



Republic of the Philippines  
**Department of Education**  
REGION VIII - EASTERN VISAYAS

April 4, 2022

**REGIONAL MEMORANDUM**

No. **299**, s. 2022

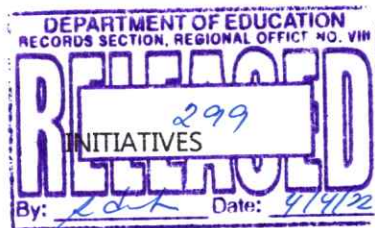
**MEETING ON THE CREATION OF DEPED-UNICEF TECHNICAL TEAM AND CRAFTING OF CONCEPT NOTE FOR THE PROPOSED RESULTS-BASED INTERVENTION PROGRAM FOR KINDERGARTEN**

To: Schools Division Superintendents  
Divisions of Northern Samar and Samar  
All Others Concerned

1. Relative to the attached DepEd Memorandum-OUCI-2020-102 re: Meeting on the Creation of DepEd-UNICEF Technical Team and Crafting of Concept Note for the Proposed Results-Based Intervention Program for Kindergarten, this Office, through the Curriculum and Learning Management Division (CLMD), requires the Division Kindergarten Focal Persons to participate in the above-mentioned activity on April 5, 2022 via online platform.
2. The concerned Focal Persons are required to prepare and present comprehensive reports on Kindergarten related initiatives following the outline stipulated in the said attached issuance.
3. Moreover, the participants are expected to gather initial information which may serve as inputs to the Program Concept Note.
4. Immediate dissemination of and compliance with this Memorandum are desired.

  
**EVELYN R. FETALVERO, CESO IV**  
Regional Director

Enclosures: As Stated  
References: As Stated  
To be indicated in the Perpetual Index under the following subjects:  
EARLY CHILDHOOD EDUCATION (ECE) KINDERGARTEN  
CLMD-GCM



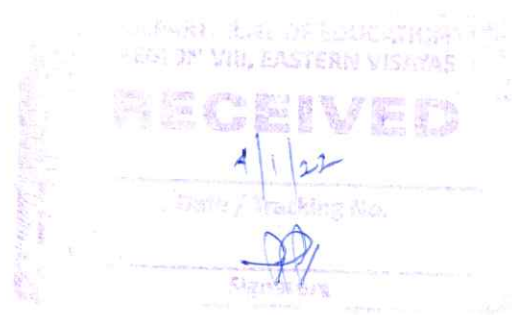


Republic of the Philippines

# Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

45472



## MEMORANDUM

DM-CI-2022-00102

**TO : REGIONAL/DIVISION KINDERGARTEN COORDINATORS**

- Region 8 - Regional Coordinator
  - Division of Northern Samar
  - Division of Samar
- Region 9 - Regional Coordinator
  - Division of Zamboanga del Norte
  - Division of Zamboanga City
- Region 10 - Regional Coordinator
  - Division of Cagayan de Oro City
- NCR - Regional Coordinator
  - Division of Valenzuela City



### DepEd CO

- OASCI - Asec. Alma Ruby C. Torio
- Mr. Caleb Ricardo Pantoja
- OUCI - Ms. Emily Mallari
- PS-OD - Dir. Roger B. Masapol/Alternate
- BLD - Dir. Leila P. Areola
- Chief, Jose Tuguinayo, Jr./Alternate
- Chief Rosalina J. Villaneza/Alternate
- Ms. Jocelyn S. Tuguinayo
- Ms. Forcefina E. Frias
- Mr. Ferdinand Bergado

**FROM : DIOSDADO M. SAN ANTONIO**  
Undersecretary for Curriculum and Instruction

**SUBJECT : MEETING ON THE CREATION OF DEPED-UNICEF TECHNICAL TEAM AND CRAFTING OF CONCEPT NOTE FOR THE PROPOSED RESULTS-BASED INTERVENTION PROGRAM FOR KINDERGARTEN**

**DATE : MARCH 27, 2022**

As part of the global SDG commitment on multi-sectoral partnership, UNICEF will be launching in May 2022 the Early Childhood Education (ECE) Results-Based Funding (RBF) Initiative which aims to accelerate early childhood education (one year before primary education) for 5 million children in 2024. This intervention will focus on: a) quality, inclusive pre-primary education (in our case, kindergarten); b) increasing



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institutional support for ECE; and c) parental support.

