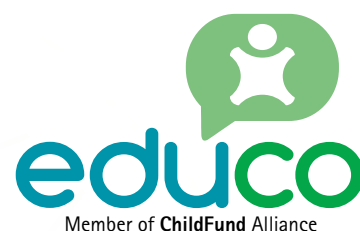
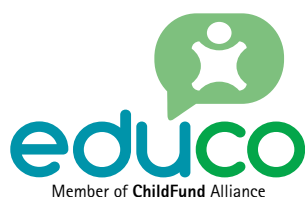


# Country Plan

Educo-Philippines

2016 - 2019





**Educo, August, 2016**

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# 1. Mission, Vision, Values and Principles

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Our Mission:

We work with children and their communities to promote just and equitable societies that guarantee their rights and wellbeing.

Our Vision:

A world where all children fully enjoy their rights and lead a life of dignity.

Our Values inspire our mission and help us to interpret it.

- Social commitment: *We strive for the common good, in defense of human dignity, working together to build relationships based on fairness and solidarity between peoples, individuals and cultures.*
- Equity: *Our actions aim to achieve greater justice in social arrangements and to promote people's ability to enjoy their freedom.*
- Respect: *We recognize and defend the richness of human diversity as an essential value for social cohesion, peace and respect for the dignity of all people.*

Our Principles are operating standards that guide our actions and their adoption and implementation is obligatory and should be demonstrable.

- Participation: *All of our actions guarantee and promote the right to participation of children and those who support them, in pursuit of full citizenship. We also foster a participatory culture within our organization.*
- Non-discrimination: *Our work is built upon the belief that all children should have the opportunity to fulfill their rights, irrespective of their or their families' national, ethnic or social origin, language, religion, political opinion, economic position, differences in ability or any other status.*
- Transparency: *We base our work on honesty, responsibility and maximum access to information regarding the management of resources and the impact of our actions, in pursuit of the highest level of social and economic accountability.*
- Dynamic spirit: *We have the capacity to adapt and be creative in our response, seeking innovation and quality in our action.*







## 2. Executive Summary

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Fundación Educación y Cooperación–Educo, formerly Intervida Philippines Foundation, is a local branch of Fundación Educación y Cooperación, an international non-governmental development organization founded in Spain in 1994. Educo started working in the Philippines in 2005, where it initially implemented programs in education, health, food security, economic development, environment and community participation.

In its 2012-2014 Country Plan, Educo formally began its shift to a rights-based organization, looking at children not as mere recipients of its programs but as rights holders. Consequently, projects in education, nutrition, local governance and livelihood in line with children's right to survival, development, protection, and participation were implemented.

Steadfast in its journey as an emerging rights-based organization, the 2016-2019 Strategic Plan affirms Educo's commitment to producing a sustainable change in the quality of life of vulnerable communities and children by developing an empowered citizenry, including children, who actively participate in decision-making on issues that concern them. To achieve this goal, Educo aims to facilitate opportunities for inclusive, quality and transformative education—education that transforms practices and conditions affecting children's rights; education that transforms children's participation and active citizenship; education that transforms civil society organizations' and communities' capacity to support and claim children's rights; and education that transforms the state's accountability to children.

This Country Plan has the following distinctive features:

- Responsive and participatory programs that facilitate the child's right to access quality and transformative education, with coverage of children from the earliest stage and special consideration for the most vulnerable and disadvantaged groups
- Active participation in and collaboration with like-minded alliances, networks and consortiums at the local, regional and national levels
- Evidence-based programming and interventions through research and established information systems
- Integration of a comprehensive and child-rights based Monitoring, Evaluation and Learning system

Executing these responsibilities is the Country Team, whose capacities are continuously supported and updated through training, and whose direction and commitment are guided by the core institutional principles of Participation, Non-Discrimination, Transparency and Dynamic Spirit.



