

Education Programme Evaluation. These are also aligned with four Regional Offices Headlines Results: 3 (Positive Parenting) 4 (on ECD), 5 (on the reduction of Out of School Children and the improvement of quality in Education) and 13 (on the improvement of Adolescents Learning Outcomes).

To accelerate the achievement of the program outcome, UNICEF will further strengthen its strategic position in fostering coherence and synergies among different government entities and development partners in pursuing human rights- and equity-based approach in policy and program development and implementation of a holistic, integrated ECCD program and inclusive education; innovation initiatives on research and evidence-based policy development in promoting quality ECCD and basic education and data-driven equitable resource allocation tools. It brings in insights drawn from its global experience to accelerate the achievement of this outcome. It will mobilize national and international expertise necessary for evidence generation, strategy development and implementation.

### 3. THEORY OF CHANGE

#### Long-term desired vision of change:

A significant number of children and adolescents in the Philippines, especially the most disadvantaged, are in school and have improved learning outcomes.

For this long-term desired vision of change to happen, the following preconditions must be met:

<u>1<sup>st</sup> Precondition:</u>	<i>A significant number of children and adolescents, especially the most disadvantaged, accessed quality ECCD-early learning and are ready for school</i>
<u>2<sup>nd</sup> Precondition</u>	<i>A significant number of children and adolescents, especially the most disadvantaged, benefit from quality, relevant and inclusive education</i>
<u>3<sup>rd</sup> Precondition</u>	<i>A significant number of children and adolescents, especially the most disadvantaged, are better equipped physically, socially and emotionally to learn</i>

The theory of change identifies the change pathway that will contribute to this outcome, as follows:

**IF** parents and communities support a culture of inclusivity, gender sensitivity, positive parenting and holistic child-rearing, and care practice based on the developmental stage of children and adolescents;

**IF** children of pre-primary age, especially the most disadvantaged, have access to quality, relevant, inclusive ECCD-early learning opportunities and transition to Grade 1;

**IF** less children and adolescents, especially the most disadvantaged, face exclusion in education services and system;

**IF** children and adolescents, especially in difficult contexts, benefit from quality and inclusive teaching and learning process and complete elementary and transition to lower secondary;

**IF** children and adolescents learn and develop holistically in safe, protective and conducive environment catering to their holistic needs and in education system that is resilient and prepared for disasters and shocks; and

**IF** children and adolescents benefit from holistic social and emotional skills development opportunities and equipped to thrive as critical and productive lifelong learners and contribute to inclusive and peaceful society.

**THEN**, a significant number of children and adolescents in the Philippines, especially the most disadvantaged, are in school and have improved learning outcomes.

In close partnership with the government counterparts (DWSD, DepEd, ECCD Council and DILG), UNICEF will collaborate with development partners in supporting the outcome area, such as ECCD Council for the national ECCD coordination and leadership for education/learning management system reforms (Australia-DFAT, USAID, WB and ADB); international and local NGOs on stronger advocacy on rights of all children; academe and regional centre (SEAMEO-INNOTECH) on research and innovations; educational research institutions and regional education organizations (ACER, SEAMEO and ASEAN Secretariat) for improved evidence generation on learning outcomes towards SDG 4.1; and community organizations to accelerate equity and quality education outcomes.

*Refer to Annex 1 for a detailed TOC diagram on the Quality and Inclusive Lifelong Learning outcome.*

### 3.1. PROGRAMME IMPLEMENTATION STRATEGIES

UNICEF has been the main player in the ECCD initiative for many years in the Philippines, both at national and ARMM levels, and has a clear comparative advantage in this subsector. Meanwhile, UNICEF gained significant trust from government counterparts in the basic education subsector and its technical expertise and impartial and objective advisory services guided by global norms are well regarded. For CPC 8, UNICEF will focus on supporting the Government of the Philippines in strengthening coordination and leadership in ECCD and enhancing systems and capacity towards quality and inclusiveness in basic education.

**Outcome Statement:** By 2023, more children and adolescents, especially the most disadvantaged, have improved education and learning outcomes.

