reduction and Management Office, (2) Provincial ECCD Office, (3) Provincial Health Office, (4) Provincial Nutrition Office, (5) Provincial Planning and Development Office, and (6) Provincial Social Welfare and Development Office.

Distribution of Participants (Provincial Trainers)		
Province of Quirino	5 Female; 2 Male	PDRRMO, PECCD, PHO, PSWDO
Province of Easter Samar	4 Female	PDRRMO, PHO, PNO, PSWDO
Province of Zamboanga del Norte	3 Female; 3 Male	PDRRMO, PHO, PNO, PPDO, PSWDO

Table 1. Distribution of Participants

The Training of Trainers program was designed to implement the six sessions of the Training Module, covering a series of topics that would contribute to the development of the local ECCD in Emergencies Plan. Due to the COVID-19 pandemic, the program was implemented online, including lectures and workshops. The Zoom platform was primarily used, complemented with Google Docs, Google Sheets, and Google Slides for workshop activities. In addition, to support their participation, a communication allowance amounting to 800 pesos was provided to each participant.

Schedule of Activities of Training of Trainers on ECCDiE	
August 24, 2021	Orientation of Participants
September 14, 2021	Session 1 Upholding Children's Rights in Disasters and Emergencies Session 2 Understanding Child's Growth and Development in the Context of Emergencies

September 16, 2021	Session 3 Early Childhood Care and Development in Emergencies (ECCDiE): Risks and Impacts
September 28, 2021	Session 4 Early Childhood Care and Development in the Comprehensive Emergency Program for Children
September 30, 2021	
October 5, 2021	Session 5 Early Childhood Care and Development Situation Assessment and Gap Analysis
October 7, 2021	
October 12, 2021	Session 6 Early Childhood Care and Development in Emergencies (ECCDiE) Plan
October 14, 2021	

Table 2. Schedule of Activities of Training of Trainers on ECCDiE

The online Training of Trainers raised convenience and challenges in its implementation. Its online nature allowed for participants to participate from a distance, even extending its participation to other related offices when necessary. However, the online implementation limits the participants' attention and focus to the program due to other urgent matters that come up during the training. Participants also experienced unstable internet connection that restricted their participation.

Moreover, the schedule of the Training of Trainers experienced delays due to unavoidable circumstances. Tropical storm Jolina posed delays as participants experienced internet disruptions, and certain service providers had to attend to emergency needs. A number of participants were also exposed to COVID-19 resulting in the need to quarantine. Given the limitations of quarantine facilities, participants were unable to participate in some sessions due to lack of internet access.

Following the Training of Trainers implementations, each participating province was provided with materials and resources for its continued roll out. This included presentation slides, session recordings, and other reference materials. Physical copies of the Training Module on Early Childhood Care and Development (ECCD) in Emergencies for 0 to 4 Year Old Filipino Children were provided, depending on the number of municipalities under the province. This aims to ensure that each municipality is provided with four copies, which can be used as they roll this out to the local government units.

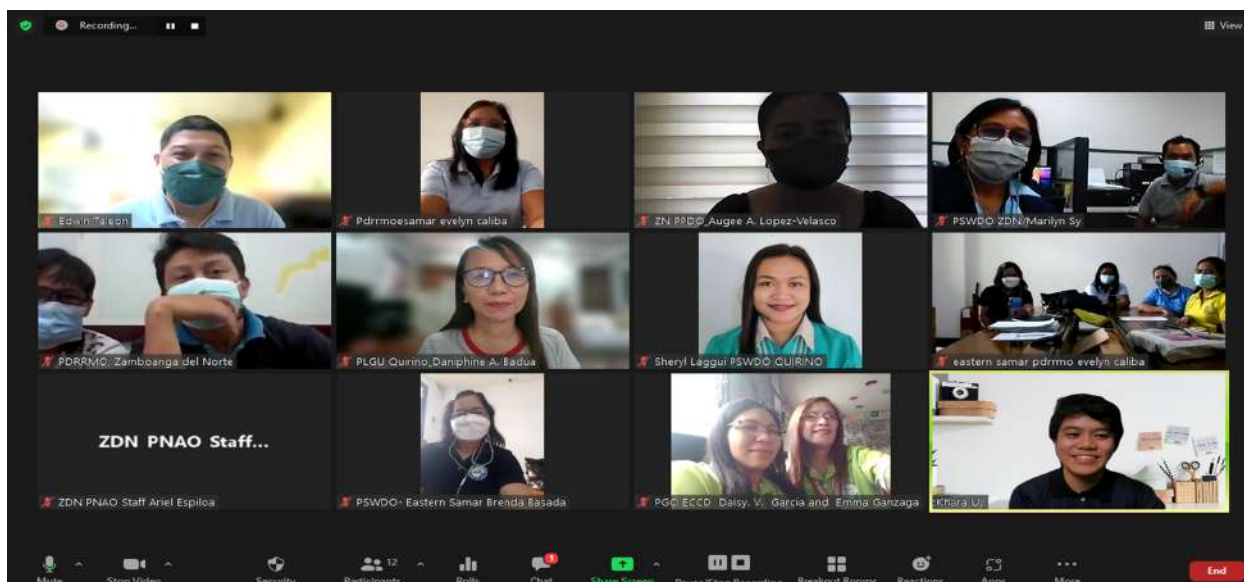


Image 1. Training of Trainers on ECCD in Emergencies Facilitators and Participants

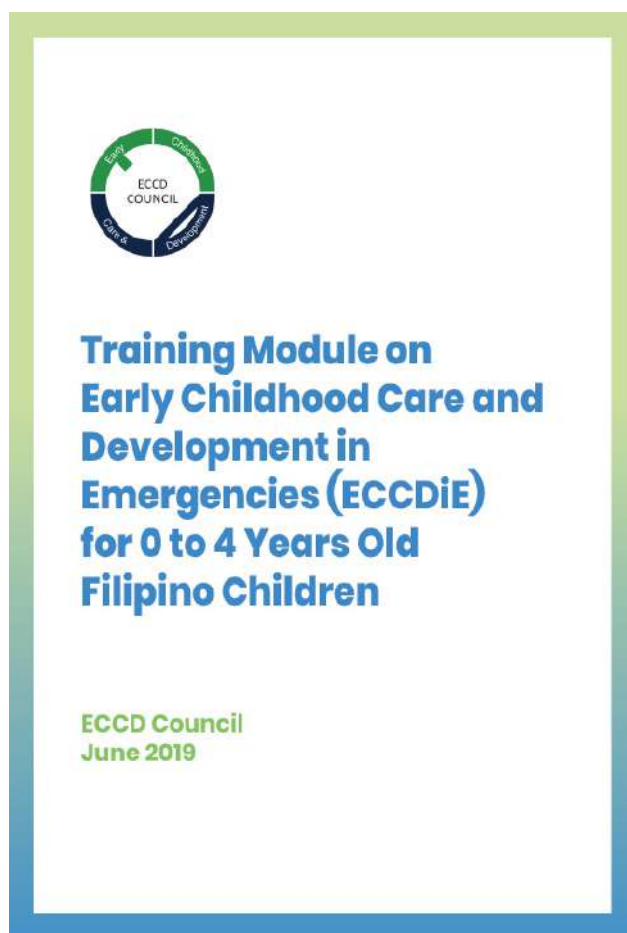


Image 2. Training Module on Early Childhood Care and Development in Emergencies (ECCDiE) for 0 to 4 Year Old Filipino Children Cover

Partners Dialog on Promoting Quality ECCD

The 2021 Partners Dialog on Promoting Quality ECCD, with the theme “Enriching ECCD Quality through Alliance Building and Joint Program Initiatives” was held in September 2021. Its overall aim was to solidify the inter-sectoral partnership of the ECCD Council with different stakeholders towards the achievement of quality early childhood care and development for children 0 to 4 years in the country. Its specific objectives were:

1. To further strengthen ECCD Council partnership with institutions involved in early childhood care and development—government, non-government organizations, private agencies, faith-based groups, and business establishments;
2. To provide a platform for dialogue and sharing of ECCD practices and experiences and updates with regards to the implementation of ECCD programs and services, and disseminate this information to other stakeholders in ECCD
3. To identify areas of further partnership and cooperation through joint programs/projects, and reinforce the commitment to the delivery of quality early childhood care and development in the country;
4. To undertake ECCD service mapping, both geographical area and program focus, in order to achieve complementation and reduce duplication of ECCD initiatives

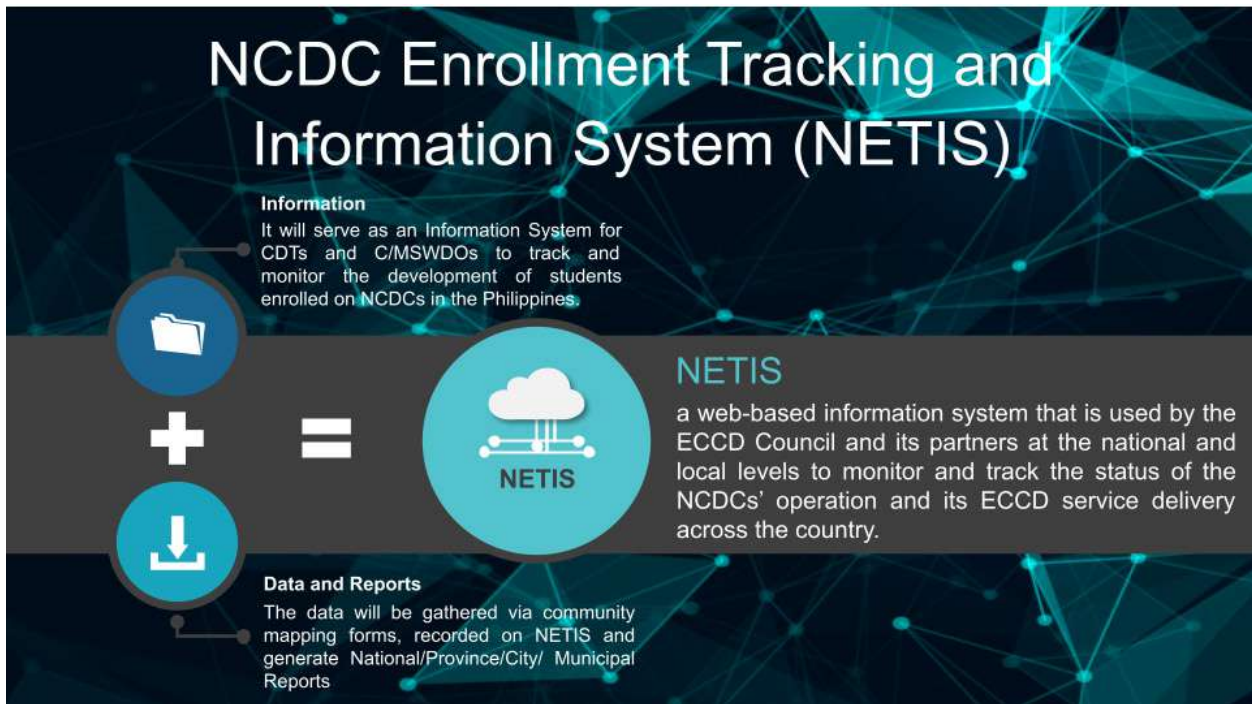
The primary expected output of the Dialog was to further strengthen partnership of the ECCD Council with ECCD partners through joint ECCD initiatives from the national to the local levels. It is further expected that these joint initiatives would showcase good ECCD project experiences and would serve as models for other NGOs and business groups so that they get motivated to embark on programs and projects that would benefit the 0 to 4 years old children in the country.

Participated were officials of the following institutions: ARNEC, ChildFund, Save the Children, World Vision, EDUCO, Plan Philippines, Tan Yang Kee Foundation, Ramon Aboitiz Foundation, Inc. It was a half-day dialog designed and conducted through the ECCD Council Website, Facebook Page, and YouTube Channel. The participants each made an eight to ten (8-10) minute presentation of their ECCD initiatives for 0-4 year old children. After the sharing, the participants undertook ECCD service mapping, both on geographical coverage and program focus, in order to achieve complementation and reduce duplication of ECCD initiatives. These organizational sharing and mapping of ECCD activities were recorded for documentation purposes. The Head of the ICT Unit of the Council presented the Google Map database of ECCD sites in the country, namely: demographics and NCDC data such as learners' profiles and program of activities.



ICT-Based Council Initiatives

NCDC ENROLMENT, TRACKING AND INFORMATION SYSTEM - NETIS



Being the major ICT initiative of the Council, the National Child Development Center (NCDC)-Enrolment, Tracking and Information System (NETIS) was continuously updated and enhanced to cater to and address the needs of its primary users (Child Development Teachers & City/Municipal Social Welfare and Development Officers) at the local government unit.

In 2021, an offline version of the system was developed aimed to address the internet connectivity issues of some LGUs especially those located in remote areas. With the offline version, the CDT can encode data into the system even without connectivity and can just upload the encoded data whenever an internet connection is present.

NCDC Enrollment Tracking and Information System Offline



In addition, the following enhancements and updates were also initiated to ensure the smooth operation of the system:

- Migrated the NETIS to new server (poweredge r340)
- Updated the dashboard to enhance visualization of the system's summary of data
- Started the creation of a guest account for the dashboard
- Created a new controller that will support the offline version
- Removed the multiple user login using the same account



NETIS User's Orientation

Technical assistance, through the assigned NETIS Desk Officers from the ICTU was continuously provided to help the CDTs on the operation of the system. A virtual orientation of the system and its updates for selected CDTs was also conducted in the fourth quarter of 2021. Among the updates presented was the ongoing development of an offline version. A total number of ---- CDTs from various LGUs actively participated during the orientation.

ECCD COUNCIL MANAGEMENT AND INFORMATION SYSTEMS - ECCDC MIS

The ECCD Council Management and Information System 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.

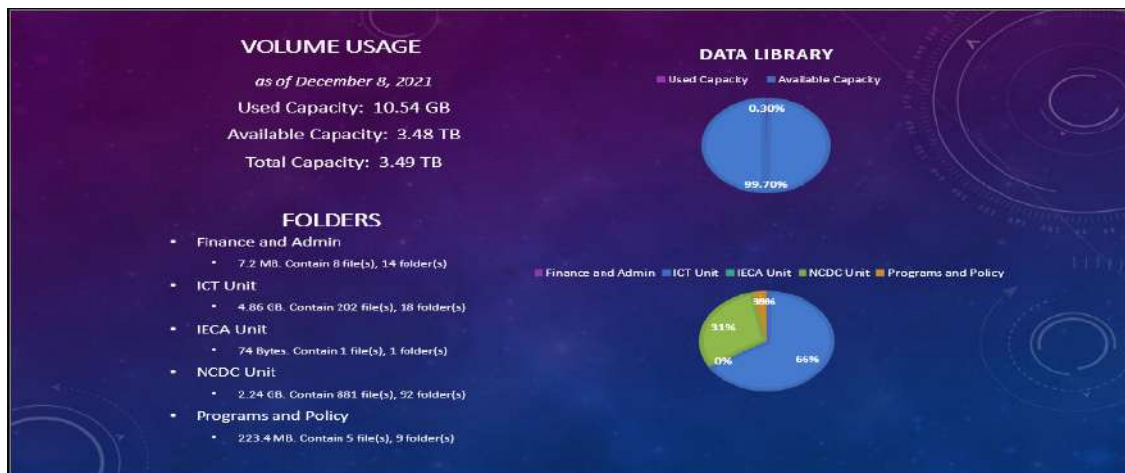
In 2021, the records management module of the MIS was fully operational and widely utilized by the Council while undergoing enhancements to address some software bugs and apply fixes. A functional Inventory Management Module was also deployed to familiarize its users and slowly transition from basic productivity applications to a semi-automated/automated inventory system.

The screenshot displays the 'Inventory Management' interface of the ECCD Council MIS. The page title is 'Inventory Management' and the date/time is '01/31/2022 - 01:18:44 PM'. The interface includes a sidebar with navigation options: Dashboard, Main Database, Records Management, NCDC, CDT, Inventory, and Reports. The main content area shows a dashboard with four summary cards: 'OFFICE INVENTORY/OFFICES' (32), 'ICT EQUIPMENT' (0), 'NCDC INVENTORY/SUPPLIES' (0), and 'ALMOST OUT OF STOCK' (21). Below the dashboard are buttons for '+ Add new Item' and 'RIS Module'. The 'List of Inventory' section includes a search bar and a table with the following data:

Stock no./Serial no.	Product name	Description	Type	Source of Fund	Availability	Action
1	Alcohol	Alcohol	Office Supply	Regular Fund (101101)	Out of stock	[+][x][refresh][print]
2	Arch file	Arch File (side mech)	Office Supply	Regular Fund (101101)	Out of stock	[+][x][refresh][print]
3	Arch file	Arch File (Top Mech)	Office Supply	Regular Fund (101101)	2 piece	[+][x][refresh][print]
4	Art Paper	Art Paper (Assorted Colors)	Office Supply	Regular Fund (101101)	Out of stock	[+][x][refresh][print]
5	Construction Paper	Construction Paper	Office Supply	Regular Fund (101101)	Out of stock	[+][x][refresh][print]
6	Ball pen	Ball pen (Ballpoint)	Office Supply	Regular Fund (101101)	177 piece	[+][x][refresh][print]

Network Attached Storage

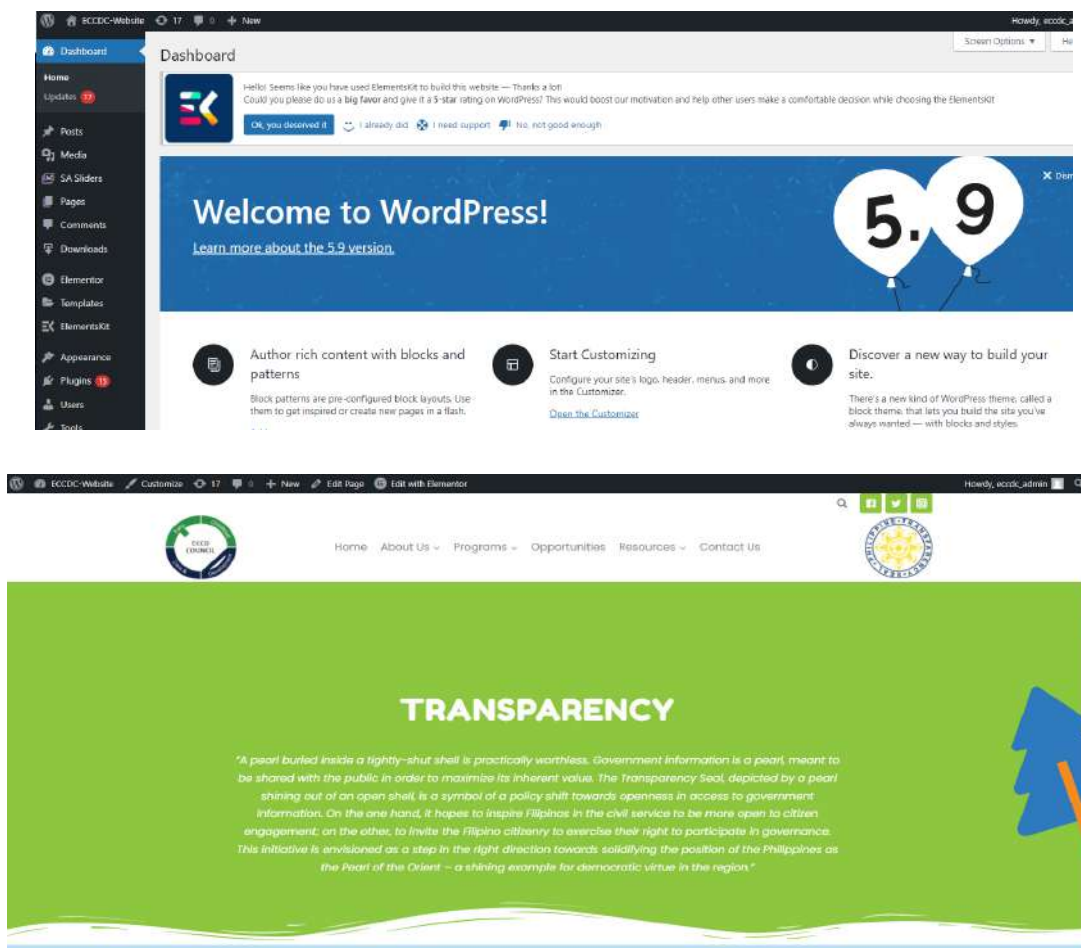
In support to the Council's MIS, a network attached storage (NAS) was installed to primarily serve as a shared and dedicated file storage for multiple users from all the units of the office. The NAS was deployed within the local area network (LAN) to allow easy access of the personnel from their workstations. It will also help each unit in archiving data and information and retrieving them whenever needed.



ECCD COUNCIL WEBSITE AND SOCIAL MEDIA PORTALS

The ECCD Council website was continuously updated and enhanced to meet the demands of ECCD partners/stakeholders and the general public. Development of a new interface was also done to be more user-friendly, interactive and easy to navigate. The new interface utilizes Wordpress CMS application to easily manage its contents and future postings.

Additionally, several financial and budget requirements were also incorporated in the website's transparency seal section as required by the Commission of Audit.



National Child Development Center

The National Child Development Center (NCDC) is the community-based flagship program of the ECCD Council. It is the ground level venue of the implementation of ECCD activities, particularly the Early Learning Program and the Family Support Program.

The Center aims to:

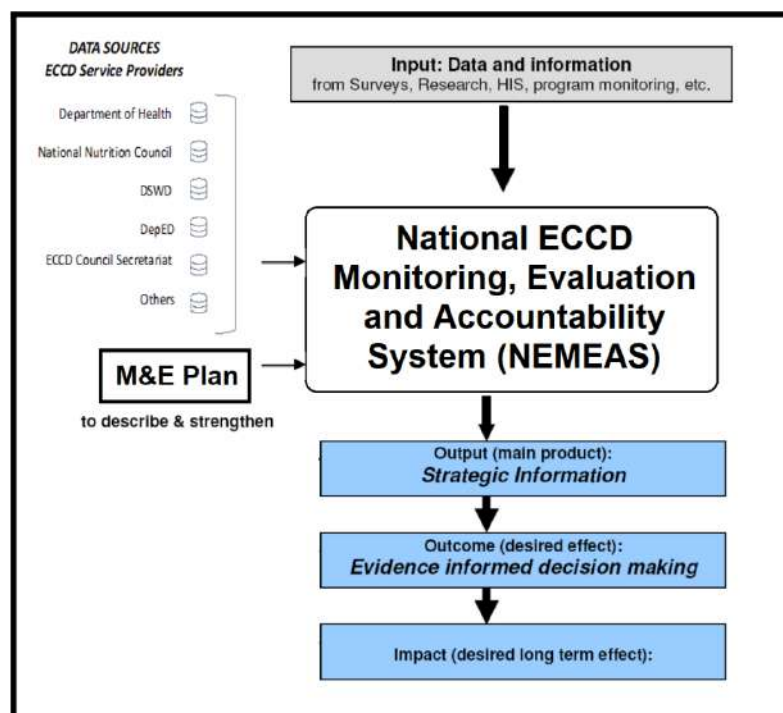
- introduce best practices of the integrated early childhood care and development services to children aged zero (0) to four (4);
- serve as a laboratory for conducting research and innovations about ECCD that will promote the continuing education and/or professionalization of ECCD service providers; and

NATIONAL ECCD MONITORING, EVALUATION AND ACCOUNTABILITY SYSTEM (NEMEAS) UPDATES

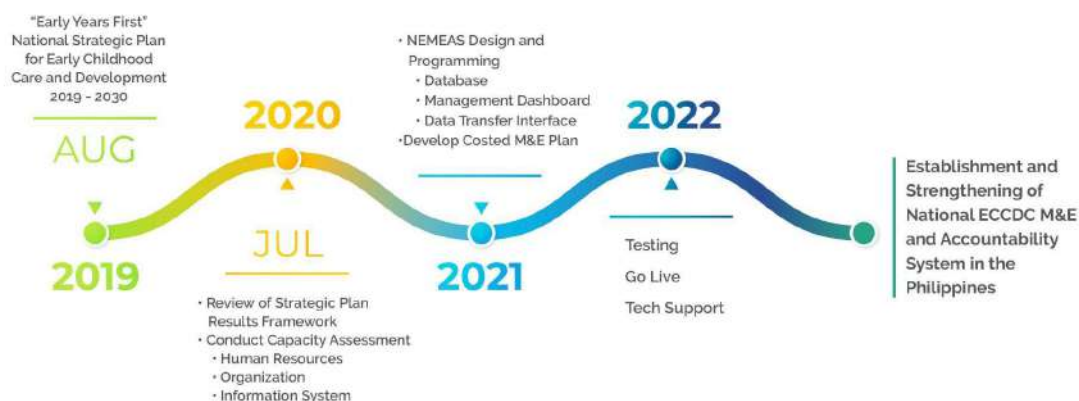
In 2021, the development of a Costed M&E plan for the NEMEAS has commenced and was targeted to be done on the last quarter of the year. *It is an accompanying document which describes what Results and corresponding Indicators to be monitored, the responsible agencies to do the monitoring and the cost associated in gathering data and maintaining the system.