In this regard, we are tasks to convene and plan a comprehensive program intervention based on our key strategic priorities that will address with our current challenges particularly in the Kindergarten education services. Attached is the 'Concept Note' template for your guidance.

It is requested that each regional/division team will share Kindergarten related initiatives using the following outline:

1. Background of the initiatives
2. Status of Kindergarten in focus areas
  - Enrolment Rate and reasons/bottlenecks why 5 y/o children are not accessing quality and inclusive Kindergarten services
  - What bottlenecks can we address in the first year of implementation? What indicators can we commit?
3. Relevance of the package of intervention and challenges that need to be addressed in the focus areas:
  - a. Implement a quality and inclusive Kindergarten program that meets national quality standards, harnesses the power of play-based approaches towards holistic development and school readiness of children
  - b. Empower and support mothers, fathers and other caregivers to become active participants in their children's learning.
  - c. Engage with local elementary schools to develop a structured program to support children's on-time enrolment and retention in primary school and to smooth their experience of transition.
4. Results Indicators and Process of Baseline Indicators and Targets Setting

There will be an online meeting on April 5, 2022 at 9:00 AM, hence this invitation. The meeting link will be provided later.

For clarifications and confirmation, please contact the BLD-TLD through Ms. Forcefina E. Frias at 0936-6860629 or email at [forcefina.frias@deped.gov.ph](mailto:forcefina.frias@deped.gov.ph).

For immediate dissemination, compliance and guidance.

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# Scaling up Early Childhood Education through Results-based funding in [country]

## Program Concept Note

### Context (300 words)

Please briefly outline:

- The characteristics of the enabling environment for ECE in your country.
- List key policies and programs related to ECE.
- Briefly outline UNICEF's engagement with the government on ECE.
- Complete the table to indicate the availability of key data on ECE.

Indicator	In use? (Y/N)	Data source	Most recent year reported	Value of most recent data point
Pre-primary GER				
ANER 1 year before official age of entry to pre-primary				
No. OOSC 1 year before pre-primary				
% ECE teachers trained				
% ECE centers meeting national standards				
School readiness				

### Rationale (500 words)

Drawing on available data and evidence, please outline your country's anticipated journey to sustainable scaling of ECE

#### Getting ready to scale

- Why now is the right time to scale up ECE in your country
- Why the three aspects of the package of services<sup>1</sup> are relevant in your context, and how they will support the overall expansion of quality ECE and increase in school readiness.

#### Going to scale

- What is/are the key bottleneck(s) in scaling ECE in your context
- To what extent can this/these be eased or resolved in time for program scale up in 2-3 years?

#### Sustaining scale

<sup>1</sup> A) One year of pre-primary education for children the year before official entry to primary school. The ECE program follows the national curriculum, meets national quality standards, harnesses the power of play-based approaches. As a result, children build the physical, cognitive, social and emotional skills they need to succeed at school.

B) Empower and support mothers, fathers and other caregivers to become active participants in their children's learning. Through interactive sessions with ECE center staff, parents and caregivers understand the benefits of ECE and are supported to facilitate learning activities at home.

C) Engage with local primary schools to develop a structured program to support children's on-time enrolment and retention in primary school and to smooth their experience of transition.

Please outline the preparatory strategies the government will need to undertake to support the sustainable expansion of ECE in your context beyond the life of the program? Include reference to:

- cost of services
- workforce development
- quality assurance, regulation, licensing
- data and EMIS

### Operationalization (500 words)

Please outline how your country program will operationalize the scale up of ECE through this program. This should include reference to:

- Your country's capacity to roll out the package of services<sup>2</sup>. Where relevant, please identify existing program frameworks or experience to support implementation of all three components. Where experience in one or more aspects is limited, please provide an explanation outlining how this will be addressed in time to implement the replenishment model.
- Which implementing partners will be involved in the roll out of the program and why?
- What are the anticipated workforce development training needs regarding teachers, ECE managers or supervisors, and other relevant roles?
- How will the quality of ECE services be ensured and regulated?
- What policies and practices are currently in place (or will be developed) to ensure that the program is gender and disability inclusive at all levels?