### 3. Context

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The Philippines, a low middle income country, targeted to halve the proportion of people living below the national poverty threshold as one of its Millennium Development Goals. Over the past six years, it has shown steady GDP growth at an average rate of 5%<sup>1</sup>. In 2008, the Philippine government adopted a conditional cash transfer program called Pantawid Pamilyang Pilipino Program (4Ps) as an anti-poverty initiative<sup>2</sup> targeting poor to very poor households. Although MDG reports show that the 2015 goals have been met for most health-related indicators, education, gender equality, maternal and reproductive health indicators all showed low probability of attaining the Philippine targets<sup>3</sup>. Parallel to this, a large disparity in income has prevailed in the country for decades.<sup>4</sup> These trends suggest that little will change for the 25.8<sup>5</sup> million Filipinos living in poverty in 2014, who are likely to remain excluded from the country's economic growth.

The delivery of basic services that would capacitate the most vulnerable people to transcend poverty is hindered by the following: 1) fast-rising<sup>6</sup> and young population<sup>7</sup>; 2) a high dependency ratio of 61%<sup>8</sup>; and 3) governance that is traditionally characterized by political dynasties, political patronage and corruption. On the other hand, the country's vulnerability to disaster, as further compounded by climate change, tends to set back economic gains. The cost of disaster is about 4.6%<sup>9</sup> of GDP. It is also the case that the people most vulnerable to disasters are those living in the greatest poverty.

Educo's work in the Philippines finds support in national policies and structures related to the implementation of the United Nations Convention on the Rights of the Child. Educo strives to ensure the functionality of these policies and structures by facilitating the active collaboration of all stakeholders and engaging them in discourse on child rights, thereby facilitating their understanding and appreciation of this issue. The national and local elections scheduled for mid-2016 will be an opportune time to bring the issues about children's rights to public discourse and to the attention of political candidates. It will serve as a good kick-off for this Country Plan's

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1 <http://data.worldbank.org/country/philippines> Last retrieved on 23 November 2015

2 4Ps is a poverty reduction and social development strategy of the national government. It provides cash transfers to extremely poor households to help improve their health, nutrition and education. The program specifically targets poor families with children aged 0-14. The two main objectives of the program are social assistance and social development. The former aims to alleviate the poor's immediate needs, hence it can be termed as a short-term poverty alleviation measure. The latter, however, aims to break the intergenerational poverty cycle by investing in human capital. Meanwhile, the 4Ps helps in fulfilling the country's commitment in the Millennium Development Goals particularly in: (1) eradicating extreme poverty and hunger; (2) achieving universal primary education; (3) promoting gender equality; (4) reducing child mortality; and, (5) improving maternal health. [http://dirp4.pids.gov.ph/ris/dps/pidsdps1309\\_rev.pdf](http://dirp4.pids.gov.ph/ris/dps/pidsdps1309_rev.pdf). Last retrieved on 23 November 2015.

3 [http://www.un.org/en/development/desa/policy/mdg\\_workshops/bangkok\\_training\\_mdgs/philippines\\_mdg\\_overview\\_bnk.pdf](http://www.un.org/en/development/desa/policy/mdg_workshops/bangkok_training_mdgs/philippines_mdg_overview_bnk.pdf). Last retrieved on 23 November 2015.

4 Gini Index progressed very little in the past 21 years: 43.8 in 1991 (<http://www.unescap.org/stat/data/> Last retrieved on 23 November 2015) compared with 43.0 in 2012 (<http://www.indexmundi.com/facts/philippines/gini-index>. Last retrieved on 23 November 2015)

5 <http://nscb.gov.ph/poverty/> Last retrieved on 23 November 2015.

6 Growth rate of 1.89%. <http://worldpopulationreview.com/countries/philippines-population/> Last retrieved on 23 November 2015

7 42% of population <20 years old. [http://nscb.gov.ph/secstat/d\\_popnProj.asp](http://nscb.gov.ph/secstat/d_popnProj.asp) Last retrieved on 23 November 2015

8 This means for every working Filipino, there are 61 people who are dependent on him or her. <https://psa.gov.ph/content/age-and-sex-structure-philippine-population-facts-2010-census> Last retrieved on 23 November 2015

9 <http://www.unescap.org/stat/data/> Last retrieved on 23 November 2015



awareness raising campaign aimed at facilitating the different stakeholders' engagement in the fulfilment of children rights.