The reports generated from the system are designed to inform Program Managers on the status of implementation which will serve as a guide to investigate further or seek additional information for better understanding of the situation and ultimately, making informed decisions.

***Context of the M&E Plan**



NEMEAS Updated Timeline



**Design of the National ECCD M&E and Accountability System – Jon Kapp, CSF, October 2021*

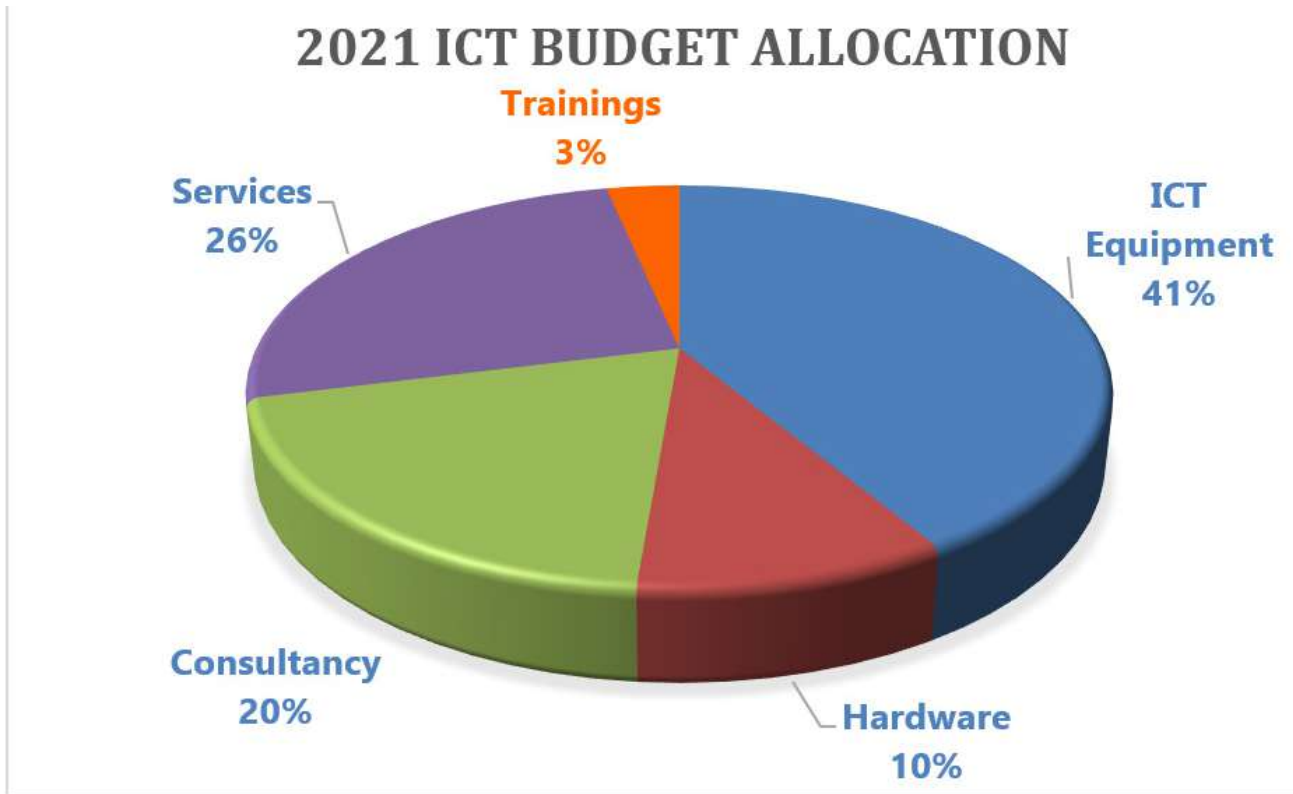
INFORMATION SYSTEMS STRATEGIC PLAN (ISSP)

The Information Systems Strategic Plan (ISSP) contains every agency's overall strategy which involves medium term (3 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 approved budget of Php 3,040,000.00 for FY 2021, Php 1, 909, 057 or 63% was utilized with the remaining balance to be utilized for continuing appropriations for FY 2022 under the same allocations.

The chart below shows the 2021 approved budget allocation per category:

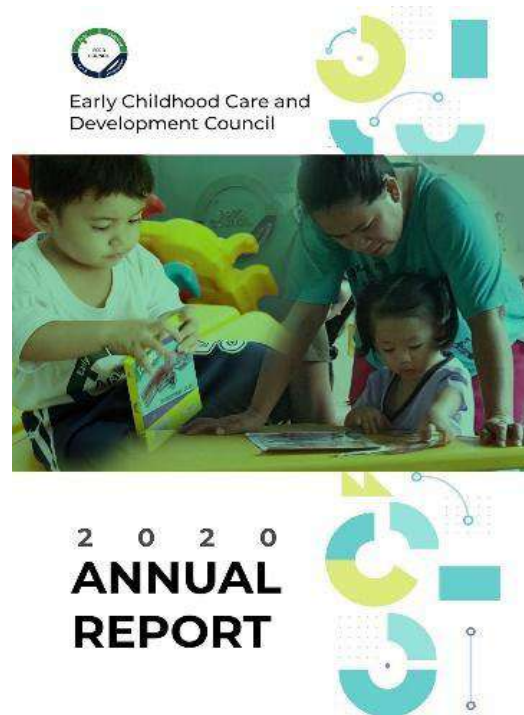
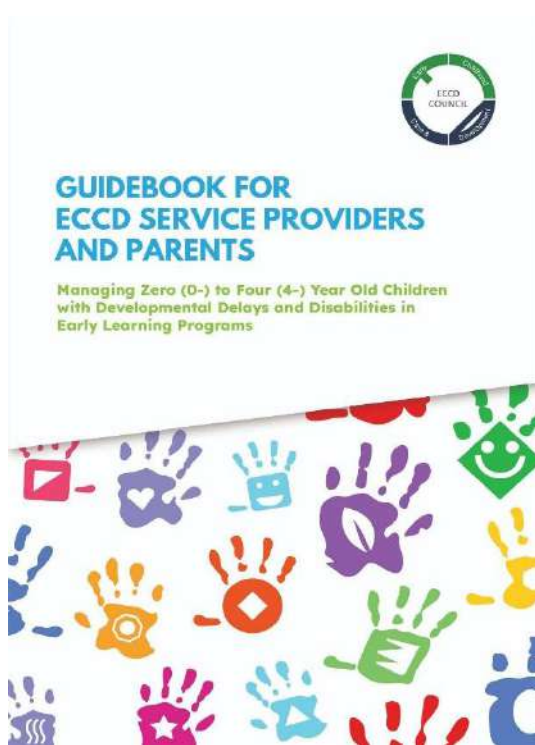
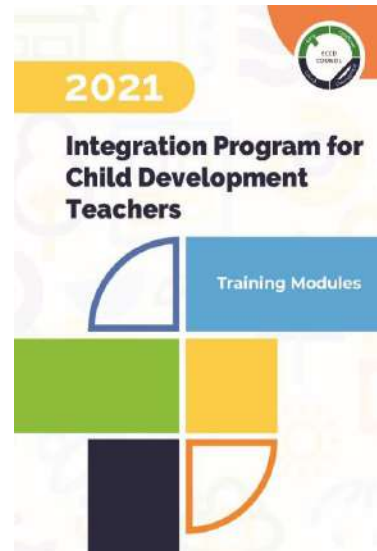
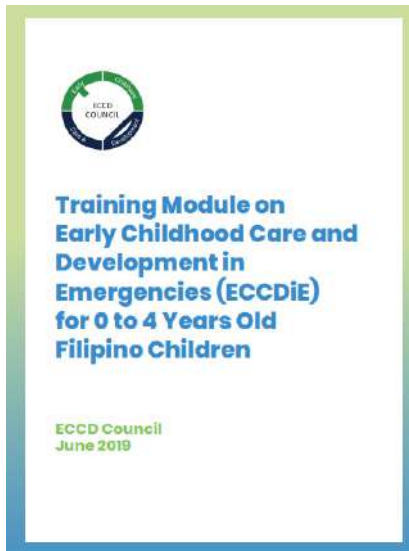


LAY-OUT AND DESIGN OF PUBLICATIONS, PROGRAMS & ADVOCACY MATERIALS

The ICTU also provided technical support to other units of the Council through the development of designs, layouts and graphical illustrations for various publications as well as program and advocacy campaign materials. These advocacy materials come in different formats: layouts and designs for the live-streaming of *Kwentuhang Bulilit*, documentation or annual/ activity reports, brochures, and institutional giveaways.

The following are some of the activities, publications and developed program/advocacy materials in 2021 in which the ICT Unit has been part of:

- Kwentuhang Bulilit
- Training Module on ECCD in Emergencies (ECCDiE) for 0 to 4 years old Filipino Children
- Guidebook for ECCD Service Providers and Parents
- Integration Program for Child Development Teachers
- ECCD Program Brochures/Flyers



Early Childhood Care and Development Council

TARGET BENEFICIARIES

For each target (L1 and ECEP) Council member:

- 1. Child Development Teacher who is assigned to manage the ECEP
- 2. Child Development Workers who are currently engaged to existing Child Development Centers (also known as Day Care Centers)
- 3. some college graduates
- 4. some with skills in an undergraduate degree (not always Education)

COURSES OFFERED

In line with the ECE curriculum that Tertiary Education Institutions are currently implementing, the following courses for respondents are offered under ECEP:

1. Bachelor of Education (including Child Development)
2. Bachelor of Education (including Child Development)
3. Bachelor of Education (including Child Development)
4. Bachelor of Education (including Child Development)
5. Bachelor of Education (including Child Development)
6. Bachelor of Education (including Child Development)
7. Bachelor of Education (including Child Development)
8. Bachelor of Education (including Child Development)
9. Bachelor of Education (including Child Development)
10. Bachelor of Education (including Child Development)

ACCOMPLISHMENTS

- 562 Child Development Teachers
- 489 Child Development Workers
- Started on Dec 2020

CHALLENGES

One challenge in running the program is the varying educational background of the participants - some do not have college degrees, some are graduates of non-Education courses, while some are Education graduates. This makes it difficult to design appropriate undergraduate or Master's degree programs a concern.

Knowledge with internet connectivity and COVID-19: Knowledge in using online learning tools (laptops, computers, learning platforms, etc.) also limits the ability of the program to be completely implemented and address testing.

Early Childhood Care and Development Council

TARGET BENEFICIARIES

Local Social Welfare and Development Officers or ECD Lead Officers

TARGET OUTCOMES

The LMIEP is designed to give participants a basic management course (in theory and practice), and to provide them with the necessary skills and knowledge to manage an ECD program effectively. A broader perspective on the ECD work context and the role of the ECD program in the community is also provided.

The program is expected to produce local leaders who will be able to effectively manage the ECD program in their respective communities.

ACCOMPLISHMENTS

- 520 Local Social Welfare and Development Officers
- 520 ECD Lead Officers
- Started on Dec 2020

CHALLENGES

The main challenge from limited learning to the extent that some participants were not able to attend the training due to their work schedule. This was addressed by providing the module and approach to the participants through a digital platform. The program also provided a digital platform for the participants to share their experiences and challenges in managing the ECD program.

IMPLEMENTATION SCHEME

Phase 1: Orientation and Introduction
Phase 2: Fundamentals of ECD
Phase 3: ECD Program Management
Phase 4: ECD Program Evaluation

LEADING AND MANAGING AN INTEGRATED ECD PROGRAM (LMIEP)

Results: An LMIEP was implemented in the Early Years Act of 2012, under the implementation of a comprehensive strategy and national ECD Plan for the nation. The program was implemented in a multi-sectoral and multi-agency collaboration as an LMIEP. The program is implemented in a multi-sectoral and multi-agency collaboration as an LMIEP. The program is implemented in a multi-sectoral and multi-agency collaboration as an LMIEP.

Nurture the Child Today

Roster of Private Schools offering Programs for 0-4 Years Old Children

* Required

Center Data

Name of the Center *

Your answer

Current School Administrator/Owner *

Your answer

Number of Branches *

Your answer

Date Established *

dd/mm/yyyy

Roster of Private School Learning Center/s


ECCDC COUNCIL

Early Childhood Care and Development Council

Other Accomplishments

Other accomplishments of the ICT Unit pertain to the day-to-day operation of the office including but not limited to:

- Technical support/hosting to the airing of Kwentuhang Bulilit
- Hosting of various virtual meetings and webinars
- 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



Continuing Institutional Partnerships



Local/National Initiatives

ECCD COUNCIL-UNICEF PARTNERSHIP

UNICEF Philippines has been supporting the ECCD Council in piloting and implementing quality ECCD programs and services in the country. In January 2019, program prioritization between UNICEF and ECCD Council was finalized through the approval of the 3-year Rolling Work Plan (2019 – 2021). This year, the two agencies are in the final year of implementing the following activities in the RWP:

A. Establishment of the ECCD National M&E and Accountability System

The ECCD Council with support from UNICEF has been developing the National ECCD M&E System since 2020. This includes the development of the System Interface and the application that will be used by member agencies of the Council. The System aims to synchronize ECCD data collected by different Government Agencies. The System also serves as the main depository and access points of all ECCD indicators. This aims to centralize the system for ECCD indicators. Also included in the project is the costed M&E Plan that the Council will use to ensure that the system will be sustained through proper request for budget.

Since January 2021, the Community Systems Foundation (CSF) has been setting meetings, validation workshops and Key Informant Interviews (KIIs) for the smooth development of the ECCD M&E System. In May - July 2021, two (2) orientation programs were also conducted by the team through virtual tours of the System Interface and the Dashboard.

A capacity assessment of the current National Databases of the Department of Education, ECCD Council, Department of Social Welfare and Development (DSWD), Department of Health (DOH), and the National Nutrition Council (NNC) was also conducted by CSF. The result of the capacity assessment showed that there is a need for a new central database for the ECCD NEMEAS.

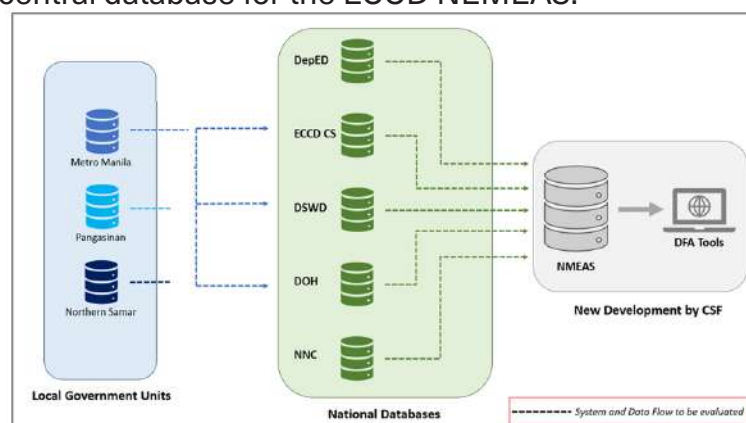


Figure 1. Data flow across various systems from subnational to national level by areas of interaction that need to be assessed and evaluated.

Though, the progress of the project has been slow primarily due to non-priority of this project by the Technical Working Group (TWG) and Reference Group members from each member agency.

It is therefore recommended that a policy document would come from the ECCD Council Governing Board to ensure that the development of this system could be hastened.

B. System for Prevention, Early Identification, Referral and Intervention of Delays, Disorders and Disabilities in Early Childhood (PEIRIDDEC)

In January – February 2021, the ECCD Council, DOH and UNICEF conducted a series of National Orientation on the System for PEIRIDDEC to Regional Stakeholders to ensure that all key stakeholders are properly oriented prior to the roll-out of the System.

Currently, HI-PIP, a consultancy group commissioned by UNICEF, is developing the alternative training designs for Child Development Workers and Teachers and Supervisors in operationalizing the system with guidance from the ECCD Council. Once the training designs to roll-out the system have been finalized, the ECCD Council shall provide funding counterparts for the training of CDW/CDTs and LSWDOs in NCDC project sites. Furthermore, HI-PIP, through their engagement with ECCD Council and UNICEF in this project aims to harmonize Volumes 1-4 of the System for PEIRIDDEC. This project will still be carried out in 2022.

C. ECCDC-UNICEF Projects in Response to Covid-19 Pandemic:

In 2021, priority projects with UNICEF have to be adjusted to address the current health emergency. Some of the projects in the RWP were changed to be able to prioritize key activities that were deemed to be more appropriate with the current situation. With this, two projects in the ECCDC-UNICEF RWP 2019-2021 were conducted:

1. RWP Activity 2.1.3.a. Development of ECCD alternative delivery models (ECCD Activity Guides for Parents in Response to Covid-19)

In response to the implementation of the Center-based Program Implemented in Alternative Venues (CBPAV), the ECCD Council together with UNICEF has thought of a support for CDW/Ts and Parent Mentors in the implementation of the program.



From October 2020 to October 2021, activity guides were developed by faculty members from the Department of Family Life and Child Development of the University of the Philippines- Diliman that may serve as reference materials of parents in the implementation of the CBPAV. These materials are currently being printed and once these are ready for circulation, they can be used as an additional resource for new programs developed by the ECCD Council such as the ECCD in Emergencies and the Home-based Program. This material may also be utilized as an added resource for the capacity-building activities of the System for PEIRIDDDEC.

2. Development of Plans for the Phased Safe Reopening of National/ Child Development Centers

As part of the initiatives of ECCD Council and UNICEF in its response to Covid-19. The two organizations are currently developing a joint plan for the phased reopening of center-based ECCD programs for children 0-4 years old. Though face-to-face classes have not been approved by the government yet, initial plans for the safe reopening of classes are being undertaken by the ECCD Council with help from UNICEF. The following activities have been undertaken:

June-July 2021

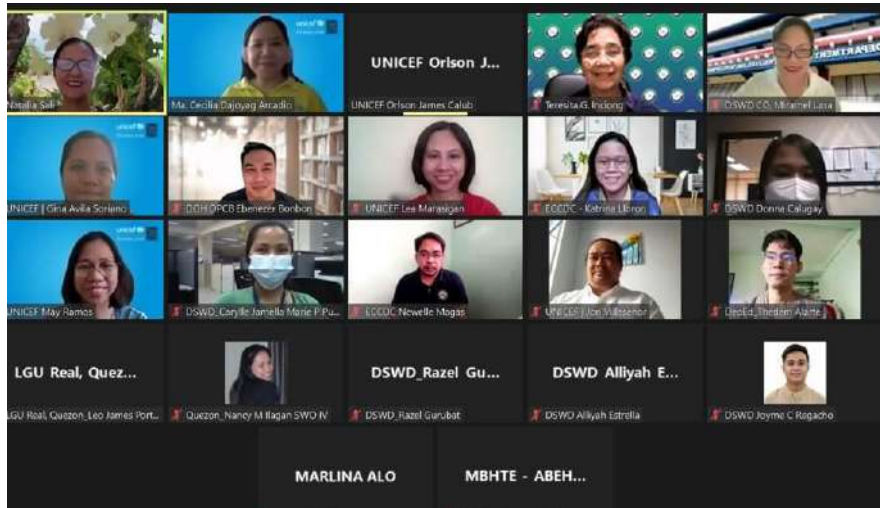
Inception Report of the Phased Reopening

August - September 2021

Development of the Standard Operating Procedure (SOP) document that will serve as guide to LGUs and the Costed Reopening Plan (both for LGUs and the National Government)

October 1, 2021

Validation session of the SOP and the supporting documents by key stakeholders from National Government Agencies (NGAs) and LGUs



Attendees to the Validation Workshop of the Draft SOP

November - December 2021

Finalization of the SOP

December 27, 2021

Meeting with the Department of Health for the validation of health and safety components of the SOP and for issuance of a joint policy document for the Pilot Safe Reopening of Child Development Centers

Save the Children

The ECCD Council took part in a training program for ECCD leaders conducted by Save the Children Philippines. The “Strengthening Leaders in Early Childhood” or SLEC project aimed to develop a competency framework and standards for ECCD leaders. The foundation of this competency standards are the Nurturing Care Framework and the Developmentally Appropriate Practices. Five (5) local government units joined the training. These were the City of Navotas in Metro Manila, the Municipalities of Alabel and Maitum in Sarangani and the Municipalities of Arakan and Magpet in Cotabato with the C/MSWDO, ECCD Focal, Day Care Federation Officers and Cluster Leaders as participants. Together with the ECCD Council, DSWD and DILG as observants, these local government units participated in the pilot implementation from July 2 to September 3, 2021. And on October 8, 2021, the LGUs presented the results of their outputs from the workshops conducted during the training.

The training used both synchronous and asynchronous sessions for the delivery of its four modules. These modules were: Module 1: Getting the Right Mind Set Module 2: Understanding a Good Set of Strategies, Module 3: Building the Skills of an ECD Leader and Module 4: Working Towards a Shared Vision.

Rex Education

Rex Education partnered with the ECCD Council and initiated activities which focus on early childhood care and education.

A. ASPIRE

Early in the year, the ECCD Council participated in Rex Education's ASPIRE or Annual Summit for Professional Innovators in Rex Education. This annual summit is meant to provide the employees of the Rex with information of different aspects of education. The ECCD Council was invited to this year's ASPIRE to share its expertise on early childhood care and development. ECCD Council gave insights and information through a webinar visions, needs and challenges on ECCD.

B. LGU WEBINAR SERIES

Rex Education in cooperation with ECCD Council, Union of Local Authorizes of the Philippines (ULAP) and the Center for Local Governance and Professional Development, Inc (CLGPD), launched a nine (9) course-episode Public Webinar Series under Rex Academy entitled: Edukampon Local Governance Series. Mr. Don Timothy Buhain, Chief Executive Officer of Rex Education opened the series with a message and enlightened the viewers on what Edukampon is all about. The Webinar Series was designed to celebrate the LGU duty-bearers and as a source of learning and inspiration. The objective of which are rallying, inspiring and empowering education duty bearers in propagating technical knowledge and good governance. The first two episodes were in cooperation with the ECCD Council devoted to discuss ECCD and its importance and issues related to the implementation of child development.

Governor Dakila Carlo E. Cua, National President of Union of Local Authorities of the Philippines (ULAP) and Governor of Quirino Province opened the second episode with a message of the role of government at the barangay level. His spoke on importance of the barangay level and the capacity building of our leaders to meet the quality standards in the delivery of services.

The first course-episode is a comprehensive discussion on ECCD Laws, Policies, Programs and System while the second course-episode is a continuation of course-episode 1 specifically focus on how ECCD Programs are being implemented during a pandemic period. These two programs are the Home-based and the Center-based ECCD Program.

The two episodes were hosted by Ms. Sofia "Pia" Schuck-Velasco, former Vice Mayor of the Cainta, Rizal and advocate of early childhood care and development.