Specifically, CPC8 will work vigorously on firming up education-relevant policies, strategic and comprehensive planning, evidence generation and utilization, increasing investments in education, equitable resource allocation, and strengthening systems. The aim is to address the long-standing challenges around equity, inclusion, and quality of learning. Three sub-components will contribute towards achieving the overall objective of this outcome: 1) Early Childhood Education, 2) Quality and Inclusive Education, 3) Parenting. All sub-components of this outcome group require close collaboration with all other outcome groups and stronger cross-sectoral works to achieve desired results.

This strategic focus is also based on the recognition that the Philippines is one of the fastest growing middle-income countries with a significant level of internal resources, and shared understanding that there is a need for the programme to be positioning itself at strategic upstream level where UNICEF has comparative advantage in making catalytic changes and strategic leverages while planning carefully equity-focused downstream work. Furthermore, recognising the significant inequities and exclusion within society, and disparities of opportunity within the country, the programme will maintain a particular focus on children who are most vulnerable.

Recognising the stage of economic and social development of the country, as well as taking lessons from the previous programmes and the Education Programme Evaluation, UNICEF will apply a set of prioritised intervention strategies in support of and in collaboration with the government counterparts and broad range of development and civil society partners.

This Programme Component will be implemented through the following change strategies:

- a) UNICEF will support *evidence generation and high-quality research* to inform policies, advocate for increased investment, equitable resource allocation, quality of learning, and inclusiveness in the education system. Intensive evidence generation will be undertaken with relevant counterparts to further understand the bottlenecks and barriers around ECCD, basic education and parenting in order to develop relevant and effective social and behaviour change and programme advocacy strategies.

- b) UNICEF will provide *technical assistance in strengthening government's capacity in collecting and analysing disaggregated data and information* to measure the incidence of inequity and exclusion, develop evidence-based policies with international comparative perspective, come up with rationalized targeting, support investment strategies, and formulate well-informed strategic plans.
- c) UNICEF will continue its work on *strengthening the capacity of government counterparts in high-level intersectoral and interagency coordination and in formulating cohesive intersectoral strategies, policies, and plans*. This is particularly applicable to the cross-sectoral ECCD and early learning.
- d) UNICEF will support *impactful and strategic policy and legislative advocacy work, long-term and equity-driven planning* on ECCD. UNICEF will continue to provide guidance in ensuring that relevant policies and plans are within global norms and standards in education.
- e) UNICEF will strengthen the capacity of government and other partners in the area of social and behaviour change communication where relevant, which are intended to shape and advocate developing positive behaviours among key stakeholders.
- f) UNICEF will strengthen its role as 'coordinator' and 'broker' to *leverage resources and technical expertise* from among other major development partners towards strategic and sustainable sector development.
- g) In ARMM in Mindanao, UNICEF will support *strengthening of local institutional capacities to expand educational services*. It will do so by applying accelerated, flexible, and participatory approaches and in a conflict-setting, will *apply conflict sensitivity and peace building approaches*. UNICEF will engage in facilitating local-level planning with state and non-state representatives and communities with leadership and technical support from provincial and regional departments.
- h) UNICEF will continue to work along selected strategic cross-sectoral interventions to *ensure the well-being, safety, and protection of the learners*, as well as the resilience of the education system guided by Child Friendly School Initiative principles and building on previous relevant successes.
- i) As global education cluster co-lead with Save the Children, UNICEF will continue to *strengthen DepEd's capacity and system in leading cluster coordination, educational response in emergencies, DRR and preparedness* based on the Core Commitment for Children in Humanitarian Action. UNICEF will work on building the resilience of the education system towards becoming less disrupted by shocks and emergencies.

Three *Outputs* will contribute towards the achievement of the above stated *Outcome*:

**Output Statement 1:** Government authorities have improved capacity to deliver inclusive, gender-responsive, equitable and quality early childhood education.