This country strategy is built on Educo's experience in the country for the past 10 years, and especially on the last Country Plan for 2012 – 2015, in which the Foundation started taking steps towards becoming a child rights-based organization. This was done through the adoption of a child-friendly communities framework in organizing its interventions and building organizational and staff capacity to do the corresponding work. Within the 2016-2019 period, the program will continue its existing initiatives and will seek to concentrate the areas of intervention in the most vulnerable and excluded populations while boosting local partnerships.

Results of the 2015 Child Rights Situation Analysis (CRSA) conducted in the Bicol Region (Camarines Sur, Albay, Sorsogon, and Masbate provinces) with a thematic focus on education and governance provided greater evidence for the work that needs to be done.

## Education

Goal 4 of the Sustainable Development Goals targets inclusive, equitable and quality education for all children. The Philippines' 78.5% primary completion rate is far from this. The national benchmark of 75% for academic achievement in primary education also has not yet been reached, nine years into the implementation of this national standardized assessment. Substantial gaps in educational access and quality are evident even in the Bicol Region, where Educo operates.

**Table 1. Select Education Performance Indicators**

Indicator	Target	National Level	Gap	Bicol Region	Gap
Primary completion Rate*	100%	78.5%	21.5%	85.1	14.9%
National Achievement Test (NAT)**	75%	69.10 (SY 2014-15)	5.9%	67.95 (SY 2014-15)	7.05%

\* [www.nscb.gov.ph/ru5/mdg/status/default.htm](http://www.nscb.gov.ph/ru5/mdg/status/default.htm). Last accessed 25 November 2015

\*\* Data from National Education Testing and Research Center, Department of Education

Poverty is the main barrier to children's enjoyment of their right to education. While the majority of children enter the free public education system, only 6 out of 10 finish basic (secondary) education<sup>10</sup>. The daily cost of going to school, malnutrition and poor health, poor accessibility of secondary schools—the national average is 5.5 barangays per public high school—taking care of siblings and helping out with the family's livelihood all contribute to children eventually dropping

<sup>10</sup> [www.deped.gov.ph/sites/default/files/datasets/2013/factsheet](http://www.deped.gov.ph/sites/default/files/datasets/2013/factsheet) Last retrieved 23 November 2015

out of school. The rising incidence of early pregnancy<sup>11</sup> is also becoming a concern that affects children's school attendance. The public school system, on the other hand, is characterized by inadequate and sub-standard facilities and poorly trained teachers.

The government's budget for education (2.7% of GDP in 2012<sup>12</sup>) proves to be inadequate. Despite the devolution of service delivery to local government units, basic education is still viewed solely as the responsibility of the Department of Education. This has overburdened this agency and exempted the local government units from sharing the responsibility. The lack of community participation makes it difficult to provide quality school maintenance and development, a function also devolved to the schools from the national government. Moreover, parents' low education level hinders them from supporting their children's academic work. They tend to prioritize short-term benefits, such as children's contribution to the family income or respite from financial difficulties engendered by education, over the completion of basic education.

## Protection

Protection issues surfaced during the situational analysis, despite not being the focus of the study. Corporal punishment is commonly employed in both the school and the home<sup>13</sup>. Bullying is also common, particularly in schools. Children also revealed several cases of physical and sexual abuse, both in the home and school settings. These are generally not reported due to fear or a lack of awareness of reporting protocols, or are not addressed for a simple lack of appropriate adult action, including on the part of the government. The latter stems from a shortage of social workers to handle cases, the non-functionality of child protection committees in the community, a lack of facilities for protection-related issues, and a lack of community support systems.