The topics, resource speakers and LGU exemplars are as follows:

Local Governance Webinar Series	Topic	Resource Speaker/ Designation	Office/ LGU
Episode 1	Main Topic: ECCD in the Philippines Part 1: Laws, Policies, Standards, Systems	Dr. Teresita G Inciong , Ed.D, DPM Vice Chairperson and Executive Director	ECCD Council
Episode 2	LGU Exemplar 1: ECCD System Component: Parent Education and Involvement	Hon. Crisostomo C. Garbo Mayor Mr. Charlo C. Costales , RSW City Early Childhood Care and Development Officer	Mabalacat City, Pampanga-
	LGU Exemplar 2: ECCD System Component: Human Resource Development	Hon. Erick M. Wagan Mayor Ms. Arlene A. Bago Municipal Social Welfare Development Officer	San Antonio, Quezon
	LGU Exemplar 3: ECCD System Component: ECCD Management	Hon. Jaime Dela Rosa Fresnedi Mayor Ms. Jenny Deuda-Mercado Early Childhood Education Division Head	Muntinlupa City, Metro Manila
	Main Topic: ECCD in the Philippines Part 2: ECCD Programs	Introduction: Dr. Teresita G Inciong , Ed.D, DPM Vice Chairperson and Executive Director	ECCD Council
	Home-Based (HB) ECCD Programs: Definition, Objective, Key Stakeholders, HB Key Stakeholder 1: Program Supervisor	Ms. Debbie Lynn Bustamante Municipal Social Welfare Development Officer	Bustos, Bulacan
	HB Key Stakeholder 2: Program Facilitator	Ms. Marivic Lip Child Development Worker	Taytay, Rizal
HB Key Stakeholder 3: Parent	Ms. Ivy Mendoza Parent	Antipolo City, Rizal	
Center-Based ECCD Program	Ms. Millriam Arcena Parent Hon. Edwin D. Santiago Mayor MS. Aileen Villanueva City Social Welfare Development Officer	Marikina City, Metro Manila San Fernando City, Pampanga	
	LGU Exemplar 1: ECCD Programs Best Practices	Ms. Nancy Macaraig-Illagan Social Welfare Officer	Quezon Province
	LGU Exemplar 2: ECCD Programs Best Practices	Hon. Antolin A. Oreta III Mayor Ms. Jennifer D. Lobchoy City Social Welfare and Development Officer	Malabon City

C. GAWAD EDUKAMPYON FOR LOCAL GOVERNANCE

Rex Education conceptualized the Gawad Edukampyon for Local Governance, an award process that seeks to identify, validate and confer various Local Chief Executives (LCE), Local Government Units (LGUs) for exemplary and innovative programs, projects and activities in the field of Local Governance, Capacity Development, Early Childhood Care and Development and Learning Continuity Innovation.

On December 6, 2021, the formal launching of the Gawad Edukampyon for Local Governance and official signing of the Statement of Cooperation among institutional partners was held with the view of the project to provide due recognition to LGUs so that due recognition be given to those worthy of emulation, that others may learn and replicate, be empowered and inspired by them.

During the opening of the signing activity, Dr. Inciong joined the program via zoom and gave a brief expression of encouragement and motivation on this advocacy of recognition and replication of outstanding programs, projects and activities. Deputy Executive Director Rommel J. Isip signed the memorandum in behalf of Dr Inciong.

The Institutional partners in this endeavor are the Early Childhood Care and Development Council (ECCDC), the Rex Book Store, Inc. (RBSI), the Department of the Interior and Local Government (DILG), the Department of Education (DepEd) and the Center for Local Governance and Professional Development, Inc. (CLGPD). An Executive Committee shall be organized composing of the Institutional Partners along with the Office of Senate of the Philippines, the Office of the House of Representatives and the Ateneo School of Government shall have the sole authority to approve the list of awardees and to confer such award and recognition in a ceremony. The CLGPD will serve as the program Secretariat.

The objectives of the project are as follows:

The objectives of the project are as follows:

1. To acknowledge the meritorious performance of Punong Barangays who have exemplified utmost dedication in the performance of their sworn duties and responsibilities in the following essential areas of Public Service: Governance, Social Services, Fiscal Management, Security and Disaster and Public Accountability.
2. To identify and recognize the exemplary commitment of Local Chief Executives (LCE) of the Province (Governor), City and Municipality (Mayor) in adopting programs/projects and activities that lead to:
 - 2.1 Being champions of Early Childhood Care and Development.
 - 2.2 Going the extra mile in developing and implementing innovative programs to help support DepEd's Basic Education - Learning Continuity Plan (BE-LCP).
 - 2.3 Capacity Building and Professional Development of their component Barangays that result to effective and efficient delivery of public services

3. To serve as a benchmarking example for similar LGUs to replicate and demonstrate that good governance is a reality, and moreover, to be featured in the subsequent editions of the Barangay Handbooks as a Barangay Exemplar (Winning Ways).

The following are the categories were introduced during the program:

1. Gawad Edukampyon para sa Barangay – an individual and institutional award in due recognition of the significant role of the Barangay in the comprehensive development and transformation of the community and society.
2. Gawad Edukampyon for Capacity Development - an institutional award (LGU) for championing capacity development and continuous learning as manifested by programs/ projects and activities to include investments made for the institutionalization of the same which adds to the skills and knowledge of elected leaders of their component LGUs.
3. Gawad Edukampyon for ECCD - an institutional award (LGU) for championing Early Childhood Care and Development in compliance with ECCD Council program delivery and other standards, at the minimum and implementing innovative and effective supplementary programs on early stimulation (development) health and nutrition.
4. Gawad Edukampyon for Learning Continuity Innovation- an Institutional award to LGUs which for going the extra mile in developing and implementing innovative programs in support of DepEd's Basic Education - Learning Continuity Plan (BE-LCP), that such programs contribute to ensuring that learners are healthy, safe, engaged, supported, challenged and values-oriented, especially in light of circumstantial challenges which resulted to a tremendous impact to make education accessible and relevant for the parents and youth of the community.

The awarding is scheduled mid-year of 2022.



Gawad Edukampyon Logo Design

COUNCIL FOR THE WELFARE OF CHILDREN (CWC) SUB-COMMITTEE ON CHILDREN WITH DISABILITIES

The first regular quarterly meeting of the Sub-Committee on Children with Disabilities was conducted through online in January 2021. The ECCD Council representative presented to the body the 2020 activity accomplishments that are related to programs and services for young children with disabilities. The report on the 2020 accomplishments as well as the activity plan for 2021 were also submitted to the sub-committee for reference. The second meeting was also conducted online in June 2021, and discussed updates on the National Strategic Plan for Children with Disabilities 2019-2022. The sub-committee members proposed plans to review existing plan and/or extending its timeline.

Through the sub-committee, the ECCD Council submitted the compliance report to the UN Committee on the Rights of the Child. Indicated in the report are the Council's response to ensure protection of children's rights in the context of pandemic, and measures to increase access to early learning programs. An online consultation meeting was held in April 2021 for clarifications particular to the responses from different government agencies.

The sub-committee's main activity for the year was the conduct of Research Forum with the theme "Kalusugan at Kaunlaran ng Pilipinong May Kapansanan, Isulong sa Gitna ng Pandemya" in celebration of the 43rd National Disability Prevention and Rehabilitation Week. It showcased researches such as the Situation of Children with Disabilities in the Time of COVID-19, and Situation Analysis of Learners with Disabilities and Teacher Capacity in the Time of COVID-19.

NATIONAL COUNCIL FOR DISABILITY AFFAIRS (NCDA) SUB-COMMITTEE ON EDUCATION

The Technical Working Group of the Sub-Committee on Education, which consists of representatives from the Department of Education, Commission on Higher Education, Technical Education and Skills Development Authority, and the ECCD Council had a series of special meetings in April 2021. These meetings were held online to prepare for a 2-day workshop on the development plan for children with disabilities. The ECCD Council was tasked to lead the preschool subgroup and present action steps and timeline to meet the goals and objectives agreed by the subgroup.

In April 22-23, 2021, the sub-committee conducted a 2-Day Workshop on the Development of a 3-Year Plan for Children with Disabilities through online modality. It was participated by representatives from different government agencies, civil society organizations, and disability-related organizations. The council was invited to participate as the sub-committee sees the importance of addressing the gaps for children with disabilities immediately in early childhood years through the early learning programs, and ensure seam of activities in bridging education components in kindergarten, basic education, higher education and in technical-vocational skills programs.

In October 2021, the sub-committee had another series of special meetings to decide on the workshop output and approval of the 3-Year Development Plan for Children with Disabilities. The body also moved to make a resolution to formalize the membership of the ECCD Council in the sub-committee to ensure continuous, sustainable and developmental programs for children with disabilities.



International/ Regional Initiatives

MAXIMIZING THE IMPACT OF ECD SCIENCE THROUGH STRATEGIC PARTNERSHIPS

In collaboration with Asia-Pacific Regional Network for Early Childhood (ARNEC), Harvard Centre for the Developing Child (HCDC), Porticus and Regional ECD Networks, four institutions have collaborated in an initiative to translate the science of ECD into policy development and implementation. These four institutions are: Regional ECD Networks of ISSA (Europe), ARNEC (Asia-Pacific), ANECD (Arabic network) and AfECN (Africa) and the Harvard Center on the Developing Child (HCDC). The initiative focuses on building capacity at country and regional level, and on shared learning across countries and regions, to support country-level teams in advancing aspects of their ECD agendas.

As one of the major partners in ECCD in the Asia-Pacific Region, ARNEC facilitated the participation of the Philippines through the ECCD Council in the project **“Leveraging Science to Advance Early Childhood Policies and Programs: A Capacity and Collaboration Building Initiative.”** This initiative aims to capacitate its participants at the regional, as well as the country-level, to use science-based knowledge in the development and implementation of ECD programs and policy.

Other participating countries in the Asia-Pacific Region were: Indonesia (National HI-ECD Coalition), Nepal (Alliance for Early Childhood Development Nepal), Pakistan (Idara-e-Taleem-o-Aagahi), and India (Mobile Creches). In addition to ARNEC, the project was participated by other networks across the globe namely regional network members of International Step by Step Association (ISSA), Arab Network for Early Childhood Development (ANECD), and Africa Early Childhood Network (AfECN).

Representing the Philippines, the country team consisted of three ECCD Council Officers and one representative from the City Government of Antipolo. The participation in the project included trainings and workshops, which were specifically held on July 15, 2021 and November 17, 2021. The primary content of these workshops consisted of discussing the three scientific principles as identified by the Center on the Developing Child of Harvard University. Through the discussions of these principles, country teams were encouraged on how these can influence the development of policy and how these can be implemented in each of the country setting.

After the first workshop, a follow-up discussion with Ms. Rowan Ainslie, ARNEC Program and Partnerships Specialist, was conducted on September 24, 2021. This discussion delved into how the country team plans to incorporate the three scientific principles. As presented, the ECCD Council has been using CDC resources in capacity building activities that can be expanded depending on the context. Plans in incorporating the said principles in the advocacy and mobilization programs were also included.

The participants, facilitators and experts from HCDC reconvened on November 17, 2021 for the final workshop. Similar with the first one, it was divided into three (3) parts: Plenary, Break-out Rooms for cross-country dialogues and the Final Plenary Session for the presentation of outputs. The workshop focused on shared learnings on the science of ECD, the design principles, getting the message across, and how these learnings can be applied or refined to different contexts that will help advance priority country-level ECCD programs and projects. principles, getting the message across, and how these learnings can be applied or refined to different contexts that will help advance priority country-level ECCD programs and projects.



Gender and Development Program

GENDER AND DEVELOPMENT

The implementation of gender and development activities of the Early Childhood Care and Development Council (ECCDC) is based on the Gender and Development Plan and Budget (GPB) endorsed by the Philippine Commission for Women (PCW). This is in compliance to Section 36 of Republic Act No. 9710, otherwise known as the Magna Carta of Women (MCW), that 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.

For CY 2021, the Council implemented the following direct GAD activities based on the endorsed GPB:

1. The Council's GAD plans had continuously been initiated by the GAD Focal Point System-Technical Working Group (GFPS-TWG) with the full support of the GFPS-Executive Committee. Regular meetings had been conducted to strengthen the implementation of a gender responsive programs and activities.
2. The event for the National Women's Month Celebration (NWMC) for March of this year was partially achieved. And due to the surge of Covid-Omicron variant in Metro Manila we were not able to fully celebrate the Women's Month. Nonetheless, we were able to advocate the celebration thru posting of the required banner, purchase of other peripherals and posting on the agency's fb page. The Council was able to established the physical mini-GAD corner by utilizing existing furniture to display all the reading materials, pamphlets, brochures, books, posters, etc. which were gathered from PCW Library and Information Unit.
3. To address low level of awareness of the basic concepts of gender and development and to enhance institutional/organizational capacities in implementing gender responsive programs, the Council was able to conduct the following trainings:
 - a. *Gender Analysis Training* – This was conducted in October 14-15, 2021 and attended by 26 ECCDC employees, composed of 17 women and 9 men. The activity aims to introduce the basic concepts of gender analysis which can be used to increase proficiency in planning programs and projects of the agency. This will also enhances institutional/organizational capacities in implementing gender responsive program, activities and projects.
 - b. *Gender Sensitivity Training* – It is a two (2) day virtual activity that will highlight various topics on gender sensitivity and participated by 27 ECCDC Employees, 18 women and 9 men, who have no or little gender awareness and also with GFPS-TWG members. This was a 2-day training done thru zoom on December 21-22, 2022. The GST generally aims to increase the understanding and enhance the appreciation of the employees on GAD. Through this training, ECCDC employees were able to familiarize with basic GAD concepts and core messages.

Aside from implementing direct GAD activities to address organization focused gender issues or GAD mandates, the Council also attributed a portion of the agency's major program to the GAD budget using the HGDG tool. To attribute the expenditure of a major agency program to GAD in the FY 2021 GAD AR, agencies shall accomplish the Harmonized Gender and Development Guidelines {HGDG} Project Implementation and Management, and Monitoring and Evaluation (PIMME) checklist. The core in the HGDG assessment shall be the basis in determining the actual cost/expenditure that can be attributed to GAD and reflected in the GAD AR. The percentage score of the program in the HGDG PIMME assessment shall correspond to the percentage of the expenditure of the agency's major program that may be attributed to the GAD.

The following major programs of the Council were able to be included in the approved GPB for the Attributed Programs:

1. Early Childhood Education Program (ECEP)
2. Induction Program
3. Leading and Managing an Integrated ECCD Program (LMIEP)

ANO ANG SUSUNOD NA KABANATA? 30 minutes

- Magkaroon ng malayang talakayan ayon sa bawat kwento/sitwasyon.

KUNG KAYO ANG NASA KWENTO, AND ANG INYONG GAGAWIN?

1. Gumawa ng powerpoint presentation ukol sa kung ano ang tatakbuhin ng kwento base sa inyong pag-uusap ng grupo.
2. Lagyan ang inyong presentation ng mga larawan na maaring makuha ninyo sa internet.
3. Ipe-present sa plenary ang output ng bawat grupo.

National GAD Resource Program
Philippine Commission on Women

A grid of 25 video thumbnails from a Zoom meeting. Most thumbnails show participants wearing face masks. The grid is arranged in 5 rows and 5 columns. Some thumbnails are empty, indicating participants who have muted their video or are in a gallery view. The names of some participants are visible at the bottom of their respective thumbnails, such as 'ECCDC - Nicole...', 'ECCDC - Sarah...', and 'ECCDC - ...'.



Administrative Management

ADMINISTRATIVE AND FINANCE UNIT

The **Administrative Unit** continued to develop and implement policies and guidelines on administrative matters and provided technical assistance and support on the operationalization of the administrative services of the Council which includes human resource management, records management, supplies and property management, procurement, transportation and other general services.

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

Human Resource Management and Development

Fourteen (14) personnel were appointed to plantilla positions taken from the existing plantilla items. To complement the existing plantilla-personnel, the ECCD Council reinforced its manpower by engaging the services of twenty-eight (28) personnel through the Contract of Service. The Council also engaged four (4) Consultants of varied expertise to complement the program requirements of the Council.

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

1. Philippine Center for Creative Imaging on Adobe Premiere Pro Essentials and Introduction to After Effects: Motion Graphics and Animation Workshop on April 28-30, 2021 and May 3-7, 2021
2. Inquirer Academy: Data Storytelling: Ensuring Your Audience is Informed, Interested and Inspired – June 1-2, 2021
3. SEAMEO Innotech: Webinar Workshop on ECCD Council Strategic Planning on June 21, 23, 28 & 30, 2021
4. Civil Service Commission: Public Sector HR Symposium "Transforming Government Agencies into Smart Organizations: Honing Resilient and Future-Ready Public Servants" on September 15-17, 2021
5. UP System Information Technology System: PHP with MYSQL (OOP) Web Development on August 13-16, 2021
6. UP System Information Technology System: PHP with MYSQL (OOP) Web Development on August 27-30, 2021
7. UP System Information Technology System: Introduction to Database System on November 20, 27, 2021 and December 4, 11 and 18, 2021
8. UP System Information Technology System: Introduction to Data Science on November 7, 14, 21 and 28, 2021 and December 5, 2021

Apart from the training, the Council participated in the Online Zumba and Film Showing Activity for the 121st Philippine Civil Service Anniversary last September 2021.

Alternative Work Arrangement

The Council continuously observed the Interim Guidelines submitted on the Implementation of Alternative Work Arrangements to respond to the National Health Emergency brought by the outbreak of Coronavirus Disease 2019 COVID-19 on Civil Service Commission last May 7, 2020.

In addition, a memorandum for support mechanisms was issued to extend full assistance and adequate support to ECCDC personnel, namely:

- Provision of communication expenses
- Payment of Hazard Pay in accordance with Administrative Order 26 issued by the Office of the President and CSC guidelines
- Provision of transportation services for skeletal staff
- Temporary sleeping quarters

Lastly, the Council issued an interim guidelines on health interventions and develop a contact tracing monitoring tool.



Financial Highlights

The total budget allotment of the ECCD Council in FY 2021 released by the Department of Budget and Management was sourced out from the General Appropriations Act of FY 2021 (RA 11518) and from the Special Account, with the total amount of Two Hundred Sixty Nine Million Nine Hundred Eighty Nine Thousand Pesos (P269,989,000).

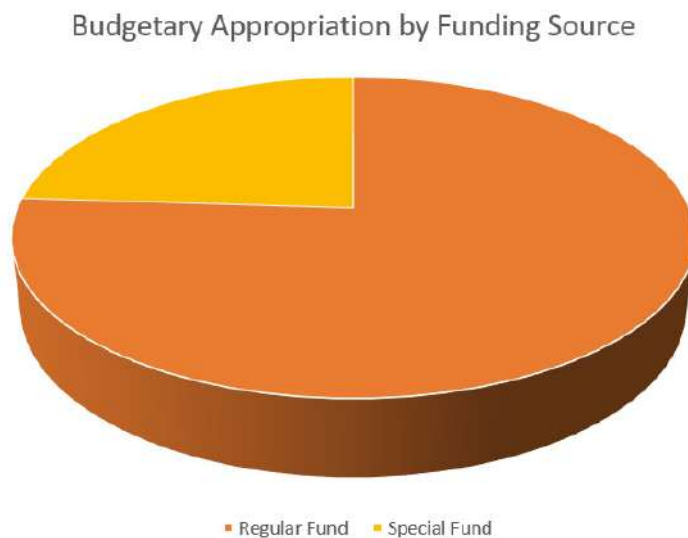
Appropriations/Allotment By Funding Source	Allotment (000)	Adjustments (000)	Adjusted Allot- ment (000)
Regular Fund (Fund 101101)			
a. Continuing Appropriation	97,632	1,123	96,509
b. Current (2021)	109,303		109,303
	-----	-----	-----
Total Regular	206,935	1,123	205,812
Special Fund (Fund 104329)	64,177		64,177
TOTAL	271,112	1,123	269,989

The regular funds under the GAA comprises 76% of the budgetary allotment while the special fund accounts for 24% of the total budget of the Council for FY 2021. The Regular Fund is intended mainly for the operations and general administration and support services of the Council. Under this funding source, an allocation of P50,000,000.00 was also provided for the establishment of National Child Development Centers (NCDCs) in addition to the continuing appropriation of P76,010,000.00. Under the Special Fund, the amount amounting to P64,177,000.00 which is allocated for NCDCs is the remaining unexpended amount from the contribution of the Philippine Amusement and Gamin Corporation (PAGCOR) as mandated by RA 10410.

Illustrating in a Pie Chart, shown below is the total budgetary of the Council by funding source:

Regular Fund : P 205,812,000 (76%)

Special Fund : P 64,177,000 (24%)



By Program Expenditure Classification, the Council's budgetary allocation is summarized as follows:

Appropriations/Allotment By Programs	Regular Funds (000) (Continuing and current)	Special Funds (000)	Total (000)
General Administration and Support General Management and Supervision	34,082		34,082
Operations			
1. Development of Policies, Standards and Guidelines	5,682		5,682
2. Capacity Building and Institutional Development of Intermediaries and Other Partners	39,897		39,897
3. Accreditation of ECCD Service Providers			
4. Establishment of National Child Development Centers	141		141
Sub-total	126,010	64,177	190,187
	171,730	64,177	235,907
TOTAL	205,812	64,177	269,989

Status of Fund Utilization

In the implementation of the programs, projects and activities, the Council has obligated the amount of P232,562,000 against the total allotment of P 269,989,000. The overall percentage of utilization was 86.14% as laid out below:

Appropriations/Allotment By Funding Source	Allotment (adjusted) (000)	Obligations Incurred (000)	Unobligated Balance (000)	Percentage of Utiliza- tion
Regular Fund (Fund 101101)				
a. Continuing Appropriation	96,509	94,505	2,004	97.92%
b. Current (2021)	109,303	77,091	32,212	70.53%
Total Regular	205,812	171,596	34,216	83.38%
Special Fund (Fund 104329)	64,177	60,966	3,211	95.00%
TOTAL	269,989	232,562	37,427	86.14%

To further depict the status of fund utilization, below is a comparative graph of the Allotment versus Obligations incurred by funding source:

Shown below is the percentage of fund utilization by program classification. The unobligated balance was attributed to various factors such as the unexpected effects of the global pandemic and the passage of the Bayanihan to Heal as One Act which directed the discontinuance of unobligated FY 2021 released allotment.

Programs	Total Allotment (adjusted) (000)	Total Obligations Incurred (000)	Total Unobligated Balance (000)	Percentage of Utilization
General Administration and Support General Management and Supervision	34,082	32,194	1,888	94.46%
Operations				
1. Development of Policies, Standards and Guidelines	5,682	2,185	3,497	
2. Capacity Building and Institutional Development of Intermediaries and Other Partners	39,897	15,426	24,471	
3. Accreditation of ECCD Service Providers	141	67	74	
4. Establishment of National Child Development Centers	190,187	182,690	7,497	
Sub-total	235,907	200,368	35,539	84.94%
TOTAL	269,989	232,562	37,427	86.14%



Member Agency Reports

DEPARTMENT OF EDUCATION: HIGHLIGHTS ON THE STATUS OF IMPLEMENTATION OF THE REPUBLIC ACT 10157-KINDERGARTEN EDUCATION ACT OF 2012

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.