### Indicative Results for Phase 1

	Baseline	Year 1 2023	Year 2 2024	Year 3 2025	Data Source	Assumptions
<b>Core output indicators</b>						
Number of ECE centers operating under program (disaggregated by gender of manager)						
Number children enrolled in 1 year of organized pre-primary in program centers* (Data source) (Disaggregated) <sup>3</sup>						
Number of parents enrolled in parental education program <sup>4</sup>						
School readiness is defined, and tools are in place to measure it.						

<sup>2</sup> See footnote 1

<sup>3</sup> Factors of disaggregation to be determined at country level based on locally identified factors of inequity and any communities of particular focus in the program

<sup>4</sup> Regular attendance to be defined at country level based on the duration and frequency of the program events.

#### Commented (WP1): Guidance

1. A full results-framework will need to be developed as part of the full program design
2. The CN RF outlines core results which could be tracked across programs in several countries
3. Core outcome indicators will trigger the release of outcomes funding at the end of Year 3. Targets should be cumulative.
4. In order to mitigate the risk that Year 3 targets are not met and funding cannot be released, it is advisable to allocate outcomes funding to the achievement of targets for output indicators in Years 1 or 2. Allocations could be against core output indicators or against alternative indicators to be identified in the full results framework.
5. Please complete the table to indicate the results you believe could be achieved by the end of Phase 1 (Years 1-3) against all proposed output and outcome indicators
6. The last row has been left blank for you to propose an indicator based on the key bottleneck(s) you plan to address during phase 1. It is recommended that this is an output indicator. If it is not possible to propose a bottleneck indicator in the CN, please provide a short explanation of how and when the indicator will be developed below the results table.
7. Since data and QA systems will need to be in place for the program to go to scale after 3 years, we request that you propose an output indicator related to these systems. Outcomes funding will not be attached to these. If your bottleneck addresses data or QA, there is no need to duplicate this
8. If you would like to elaborate on the assumptions, please add a short narrative below.
9. Please adjust target years as required.

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Program of engagement with primary schools is designed in consultation with relevant stakeholders <sup>5</sup>				
Number of teachers trained <sup>6</sup>				
<b>Core outcome indicators (outcomes funding contingent upon attainment of these targets)</b>				
Percentage of children in program centers displaying school readiness <sup>7</sup> (Disaggregated)				
Percentage of parents demonstrating gains in knowledge and skills <sup>8</sup> . (Disaggregated)				
Number of children from program centers enrolled in primary on-time (Disaggregated)				
<b>System level indicator</b>				
Please propose an indicator based on the resolution of your key bottleneck				
Please propose your own output indicator on quality assurance systems (if not addressed under bottleneck)				
Please propose your own output indicator on data systems (if not addressed under bottleneck)				

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<sup>5</sup> Relevant stakeholders to be determined at local level.

<sup>6</sup> Format, duration and length of training to be determined at country level based on contextual factors. This could include accelerated pre-service programs, in-service programs, face-to-face training, remote learning etc.

<sup>7</sup> Definition of school readiness to be determined at country level and measured using contextually appropriate tools

<sup>8</sup> Knowledge and skills to be determined at country level based on design and content of engagement strategy. For example, an increase in knowledge about what services exist, how to access relevant services, childcare practices at home etc.

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**Indicative Budget for Phase 1**

Item	Year 1	Year 2	Year 3	Total
Direct Program Support Costs				
Physical Facilities <sup>9</sup>				
Teaching and Learning Materials				
Training and Outreach Operational expenses for ECE centers				
ECE governance <sup>10</sup>				
Program support and monitoring				
Research and Evaluation <sup>11</sup>				
Global technical assistance <sup>12</sup>				
			<b>TOTAL</b>	

**Commented [WP2]:** Guidance. Budget should be based on achieving the Phase 1 targets you identify for your country. If you would like to explain or elaborate on aspects of the budget (e.g. item costs, proportional allocation of budget) please add a short narrative below

<sup>9</sup> includes facility refurbishment for child safety and accessibility. No new infrastructure will be created.  
<sup>10</sup> Includes system strengthening to go to scale, quality assurance and regulation, and coordination.  
<sup>11</sup> Includes verification costs  
<sup>12</sup> Includes technical support from headquarters staff