In times of disaster, children are the ones given more immediate protection, along with women, senior citizens and other vulnerable groups. However, provisions for their continued protection in the aftermath of disasters is usually taken for granted and children experience neglect and abuse during the irregular living circumstances either in the evacuation centers or in their homes.

As a country prone to natural disasters, a national mandate<sup>14</sup> for the creation of structure and plan for disaster risk reduction and management (DRRM) has been established. However, these structures and plans focus on adults and do not specifically consider children's special needs. Thus, children's need for special protection and for play and study spaces during evacuation and rehabilitation phases are not taken into account.

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11 <https://psa.gov.ph/tags/teenage-pregnancy>

12 [www.hdr.undp.org](http://www.hdr.undp.org). Last retrieved on 24 November 2015

13 <http://www.mb.com.ph/majority-of-abuse-cases-in-schools-involve-bullying/#Kvj9RFsLCUxhIhmd.99>

14 RA No. 10121 of 2010

## Governance

As signatory to the United Nations Convention on the Rights of the Child (UNCRC), the Philippine government crafted Child 21, or the Philippine National Strategic Framework for Plan Development for Children, 2000-2025<sup>15</sup>, along with adequate laws (e.g. Violence Against Women and Their Children Act of 2004 - RA9262, Special Protection of Children Against Abuse, Exploitation and Discrimination Act - RA 7610, Family Courts Act of 1997 - RA 8369) and structures (e.g. the Council for the Welfare of Children<sup>16</sup> and the Local Councils for the Protection of Children) for the implementation of the UNCRC. However, these laws and structures are not fully implemented at the local government level, mainly due to a lack of understanding of these laws and of children's rights. The numerous and overlapping structures (e.g. Local School Board, Local Health Board, Local Nutrition Committee, Local Council for the Protection of Children) also serve to discourage their functionality.

At the national level, civil society organizations (CSO) actively engage the government in advocacy for children. Locally however, they are not as knowledgeable and active in the defense of child rights. The focus is on the individual delivery of services.

Child participation in governance recently suffered a setback with the suspension of the mechanism for youth (15 to 21 years old) participation in local government planning and program implementation<sup>17</sup>. The law providing for this is currently undergoing review, with the pervading sentiment among lawmakers to discontinue the participation of children (15-17 years old) in the mechanism. The reason for this is that they lack the legal personality to approve budgets on their own and the maturity to engage with local government officials. The suspension stems from the findings that children are exposed to graft and corruption of many government officials and that they are being used by politicians to advance agendas that are not necessarily for children. CSOs advocate for retaining children in the mechanism and recommend the establishment of capacity building and an adult support system<sup>18</sup> to make the mechanism work.

A more basic barrier to children's participation is the adult-centric bias in decision-making even on matters concerning children. The provisions for official venues for participation in the

15 <http://www.psdn.org.ph/agenda21/howdo.htm#chahea> Retrieved 23 November 2015

16 Legal basis: Presidential Decree No. 603 (December 10, 1974), Child and Youth Welfare Code, created the Council for the Welfare of Children (CWC) covering persons below twenty-one years of age except those emancipated in accordance with law. z Executive Order No. 233 (July 22, 1987) redefined the role and organizational structure of the CWC and enlarged its membership. z Republic Act No. 6809 (December 13, 1989) lowered the age of majority from 21 to 18 years, amending for the purpose Executive Order No. 209 (Family Code of the Philippines). z Republic Act No. 8980 (December 5, 2000) Early Childhood Care and Development (ECCD) Act (covering 0-6 year old children), designated the CWC as the National ECCD Coordinating Council. <http://www.dbm.gov.ph/wp-content/OPCCB/opif2009/dswd-cwc.pdf> Last retrieved 23 November 2015