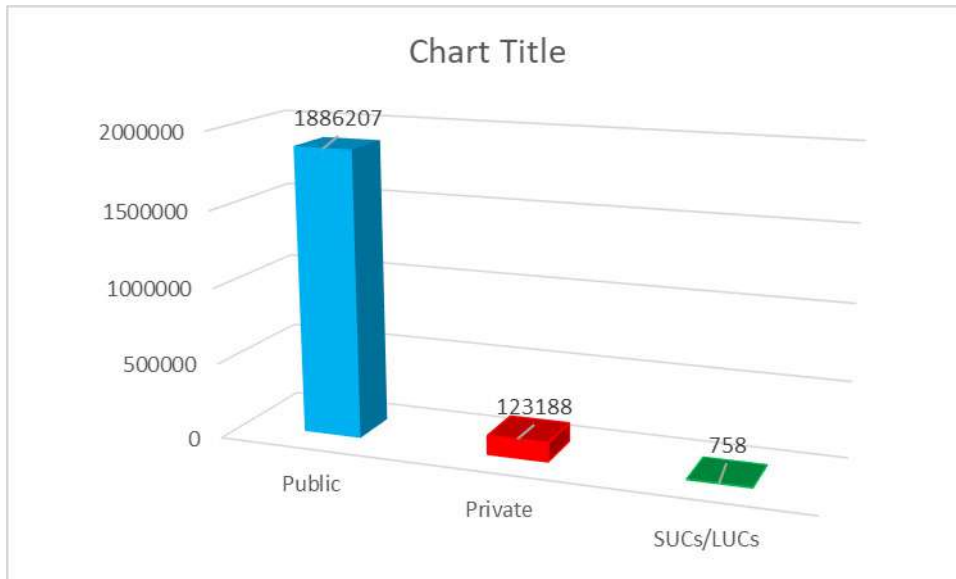
To ensure the continuity of learning for Kindergarten Learners during the COVID-19 pandemic for SY 2020-2021, the following are the status and accomplishments:

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.



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



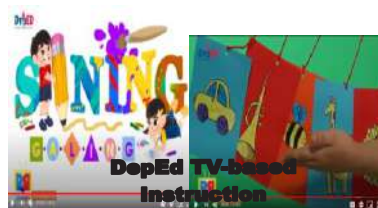
to 12 Kindergarten Curriculum Guide or the Standards and Competencies for Five-Year-Old Filipino Children, while overcoming their personal, social, and economic constraints in schooling. The KLE is part of the ADM initiatives in response to the COVID-19 pandemic crisis.

- 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 thru video presentations (simulations and safety protocols)



Other specific support materials developed in partnership 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

Learner's Name:						
Grade Level:						
Learning Area	Learner's Needs	Intervention Strategies Provided	Monitoring Date	Learner's Status		
				Insignificant Progress	Significant Progress	Mastery
Intervention Status	Learner is not making significant progress in a timely manner. Intervention strategies need to be revised.					
	Learning is making significant progress. Continue with the learning plan. <input type="checkbox"/>					
	Learning as reached mastery of the competencies in learning plan. <input type="checkbox"/>					



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 thru 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 WELFARE AND DEVELOPMENT: REPORT FOR ECCD-RELATED PROGRAMS

Supplementary Feeding Program

The Supplementary Feeding Program (SFP) provides food to children currently enrolled in Child Development Centers (CDCs) and Supervised Neighborhood Play (SNP). The SNP is an alternative strategy for local government units to respond to the early learning needs of children and utilizes play as an approach in developmentally-appropriate activities.

Institutionalized through Republic Act No. 11037¹, the SFP aims to: provide augmentation to feeding programs for children in CDCs and SNP managed by local government units, using indigenous or locally-produced food equivalent to $\frac{1}{3}$ of the Philippine Dietary Reference Intake; improve knowledge, attitude and practices of children, parents and caregivers through intensified nutrition and health education; and, improve and sustain the nutritional status of children beneficiaries.

The SFP caters to children aged 2-4 years in SNP and children aged 3-5 years enrolled in CDCs. The program covers all CDCs and SNP nationwide and is implemented for 120 days within the school calendar. In the 10th Cycle of the SFP (covering 2020-2021), 1,867,624 children were served as of December 2021 or 99.24% of the 1,881,979 target children.

Table 1: SFP 10th Cycle Children Beneficiaries as of December 2021

Region	Target Children	Children Served
NCR	100,492	101,260
CAR	42,999	38,418
I	80,152	89,219
II	89,712	89,844
III	112,253	128,574
IV-A	190,961	201,484
MIMAROPA	78,479	66,658
V	158,162	151,934
VI	193,922	194,818
VII	114,505	115,336
VIII	44,492	44,492
IX	109,568	106,703
X	153,514	153,514
XI	157,219	134,668
XII	99,121	98,989
Caraga	75,791	72,335
BARMM	80,637	79,378
Total	1,881,979	1,867,624

In the 11th Cycle of the SFP (covering 2021-2022), 1,685,170 children were served as of December 2021 or 86.98% of the 1,937,378 target children.

Table 2: SFP 11th Cycle Children Beneficiaries as of December 2021

Region	Target Children	Children Served
NCR	118,525	127,580
CAR	45,000	36,512
I	84,532	99,835
II	91,712	89,796
III	128,021	128,574
IV-A	189,320	39,468
MIMAROPA	78,479	75,156
V	150,000	151,289
VI	193,922	193,922
VII	139,842	143,255
VIII	69,590	69,590
IX	109,533	78,780
X	153,514	153,514
XI	120,000	120,000
XII	99,121	100,419
Caraga	75,791	77,480
BARMM	90,476	0
Total	1,937,378	1,685,170

For 2021, a total amount of ₱3,752,115,654.94 was utilized or 97.96% of the annual allotment of ₱3,830,416,000.00 (covering Maintenance and Other Operating Expenses) for the SFP implementation.

Table 3: SFP Fund Utilization as of December 2021

Region	Allotment (₱)	Utilization (₱)
Central Office	168,420,539.00	168,412,538.60
NCR	281,078,101.00	268,823,624.29
I	156,486,000.00	151,524,406.61
CAR	92,555,280.00	89,484,422.00
II	180,414,000.00	179,606,816.62
III	246,108,840.00	245,845,187.58
IV-A	366,640,000.00	362,019,283.08
MIMAROPA	148,318,920.00	145,884,486.82
V	338,059,440.00	322,688,913.18
VI	370,342,880.00	370,342,880.00
VII	267,781,760.00	267,781,760.00
VIII	131,528,600.00	125,477,153.36
IX	214,655,960.00	194,132,653.16
X	295,571,000.00	287,838,841.87
XI	239,619,000.00	239,619,000.00
XII	186,447,000.00	186,245,007.77
Caraga	146,388,680.00	146,388,680.00
Total	3,830,416,000.00	3,752,115,654.94

With regard to the Milk Feeding, out of 105,801 children beneficiaries, the program already served 39,547 or 37.38% of the children beneficiaries in 15 Field Offices. To date, the program has achieved an improvement in nutritional status of 80% improvement of Underweight to Normal as of December 31, 2021. The Memorandum Circular No. 12 Series of 2020 and its supplemental guidelines had provided the FOs with options on how to deliver the food commodities safely and efficiently despite the imposition of different levels of community quarantine in the different parts of the country. Among these are the options for the hot meals and/or dry ration/easy to cook/prepare alternative meals or its combination.

Bangsamoro Umpungan sa Nutrisyon Project

The Bangsamoro Umpungan sa Nutrisyon (BangUN) Project is a comprehensive, community-based and culturally-responsive convergence of services addressing the high incidence of hunger and malnutrition among children in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). Specifically, it aims to: contribute to saving the lives of children in BARMM who are vulnerable to dying or getting sick because of malnutrition, as a result of extreme poverty and armed conflict; improve the nutritional status of children identified as underweight and severely underweight; empower parents or guardians to achieve food security and good health for their families; and, build resilient communities by facilitating access to convergence of nutrition-support programs of the government.

As components, the BangUN includes Nutrition Direct Services (i.e., weight and height measurement, health check-up, deworming and micronutrient supplementation), Nutrition Education and Advocacy (i.e., nutrition literacy classes, responsible parenthood sessions, and nutrition and health-related events) and Building Resilient Communities (i.e., livelihood skills training, livelihood capital, food-for-work, cash-for-work, access to potable drinking water, production of indigenous food for children, psychosocial interventions, etc.).

Beneficiaries of the project are the following: children 0-4 years old in communities; children 4-6 years old in *Madaris* (Muslim schools); children 6-12 years old in *Madaris* or public elementary schools not covered by feeding programs of the Department of Education; pregnant women, including teen mothers; and, lactating mothers.

In 2021, 17,060 children (or 113.73% of the 15,000 target) and 4,940 pregnant and lactating women (or 70.57% of the 7,000 target) were served under BangUN.

Table 4: BangUN Beneficiaries as of December 2021

BARMM Provinces	Children		Pregnant and Lactating Women	
	Target	Served	Target	Served
Basilan	2,300	2,826	800	274
Sulu	2,400	2,548	800	652
Tawi-Tawi	2,300	2,300	800	800
Lanao del Sur	3,000	4,160	2,000	840
Maguindanao	5,000	5,226	2,600	2,374
Total	15,000	17,060	7,000	4,940

From January to December 2021, a total amount of P149,813,704.52 was utilized or 92.88% of the annual allotment of ₱161,296,000.00 (covering Maintenance and Other Operating Expenses) for the BangUN implementation.

ECCD-IS Information System

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

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

Upon full deployment to different provinces from 2009 to 2011, it was expected that the ECCD-IS would be fully utilized by all the Local Government Units (LGUs), replacing the existing manual reporting on day care services and the entire ECCD Program.

As of 6 January 2022, the utilization rate of LGUs for School Year 2020-2021 is about 69.69% (please see attachment). It refers to the average rate of profiles uploaded by the LGUs on facility, service provider and child/children enrolled in these facilities.

Accomplishments based on ECCD-IS information	Children Profile		
	Indicators	Male	Female
Number of children enrolled in ECCD Facility for School Year 2020-2021	87,326	85,204	
Number of children with disability completed ECCD education thru center-based and community-based facility disaggregated by sex for SY 2020-2021 [speech impairment, visual impairment, hearing impairment, deformity (Cleft Palate), motor disability, mentally challenge and orthopedic impairment]	45	42	
Number of children [2-4 years old] completed ECCD education thru center-based facility disaggregated by sex for SY 2020-2021	1,260	1,264	
Number of children [5 years old and above] completed ECCD education thru center-based facility disaggregated by sex for SY 2020-2021	9,608	9,203	
Number of children [2-4 years old] completed ECCD education thru community-based facility disaggregated by sex for SY 2020-2021	253	263	
Number of children [5 years old and above] completed ECCD education thru community-based facility disaggregated by sex for SY 2020-2021	244	855	
ECCD Facility			
Number of Day Care Center/Child Development Center			34,043
Number of Barangay Base			830
Number of Parents to Other Parents			3,946
Number of Child Minding Center			5,978
Number of Day Care Mothers			993
Number of Family Day Care			5,330
Number of Neighborhood-Based Play Group			5,345
Number of Accredited Facility			3,942
Number of Facility with Expired Accreditation or No Accreditation			52,562
ECCD Service Provider			
		Male	Female
Number of Active Service Provider by sex		1,241	53,141
Number of Not-Active Service Provider by sex		123	4,033
Number of Accredited Service Provider			3,318
Number of Service Provider with Expired Accreditation or No Accreditation			55,220

The Department 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 PDPB being the business owner of the said IS had developed and maintained a google site: <https://sites.google.com/dswd.gov.ph/dswdecdd-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 Profiles.

It may also be noted that the updating of ECCD Child Profile has the lowest encoding rate since most of the LGUs and DSWD Field Office Focal Persons were delegated for the COVID-19 response. Further update of the same is expected to be available by the end of 1st Semester of CY 2022. Despite the challenges brought by the pandemic, FOs are determined to complete the ECCD-IS encoding and reach the 100% rate through continuous coordination and collaboration with the LGUs via online platform. There were also FOs who personally visit some LGUs in Geographically Isolated and Disadvantaged Areas (GIDA) to ensure the timely updating/uploading of data entries in the IS.

Standards Compliance

Along its regulatory functions, the DSWD enforces quality assurance measures for SWDAs and service providers in the delivery of SWD programs and services. Only the DSWD Central Office processes the accreditation of social workers managing court cases while the DSWD Field Offices handles that of pre-marriage counselors and child development workers. Here, accreditation refers to the recognition accorded by the DSWD to service providers (i.e., social workers managing court cases, pre-marriage counselors and child development workers) who complied with standards.

Table 5. Total Number of Day Care Workers (ECCD Services) as of December 2021

Office	Day Care Workers (ECCD Services)	
	2021 Accomplishment	
NCR		547
CAR		349
I		548
II		474
III		420
IV-A		1,024
MIMAROPA		352
V		242
VI		729
VII		1,223
VIII		242
IX		595
X		304
XI		711
XII		217
Caraga		291
Total		8,268

DEPARTMENT OF HEALTH: DISEASE PREVENTION AND CONTROL BUREAU

I. Service Delivery

1. Immunization, Deworming, Oral Health, Nutrition Services and Management of Sick Infants and Children (Partial and Unofficial data as of January 31, 2022)

Indicators	Number	%
Newborns initiated on breastfeeding immediately after birth	395,753	86.35
Exclusively Breastfed until 5th month and 29 days	457,784	21.51
Infants who continued breastfeeding and introduced to complementary feeding	747,390	70.29
Infants 6-11 months who completed Micronutrient Powder (MNP) supplementation	119,879	11.27
Children 12-23 months who completed MNP supplementation	128,474	5.99
Infants preterm or with Low Birth Weight	15,678	20.08
Infants 6-11 months given Vitamin A	885,033	83.17
Children 12-59 months Vitamin A	2,899,489	32.35
Sick infants aged 6-11 month given Vitamin A 100,000 IU	46,711	50.83
Sick children aged 12-59 months given Vitamin A 200,000 IU	87,437	50.98
Children 0-59 months with Diarrhea given ORS	33,153	45.80
Children 0-59 months with Diarrhea given ORS with Zinc	32,107	44.35
Children 0-59 months old with Pneumonia received treatment	29,238	95.34
Children 6-59 months with Moderate Acute Malnutrition cured in the Supplementary Feeding Program	2,888	26.79
Children 6-59 months with Severe Acute Malnutrition cured in Out-Patient Therapeutic Center	720	33.50
Children 1-4 y/o given 2 doses of deworming drugs	3,423,081	38.19
Fully Immunized Children (under 1 y/o)	800,100	37.60
Proportion of children 12-59 months old who are orally fit upon oral examination or after oral rehabilitation	284,110	15.89
Proportion of clients 5 years old and above with new cases of Decayed-Missing Filled Teeth (DMFT)	1,124,625	39.39
Proportion of Infants 0-11 months old who received Basic Oral Health Care (BOHC)	239,636	37.53
Proportion of children 1-4 years old who received BOHC	458,019	17.03

2. Measles-Rubella and Oral Polio Vaccine (MR OPV) Campaign

Amidst the COVID-19 pandemic, the DOH together with the Local Government Units and with the support of development partners has conducted the Phase 2 Measles-Rubella and Oral Polio Vaccination (MR OPV) campaign in regions III, IV-A VI, VII, and VIII in 2021. There were 4,149,582 or 86.6% 6-59 months old children vaccinated with Measles Rubella vaccine while 4,497,596 or 88.2% children vaccinated with Oral Polio Vaccine. With these decisive, massive and sustained efforts to implement the polio outbreak response, to ensure the protection of children from the paralyzing and deadly disease the circulating vaccine derived poliovirus (cVDPV) types 1 and 2 outbreaks in the Philippines, the World Health Organization Western Pacific Regional Office confirmed that there is no evidence for the continuous transmission of cVDPV types 1 and 2 in the country.

II. Policies Developed and Issued

Item	Status	Fund Source
Development and finalization of the MOP for the First 1000 Days (RA 1148)	Published in Oct 2021	FHNIRP*, UNICEF
Effect of baseline Dengue serostatus among tetravalent dengue vaccine CYD-TDV(Dengvaxia) recipients on subsequent virologically confirmed dengue in the Philippines	Ongoing	FHNIRP*
Vitamin A Status Among Preschool Children and Pregnant Women, Iodine Status Among Pregnant and Lactating Women of Reproductive Age and Iodized Salt testing for the Expanded Nutrition Survey 2021	This study was postponed for 2021 due to the rise of COVID 19 cases. It will be conducted this 2022.	FHNIRP*

*Family Health, Nutrition, Immunization and Responsible Parenthood

III. Capacity Building, Orientations

Item	Status	Fund Source
Philippine Multisectoral Nutrition Project	Ongoing	N/A (Loan not yet approved)
Essential Intrapartum and Newborn Care	Done, Q2	FHNIRP*
Women and Children Protection Program (WCPP) Policy	Done, Q2	FHNIRP*
RA 11148 MOP	Done, Q4	FHNIRP*, UNICEF
Training Course for Trainers on Lactation Management and Mother- and Baby-Friendly Hospital Initiative (MBFHI) Implementation for Health Facility-based Health Professionals	Done, Q2	FHNIRP*
Harmonized Maternal, Newborn, Child Health and Nutrition (MNI-YCHN) E-modules Training Package Training of Trainers (TOT)	Ongoing	UNICEF
Training on Women and Children Protection Program/Unit (WCP-P/U) e.g. 4Rs	Done, Q3	FHNIRP*

IV. Procured Micronutrient Supplements, Therapeutic Foods & Supplies, and Dental Supplies

Items	Quantity
Micronutrient Supplement	
Vitamin A 100,000 IU	1,569,500 capsules
Vitamin A 200,000 IU	22,453,600 capsules
Ready-to-Use Food and Therapeutic Milk	
Ready-to-Use Therapeutic Food	6,870,000 sachets
Ready-to-Use Supplementary Food (RUSF) for children	2,000,000 sachets
RUSF for Moms	74,550 sachets
F-75 Therapeutic Milk	800 cans
F-100 Therapeutic Milk	800 cans
PIMAM Supplies	
Mid-Upper Arm Circumference (MUAC) Tape for children	1,700,000 pcs
MUAC Tapes for Adults	300,000 pcs
Oral Health	
Essential Health Care Package -1 / EHCP-1	250,000 kits

Vitamin A capsule is given to children 6-59 months old to prevent Vitamin A deficiency as routine supplementation. Also, this is given to children with measles and/ or persistent diarrhea to help reestablish body reserves drained by chronic or repeated infections and protects the children against severity or subsequent infections. It also reduces the complications of an existing measles infection and lowers measles morbidity and mortality.

Ready-to-Use Food is a WHO recommended energy-dense, mineral and vitamin-enriched foods that deliver both macro and micronutrients and are ideally suited to the treatment of acute malnutrition in the community and at home.

Therapeutic Milk is a low protein formulation that delivers the right balance of macro and micronutrients recommended by the WHO for the treatment of severe acute malnutrition with complications in a health facility/ hospital. Therapeutic milk is specifically formulated for management of SAM and is not equivalent to any commercial milk formula.

MUAC Tapes are predominantly used to measure the mid-upper arm circumference of children and pregnant women to help identify malnutrition.

Essential Health Care Package-1/EHCP-1 is used to promote and develop the habit and importance of oral health care in the community. This commodity is utilized for tooth brushing drills for pre-school through elementary students. The package contains toothpaste, kiddie toothbrushes, and germicidal soaps.

Funding Support

Item	Amount/Status	Fund Source
RA 11148 Mobilization Grants	PHP 15M Ongoing	FHNIRP
Continuing support funds for the existing Training Centers for WC-PU (3 Hospitals)	PHP 1.95M Ongoing	FHNIRP
Support funds to CHDs and Hospitals for the strengthening/ establishment of WCPUs in LGU-managed Hospitals (i.e training on 4Rs/EnTHAWC, specialized training) per request only	PHP 5M Ongoing	FHNIRP
Development of an Integrated Newborn Hearing Screening Result and Registry Data Information Form using Sticker instead of Registry Card	PHP 5M Ongoing	FHNIRP
Support to ASEAN activities on the Development of the ASEAN Nutrition Surveillance System and Guidelines on the Integration of Nutrition in Sectoral Programs	PHP 4M Ongoing	FHNIRP
Support to Complementary Feeding Program for Early Childhood Care and Development (ECCD) First 1000 Days (F1K) Program - Coordinate and facilitate the release of funds to NNC	PHP 100M Not transferred. Awaiting NNC liquidation reports of previous fund transfers	FHNIRP
Operations Research on Multiple Micronutrient Supplementation for Pregnant Women	Ongoing	UNICEF

NATIONAL NUTRITION COUNCIL: EARLY CHILDHOOD CARE AND DEVELOPMENT IN THE FIRST 1000 DAYS (ECCD FIK) PROGRAK

RATIONALE

The Early Childhood Care and Development in the First 1000 Days Program addresses the call for a "holistic approach to the provision of health, nutrition, education, and social welfare services to children 0-8 years of age", with an even more refined focus on the first 1000 days of life. The first 1000 days of life covers pregnancy and the first two years of life. This period has been called the "golden window of opportunity" during which the delivery of key health, nutrition, and early learning interventions could result to optimum physical and brain development.

The program operationalizes the concerns of the Early Childhood Care and Development Program per RA 10410, or the Early Years Act of 2013 and the priorities for action of the NNC's Philippine Plan of Action for Nutrition 2011-2016 and 2017-2022 (and onwards). It is also a component of the Maternal, Neonatal, and Child Health and Nutrition Strategy of the Department of Health, and the DOH Comprehensive Nutrition Intervention Strategy, 2014-2025.

The overall objective of the ECCD FIK Program is to ensure the full development of the child through the integrated delivery of services on health, nutrition, psychosocial stimulation, early education, and social services in the first 1000 days.

NNC-FUNDED PROGRAM ACTIVITIES

1. Local Media Campaign

The NNC, in 2019, commenced the conduct of the Digital Campaign on the First 1000 Days with focus on complementary feeding based on the results of the formative research conducted by NNC and UPLB in 2018. The research revealed that Facebook was the most popular source of information among mothers and other key influencers on health and nutrition, majority of which belong to the millennials age group (age 18-39).

Based on the Social and Behavior Change Communication Plan for the ECCD FIK Program developed by NNC and a commissioned contractor in 2018, mobile and internet were the top media that millennials are exposed to. Compared to television, social media, particularly Facebook, was the top channel consumed by Filipino millennials including mothers and other key influencers and enablers (husbands, parents, and health and nutrition workers).

Part of the digital campaign is the development and posting of various information, education, and communication (IEC) materials in various formats such as social media cards, infographics, tap-to-expand recipes, post announcements, and status updates. In addition,

UNICEF has provided funding for the development and production of supplemental materials in support of the digital campaign on the first 1000 days. 14 social media cards were developed which focused on frequently asked questions (FAQs) on the page through the #AskNNC campaign.

Accomplishments:

Area/ Platform	Period Covered (2021)	No. of IEC materials	No. of nutrition plugs/videos aired
		Developed	Digital
First 1000 Days PH Facebook page	4 January – 23 April	130	130
	27 April – 14 May	14	14
First 1000 Days PH Facebook page (Digital Campaign on Child Stunting)	1 January – 14 August	47	47
First 1000 Days PH Facebook page (Digital Campaign on the First 1000 Days)	4 October – 28 December	19	19

One of the campaign strategies of the Digital Campaign on the First 1000 Days is the production and airing of the **Barangay Nanay**, an online video series/talk show which featured experts discussing the importance of complementary feeding, as well as proper child-rearing practices during the first 1000 days. It was supplemented by additional 4 episodes, the production and airing of which were funded by UNICEF. The first episode was aired in November 2020 and 15 episodes in total were aired from 2020 to 2021.

In average, the viewership and reach of the episodes ranges from 100,000 to as much as 595,528 Facebook users. Topics related to complementary feeding experiences and addressing breastfeeding concerns generated the highest engagements, and those that feature key opinion leaders such as UNICEF Goodwill Ambassador Anne Curtis-Smith of Episode 11. The analytics below showed good performance of the digital campaign which exceeded the key performance indicators in terms of reach, engagement, and viewership. The materials also contributed to the increase of the number of followers of the First 1000 Days PH Facebook page, owned and managed by NNC.

Social Media Analytics of *Barangay Nanay* Series:

Episode	Date of airing (2021)	Reach	Post Engagement	Reactions	Comments	Shares
5	9 January	168,981	4,224	576	17	144
6	16 January	210,670	7,733	935	23	154
7	23 January	183,438	5,907	652	16	79
8	30 January	218,608	8,855	768	36	108
9.1	6 February	96,156	3,057	314	4	46
9.2	13 February	151,425	4,705	734	14	109
10	20 February	129,984	2,632	381	34	51
11.1	27 February	455,430	16,920	2,623	197	550
11.2	6 March	174,301	5,917	856	42	184
12	27 March	366,249	18,189	871	15	80

Episode	Date of airing (2021)	Reach	Post Engagement	Reactions	Comments	Shares
13	10 April	595,528	44,553	1,880	30	164
14	17 April	393,601	15,867	1,518	75	236
15	24 April	219,492	8,990	723	16	66



Figure 2. Screenshot of one of the top-performing Barangay Nanay episode aired via Facebook.