Working mainly with DepEd, ECCD Council, DOH, NEDA and DBM, UNICEF will focus on the following lines of action to realize this output:

- Promoting evidence-based planning and policy advocacy for quality, integrated and inclusive ECCD-early learning with increased and equitable budget/investment. This will include support for the formulation of rights-based, inclusive and age- and developmentally-appropriate laws, policies, and programmes with sufficient and equitable budget.
- Providing high quality technical assistance to the national Government counterparts to review national policies and strategies relevant to young children's right to inclusive learning and transition to primary education. This will include support to the review of curriculum, learning outcome standards, and teaching approaches for 0 to 8-year-old children to ensure smooth learning progression based on children's developmental stage, cultural and socioeconomic context and mother tongues.
- Capacity building and policy development support to LGUs and subnational entities to expand access to and quality of holistic ECCD services targeting the unreached and most disadvantaged children. This will

include support to evidence-based and equity-driven planning and budgeting for holistic ECCD and smooth transition of all children, especially the most disadvantaged, to primary school.

- Strengthening cross-sectoral and inter-agency coordination, leadership and accountability of the ECCD Council and ECCD Technical Working Group (including the WASH in ECCD Technical Working Group). This will include support to the implementation of the national cross-sectoral ECCD Strategic Plan and establishment of the National ECCD M&E and Accountability System.
- In Mindanao, ARMM to accelerate the expansion of delivery of quality and inclusive holistic ECCD services in underserved areas. This will incorporate health, nutrition, WASH, and child protection interventions for 3 to 5-year-old Muslim children living in Muslim communities; as well as for indigenous children in local context appropriate ways based on beliefs, tradition, culture, language of specific groups (such as through the *Tahderiyyah*).

**Output Statement 2:** Government authorities have strengthened capacity to improve the system for quality, equitable and inclusive education including the development of social and emotional skills.

Working mainly with partner government agencies (DepEd, DSWD, DOH, NEDA, and DBM), private sector, NGOs and academe, UNICEF will focus on the following lines of action to realize this output:

- Strengthening education policy development, investment and governance/management system for quality and inclusive education delivery, especially for those challenged and disadvantaged, with focus on elementary and lower secondary education (5 to 15 years old). This will include support to equity-driven and national education sector strategic planning and data collection, use and analysis.
- Enhancing the government's leadership in developing well-coordinated programme for equity-focused and gender-fair quality education.
- Building robust evidence on children's learning outcomes through international large-scale learning assessment activities such as SEA-PLM as well as Longitudinal Study which will inform education system performance, learning quality towards equitable learning for all, and related sector policy development.
- Supporting government counterparts, selected provinces, and LGUs towards increased access of all excluded children (including indigenous children, children with disabilities, out-of-school children and other disadvantaged and challenged children) and adolescents to inclusive quality basic education in formal and alternative learning settings.
- Support Government counterpart towards increased recognition and incorporation of competencies or "breadth of skills," beyond literacy and numeracy (social and emotional skills), in national education policies and curricula and identify pathways of inclusion within education provision, from teaching strategies to measures for learning outcomes of such transferable skills.
- Strong advocacy for the elimination of segregated schooling and discriminatory policies and practices in the education system towards fully inclusive and high quality education.
- Strengthening policies and programmes for safe, healthy, conducive and protective learning environment for children (including WASH, MHM and adolescent health policies). This will include support to making the education system more resilient and responsive to Climate Change and DRR as well as continued technical support for policy and capacity enhancement for education in emergency preparedness and responses.
- Strengthening the capacity of government authorities in ARMM in data collection and analysis for evidence-based planning and financing of relevant and culturally sensitive flexible education programmes for disadvantaged children and conflict-affected children.

**Output 3:** The Government have strengthened coordination mechanisms and approaches to enhance the capacities of parents and caregivers to practice behaviours and demonstrate attitudes which help children and adolescents to learn and thrive.

Working mainly with relevant partner government agencies such as ECCD Council, DSWD, DOH, NYC, DILG, DepEd, NEDA, academe, and the private sector, UNICEF will focus on the following lines of action to realize this output:

- Supporting research to build strong evidence on parenting norms, practices, and challenges to fill current knowledge gaps on parenting, thereby supporting the government in the development of social and behaviour change strategies. The research will also provide understanding of current parenting support programmes of government and NGOs. This includes potential opportunities for work with fathers/adult male caregivers around evolving masculinities, as well as potential synergies with the socio-emotional learning in schools.
- Clarifying and strengthening accountabilities and coordinating mechanisms within the government structures for the development and implementation of a multisectoral, sequenced and harmonised parenting support programmes and framework.
- Providing technical assistance in the development of comprehensive, cohesive, and evidence-based parenting support programmes.
- Supporting the implementation of more intensified, targeted and culturally sensitive parenting support programme in hard-to-reach and disadvantaged communities ARMM.