17 The Sangguniang Kabataan (SK) (Youth Council) is the governing body in every chapter of the Katipunan ng Kabataan (Youth Federation). Each barangay in the Philippines is mandated by law to have its own chapter of the Katipunan ng Kabataan in which the members elect their officers called as the Sangguniang Kabataan. The Sangguniang Kabataan is an off-shoot of the KB or the Kabataang Barangay (Village Youth) which was abolished when the Local Government Code of 1991 was enacted [https://ph.answers.yahoo.com/question/index;\\_ylt=AwrwNF5ru1JWosIANMmzRwx.;\\_ylu=X3oDMTByaW0wdmlxBGNvbG8Dc2czBHBvcwMy-BH20aWQDBHNIYwNzcg--?qid=20070815062640AAZRGVC&p=purpose%20of%20sangguniang%20kabataan%20philippines](https://ph.answers.yahoo.com/question/index;_ylt=AwrwNF5ru1JWosIANMmzRwx.;_ylu=X3oDMTByaW0wdmlxBGNvbG8Dc2czBHBvcwMy-BH20aWQDBHNIYwNzcg--?qid=20070815062640AAZRGVC&p=purpose%20of%20sangguniang%20kabataan%20philippines)

18 Parents or adults' organization at the community level that will mentor children organization on meaningful participation in governance.



school and government are not taken seriously. Children are not considered capable enough to give their opinion and participate in decision making, whether in the home, the school or the community. Their participation is usually limited to the implementation of activities planned by adults and entertainment numbers during programs.

In the municipalities and barangays where Educo has implemented interventions to improve child participation, children's voices are being accepted and considered in decision making in the schools and communities.



The gaps in the fulfilment of rights in education, protection and governance are interrelated. Thus, this Country Plan will cover the institutional goals in these three areas to create the necessary synergy in responding to the current situation of children. Supporting the work of the organization in these areas are goals on the integration of the child rights-based approach, funding, and visibility and networking.

There is an important need for the organization to be capacitated to measure up to the ambitious goals it has set. First and foremost, it is important that the staff and management have knowledge and skills related to the child rights based-approach, as well as to building local capacities, in keeping with its task as an international non-government organization. This in turn necessitates complementing the existing skills of the staff on community development with technical competencies in the areas where Educo-PH intends to work. Currently, Educo has a strong presence in the Bicol Region, where it is poised to take leadership in the field of Child Rights. Its presence is weak, however, in the national capital where local and international NGOs converge and where Educo is seen as a minor player. Educo aims to improve its presence at the national level by being able to dialog and take action on issues that have both national and international implications.

THIS SCHOOL IS A  
ZONE OF PEACE.



## 4. Sustainable Change Approach

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Educo's global approach to change is to facilitate the collaboration of social actors (states and international bodies, civil society, and children) towards achieving the desired change: *a world in which all children fully enjoy their rights and lead a life of dignity*. A prerequisite to this collaboration is the capacity of the primary duty bearers, secondary duty bearers, and rights holders to fulfill their respective roles in promoting children's rights.

Non-fulfillment of children's rights is rooted in perspectives (or the lack thereof) on the kind of life that each child deserves. Educo in the Philippines will engage the different social actors in discourse and actions aimed at learning and understanding the current realities, envisioning what should and should not be and defining the gaps and interventions that will lead to their participation in society in creating the necessary conditions for children to reach their full potential and thus lead a decent quality of life.

Educo will use education as a main strategy in supporting and enhancing the capacities of social actors towards changing their mindset. This will be done through ongoing advocacy initiatives that directly cater to adult stakeholders and influence the mainstream education system, especially in the local setting, to take the child rights framework into account. The new perspective developed thereafter will lead to collective action for transforming society at large for the promotion of children's rights towards improving their wellbeing.