In addition to the video series, other digital video materials developed and aired were the **Pinggang Pinoy ni Nanay** recipe video series and the **#Laking1000 jingle** which generated positive sentiments from the users. The jingle was also used as the campaign jingle of the 2021 Nutrition Month wherein the theme also focuses on the first 1000 days. **#Laking1000** is the campaign branding of the NNC's digital campaigns related to the first 1000 days. Recipe-related and complementary feeding content generated the highest engagement as users expressed their interest to try the nutritious and affordable recipes featured in the series.

In December 2021, the NNC launched the **#Laking1000 Bedtime Story** as part of the Digital Campaign on Child Stunting. It was the first among 3 other video series to be aired in 2022 which focuses on encouraging the adoption of positive behaviors toward prevention of child stunting beginning in the first 1000 days of life.

Social Media Analytics of other F1K digital video materials developed and aired:

Material	Date of airing (2021)	Reach	Post Engagement	Reactions	Comments	Shares
<i>Pinggang Pinoy ni Nanay Series</i>						
EP 1	13 March	540,878	65,207	1,984	156	681
EP 2	18 April	119,642	47,879	383	9	129
EP 3	25 April	81,667	54,908	296	6	142
#Laking1000 Jingle	20 March	126,890	32,380	1,155	87	567
#Laking1000 Bedtime Story	21 December	133,093	27,672	491	52	142



Figure 3. Screenshot of the top-performing episode of *Pinggang Pinoy ni Nanay* series aired via First 1000 Days PH Facebook page.



Figure 4. Screenshot of the #Laking1000 jingle AVP aired via First 1000 Days Facebook page.

2. 2021 Nutrition Month

Nutrition Month is an annual campaign held every July to create greater awareness among Filipinos on the importance of nutrition as provided under the Nutrition Act of the Philippines (P.D. 491). The law also mandates the National Nutrition Council (NNC) to lead and coordinate the nationwide campaign.

The theme for 2021 was "*Malnutrisyon patuloy na labanan, First 1000 days tutukan!*" which reaffirmed the call for all members of society to pursue and continue efforts to address malnutrition guided by the Philippine Plan of Action for Nutrition 2017-2022 as the framework. The theme also emphasized the need for scaling up interventions in the first 1000 days of life through the strengthened implementation of Republic Act 11148 (*Kalusugan at Nutrisyon ng Mag-Nanay Act*).

The campaign aimed to raise awareness on the nutrition issues and encourage various stakeholders to participate and engage in activities to improve nutrition. It also aimed to:

- a) increase the understanding of the first 1000 days of life strategy and the Philippine Plan of Action for Nutrition (PPAN) as the overall framework (EDUCATE);

- b) facilitate collaboration among various stakeholders for scaled-up interventions to fight malnutrition (ENCOURAGE); and
- c) generate actions from stakeholders about nutrition (ENGAGE).



Figure 5. Regional Nutrition Month activities that aimed to EDUCATE.



Figure 6. Regional Nutrition Month activities that aimed to ENCOURAGE.



Figure 7. Regional Nutrition Month activities that aimed to ENGAGE.

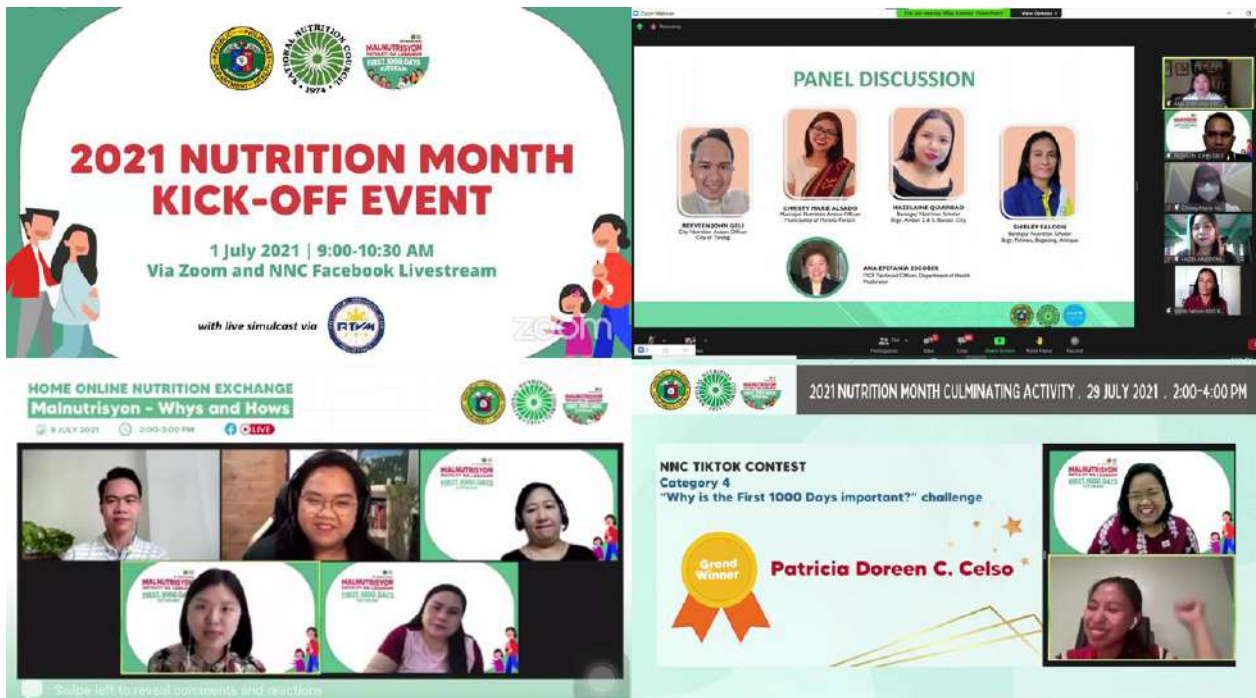


Figure 8. 2021 Nutrition Month key activities of the NNC Secretariat.

Since 2019, the NNC has commissioned the conduct of an annual recall survey on nutrition messages to measure the performance of advocacy campaigns of NNC and its recall on its

target audience. The recall survey covers the performance of the campaigns conducted in the previous year (e.g. 2022 recall survey measures campaigns conducted in 2021).

The Nutrition Month campaign had the highest recall among all the campaigns conducted by NNC. Recall was at an average of 64% in 2022 compared to 42% in 2021. Based on the results, “First 1000 Days of Life” as a campaign had an increased recall at an average of 35% compared to 11% in 2021. The results showed better awareness of NNC’s key messages on the first 1000 days. However, there is still a need to strengthen the first 1000 days campaign as a strategy in terms of branding to prevent misinterpretation.

3. Advocacy Webinar Series: *Usapang PPAN sa Barangay*

The NNC, in partnership with the Department of the Interior and Local Government (DILG) and *Liga ng mga Barangay sa Pilipinas* (LBP), conducted a "Virtual Dialogue with *Punong Barangays: Enabling Nutrition Devolution*" via Zoom Webinar on 4 October 2021 which was a sequel to the previously held "*Dialogue with Local Chief Executives (LCEs): Enabling Nutrition Devolution*" on 30 July 2021.

The virtual dialogue aimed to 1) articulate the increased recognition of the PPAN and its connection to barangay nutrition action plans, 2) enumerate the functions of the barangay nutrition committee and roles of Punong Barangays, Barangay Nutrition Scholars, and other committee members in the achievement of BNAP and PPAN targets, 3) identify good practices on managing nutrition programs of high-performing barangay nutrition committees (BNCs) in the area that can be applied in their respective area of responsibility, and 4) explain the implications of Supreme Court Ruling on Mandanas-Garcia Petitions on nutrition program management at the barangay.

Over 7,250 individuals attended the event conducted over Zoom and streamed via Facebook live. Participants included *Punong Barangays* (Barangay Chairpersons), Barangay Nutrition Scholars (BNSs), *Sangguniang Kabataan* Chairpersons and other members of the BNC. A panel discussion on "*Navigating Nutrition Programs in the Barangay*" featuring selected Punong Barangays from performing barangays and representatives from BNS federations were invited to share their insights on the topic of the panel discussion, particularly on delivery of services related to the ECCD on the First 1000 Days program.



Figure 8. Screenshot during the panel discussion “*Navigating Nutrition Programs in the Barangay*” of the *Usapang PPAN sa Barangay* conducted on 4 October 2021.

4. Webinar Executive Session (WES) with Local Government Academy

The Local Government Academy, in coordination with the NNC conducted the 2nd part of the NEO - Webinar Executive Session on Creating an Enabling Environment for Nutrition Governance last November 25, 2021 via Zoom and FB livestream.

The discussions centered on the different nutrition programs at the local level including scaling up of nutrition actions in the First 1000 days presented by NPC Arlene Reario, OIC-Chief of NNC's Nutrition Policy and Planning Division.

The activity was attended by 228 participants composed of local chief executives, local policy makers, local nutrition workers, among others.

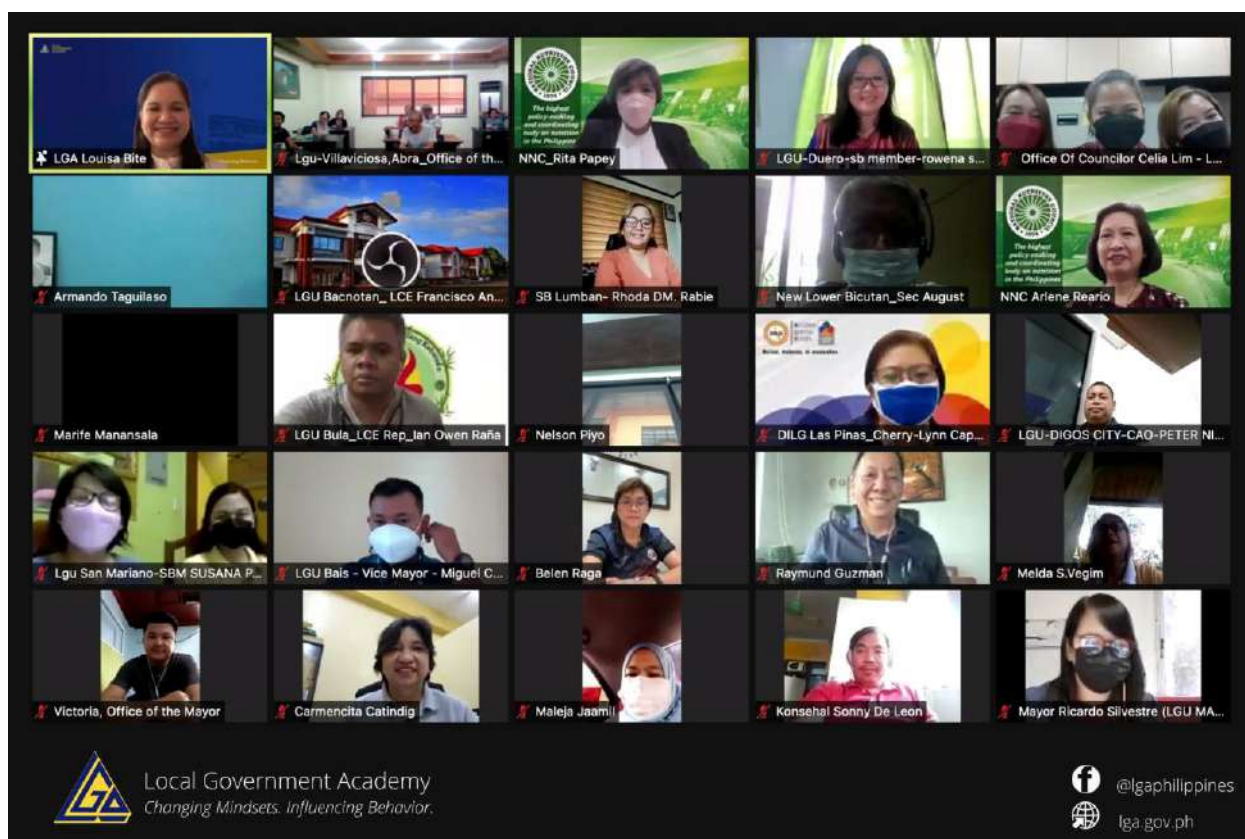


Figure 9. Screenshot during the Webinar Executive Session on Creating an Enabling Environment for Nutrition Governance on 25 November 2021.

5. *Tutok Kainan* Dietary Supplementation Program (TK DSP)

The Philippine Plan of Action for Nutrition (PPAN) 2017-2022 identifies the National Dietary Supplementation Program as one of eight nutrition-specific programs that aims to improve the nutritional status of the most vulnerable groups of the population. To support its implementation, the NNC together with the Inter-Agency Task Force on Zero Hunger conceptualized the Dietary Supplementation in the First 1000 Days initiative to help in the reduction of child stunting and wasting. The program is dubbed as “*Tutok Kainan*” to

underscore the need to closely monitor the nutrition of the target beneficiary during the crucial period of the first 1000 days to prevent low birth weight and stunting.

The program targets nutritionally at-risk pregnant women and children 6-23 months old in Human Development and Poverty Reduction Cluster (HDPRC) priority provinces and typhoon-stricken areas. During the last quarter of 2021, the NNC coordinated with the Department of Health (DOH) to incorporate the Dietary Supplementation Program of pregnant women and children 6-23 months old in DOH's Devolution Transition Plan (DTP).

The program's general objective is to contribute to the prevention of stunting among children 0-23 months old by improving the quality and quantity of food and nutrient intakes and utilization of related ECCD FIKD services among nutritionally at-risk pregnant women and children 6-23 months old in target *Tutok Kainan* program areas. Annex 1 contains the list of LGUs covered and the number of beneficiaries.

a) Social Preparation

Social preparation activities in 2021 include: 1) securing of masterlists of beneficiaries and 2) signing of Memorandum of Understanding (MOU) with local government units, as well as MOU and Marketing Agreements with Regional DAR and Agrarian Reform Beneficiaries Organizations for the ingredients used for wet feeding, and orientation to local chief executives, health workers, and beneficiaries.

b) Implementation

A mix of dry and wet feeding were the modes of service delivery in the barangays. Dry feeding involved provision of ready-to-eat or easy to prepare food commodities, while wet feeding was through hot meals, prepared either at a central kitchen or in the barangay. Feeding duration for the pregnant women last 90 days, with 400-700 calories and 15-20 grams protein of nutritious meals per day; while 180 days for 6-23 months old children with 130-300 calories and 5-10 grams protein hot meals.

c) Micronutrient Supplementation

The following micronutrient supplements were given to the respective beneficiaries for additional nutrient and calorie-sources. This component aimed to integrate health and nutrition services.

1. Lipid Nutrient Supplement Paste Small Quantity or LNS-SQ for pregnant women
2. Iron-folic acid (IFA) for pregnant and lactating women
3. Micronutrient powder (MNP) among 6-23 months old children

Local health workers monitored the consumption daily by (1) visiting beneficiaries in their household daily, if possible, (2) texting beneficiaries or caregivers to ask if beneficiaries were able to consume the food, and (3) setting up a group chat where beneficiaries or guardians may report the consumption of the commodity and then send photos.

d) Nutritexts

Text blasting of nutrition messages was done to complement program implementation. Beneficiaries received updates, messages about nutrition and other-related ECCD services such as immunization, prenatal and postpartum checkups, family planning sessions, among others, which were programmed according to the gestational age of pregnancy and/or age of child for a more effective advocacy. Mothers' classes using the *Idol Ko Si Nanay* Module were also conducted in some areas every Friday for 1 hour, only if feasible.

ACCOMPLISHMENTS: Completed Target Areas and Beneficiaries

Phase 1A NAR Pregnant Women in HDPRC areas

Region	Province/City	Target	Actual messages sent	Pregnant Women Received Nutritexts	
				Total	Percentage
VI	Negros Occidental	1866	1811	1737	95.91
VII	Cebu City	1600	1600	1047	65.44
	Negros Oriental	2315	2307	901	39.06
	Siquijor	74	74	46	60.52
X	Bukidnon	3382	3399	3376	99.32
Sub total		9237	9191	7107	77.33

Phase 1B NAR Pregnant Women in Emergency areas

Region	Province/City	Target	Actual messages sent	Pregnant Women Received Nutritexts	
				Total	Percentage
Region 2	Cagayan	1193	1192	734	61.58
	Isabela	480	489	344	70.35
Region 4A	Rizal	1316	1380	1265	91.67
Sub total		7154	7219	5540	76.74

e) Monitoring

The **Tutok Kainan Reporting System** was developed to monitor the real-time implementation of the TK DSP for pregnant women, as well as to facilitate the delivery of nutrition messages to beneficiaries and program implementers. The system programmed the sending out of nutritexts to designated mobile numbers. It also served as venue for LGU field personnel to send reports through formatted text messages.

Activities	Target Date	Accomplishment
Development of Reporting System	Jan-Feb 2021	System Development
	Feb 2021	Beta-testing, coordination meeting with contractor
	July 2021	Finalization, System development
	July 2021 to present	Technical support
Tutok Kainan Reporting System User's Training	Aug 2021	<p>Training of Tutok Kainan Reporting System User's from NNC Central and Regional Office, Provincial, City/Municipality Focal Persons with attendance rate of 94%.</p> <p>Highlights: Discussion on different user levels, features of the reporting system: outbound & inbound SMS, SMS reporting system format, geotagging of images and report generation.</p>

Outreach

As of 10 March 2022, of the 31,485 target beneficiaries for Phase 1, 27,936 beneficiaries have started feeding, 6,530 are currently undergoing feeding, 11,846 have completed, 5,463 have stopped and 4,097 will start the 90 days of feeding for the areas included on the phase 1 of the Tutok- Kainan (TK) program. During the span of almost a year of implementation at least 743,838 nutribuns and at least 116,764 packs of LNSSQ were provided to the areas as reported by the municipal focal person on the Reporting System of the TK. The areas included on the remaining phases are currently preparing to start their implementation. Some have completed their social preparation whilst some are waiting for the commodities to arrive.



ANNEX

**LIST OF NATIONAL CHILD DEVELOPMENT CENTERS (NCDCs)
as of December 31, 2021**

No	PROVINCE	CITY/ MUNICIPALITY	LOCATION
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National Capital Region

1	Metro Manila	Malabon City (Hulung Duhat)	Malabon Elem. School, Naval Ext., Hulung Duhat, Malabon City
2	Metro Manila	Malabon City (Tugatog)	Epifanio delos Santos ES, Asogue, Tugatog, Malabon City
3	Metro Manila	Manila (Pandacan)	Pandacan Center Complex, Pandacan, 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

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	Liwang West, Rizal, Kalinga
25	Kalinga	Tabuk City	Barangay Agbannawag, Tabuk City, Kalinga
26	Mountain Province	Bauko	Kalimbatawa, Otucan, Bauko, Mountain Province
27	Mountain Province	Bontoc	Barangay Tocucan, Bontoc, Mountain Province
28	Mountain Province	Natonin	Poblacion, Natonin, Mountain Province
29	Mountain Province	Sagada	Barangay Antadao, Sagada, Mountain Province
30	Mountain Province	Tadian	Kayan West, Tadian, Mountain Province

Region 1			
31	Ilocos Norte	Adams	Municipal Compound, Adams, Ilocos Norte
32	Ilocos Norte	Badoc	Barangay 21, Lacuben, Badoc, Ilocos Norte
33	Ilocos Norte	Banguui	Banguui Central Elementary School, Barangay San Lorenzo, Banguui, Ilocos Norte
34	Ilocos Norte	Batac City	Government Center Compound, City of Batac, Ilocos Norte
35	Ilocos Norte	Dingras	Barangay Guerrero, Dingras, Ilocos Norte
36	Ilocos Norte	Laoag City	Barangay 2, Sta. Joaquina, Laoag City
37	Ilocos Norte	Marcos	Poblacion, Lydia, Marcos, Ilocos Norte
38	Ilocos Norte	Pagudpud	Municipal Hall Compound, Pagudpud, Ilocos Norte
39	Ilocos Norte	Paoay	Barangay 20, Panatong, Paoay, Ilocos Norte
40	Ilocos Norte	Pasuquin	Gabaldon Elementary School Compound, Barangay Gabaldon, Pasuquin, Ilocos Norte
41	Ilocos Norte	San Nicolas	Barangay 19, San Lorenzo, San Nicolas, Ilocos Norte
42	Ilocos Norte	Sarrat	Sarrat North Central School, Sarrat, Ilocos Norte
43	Ilocos Norte	Solsona	Bgry. Laureta, Solsona, Ilocos Norte
44	Ilocos Sur	Alilem	Barangay Alilem Daya (Poblacion), Alilem, Ilocos Sur
45	Ilocos Sur	Burgos	Barangay Sabangan Pinggan, Burgos, Ilocos Sur
46	Ilocos Sur	Cabugao	Barangay Rizal, Cabugao, Ilocos Sur
47	Ilocos Sur	Cervantes	Bantay, Libang, Cervantes, Ilocos Sur
48	Ilocos Sur	Galimuyod	Barangay Sapang, Galimuyod, Ilocos Sur
49	Ilocos Sur	Gregorio del Pilar	Sitio Ul-oling Barangay Poblacion Norte, Gregorio Del Pilar, Ilocos Sur
50	Ilocos Sur	Lidlidda	Barangay Calungbuyan, Lidlidda, Ilocos Sur
51	Ilocos Sur	Magsingal	San Vicente, Magsingal, Ilocos Sur
52	Ilocos Sur	Nagbukel	Poblacion East, Nagbukel, Ilocos Sur
53	Ilocos Sur	Salcedo	Barangay Baybayading, Salcedo, Ilocos Sur
54	Ilocos Sur	San Emilio	Cabaroan, San Emilio, Ilocos Sur
55	Ilocos Sur	San Ildefonso	Poblacion West, San Ildefonso, Ilocos Sur
56	Ilocos Sur	San Juan	North Central School, San Juan, Ilocos Sur
57	Ilocos Sur	San Vicente	Poblacion, San Vicente, Ilocos Sur
58	Ilocos Sur	Santa Cruz	Barangay Poblacion, Santa Cruz, Ilocos Sur
59	Ilocos Sur	Santa Maria	Poblacion Sur, Santa Maria, Ilocos Sur
60	Ilocos Sur	Sinait	Barangay Teppeng, Sinait, Ilocos Sur
61	Ilocos Sur	Sta. Catalina	Barangay Poblacion, Sta. Catalina, Ilocos Sur
62	Ilocos Sur	Sugpon	Balbalayang (Poblacion) Sugpon, 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
74	Pangasinan	Anda	Poblacion, Anda, Poblacion
75	Pangasinan	Asingan	Barangay Macalong, Asingan, Pangasinan
76	Pangasinan	Balungao	San Miguel, Balungao, Pangasinan
77	Pangasinan	Bautista	Barangay Diaz, Bautista, Pangasinan
78	Pangasinan	Binalonan	South Central School, Binalonan, Pangasinan
79	Pangasinan	Bolinao	Barangay Germinal, Bolinao, Pangasinan
80	Pangasinan	Burgos	Barangay Poblacion, Burgos, Pangasinan
81	Pangasinan	Calasiao	Barangay Macabito, Calasiao, Pangasinan
82	Pangasinan	Dasol	Petal, Dasol, Pangasinan
83	Pangasinan	Labrador	Poblacion, Labrador, Pangasinan
84	Pangasinan	Laoac	Barangay Poblacion, Laoac, Pangasinan
85	Pangasinan	Lingayen	Lingayen I CES, Brgy. Manboloc, Lingayen
86	Pangasinan	Malasiqui	Don Vicente Quintans, Malasiqui, Pangasinan
87	Pangasinan	Manaoag	Barangay Pugaro, Manaoag, Pangasinan/ Barangay Cabanbanan, Manaoag, Pangasinan
88	Pangasinan	Mangatarem	Barangay Dorongan, Ketaket, Mangatarem, Pangasinan
89	Pangasinan	Mapandan	Barangay Aserda, Mapandan, Pangasinan
90	Pangasinan	Natividad	Barangay Poblacion East, Natividad, Pangasinan
91	Pangasinan	Pozorrubio	Barangay Poblacion, Pozzorubio, Pangasinan
92	Pangasinan	Rosales	San Isidro, Rosales, Pangasinan
93	Pangasinan	San Fabian	Barangay Longos Parac Parac Amangonan, San Fabian, Pangasinan
94	Pangasinan	San Jacinto	Barangay Bolo, San Jacinto, Pangasinan
95	Pangasinan	San Manuel	Poblacion, San Manuel, Pangasinan
96	Pangasinan	San Nicolas	Barangay Santa Maria, San Nicolas, Pangasinan
97	Pangasinan	San Quintin	Barangay Poblacion, San Quintin, Pangasinan
98	Pangasinan	Santa Barbara	New Municipal Hall Compound, Barangay Maninding, Santa Barbara, Pangasinan
99	Pangasinan	Santa Maria	Municipal Hall Compound, Poblacion, Santa Maria, Pangasinan
100	Pangasinan	Santo Tomas	Barangay San Marcos, Sto. Tomas, Pangasinan
101	Pangasinan	Sison	Barangay Inmalog, Sison, Pangasinan
102	Pangasinan	Sual	Barangay Poblacion, Sual, Pangasinan
103	Pangasinan	Tayug	Barangay C Poblacion, Tayug, Pangasinan
104	Pangasinan	Umingan	Barangay Lauren, Umingan, Pangasinan
105	Pangasinan	Urbiztondo	Luna Street, Poblacion, Urbiztondo, Pangasinan
106	Pangasinan	Urdaneta City	Pedro Maria Sison Park, Urdaneta City, Pangasinan
107	Pangasinan	Villasis	Villasis Municipal Park, Poblacion Zone 1, Villasis, Pangasinan