### Assumptions

This outcome area relies on the following assumptions for the programme success:

- The Government recognizes the importance of ECCD, quality inclusive learning and parenting education in accelerating human capital and will remain open to evidence, lessons learned, and best practices from both national and international experience.
- The Government will continue to increase the investments in public education to a level close to international standard of 6 per cent of GDP
- The Government, sector partners and general public recognize UNICEF as a knowledge leader in this area –bringing in global experience, evidence, and expertise – and remain open to a meaningful partnership.
- The government agency who will be UNICEF’s main partner will have adequate resources and manpower necessary to undertake the major lines of action stated in this note.

### Risks

The following are the risks which could hinder the implementation of the programme:

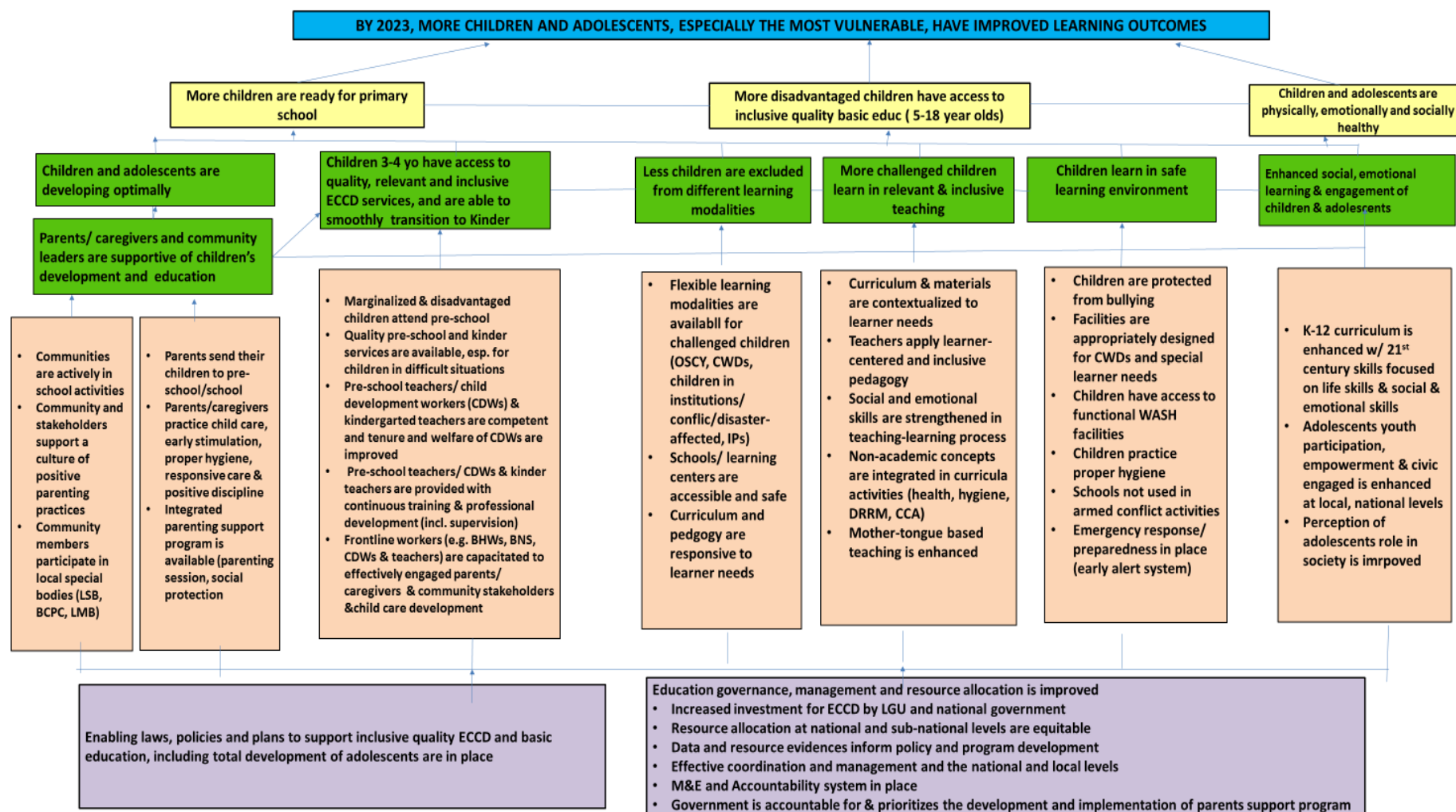
- A shift in government priorities, which may be brought about by changes in the political landscape (results of local and national elections in 2019 and 2022and the proposed shift to federal form of government)
- Some major humanitarian situations may pose risks in the achievement of this outcome
- Imbalance and/or irrational government spending and allocation for education may limit resources available for teaching and learning quality, equity and innovations

