

Business Area: 3420 - Philippines

Output ID: 3420/A0/06/002/001

Output Title: 1 - EARLY CHILDHOOD EDUCATION

Full Output Statement: Quality and equitable early learning Government authorities have improved capacity to deliver inclusive, gender responsiveequitable and quality early childhood education, which contributes to Access To Quality Learning Opportunities, Access To Quality Learning Opportunities (Covid), Cross-Sectoral - Social And Behaviour Change, Health And Development In Early Childhood And Adolescence, Learning, Skills, Participation And Engagement, Safe And Equitable Water, Sanitation And Hygiene Services And Practices, Water, Sanitation And Hygiene Systems And Empowerment Of Communities. UNICEF aims to achieve this through Advocacy And Public Engagement, Data, Research, Evaluation And Knowledge Management, Developing And Leveraging Resources And Partnerships, Evaluations, Research And Data, Fostering Innovation And Use Of New Technologies, Systems Strengthening And Institution Building, Systems Strengthening To Leave No One Behind. This contributes to the following Country Programme result: By 2023, more children and adolescents, especially the most disadvantaged, have improved education and learning outcomes.;en^1

Start Date: 01.Jan.2019

End Date: 29.Feb.2024

Results Statement	Status (most recent update: <div></div> On-track		As-of Date: 15.Dec.2023			
In 2023, UNICEF advocated and provided technical support to the government in pursuing evidence-based targeted reforms to improve the quality of ECE and strengthening its Ink with primary education. The national budget for ECE increased with the approval of TESDA's 2024 budget for the training regulation of CDWs. The ongoing modeling of the system for competency-based progressive professional development of CDWs has benefitted at least 50% of CDWs and 14,870 3-4 years old in 11 municipalities and 2 cities. The capacity of 30 pilot schools implementing the DepEd MATATAG curriculum was enhanced through the use of the DepEd kindergarten lesson exemplars developed with support from UNICEF.						
Indicator Details						
Indicators	Baseline		Target		Status	
	Year	Value	Year	Value	Year	Value
Proportion of priority municipalities in 3 focus provinces that are using the National Competency Standards for Child Development Workers and Child Development Teachers in profiling the needs, planning and implementation of capability building of at leas, Text	2018	0	2023	50%	2023	91%
Proportion of UNICEF priority municipalities in 3 focus provinces with increased 3-4 y/o enrolment rate (in Child Development Centers, Supervised Neighborhood Playgroups and other home-based ECE services), with gender parity(69830), Text	2018	0	2023	50% (6 of 11 municipalities)	2023	50% (6 of 11)
Level of implementation of the NationalECCD-Early Childhood Education M&E and Accountability System(64724), Text	2018	Not being implemented	2023	Level 2 (Partial)	2023	Level 1
Existence of enhanced National Operational Guidelines on the implementation of MTB-MLE policy from pre-school to Grade 3 (64723), Text	2018	No	2023	Yes	2023	No
Proportion of 11 priority municipalities in 3 focus provinces and 1 focus city implementing the system for prevention, early identification, referral and intervention of developmental delays and disabiliies in early early childhood, particularly for chi, Text	2018	0	2023	70% (8 of 12)	2023	108% (13 of 12)
Number of children attending or going to ECE centers after reopening of preschool, Number	2021	0	2022	500000	2022	0
Existence of National ECCD Strategic and Investment Plan including Social and Behaviour Change Communication Strategy (64722), Text	2018	No	2023	Yes	2023	Yes