Region 2

108	Cagayan	Abulug	Libertad, Abulug, Cagayan
109	Cagayan	Alcala	Alcala, Cagayan

110	Cagayan	Allacapan	Barangay Tamboli, Allacapan, Cagayan
111	Cagayan	Aparri	Centro 9, Aparri, Cagayan
112	Cagayan	Ballesteros	Centro East, Ballesteros, Cagayan
113	Cagayan	Buguey	Centro, Buguey, Cagayan
114	Cagayan	Calayan	Municipal Government Center, Poblacion, Calayan, Cagayan
115	Cagayan	Camalaniugan	Municipal Hall Compound, Camalaniugan, Cagayan
116	Cagayan	Enrile	Municipal Center, Enrile, Cagayan
117	Cagayan	Iguig	Barangay Sta. Rosa, Iguig, Cagayan
118	Cagayan	Lal-lo	Bagumbayan Central School, Lal-lo, Cagayan
119	Cagayan	Pamplona	Barangay Capalalian, Pamplona, Cagayan
120	Cagayan	Peñablanca	Quibal, Peñablanca, Cagayan
121	Cagayan	Piat	Poblacion 2, Piat, Cagayan
122	Cagayan	Sanchez Mira	Langagan, Sanchez Mira, Cagayan
123	Cagayan	Santa Ana	Centro, Santa Ana, Cagayan
124	Cagayan	Santa Praxedes	Sta. Praxedes Central School. Poblacion, Sta. Praxedes, Cagayan
125	Cagayan	Santa Teresita	Sta. Teresita Municipal Compound, Centro East, Sta. Teresita
126	Cagayan	Solana	Solana, Cagayan
127	Cagayan	Tuao	Barangay Cato, Tuao, Cagayan
128	Isabela	Alicia	Mabini, Alicia, Isabela
129	Isabela	Aurora	Malasin, Aurora, Isabela
130	Isabela	Benito Soliven	Benito Soliven Central School Compound, Benito Soliven, Isabela
131	Isabela	Burgos	Municipal Compound, Poblacion, Burgos, Isabela
132	Isabela	Cabagan	Barangay Balasig Barangay Hall, Cabagan, Isabela
133	Isabela	Cabatuan	Barangay La Paz, Cabatuan, Isabela
134	Isabela	Cauayan City	107 Rizal Avenue, District 3, Cauayan City, Isabela
135	Isabela	Cordon	Barangay Magsaysay, Cordon, Isabela
136	Isabela	Echague	Municipal Compound, Echague, Isabela
137	Isabela	Ilagan City	Barangay San Vicente, City of Ilagan, Isabela
138	Isabela	Mallig	Barangay Olango, Mallig, Isabela
139	Isabela	Naguilian	Barangay Minanga, Naguilian, Isabela
140	Isabela	Quezon	Barangay Samonte, Quezon, Isabela
141	Isabela	Ramon	Barangay Ampatali, Ramon, Isabela
142	Isabela	Reina Mercedes	Barangay Santor, Reina Mercedes, Isabela
143	Isabela	Roxas	Sitio Benito, Barangay San Placido, Roxas, Isabela
144	Isabela	San Guillermo	Barangay Centro 1, San Guillermo, Isabela
145	Isabela	San Manuel	Municipal Plaza Compound, Poblacion, San Manuel, Isabela
146	Isabela	San Mateo	Barangay 3, San Mateo, Isabela
147	Isabela	Santa Maria	Poblacion 2, Centro, Santa Maria, Isabela
148	Isabela	Santiago City	Barangay Calaocan, Santiago City, Isabela
149	Isabela	Santo Tomas	Poblacion, Sto. Tomas, Isabela
150	Isabela	Tumauini	Camp Samal, Barangay Arcon, Tumauini, Isabela

151	Nueva Vizcaya	Aritao	Barangay Banganan, Aritao, Nueva Vizcaya
152	Nueva Vizcaya	Bagabag	Bagabag Central School, Bagabag, Nueva Vizcaya
153	Nueva Vizcaya	Bambang	Calaocan, Bambang, Nueva Vizcaya
154	Nueva Vizcaya	Diadi	Municipal Compound, Poblacion, Diadi, Nueva Vizcaya
155	Nueva Vizcaya	Dupax del Norte	Malasin, Dupax del Norte, Nueva Vizcaya
156	Nueva Vizcaya	Kasibu	Barangay Kangkong, Kasibu, Nueva Viscaya
157	Nueva Vizcaya	Kayapa	Barangay Besong, Kayapa, Nueva Vizcaya
158	Nueva Vizcaya	Quezon	Barangay Aurora, Quezon, Nueva Vizcaya
159	Nueva Vizcaya	Santa Fe	Forest Park, Consuelo Baliling, Santa Fe, Nueva Vizcaya
160	Nueva Vizcaya	Solano	Barangay Roxas, Solano, Nueva Viscaya
161	Nueva Vizcaya	Villaverde	Ibung, Villaverde, Nueva Vizcaya
162	Quirino	Aglipay	San Leonardo, Aglipay, Quirino
163	Quirino	Cabarroguis	LGU Compound, Zamora, Cabarroguis, Quirino
164	Quirino	Provincial Government of Quirino	Capitol Hills, San Marcos, Cabarroguis, Quirino
165	Quirino	Diffun	Andres Bonifacio, Diffun, Quirino
166	Quirino	Nagtipunan	Nagtipunan, Quirino
167	Quirino	Saguday	Magsaysay (Poblacion), Saguday, Quirino

Region 3

168	Aurora	Baler	Baler Central Elementary School, Blaer, Aurora
169	Aurora	Dinalungan	Municipal Hall Compound, Dinalungan, Aurora
170	Bataan	Balanga City	Diamond st. Corner Garnet St. Barangay San Jose, Balanga City, Bataan
171	Bataan	Limay	Barangay Townsite, Limay, Bataan
172	Bataan	Mariveles	Cristina Square, Barangay Cabcaban, Mariveles, Bataan
173	Bataan	Samal	Samal Municipal Complex, Samal, Bataan
174	Bulacan	Bulakan	San Jose, Bulacan, Bulacan
175	Bulacan	Bustos	Bulacan Heights, Catacte, Bustos, Bulacan
176	Bulacan	Guiguinto	Barangay Malis, Guiguinto, Bulacan
177	Bulacan	Malolos City	Bungahan Elem School, Barangay Bungahan, Malolos City
178	Bulacan	Meycauayan City	Barangay Libtong, Meycauayan City, Bulacan
179	Bulacan	Pandi	Barangay Bagong Barrio, Pandi, Bulacan
180	Bulacan	Plaridel	Sta. Monica Subdivision, Sto. Niño, Plaridel, Bulacan
181	Bulacan	San Jose Del Monte City	Barangay Minuyan Proper, City of San Josedel Monte, Bulacan
182	Bulacan	San Rafael	Municipal Hall Compound, San Rafael, Bulacan
183	Nueva Ecija	Aliaga	Barangay Bucot, Aliaga, Nueva Ecija
184	Nueva Ecija	Bongabon	Barangay Magtanggol, Bongabon, Nueva Ecija
185	Nueva Ecija	Cabanatuan City	City Hall Compound, Cabantuan City
186	Nueva Ecija	Cabiao	Brgy. Sta. Rita, Cabiao, Nueva Ecija
187	Nueva Ecija	Gabalton	Barangay South Poblacion, Gabaldon, Nueva Ecija
188	Nueva Ecija	General Mamerto Natividad	General Mamerto Natividad, Nueva Ecija
189	Nueva Ecija	Laur	Barangay Sagana, Laur, Nueva Ecija
190	Nueva Ecija	Licab	Barangay Poblacion Sur, Licab, Nueva Ecija

191	Nueva Ecija	Llanera	Municipal Hall Compound, Barangay Victoria, Llanera, Nueva Ecija
192	Nueva Ecija	Lupao	Barangay San Antonio Este, Lupao, Nueva Ecija
193	Nueva Ecija	Nampicuan	Barangay Ambassador, Nampicuan, Nueva Ecija
194	Nueva Ecija	Palayan City	Barangay Sapang Buho, Palayan City, Nueva Ecija
195	Nueva Ecija	Pantabangan	Km 8, Barangay Villarica, Pantabangan, Nueva Ecija
196	Nueva Ecija	Peñaranda	Barangay Poblacion II, Peñaranda, Nueva Ecija
197	Nueva Ecija	Rizal	Barangay Estrella, Rizal, Nueva Ecija
198	Nueva Ecija	San Leonardo	Barangay Diversion, San Leonardo, Nueva Ecija
199	Nueva Ecija	Santa Rosa	Barangay Mapalad, Sta. Rosa, Nueva Ecija
200	Nueva Ecija	Santo Domingo	New Municipal Hall Compound, Barangay Sagaba, Santo Domingo, Nueva Ecija
201	Nueva Ecija	Talavera	Barangay Sampaloc, Talavera, Nueva Ecija
202	Nueva Ecija	Talugtug	Barangay Sagana, Talugtug, Nueva Ecija
203	Nueva Ecija	Zaragoza	Municipal Compound, Barangay Del Pilar, Zaragoza, Nueva Ecija
204	Pampanga	Angeles City	City Hall Compound, Angeles City, Pampanga
205	Pampanga	Apalit	San Vicente, Apalit, Pampanga
206	Pampanga	Bacolor	Barangay San Vicente, Bacolor, Pampanga
207	Pampanga	Floridablanca	Barangay San Jose, Floridablanca
208	Pampanga	Guagua	Brgy Lambac, Guagua Ville, Guagua, Pampanga
209	Pampanga	Lubao	Santa Cruz, Lubao, Pampanga
210	Pampanga	Mabalacat City	Camachiles, Resettlement Phase 1, Sapang Biabas, Mabalacat City, Pampanga
211	Pampanga	Magalang	Barangay San Isidro, Magalang, Pampanga
212	Pampanga	Mexico	Barangay Laput, Mexico, Pampanga
213	Pampanga	Minalin	Barangay Sto. Rosario, Minalin, Pampanga
214	Pampanga	Porac	Municipal Annex, Barangay Jalung, Porac, Pampanga
215	Pampanga	San Fernando City	Sindalan Barangay Complex, San Fernando City, Pampanga
216	Pampanga	Santa Ana	Barangay Sta. Maria, Santa Ana, Pampanga
217	Pampanga	Santo Tomas	Barangay San Matias, Santo Tomas, Pampanga
218	Pampanga	Sasmuan	Santa Lucia, Sasmuan, Pampanga
219	Tarlac	Anao	Barangay San Francisco East, Anao, Tarlac
220	Tarlac	Bamban	Barangay Anupol, Bamban, Tarlac
221	Tarlac	Camiling	Barangay Surgui Second, Camiling, Tarlac
222	Tarlac	Capas	Barangay Cristo Rey, Capas, Tarlac
223	Tarlac	Concepcion	Bonifacio Street, San Nicolas Poblacion, Concepcion
224	Tarlac	Gerona	Barangay Macaspac, Gerona, Tarlac
225	Tarlac	La Paz	Barangay Comillas, La Paz, Tarlac
226	Tarlac	Mayantoc	Barangay Poblacion Norte, Mayantoc, Tarlac
227	Tarlac	Pura	Barangay Poblacion, Pura, Tarlac
228	Tarlac	Ramos	Barangay Pance, Ramos, Tarlac
229	Tarlac	San Clemente	Barangay Nagsabaran, San Clemente, Tarlac
230	Tarlac	San Jose	Moriones, San Jose, Tarlac

231	Tarlac	San Manuel	Poblacion, San Manuel, Tarlac
232	Tarlac	Santa Ignacia	Municipal Compound, Barangay Poblacion West, Santa Ignacia, Tarlac
233	Tarlac	Tarlac City	Barangay Tibag, Tarlac City, Tarlac
234	Tarlac	Victoria	Poblacion, Victoria, Tarlac
235	Zambales	Botolan	Botolan Community College, Botolan, Zambales
236	Zambales	Masinloc	Barangay South Poblacion, Masinloc, Zambales
237	Zambales	Subic	Barangay Wawandue, Subic, Zambales

Region 4A			
238	Batangas	Agoncillo	Barangay Pamiga, Agoncillo, Batangas
239	Batangas	Alitagtag	Barangay Dalipit West, Alitagtag, Batangas
240	Batangas	Balete	Barangay Sala, Balete, Batangas
241	Batangas	Batangas City	Barangay Tingga Itaas, Batangas City, Batangas
242	Batangas	Bauan	Manghinao Proper, Bauan, Batangas
243	Batangas	Calatagan	Barangay Gulod, Calatagan, Batangas
244	Batangas	Ibaan	People's Park, Poblacion, Ibaan, Batangas
245	Batangas	Laurel	Barangay As-is, Laurel, Batangas
246	Batangas	Lian	Barangay Bagong Pook, Lian, Batangas
247	Batangas	Lipa City	Lipa City Park Subdivision, Lipa City, Batangas
248	Batangas	Lobo	Barangay Mabilog na Bundok, Lobo, Batangas
249	Batangas	Mabini	Sampaguita, Mabini, Batangas
250	Batangas	Malvar	Poblacion, Malvar, Batangas
251	Batangas	Mataasnakahoy	Barangay Calingatan, Mataasnakahoy, Batangas
252	Batangas	Nasugbu	Nasugbu West Central School, Nasugbu, Batangas
253	Batangas	Padre Garcia	Barangay Bawi, Padre Garcia, Batangas
254	Batangas	San Juan	Barangay Maraykit, San Juan, Batangas
255	Batangas	San Luis	Poblacion, San Luis, Batangas
256	Batangas	San Nicolas	Barangay Poblacion, San Nicolas, Batangas
257	Batangas	San Pascual	Poblacion, San Pascual, Batangas
258	Batangas	Talisay	Barangay Tumaway, Talisay, Batangas
259	Batangas	Taysan	Barangay Poblacion East, Taysan, Batangas
260	Batangas	Tuy	Barangay Luna, Tuy, Batangas
261	Cavite	Alfonso	Poblacion, Alfonso, Cavite
262	Cavite	Amadeo	Barangay Maymangga, Amadeo, Cavite
263	Cavite	General Mariano Alvarez	Municipal Hall Compound, General Mariano Alvarez, Cavite
264	Cavite	Indang	Poblacion 4, Indang, Cavite
265	Cavite	Magallanes	Urdaneta, Magallanes, Cavite
266	Cavite	Silang	243 J.P. Rizal St. Barangay Poblacion 5, Silang, Cavite
267	Laguna	Biñan City	Malaban, Biñan, Laguna
268	Laguna	Cavinti	Barangay Udia, Cavinti, Laguna
269	Laguna	Famy	Barangay Batuhan, Famy, Laguna
270	Laguna	Kalayaan	Barangay San Antonio, Kalayaan, Laguna
271	Laguna	Liliw	Barangay Palina, Liliw, Laguna
272	Laguna	Luisiana	Barangay San isidro, Luisiana, laguna

273	Laguna	Lumban	Barangay Concepcion, Lumban, Laguna
274	Laguna	Mabitac	Barangay Nanguma, Mabitac, Laguna
275	Laguna	Majayjay	Barangay San Miguel, Majayjay, Laguna
276	Laguna	Paete	Barangay Ibaba del Norte, Paete, Laguna
277	Laguna	Pagsanjan	PTCA Barangay II, Pagsanjan, Laguna
278	Laguna	Pakil	Barangay Tavera, Pakil Laguna
279	Laguna	Pangil	Barangay Sulib, Pangil, Laguna
280	Laguna	Pila	Pila, Laguna
281	Laguna	Rizal	East Poblacion, Rizal, Laguna
282	Laguna	Santa Cruz	Barangay Bubukal, Bagumbayan, Sta. Cruz, Laguna
283	Laguna	Santa Maria	Barangay Cueva, Santa Maria, Laguna
284	Laguna	Santa Rosa City	Government Center Compound, Santa Rosa City, Laguna
285	Laguna	Siniloan	Barangay Wawa, Siniloan, Laguna
286	Laguna	Victoria	Municipal Site, Victoria, Laguna
287	Quezon	Agdangan	San Isidro Village, Barangay Sildora, Agdangan, Quezon
288	Quezon	Atimonan	Barangay Zone 1 Poblacion, Atimonan, Quezon
289	Quezon	Buenavista	Brgy. Ibabang Wasay, Buenavista, Quezon
290	Quezon	Candelaria	Barangay, Masalukot 1, Candelaria, Quezon
291	Quezon	Catanauan	Barangay Madulao, Catanauan, Quezon
292	Quezon	Dolores	Dolores Central School, Dolores, Quezon
293	Quezon	General Luna	Barangay San Vicente, General Luna, Quezon
294	Quezon	Guinayangan	Barangay Calimpak, Guinayangan, Quezon
295	Quezon	Gumaca	Barangay Tabing Dagat, Gumaca, Quezon
296	Quezon	Jomalig	Poblacion Talisoy, Jomalig, Quezon
297	Quezon	Lucban	Miramonte Subdivision, Barangay Tinamnan, Lucban, Quezon
298	Quezon	Lucena City	Barangay Barra, Lucena City, Quezon
299	Quezon	Macalelon	Barangay Pinagbayanan, Macalelon, Quezon
300	Quezon	Padre Burgos	Barangay Cabuyao Norte, Padre Burgos, Quezon
301	Quezon	Panukulan	Barangay San Juan, Panukulan, Quezon
302	Quezon	Pitogo	Barangay Nag-Cruz, Pitogo, Quezon
303	Quezon	Plaridel	Barangay Tanauan, Plaridel, Quezon
304	Quezon	Real	Poblacion 1, Real, Quezon
305	Quezon	San Antonio	Barangay Poblacion, San Antonio, Quezon
306	Quezon	Sariaya	Barangay Morong, Sariaya, Quezon
307	Quezon	Tayabas City	Ibabang Bukal, City of Tayabas, Quezon
308	Quezon	Tiaong	Bundalian St., Barangay Lusacan, Tiaong, Quezon
309	Quezon	Unisan	Brgy. Kalilayan Ibaba, Unisan, Quezon
310	Rizal	Antipolo City	Brgy. Complex, Bagong Nayon, Antipolo City
311	Rizal	Antipolo City (2nd District)	Sitio Cabading, Barangay San Jose, Antipolo City
312	Rizal	Binangonan	Binangonan Elementary School, Binangonan, Rizal
313	Rizal	Cainta	Brussels cor Madrid St. Cypress Village, Barangay Sto. Domingo, Cainta, Rizal
314	Rizal	Rodriguez	Southville, San Isidro, Rodriguez, Rizal

315	Rizal	San Mateo	JFD Complex, Guitnangbayan I, San Mateo, Rizal
316	Rizal	Tanay	Tanay Government Center, Tanay, Rizal
Region 4B			
317	Marinduque	Gasan	People's Park, Barangay Uno, Gasan, Marinduque
318	Occidental Mindoro	Abra De Ilog	Barangay Balao, Abra de Ilog, Occidental Mindoro
319	Occidental Mindoro	Calintaan	Poblacion, Calintaan, Occidental Mindoro
320	Occidental Mindoro	Paluan	Barangay V-Bagong Silang, Paluan, Oriental Mindoro
321	Occidental Mindoro	Rizal	Sudlon, Rizal, Occidental Mindoro
322	Occidental Mindoro	Sablayan	Buenavista, Sablayan, Occidental Mindoro
323	Occidental Mindoro	San Jose	Barangay Poblacion VII, San Jose, Occidental Mindoro
324	Oriental Mindoro	Baco	Barangay Baras, Baco, Oriental Mindoro
325	Oriental Mindoro	Bansud	Barangay Poblacion, Bansud, Oriental Mindoro
326	Oriental Mindoro	Bulalacao	Sitio Talisay, Barangay Campaasan, Bulalacao, Oriental Mindoro
327	Oriental Mindoro	Gloria	Maligaya, Gloria, Oriental Mindoro
328	Oriental Mindoro	Mansalay	Barangay Poblacion, Mansalay, Oriental Mindoro
329	Oriental Mindoro	Pinamalayan	Sitio Paraiso, Zone 1, Pinamalayan, Oriental Mindoro
330	Oriental Mindoro	Pola	Barangay Bayanan, Pola, Oriental Mindoro
331	Oriental Mindoro	Puerto Galera	Barangay Illuminada, Balete, Poblacion, Puerto Galera, Oriental Mindoro
332	Oriental Mindoro	Roxas	Barangay San Mariano, Roxas, Oriental Mindoro
333	Oriental Mindoro	San Teodoro	Barangay Ilog, San Teodoro, Oriental Mindoro
334	Oriental Mindoro	Socorro	Barangay Zone 1, Socorro, Oriental Mindoro
335	Oriental Mindoro	Victoria	Poblacion 1, Victoria, Oriental Mindoro
336	Palawan	Bataraza	Municipal Complex, Barangay Marangas, Bataraza, Palawan
337	Palawan	Brooke's Point	Barangay Pangobilian, Brooke's Point, Palawan
338	Palawan	El Nido	Poblacion, El Nido, Palawan
339	Palawan	Puerto Princesa City	Government Center, Barangay Sta. Monica, Puerto Princesa City, Palawan
340	Palawan	Rizal	Rizal Central School, Rizal, Palawan
341	Romblon	Banton	Barangay Tumalom, Banton, Romblon
342	Romblon	Concepcion	Poblacion, Concepcion, Romblon
343	Romblon	Corcuera	Poblacion, Corcuera, Romblon