## 4. RESULTS STRUCTURE AND FRAMEWORK<sup>49</sup>

Key Results
<b>Sustainable Development Goals:</b> SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG 5: Achieve gender equality and empowerment for all women and girls.
<b>Philippine Development Plan (2017-2022):</b> Chapter 10 Accelerating Human Capital Development
<b>UNDAF: Strategic Priority Area:</b> People Pillar: By 2023, the most marginalized, vulnerable, and at risk groups benefit from quality and inclusive services and live in a supportive environment wherein their nutrition, food security, and health are ensured/protected.
<b>UNICEF Strategic Plan 2018-2022:</b> Goal Area 2: Every child learns.

<sup>49</sup> Refer to Annex 2 for a visual on the alignment of the Quality and Inclusive Lifelong Learning Outcome to the following overarching frameworks: Sustainable Development Goals 2030, Philippine Development Plan (2017-2022), UNICEF Global Strategic Plan (2018-2021), UNDAF (2019-2023), and UNICEF EAPRO Regional Headline Results.

## Annex 1. TOC Diagram on Quality and Inclusive Lifelong Learning Outcome





[REDACTED]

[REDACTED]

**Note for the Record**

Subject:    **Environmental Impact Assessment (EIA)**

As part of the development of the [REDACTED]  
[REDACTED] and in accordance with recommended practice, the  
UNICEF Country Office [REDACTED] has undertaken an initial screening of all proposed activities  
within each draft programme component to assess their potential impact on the environment.

The Country Office applied the recommended assessment methodology as described in the PPP  
Manual, Chapter 6, Section 3 (the Manual's 2011 version), namely Checklist 1 "Initial Screening".  
The completed checklist attached to this note reflects that the Country Office considers that the  
programme components contemplated in the draft Country Programme Document, submitted to the  
UNICEF [REDACTED], should have no impact on the environment.

Sincerely,

[REDACTED]

Attachment 1 – Checklist 1 "*Initial Screening*"

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[REDACTED]

### Checklist 1- Initial Screening

Does the proposed programme or project contain activities that fall under one or more of the following categories? If the answer is **NO**, and EIA is not required, and the process is complete

- |   |    |
|---|----|
| • Extraction of water (e.g., groundwater, surface water, and rain water)  | NO |
| • Disposal of solid or liquid wastes (e.g., human faeces, animal wastes, used supplies from a health centre or health campaign) | NO |
| • Use of chemical (e.g., pesticides, insecticides, paint and water disinfectant)  | NO |
| • Use of energy (e.g., coal, gas, oil, wood and hydro, solar or wind power)   | NO |
| • Exploitation of natural resources (e.g., trees, plants, minerals, rocks, soil)  | NO |
| • Construction work above household level (e.g., hospital or school)  | NO |
| • Changing land use (deforestation, forestation, and developing industrial housing or recreational centres)                     | NO |
| • Agricultural production (e.g., growing crops, fish farming)   | NO |
| • Industrial production (e.g., small scale town/village workshops)  | NO |