344	Romblon	Odiongan	Liwayway, Odiongan, Romblon
345	Romblon	Romblon	Barangay II, Poblacion, Romblon, Romblon

Region 5			
346	Albay	Bacacay	Bacacay East Central School Ground, Bacacay, Albay
347	Albay	Camalig	Barangay Cotmon, Camalig, Albay
348	Albay	Jovellar	Barangay Cabraran, Jovellar, Albay
349	Albay	Libon	Barangay Santa Cruz, Libon, Albay
350	Albay	Ligao City	Sta. Cruz, Ligao City, Albay
351	Albay	Malinao	Pawa, Malinao, Albay
352	Albay	Oas	Municipal Plaza Compound, Oas, Albay
353	Albay	Pioduran	Municipal Hall Compound, Pio Duran, Albay
354	Albay	Polangui	Cabangan, Ubaliw, Polangui, Albay
355	Albay	Sto. Domingo	Barangay Fidel Surtida, Sto. Domingo, Albay
356	Albay	Tabaco City	Brgy. Salvacion, Tabaco City, Albay
357	Albay	Tiwi	Barangay Tigbi, Tiwi, Albay
358	Camarines Norte	Basud	Municipal Ground LGU-Basud, Maharlika Highway, Basud, Camarines Norte,
359	Camarines Norte	Capalonga	Reclamation Area, Barangay Poblacion, Capalonga, Camarines Norte
360	Camarines Norte	Daet	Gregorio Pimentel Memorial School, Daet, Camarines Norte
361	Camarines Norte	Jose Panganiban	Jose Panganiban, Camarines Norte
362	Camarines Norte	Labo	Labo Elementary School, Labo, Camarines Norte
363	Camarines Norte	Mercedes	Barangay 3, Mercedes, Camarines Norte
364	Camarines Norte	Paracale	Barangay Maybato, Paracale, Camarines Norte
365	Camarines Norte	San Lorenzo Ruiz	Purok I, Barangay Matacong, San Lorenzo Ruiz, Camarines Norte
366	Camarines Norte	San Vicente	San Vicente, Camarines Norte
367	Camarines Norte	Sta. Elena	Sta. Elena , Camarines Norte
368	Camarines Norte	Talisay	Purok 1, Brgy. San Francisco, Talisay, Camarines Norte
369	Camarines Norte	Vinzons	Barangay II-Poblacion, Vinzons, Camarines Norte
370	Camarines Sur	Balatan	Barangay Duran, Balatan, Camarines Sur
371	Camarines Sur	Bato	Brgy Santa Cruz, Bato, Camarines Sur
372	Camarines Sur	Bombon	San Jose, Bombon, Camarines Sur
373	Camarines Sur	Buhi	Buhi Central School, Buhi, Camarines Sur
374	Camarines Sur	Del Gallego	Brgy, Comadogcadog, Del Gallego, Camarines Sur
375	Camarines Sur	Iriga City	Barangay San Isidro, Iriga City, Camarines Sur
376	Camarines Sur	Libmanan	Brgy. Bagumbayan, Libmanan, Camarines Sur
377	Camarines Sur	Milaor	Barangay Santo Domingo, Milaor, Camarines Sur
378	Camarines Sur	Nabua	La Opinion, Nabua, Camarines Sur

379	Camarines Sur	Pamplona	Barangay San Isidro, Pamplona, Camarines Sur
380	Camarines Sur	Pasacao	Barangay Odicon, Pasacao, Camarines Sur
381	Camarines Sur	Pili	Anayan Sagrada Elementary School, Barangay Anayan, Pili, Camarines Sur
382	Camarines Sur	San Jose	Barangay Poblacion, San Jose, Camarines Sur
383	Camarines Sur	Sipocot	Brgy. Calagbangan, Sipocot, Camarines Sur
384	Camarines Sur	Tinambac	Barangay Binalay, Tinambac, Camarines Sur
385	Catanduanes	Bagamanoc	Bagamanoc Central Elementary School, Bagamanoc, Catanduanes
386	Catanduanes	Baras	Poblacion, Baras, Catanduanes
387	Catanduanes	Bato	Cabugao Integrated School, Bato Catanduanes
388	Catanduanes	Caramoran	Datag East, Caramoran, Catanduanes
389	Catanduanes	Pandan	Barangay Napo, Pandan, Catanduanes
390	Catanduanes	Panganiban	Panganiban Central Elementary School, Panganiban, Catanduanes
391	Catanduanes	San Andres	Mayngaway Elementary School, San Andres, Catanduanes
392	Catanduanes	San Miguel	District 3, Poblacion, San Miguel, Catanduanes
393	Catanduanes	Virac	San Isidro Villafge, Virac, Catanduanes
394	Masbate	Aroroy	Bagauma, Aroroy, Masbate
395	Masbate	Cataingan	Corner Quezon St. & Osmena St., Poblacion, Cataingan, Masbate
396	Masbate	Cawayan	Fausto L. Seachon, Jr. Sports Complex, Barangay Mahayahay, Cawayan, Masbate
397	Masbate	Claveria	LGU Compound Claveria, Masbate
398	Masbate	Mandaon	Poblacion, Mandaon, Masbate
399	Masbate	Masbate City	Jose Zurbito Sr. Elementary School, Barangay Centro, Masbate City, Masbate
400	Masbate	Milagros	Milagros West Central School, Barangay Bacolod, Milagros, Masbate
401	Masbate	Mobo	Mobo Central School, Mobo, Masbate
402	Masbate	Monreal	Poblacion, Monreal, Masbate
403	Masbate	Placer	Municipal Site Placer, Masbate
404	Masbate	San Jacinto	Municipal Hall Compound, San Jacinto, Masbate
405	Sorsogon	Barcelona	Municipal Hall Compound, Barcelona, Sorsogon
406	Sorsogon	Bulan	A. De Castro Elementary School, Bulan, Sorsogon
407	Sorsogon	Bulan	Barangay Zone 6, Bulan, Sorsogon
408	Sorsogon	Casiguran	Barangay Trece Martires, Casiguran, Sorsogon
409	Sorsogon	Castilla	Purok Rosal, Cumadcad, Castilla, Sorsogon
410	Sorsogon	Donsol	Tres Marias Drive, Donsol, Sorsogon
411	Sorsogon	Gubat	Aguinaldo ES Compound, Brgy. Balod del Norte, Gubat, Sorsogon
412	Sorsogon	Magallanes	Cawit Extension, Magallanes, Sorsogon
413	Sorsogon	Matnog	Barangay Sisigon, Matnog, Sorsogon
414	Sorsogon	Pilar	Pilar I CES, Pilar, Sorsogon
415	Sorsogon	Santa Magdalena	Barangay Poblacion, Santa Magdalena, Sorsogon
416	Sorsogon	Sorsogon City	City Hall Compound, Sorsogon City

Region 6			
417	Aklan	Balete	Barangay Cortes, Balete, Aklan
418	Aklan	Banga	Municipal Hall Compound, Barangay Poblacion, Banga, Aklan
419	Aklan	Kalibo	N. Roldan corner Goding Ramos St., Kalibo, Aklan
420	Aklan	Malay	Barangay Argao, Malay, Aklan
421	Aklan	Numancia	Bulwang, Numancia, Aklan
422	Antique	Anini-y	Barangay Poblacion, Anini-y, Antique
423	Antique	Barbaza	Municipal Hall Compound, Barbaza, Antique
424	Antique	Belison	Barangay Poblacion, Belison, Antique
425	Antique	Bugasong	Municipal Hall Compound, Bugasong, Antique
426	Antique	Libertad	Poblacion, Libertad, Antique
427	Antique	Pandan	Bagumbayan, Pandan, Antique
428	Antique	San Jose de Buenavista	Canuto B. Pefianco, Sr. Elementary School, Brgy. Madrangca
429	Antique	San Remigio	Barangay Poblacion, San Remigio, Antique
430	Antique	Sebaste	Municipal Hall Compound, Sebaste, Antique
431	Antique	Sibalom	LGU-Compound, Furio St., Sibalom, Antique
432	Antique	Tibiao	Natividad, Tibiao, Antique
433	Capiz	Cuartero	Poblacion, Ilawod, Cuartero, Capiz
434	Capiz	Dao	Municipal Hall Compound, Poblacion Ilawod, Dao, Capiz
435	Capiz	Jamindan	Poblacion Jamindan, Capiz
436	Capiz	Panay	Poblacion, Ilawod, Panay, Capiz
437	Capiz	Pilar	Barangay Poblacion, Pilar, Capiz
438	Capiz	Sigma	Poblacion Norte, Sigma, Capiz
439	Guimaras	Buenavista	Barangay New Poblacion, Buenavista, Guimaras
440	Guimaras	Jordan	Barangay Poblacion, Jordan, Guimaras
441	Guimaras	Nueva Valencia	Barangay Poblacion, Nueva Valencia, Guimaras
442	Iloilo	Ajuy	Barangay Tipacla, Ajuy, Iloilo
443	Iloilo	Alimodian	Barangay Poblacion, Alimodian, Iloilo
444	Iloilo	Badiangan	Municipal Hall Compound, Badiangan, Iloilo
445	Iloilo	Banate	Poblacion, Banate, Iloilo
446	Iloilo	Batad	Barangay Poblacion, Batad, Iloilo
447	Iloilo	Cabatuan	Rizal St., Cabatuan, Iloilo
448	Iloilo	Dingle	Barangay San Jose, Dingle, Iloilo
449	Iloilo	Igbaras	Igbaras Central Elementary School, Poblacion, Igbaras, Iloilo
450	Iloilo	Lambunao	Barangay Poblacion, Ilawod, Lambunao, Iloilo
451	Iloilo	Leon	Corner Capalla Avenue and Cabarles St., Poblacion, Leon, Iloilo
452	Iloilo	Miag-ao	Barangay Ubos Ilaya, Miagao, Iloilo
453	Iloilo	Mina	Poblacion, Mina, Iloilo
454	Iloilo	Oton	Oton Central Elementary School, Oton, Iloilo
455	Iloilo	Passi City	Barangay Santo Tomas, Passi City, Iloilo
456	Iloilo	Pavia	Ungka II ES, Pavia, Iloilo

457	Iloilo	Zarraga	Municipal Compound, Zarraga, Iloilo
458	Negros Occidental	Bago City	Barangay Caridad, Bago City
459	Negros Occidental	Binalbagan	Poblacion, Barangay San Pedro, Binalbagan, Negros Occidental
460	Negros Occidental	Cadiz City	Carmen, Barangay Daga, Cadiz City, Negros Occidental
461	Negros Occidental	Cauayan	Barangay Poblacion, Cauayan, Negros Occidental
462	Negros Occidental	Don Salvador Benedicto	Barangay Poblacion, Barangay Igmaya-an Don Salvador Benedicto, Negros Occidental
463	Negros Occidental	E. B. Magalona	Barangay 1, Poblacion, E.B. Magalona, Negros Occidental
464	Negros Occidental	Escalante City	Alimango ES, Barangay Alimango, Escalante City, Negros Occidental
465	Negros Occidental	Himamaylan City	Barangay Caradio-an, Himamaylan City, Negros Occidental
466	Negros Occidental	Hinoba-an	Barangay Pook, Hino-baan, Negros Occidental
467	Negros Occidental	Isabela	Isabela, Negros Occidental
468	Negros Occidental	La Carlota City	Locsin-Ledesma St., La Carlota City, Negros Occidental
469	Negros Occidental	La Castellana	Barangay Robles, La Castellana, Negros Occidental
470	Negros Occidental	Manapla	Barangay I-A, Manapla, Negros Occidental
471	Negros Occidental	Moises Padilla	Barangay 3, Poblacion, Moises Padilla, Negros Occidental
472	Negros Occidental	Murcia	Murcia, Negros Occidental
473	Negros Occidental	Pontevedra	Barangay I, Pontevedra, Negros Occidental
474	Negros Occidental	Pulupandan	Barangay Zone 4, Pulupandan, Negros Occidental
475	Negros Occidental	Sagay City	Old Barangay Plaza, Purok 6, Barangay Poblacion 1, Sagay City, Negros Occidental
476	Negros Occidental	San Enrique	San Enrique, Negros Occidental
477	Negros Occidental	Silay City	Hofileña Subd. Brgy., Mambulac, Silay City
478	Negros Occidental	Sipalay City	Barangay III, Sipalay City, Negros Occidental
479	Negros Occidental	Toboso	Barangay Poblacion, Toboso, Negros Occidental
480	Negros Occidental	Valladolid	Valladolid, Negros Occidental
481	Negros Occidental	Victorias City	Victorias City, Negros Occidental

Region 7

482	Bohol	Alicia	Poblacion, Alicia, Bohol
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483	Bohol	Buenavista	Barangay Poblacion, Buenavista, Bohol
484	Bohol	Candijay	Barangay Poblacion, Candijay, Bohol
485	Bohol	Getafe	Barangay Poblacion, Getafe, Bohol
486	Bohol	Lila	Poblacion, Lila, Bohol
487	Bohol	Loay	Bgy. Calbario Compound, Loay, Bohol
488	Bohol	Loon	Loon North Central Elementary School, Loon
489	Bohol	Mabini	Municipal Hall Compound, Mabini, Bohol
490	Bohol	Pilar	LGU Pilar Compound, Pilar, Bohol
491	Bohol	Sagbayan	National Hi-way, Sagbayan, Bohol
492	Bohol	San Miguel	Poblacion, San Miguel, Bohol
493	Bohol	Sevilla	Poblacion, Sevilla, Bohol
494	Bohol	Sierra Bullones	Municipal Compound, Sierra Bullones, Bohol
495	Bohol	Tagbilaran City	Poblacion II, Tagbilaran City, Bohol
496	Bohol	Tubigon	Tubigon Local Government Center, Potohan, Tubigon, Bohol
497	Bohol	Ubay	Barangay Poblacion, Ubay Bohol
498	Cebu	Alcoy	Poblacion, Alcoy, Cebu
499	Cebu	Asturias	Owak, Asturias, Cebu
500	Cebu	Borbon	Poblacion, Borbon, Cebu
501	Cebu	Consolacion	Lamac, Consolacion, Cebu
502	Cebu	Dalaguete	Amando Osorio St., Poblacion, Dalaguete, Cebu
503	Cebu	Medellin	Poblacion, Medellin, Cebu
504	Cebu	Moalboal	Poblacion, Moalboal, Cebu
505	Cebu	Pilar	Poblacion, Pilar, Cebu
506	Cebu	Poro	Eastern Poblacion, Poro, Cebu
507	Cebu	San Fernando	Barangay Sangat, San Fernando, Cebu
508	Cebu	San Francisco	Barangay Hall Compound, Northern Poblacion, San Francisco, Cebu
509	Cebu	San Remigio	Municipal Compound, Poblacion, San Remigio, Cebu
510	Cebu	Sibonga	Poblacion, Sibonga, Cebu
511	Cebu	Tabogon	Ilihan, Tabogon, Cebu
512	Cebu	Tabuelan	Poblacion, Tabuelan, Cebu
513	Cebu	Tuburan	Barangay 7, Tuburan, Cebu
514	Cebu	Tudela	Barangay Puertobello, Tudela, Cebu
515	Negros Oriental	Bacong	Barangay Lutao, Bacong, Negros Oriental
516	Negros Oriental	Bayawan City	GK Housing, Barangay Villareal, Bayawan City
517	Negros Oriental	Canlaon City	City Hall Compound, Barangay Mabigo, Canlaon City, Negros Oriental
518	Negros Oriental	Jimalalud	Poblacion, Jimalalud, Negros Oriental
519	Negros Oriental	Mabinay	Barangay Poblacion, Mabinay, Negros Oriental
520	Negros Oriental	Sta. Catalina	Tambacan, Poblacion, Santa Catalina, Negros Oriental
521	Negros Oriental	Zamboanguita	Del Pilar Street, Barangay Poblacion, Zamboanguita, Negros Oriental

522	Siquijor	Enrique Villanueva	Poblacion, Enrique Villanueva, Siquijor
523	Siquijor	Larena	Barangay Helen, Larena, Siquijor
524	Siquijor	Maria	Barangay Olang, Maria, Siquijor
525	Siquijor	Siquijor	Poblacion, Siquijor, Siquijor

Region 8			
526	Biliran	Almeria	Poblacion, Almeria, Biliran
527	Biliran	Biliran	San Isidro St. Biliran, Biliran
528	Biliran	Cabucgayan	Barangay Magbangon, Cabucgayan, Biliran
529	Biliran	Caibiran	Barangay Palengke, Caibiran, Biliran
530	Biliran	Culaba	Poblacion, Culaba, Biliran
531	Biliran	Kawayan	Municipal Plaza, Brgy. Poblacion, Kawayan, Biliran
532	Biliran	Maripipi	Poblacion, Maripipi, Biliran
533	Eastern Samar	Balangiga	Barangay 3, Poblacion, Balangiga, Eastern Samar
534	Eastern Samar	Balangkayan	Barangay 1, Poblacion, Balangkayan, Eastern Samar
535	Eastern Samar	Dolores	Poblacion, Dolores, Eastern Samar
536	Eastern Samar	General MacArthur	Barangay Pingan, General Mc Arthur
537	Eastern Samar	Giporlos	Barangay 2, Fabiliar St. Giporlos, Eastern Samar
538	Eastern Samar	Guiuan	Cogon Relocation Site, Guiuan, Eastern Samar
539	Eastern Samar	Hernani	NHA Housing Site, Barangay Nagaja, Hernani, Eastern Samar
540	Eastern Samar	Lawaan	Barangay 09 Poblacion, Lawaan, Eastern Samar
541	Eastern Samar	Llorente	Barangay Poblacion, Llorente, Eastern Samar
542	Eastern Samar	Maydolong	Brgy. Camada, Maydolong, Eastern Samar
543	Eastern Samar	Mercedes	Barangay 1, Poblacion, Mercedes, Eastern Samar
544	Eastern Samar	Quinapondan	Barangay San Pedro, Quinapondan, Eastern Samar
545	Eastern Samar	Salcedo	Salcedo, Eastern Samar
546	Eastern Samar	San Julian	Barangay Pagbabangnan, San Julian, Eastern Samar
547	Eastern Samar	San Policarpo	Barangay Natividad, San Policarpo, Eastern Samar
548	Eastern Samar	Sulat	Barangay Baybay, Sulat, Eastern Samar
549	Eastern Samar	Taft	Poblacion, Taft, Eastern Samar
550	Leyte	Abuyog	Barangay Loyonsawang, Abuyog, Leyte
551	Leyte	Alangalang	Barangay Blumentritt, Poblacion, Alangalang, Leyte
552	Leyte	Albuera	Sitio Canlalin, Poblacion, Albuera, Leyte
553	Leyte	Babatngon	Mechor Cañete St. Brgy. Dist. 2, Babatngon, Leyte
554	Leyte	Bato	Barangay Bagongbayan, Bato, Leyte
555	Leyte	Baybay City	Barangay Candadam, Baybay City, Leyte
556	Leyte	Calubian	Barangay Veloso, Calubian, Leyte
557	Leyte	Carigara	E Makabenta St. Carigara, Leyte
558	Leyte	Dagami	Barangay Balillit, Dagami, Leyte
559	Leyte	Dulag	Brgy. Buntay, Dulag, Leyte.
560	Leyte	Hilongos	Barangay Western Poblacion, Hilongos, Leyte
561	Leyte	Hindang	Municipal Compound, Hindang, Leyte
562	Leyte	Inopacan	Inopacan Central School, Sto. Rosario St., Poblacion, Inopacan, Leyte
563	Leyte	Jaro	Poblacion, Jaro, Leyte

564	Leyte	Javier	Barangay Poblacion, Javier, Leyte
565	Leyte	Julita	Poblacion District III, Julita, Leyte
566	Leyte	Kananga	Barangay Poblacion, Kananga, Leyte
567	Leyte	La Paz	Barangay District 4, La Paz, Leyte
568	Leyte	Leyte	Barangay Poblacion, Leyte, Leyte
569	Leyte	MacArthur	LGU Compound, Poblacion, District 1, Macarthur, Leyte
570	Leyte	Mahaplag	Poblacion, Mahaplag, Leyte
571	Leyte	Matag-ob	Municipal Compound, Barangay San Guillermo, Matag-ob, Leyte
572	Leyte	Matalom	Matalom North Central Elementary School, Matalom, Leyte
573	Leyte	Mayorga	Barangay Liberty, Mayorga, Leyte
574	Leyte	Merida	Poblacion, Merida, Leyte
575	Leyte	Palo	Palo Central School, Palo, Leyte
576	Leyte	Palompon	Barangay San Isidro, Palompon, Leyte
577	Leyte	Pastrana	Habitat Community Village, District 4, Pastrana, Leyte
578	Leyte	San Isidro	Barangay Linao, San Isidro, Leyte
579	Leyte	San Miguel	Barangay Libtong, San Miguel, Leyte
580	Leyte	Santa Fe	Barangay Poblacion, Santa Fe, Leyte
581	Leyte	Tabango	North West Poblacion, Tabango, Leyte
582	Leyte	Tabontabon	Barangay Rizal, Tabontabon, Leyte
583	Leyte	Tolosa	Barangay Telegrafo, Tolosa, Leyte
584	Leyte	Tunga	Barangay San Antonio, Tunga, Leyte
585	Leyte	Villaba	Barangay Calbugos, Villaba, Leyte
586	Northern Samar	Allen	Sabang Zone 2, Allen, Northern Samar
587	Northern Samar	Biri	Municipal Compound, Barangay Poblacion, Biri, Northern Samar
588	Northern Samar	Bobon	Barangay General Lucban, Bobon, Northern Samar
589	Northern Samar	Capul	Barangay Poblacion, Capul, Northern Samar
590	Northern Samar	Gamay	Municipal Ground, Gamay, Northern Samar
591	Northern Samar	Lavezares	Barangay Caragas, Lavezares, Northern Samar
592	Northern Samar	Lope de Vega	Barangay Poblacion, Lope de Vega, Northern Samar
593	Northern Samar	Mapanas	Mapanas Central Elementary School, Mapanas, Northern Samar
594	Northern Samar	Pambujan	Pambujan 1, Central Elementary School, Pambujan, Northern Samar
595	Northern Samar	Rosario	Municipal Complex, Rosario, Northern Samar
596	Northern Samar	San Isidro	San Isidro CES, San Isidro, Northern Samar
597	Northern Samar	Victoria	Zone III, Victoria, Northern Samar

598	Samar	Calbayog City	Trinidad Elementary School, Calbayog, Samar
599	Samar	Jiabong	Municipal Compound, Poblacion, Jiabong, Samar
600	Samar	Paranas	Municipal Government Compound, Poblacion 4, Paranas, Samar
601	Samar	Santa Rita	Poblacion, Sta. Rita, Samar
602	Samar	Tarangnan	Barangay C Poblacion, Tarangnan, Samar
603	Samar	Villareal	Villareal CES, Villareal, Samar
604	Southern Leyte	Anahawan	Anahawan Central School, Anahawan, Leyte
605	Southern Leyte	Hinunangan	Poblacion, Hinunangan, Southern Leyte
606	Southern Leyte	Hinundayan	District II, Hinundayan, Southern Leyte
607	Southern Leyte	Libagon	Poblacion, Libagon, Southern Leyte
608	Southern Leyte	Liloan	Barangay Malangza, Liloan, Southern Leyte
609	Southern Leyte	Limasawa	Government Center, Limasawa, Southern Leyte
610	Southern Leyte	Maasin City	Combado, Maasin City, Southern Leyte
611	Southern Leyte	Macrohon	San Vicente Poblacion, Macrohon, Southern Leyte
612	Southern Leyte	Malitbog	Barangay Maujo, Malitbog, Southern Leyte
613	Southern Leyte	Padre Burgos	Barangay Sta. Sofia, Padre Burgos, Southern Leyte
614	Southern Leyte	Pintuyan	Barangay Poblacion Ubos, Pintuyan, Southern Leyte
615	Southern Leyte	Saint Bernard	Barangay Poblacion, St. Bernard, Southern Leyte
616	Southern Leyte	San Francisco	Barangay Malico, San Francisco, Southern Leyte
617	Southern Leyte	San Juan	San Juan Central ES, San Juan, Southern Leyte
618	Southern Leyte	San Ricardo	Barangay San Antonio, San Ricardo, Southern Leyte
619	Southern Leyte	Sogod	Sogod Central School District 1, Sogod, Southern Leyte
620	Southern Leyte	Tomas Oppus	Barangay Bogo. Tomas Oppus, Southern Leyte

Region 9

621	Zamboanga del Norte	Bacungan (Leon B. Postigo)	Poblacion, Leon B. Postigo, Zamboanga del Norte
622	Zamboanga del Norte	Dipolog City	Brgy. Olingan Relocation Area, Dipolog City
623	Zamboanga del Norte	Godod	Godod, Zamboanga del Norte
624	Zamboanga del Norte	Gutalac	Poblacion, Gutalac, Zamboanga Del Norte
625	Zamboanga del Norte	Jose Dalman	Government Center, Jose Dalman, Zamboanga del Norte
626	Zamboanga del Norte	Kalawit	Barangay Poblacion, Kalawit, Zamboanga Del Norte
627	Zamboanga del Norte	La Libertad	Municipal Compound, La Libertad, Zamboanga del Norte
628	Zamboanga del Norte	Labason	Labason CES, Labason, Zamboanga del Norte
629	Zamboanga del Norte	Liloy	Beside Liloy Gymnasium, Liloy, Zamboanga del Norte
630	Zamboanga del Norte	Manukan	Barangay Poblacion, Manukan, Zamboanga del Norte
631	Zamboanga del Norte	Mutia	Poblacion, Mutia, Zamboanga Del Norte

632	Zamboanga del Norte	Piñan	Piñan Central School, Piñan, Zamboanga Del Norte
633	Zamboanga del Norte	Polanco	Municipal Hall Compound, Poblacion North, Polanco
634	Zamboanga del Norte	President Manuel A. Roxas	Barangay Langatian, President Manuel A. Roxas, Zamboanga del Norte
635	Zamboanga del Norte	Rizal	East Poblacion, Rizal, Zamboanga del Norte
636	Zamboanga del Norte	Salug	Salug, Zamboanga del Norte
637	Zamboanga del Norte	Siayan	Poblacion, Siayan, Zamboanga del Norte
638	Zamboanga del Norte	Sibutad	Barangay Poblacion, Sibutad, Zamboanga del Norte
639	Zamboanga del Norte	Sindangan	La Roche San Miguel, Sindangan, Zamboanga del Norte
640	Zamboanga del Norte	Siocon	Barangay Poblacion, Siocon, Zamboanga del Norte
641	Zamboanga del Norte	Tampilisan	Municipal Hall Compound, Tampilisan, Zamboanga del Norte
642	Zamboanga del Sur	Aurora	Barangay Poblacion, Aurora, Zamboanga del Sur
643	Zamboanga Del Sur	Bayog	Barangay Poblacion, Bayog, Zamboanga Del Sur
644	Zamboanga Del Sur	Dimataling	Barangay Kagawasan, Dimataling, Zamboanga Del Sur
645	Zamboanga Del Sur	Dinas	Barangay Poblacion, Dinas, Zamboanga del Sur
646	Zamboanga Del Sur	Dumalinao	Municipal Compound, Dumalinao, Zamboanga Del Sur
647	Zamboanga Del Sur	Dumingag	Municipal Hall Compound, Poblacion, Dumingag, Zamboanga del Sur
648	Zamboanga Del Sur	Guipos	Municipal Compound, Guipos, Zamboanga Del Sur
649	Zamboanga Del Sur	Josefina	Municipal Compound, Josefina, Zamboanga Del Sur
650	Zamboanga Del Sur	Kumalarang	Barangay Poblacion, Kumalarang, Zamboanga del Sur
651	Zamboanga Del Sur	Labangan	Barangay Poblacion, Labangan, Zamboanga Del Sur
652	Zamboanga Del Sur	Lakewood	Barangay Poblacion, Lakewood, Zamboanga Del Sur
653	Zamboanga Del Sur	Lapuyan	Barangay Poblacion, Lapuyan, Zamboanga Del Sur
654	Zamboanga Del Sur	Mahayag	Barangay Poblacion, Mahayag, Zamboanga del Sur
655	Zamboanga Del Sur	Margosatubig	Barangay Poblacion, Margosatubig, Zamboanga del Sur
656	Zamboanga Del Sur	Midsalip	Barangay Poblacion, Midsalip, Zamboanga del Sur
657	Zamboanga Del Sur	Molave	Barangay Makuguihon, Molave, Zamboanga del Sur

658	Zamboanga Del Sur	Pitogo	Municipal Compound, Poblacion, Pitogo, Zamboanga Del Sur
659	Zamboanga Del Sur	Ramon Magsaysay	Barangay Poblacion, Ramon Magsaysay, Zamboanga Del Sur
660	Zamboanga Del Sur	San Miguel	Municipal Complex, Poblacion, San Miguel, Zamboanga del Sur
661	Zamboanga del Sur	San Pablo	Barangay Poblacion, San Pablo, Zamboanga del Sur
662	Zamboanga Del Sur	Sominot	Barangay Poblacion, Sominot, Zamboanga Del Sur
663	Zamboanga Del Sur	Tabina	Municipal Government Compound, Poblacion, Tabina, Zamboanga Del Sur
664	Zamboanga Del Sur	Tambulig	Barangay Poblacion, Tambulig, Zamboanga Del Sur
665	Zamboanga Del Sur	Tigbao	Barangay Tigbao, Tigbao, Zamboanga Del Sur
666	Zamboanga Del Sur	Tukuran	Barangay San Carlos, Tukuran, Zamboanga Del Sur
667	Zamboanga Del Sur	Vincenzo Sagun	Barangay Poblacion, Vincenzo Sagun, Zamboanga Del Sur
668	Zamboanga Sibugay	Alicia	LGU Compound, Poblacion, Alicia, Zamboanga Sibugay
669	Zamboanga Sibugay	Buug	Barangay Poblacion, Buug, Zamboanga Sibugay
670	Zamboanga Sibugay	Diplahan	Polacion, Dipalahan, Zamboanga Sibugay
671	Zamboanga Sibugay	Imelda	Western Mindanao State University, Imelda External Studies Unit Compound, Barangay Balugo, Imelda, Zamboanga Sibugay
672	Zamboanga Sibugay	Ipil	Ipil Heights, Ipil, Zamboanga Sibugay
673	Zamboanga Sibugay	Kabasalan	Barangay Poblacion, Kabasalan, Zamboanga Sibugay
674	Zamboanga Sibugay	Mabuhay	Barangay Pobacion, Mabuhay, Zamboanga Sibugay
675	Zamboanga Sibugay	Malangas	Malangas Central Elementary School Ground, Malangas, Zamboanga Sibugay
676	Zamboanga Sibugay	Naga	Barangay Crossing, Santa Clara, Naga, Zamboanga Sibugay
677	Zamboanga Sibugay	Olutanga	Solar, Olutanga, Zamboanga Sibugay
678	Zamboanga Sibugay	Payao	Barangay Poblacion, Payao, Zamboanga Sibugay
679	Zamboanga Sibugay	Roseller T. Lim	Katipunan, Roseller T. Lim, Zamboanga Sibugay
680	Zamboanga Sibugay	Siay	Sitio Gusawan, Barangay Monching, Siay, Zamboanga Sibugay
681	Zamboanga Sibugay	Talusan	Poblacion, Talusan, Zamoanga Sibugay
682	Zamboanga Sibugay	Titay	Barangay Poblacion, Titay, Zamboanga Sibugay
683	Zamboanga Sibugay	Tungawan	Barangay Poblacion, Tungawan, Zamboanga Sibugay

Region 10			
684	Bukidnon	Baungon	Barangay Imbatug, Baungon, Bukidnon
685	Bukidnon	Cabanglasan	Barangay Poblacion, Cabanglasan, Bukidnon
686	Bukidnon	Damulog	Pobalcion, Damulog, Bukidnon
687	Bukidnon	Dangcagan	Pobalcion, Dangcagan, Bukidnon
688	Bukidnon	Impasugong	Impasugong CES, Impasugong, Bukidnon
689	Bukidnon	Kadingilan	Barangay Poblacion, Kadingilan, Bukidnon
690	Bukidnon	Kalilangan	Purok 1, Central Poblacion, Kalilangan, Bukidnon
691	Bukidnon	Lantapan	Barangay Poblacion, Lantapan, Bukidnon
692	Bukidnon	Libona	Poblacion, Libona, Balintawak
693	Bukidnon	Malaybalay City	Bangcud CS, Brgy. Bangcud, Malaybalay City
694	Bukidnon	Manolo Fortich	Barangay Diclum, Manolo Fortich, Bukidnon
695	Bukidnon	Maramag	Panadtalan, Maramag, Bukidnon
696	Bukidnon	Pangantucan	Poblacion, Pangantucan, Bukidnon
697	Bukidnon	Quezon	Barangay Libertad, Quezon, Bukidnon
698	Bukidnon	Sumilao	Barangay Kisolon, Sumilao, Bukidnon
699	Bukidnon	Talakag	Poblacion, Talakag, Bukidnon
700	Bukidnon	Valencia City	Hindanganon, Valencia City, Bukidnon
701	Camiguin	Catarman	Barangay Poblacion, Catarman, Camiguin
702	Camiguin	Mambajao	Municipal Complex, Sitio Lakas, Pob., Mambajao, Camiguin
703	Lanao del Norte	Bacolod	Barangay Poblacion, Bacolod, Lanao Del Norte
704	Lanao del Norte	Kapatagan	Barangay Poblacion, Kapatagan, Lanao Del Norte
705	Lanao del Norte	Kauswagan	Kawit Oriental, Kauswagan, Lanao del Norte
706	Lanao del Norte	Kolambugan	Poblacion, Kolambugan, Lanao del Norte
707	Lanao del Norte	Lala	Municipal Government Center, Lala, Lanao Del Norte
708	Lanao del Norte	Linamon	Municipal Plaza Ground, Linamon, Lanao del Norte
709	Lanao del Norte	Magsaysay	Barangay Poblacion, Magsaysay, Lanao del Norte
710	Lanao del Norte	Maigo	Maigo CES, Maigo, Lanao del Norte
711	Lanao del Norte	Matungao	Municipal, Compound, Poblacion, Matungao, Lanao del Norte
712	Lanao del Norte	Salvador	Purok 4, Barangay Poblacion, Salvador, Lanao del Norte
713	Lanao del Norte	Sapad	Poblacion, Sapad, Lanao del Norte
714	Lanao del Norte	Tubod	Barangay Poblacion, Tubod, Lanao Del Norte
715	Misamis Occidental	Aloran	Barangay Dalisay, Aloran, Misamis Occidental
716	Misamis Occidental	Baliangao	Baliangao CES, Baliangao, Misamis Occidental

717	Misamis Occidental	Bonifacio	Icamen St., Bonifacio, Misamis Occidental
718	Misamis Occidental	Calamba	Barangay Southwestern Poblacion, Calamba, Misamis Occidental
719	Misamis Occidental	Clarin	Clarin CES, Clarin, Misamis Occidental
720	Misamis Occidental	Concepcion	Poblacion, Concepcion, Misamis Occidental
721	Misamis Occidental	Don Victoriano	Poblacion Lalud, Don Victoriano, Misamis Occidental
722	Misamis Occidental	Jimenez	Barangay Gata, Jimenez, Misamis Occidental
723	Misamis Occidental	Lopez Jaena	Barangay Poblacion, Lopez Jaena, Misamis Occidental
724	Misamis Occidental	Oroquieta City	Lower Lamac, Oroquieta City, Misamis Occidental
725	Misamis Occidental	Ozamiz City	City Hall Drive, Barangay Aguada, Ozamiz City, Misamis Occidental
726	Misamis Occidental	Panaon	Barangay Poblacion, Panaon, Misamis Occidental
727	Misamis Occidental	Plaridel	Barangay Southern Poblacion, Plaridel, Misamis Occidental
728	Misamis Occidental	Sapang Dalaga	Barangay Bitibut, Sapang Dalaga, Misamis Occidental
729	Misamis Occidental	Sinacaban	Barangay Poblacion, Sinacaban, Misamis Occidental
730	Misamis Occidental	Tangub City	Brgy. Compound, Lorenzo Tan, Tangub City, Misamis Occidental
731	Misamis Occidental	Tudela	Barangay Centro Napu, Tudela, Misamis Occidental
732	Misamis Oriental	Alubijid	Barangay Poblacion, Alubijid, Misamis Oriental
733	Misamis Oriental	Balingasag	Barangay Baliwagan, Balingasag, Misamis Oriental
734	Misamis Oriental	Balingoan	Upper Lapinig, Balingoan, Misamis Oriental
735	Misamis Oriental	Binuangan	Poblacion, Binuangan, Misamis Oriental
736	Misamis Oriental	Claveria	Poblacion, Claveria, Misamis Oriental
737	Misamis Oriental	El Salvador City	Poblacion, El Salvador City, Misamis Oriental
738	Misamis Oriental	Gingoog City	City Hall Complex, Gingoog City, Misamis Oriental
739	Misamis Oriental	Gitagum	Poblacion, Gitagum, Misamis Oriental
740	Misamis Oriental	Initao	Barangay Poblacion, Initao, Misamis Oriental
741	Misamis Oriental	Jasaan	Barangay San Antonio. Jasaan, Misamis Oriental
742	Misamis Oriental	Kinoguitan	Poblacion, Kinoguitan, Misamis Oriental

743	Misamis Oriental	Laguindingan	Barangay Kibaghot, Mauswagon, Laguindingan, Misamis Oriental
744	Misamis Oriental	Libertad	Municipal Complex, Libertad, Misamis Oriental
745	Misamis Oriental	Lugait	Poblacion, Lugait, Misamis Oriental
746	Misamis Oriental	Magsaysay	Barangay Kandiis, Magsaysay, Misamis Oriental
747	Misamis Oriental	Medina	North Poblacion, Medina, Misamis Oriental
748	Misamis Oriental	Naawan	Poblacion, Naawan, Misamis Oriental
749	Misamis Oriental	Opol	Poblacion, Opol, Misamis Oriental
750	Misamis Oriental	Salay	Municipal Ground, Salay, Misamis Oriental
751	Misamis Oriental	Sugbongcogon	Poblacion, Sugbongcogon, Misamis Oriental
752	Misamis Oriental	Tagoloan	Barangay Poblacion, Tagoloan, Misamis Oriental
753	Misamis Oriental	Talisayan	Talisayan Techno-Transfer Terminal Area, Talisayan, Misamis Oriental

Region 11

754	Davao de Oro	Compostela	Municipal Health Office Compound, Compostela, Davao de Oro
755	Davao de Oro	Laak	Purok 3, Poblacion, Laak, Davao de Oro
756	Davao de Oro	Maco	Purok Ernand Binungaan, Maco, Davao de Oro
757	Davao de Oro	Maragusan	Barangay Magcagong, Maragusan, Davao de Oro
758	Davao de Oro	Mawab	Municipal Ground. Mawab, Davao de Oro
759	Davao de Oro	Monkayo	Purok 2, Olive Heights, Poblacion, Monkayo, Davao de Oro
760	Davao de Oro	Montevista	Barangay San Jose (Poblacion), Montevista, Davao de Oro
761	Davao de Oro	Nabunturan	Poblacion, Nabunturan, Davao de Oro
762	Davao de Oro	New Bataan	Purok 12, Barangay Cabinuagan, New Bataan, Davao de Oro
763	Davao de Oro	Pantukan	Barangay Kingking, Pantukan, Davao de Oro
764	Davao del Norte	Asuncion	Barangay Cambanogoy, Asuncion, Davao del Norte
765	Davao del Norte	Braulio E. Dujali	Barangay Poblacion, Braulio E. Dujali, Davao del Norte
766	Davao del Norte	Carmen	Ising, Carmen, Davao del Norte
767	Davao del Norte	Kapalong	Maniki Central Elementary School (MCES)
768	Davao del Norte	Panabo City	Lot. No. 6, Panabo City Government Center Area
769	Davao del Norte	San Isidro	New Municipal Compound, San Isidro, Davao Del Norte
770	Davao del Norte	Santo Tomas	Barangay Tibal-og (Poblacion), Santo Tomas, Davao del Norte

771	Davao del Norte	Tagum City	Rizal II ES, Tagum City, Davao del Norte
772	Davao del Norte	Talaingod	P4A,Sto. Niño, Talaingod, Davao del Norte
773	Davao del Sur	Davao City	Barangay Buhangin Proper, Davao City, Davao del Sur
774	Davao del Sur	Digos City	Poblacion, Digos City, Davao del Sur
775	Davao del Sur	Hagonoy	Municipal Compound, Hagonoy, Davao Del Sur
776	Davao del Sur	Kiblawan	Brgy. Site, Barangay Poblacion, Kiblawan, Davao del Sur
777	Davao del Sur	Magsaysay	Municipal Compound, Magsaysay, Davao del Sur
778	Davao del Sur	Matanao	Brgy Site of Bulatukan, Poblacion
779	Davao del Sur	Padada	Municipal Compound, Poblacion, Padada, Davao Del Sur
780	Davao Oriental	Baganga	Sition Panjugan, Barangay Salingcomot, Baganga, Davao Oriental
781	Davao Oriental	Banaybanay	Municipal Hall Compund, Poblacion, Banaybanay, Davao Oriental
782	Davao Oriental	Boston	Municipal Hall Compund, Poblacion, Boston, Davao Oriental
783	Davao Oriental	Caraga	Poblacion, Caaraga, Davao Oriental
784	Davao Oriental	Cateel	Poblacion, Cateel, Davao Oriental
785	Davao Oriental	Governor Generoso	Poblacion, Governor Generoso, Davao Oriental
786	Davao Oriental	Lupon	Poblacion, Lupon, Davao Oriental
787	Davao Oriental	Manay	Purok 9, Barangay Central, Manay, Davao Oriental
788	Davao Oriental	Mati City (DOSCOST)	Davao Oriental State College of Science and Technology, compound, Mati City, Davao Oriental

Region 12

789	Cotabato	Alamada	Old Municipal Hall, Kitacubong, Alamada, Cotabato
790	Cotabato	Aleosan	Barangay San Mateo, Aleosan, Cotabato
791	Cotabato	Antipas	Poblacion, Antipas, Cotabato
792	Cotabato	Arakan	Poblacion, Arakan, Cotabato
793	Cotabato	Banisilan	Municipal Government Site, Poblacion 1, Banisilan, Cotabato
794	Cotabato	Kabacan	Kayaga, Kabakan, Cotabato
795	Cotabato	Kidapawan City	Poblacion, Kidapawan City, North Cotabato
796	Cotabato	Libungan	Upper Poblacion, Libungan, Cotabato
797	Cotabato	Magpet	Municipal Plaza Compound, Barangay Poblacion, Magpet, Cotabato
798	Cotabato	Makilala	Poblacion, Makilala, Cotabato
799	Cotabato	M'lang	Municipal Government Complex, Poblacion-A, M'lang, Cotabato
800	Cotabato	Pikit	Barangay Fort Pikit, Pikit, Cotabato
801	Cotabato	President Roxas	Poblacion, President Roxas, Cotabato
802	Sarangani	Alabel	Alabel Municipal Hall Complex, Poblacion, Alabel, Sarangani
803	Sarangani	Malungon	Municipal Compound, Poblacion, Malungon, Sarangani

804	South Cotabato	General Santos City	Roxas East Avenue (beside Bureau of Post), General Santos City, South Cotabato
805	South Cotabato	Norala	Barangay Poblacion, Norala, South Cotabato
806	South Cotabato	Santo Niño	Barangay Poblacion, Sto. Nino, South Cotabato
807	South Cotabato	Surallah	Municipal Compound, Surallah, South Cotabato
808	South Cotabato	Tantangan	Barangay San Felipe, Tantangan, South Cotabato
809	South Cotabato	T'boli	Barangay Aflek, T'boli, South Cotabato
810	South Cotabato	Tupi	Municipal Hall compound, Tupi, South Cotabato
811	Sultan Kudarat	Isulan	Municipal Hall compound, Isulan, Sultan Kudarat
812	Sultan Kudarat	Tacurong City	City Hall Compound, Tacurong City, Sultan Kudarat

CARAGA Region			
813	Agusan del Norte	Buenavista	Barangay 3, Buenavista, Agusan Del Norte
814	Agusan del Norte	Butuan City	J. Rosales Avenue, Butuan City, Agusan del Norte
815	Agusan del Norte	Carmen	Barangay Poblacion, Carmen, Agusan del Norte
816	Agusan del Norte	Jabonga	Poblacion, Jabonga, Agusan del Norte
817	Agusan del Norte	Kitcharao	Crossing, Kitcharao, Agusan del Norte
818	Agusan del Norte	Magallanes	Barangay Caloc-an, Magallanes, Agusan del Norte
819	Agusan del Norte	Nasipit	Barangay Cubi cubi, Nasipitm, Agusan del Norte
820	Agusan del Norte	Remedios T. Romualdez (RTR)	Poblacion, Remedios T. Romualdez, Agusan Del Norte
821	Agusan del Norte	Tubay	New Munnicipal Compound, Poblacion II, Tubay, Agusan Del Norte
822	Agusan del Sur	Bayugan City	Bayugan City, Agusan del Sur
823	Agusan del Sur	Bunawan	Barangay Poblacion, Bunawan, Agusan del Sur
824	Agusan del Sur	Esperanza	Esperanza, Agusan del Sur
825	Agusan del Sur	Prosperidad	Barangay Poblacion, Prosperidad, Agusan Del Sur
826	Agusan del Sur	Rosario	Barangay Poblacion, Rosario, Agusan del Sur
827	Agusan del Sur	San Luis	San Luis, Agusan del Sur
828	Agusan del Sur	Sibagat	Barangay Pobalcion, Sibagat, Agusan del Sur
829	Agusan del Sur	Sta. Josefa	Purok 8, Poblacion, Sta. Josefa, Agusan del Sur
830	Agusan del Sur	Talacogon	Del Monte, Talacogon, Agusan del Sur
831	Agusan del Sur	Trento	Barangay Poblacion, Trento, Agusan del Sur
832	Agusan del Sur	Veruela	Barangay Sampaguita, Veruela, Agusan del Sur
833	Dinagat Island	Basilisa	Barangay Ferdinand, Basilisa, Dinagat Island
834	Dinagat Island	Loreto	Brgy. Sta. Cruz, Loreto, Dinagat Islands

835	Surigao del Norte	Alegria	Local Government Unit Compound, Barangay Gamuton, Alegria, Surigao del Norte
836	Surigao del Norte	Bacuag	Municipal Hall Compound, Left wing, Bacuag, Surigao del Norte
837	Surigao Del Norte	Burgos	Poblacion 1, Burgos, Surigao Del Norte
838	Surigao Del Norte	Claver	Barangay Poblacion, Claver, Surigao del Norte
839	Surigao Del Norte	Dapa	Barangay 1, Sition Punta Kawit 1, Poblacion, Surigao del Norte
840	Surigao del Norte	Del Carmen	Numancia Central Elementary School, Del Carmen, Surigao del Norte
841	Surigao del Norte	Gigaquit	Barangay San Isidro, Gigaquit, Surigao del Norte
842	Surigao del Norte	Mainit	Barangay Quezon, Mainit, Surigao del Norte
843	Surigao del Norte	Malimono	Malimono Central Elementary School, Malimono, Surigao del Norte
844	Surigao Del Norte	Provincial Government SDN	Capitol Compound, Surigao City, Surigao del Norte
845	Surigao del Norte	San Benito	Barangay Talisay, San Benito, Surigao del Norte
846	Surigao Del Norte	Santa Monica	Sta. Monica LGU compound, Sta. Monica, Surigao del Norte
847	Surigao del Norte	Sison	Barangay Poblacion, Sison, Surigao del Norte
848	Surigao del Norte	Surigao City	Purok 2, Barangay San Juan, Surigao City, Surigao del Norte
849	Surigao del Norte	Tagana-an	Barangay Sampaguita, Tagana-an, Surigao del Norte
850	Surigao del Norte	Tubod	Barangay Poblacion, Tubod, Surigao del Norte
851	Surigao del Sur	Bislig City	Mancarugo, Barangay Poblacion, Bislig City, Surigao del Sur
852	Surigao del Sur	Cagwait	Purok Albizzia, Aras Asanm Cagwait, Surigao del Sur
853	Surigao del Sur	Cortes	Poblacion, Cortes, Surigao del Sur
854	Surigao del Sur	Tandag City	Tandag Commercial Complex, corner J.P. Rizal and Magsaysay Street, Bongtud, Tandag City, Surigao del Sur

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