**Educo Philippines Country Program Framework: Towards building communities where all children enjoy inclusive, quality and transformative education in a safe and enabling environment**



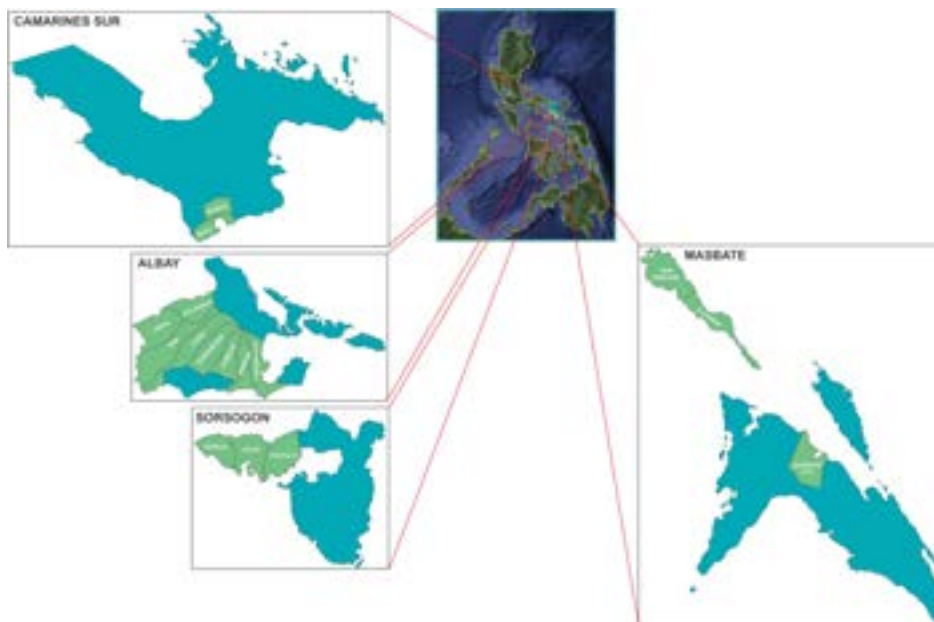




## 5. Geographical Strategies

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In the Bicol Region, the poverty rate stands at 41%<sup>19</sup>, the seventh highest in the country. The region also has the distinction of being a gateway for many of the average of 20 typhoons that come to the country annually. Educo enters the strategic period working in three of the region's six provinces, in 12 municipalities, 192 schools and 184 barangays. Almost all of these schools and barangays are in rural areas.



However, continuing with the task of consolidating geographic coverage into the more vulnerable areas, the Foundation has planned to re-focus its intervention, with the following projections over the next four years:

- Educo-PH will exit, in two years' time, from 56 barangays in six non-focal municipalities and in three years from 29 barangays in three focal municipalities, all in Albay and Camarines Sur provinces. Among Educo's current partner schools and barangays, only those in Sorsogon Province, with its 96 barangays across three municipalities, will continue until 2019.
- This exit will be complemented by entry into new, more vulnerable areas either within the current provincial and municipal coverage and/or outside of it.
- One new specific target area is Masbate, where six municipalities are among the top 10 poorest in Bicol<sup>20</sup>.

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<sup>19</sup> <http://nro5.neda.gov.ph/#>. Last accessed 24 November 2015

<sup>20</sup> [www.bicolnews.com.ph](http://www.bicolnews.com.ph), January 10, 2015. Last accessed 24 November 2015.



- Having experience only in rural settings, Educo aims to gain experience in urban settings, in Masbate and/or in Legazpi City, where Educo has its Country Office.
- Entry in Masbate and Legazpi City is expected to be through local CSO partners.

Table 2. Educo geographic strategies 2016 – 2019

	Nr.of barangays	Nr. of schools	Type of area	2016	2017	2018	2019
<b>Province of Camarines Sur</b>	24	24					
<b>1. Nabua</b>	16	16	Non-focal area			Exit	
<b>2. Bato</b>	8	8	Focal area				Exit
<b>Province of Albay</b>	149	126					
<b>3. Polangui</b>	6	7	Focal area				Exit
<b>4. Libon</b>	15	15	Focal area				Exit
<b>5. Oas</b>	11	12	Non-focal area			Exit	
<b>6. Camalig</b>	6	6	Non-focal area			Exit	
<b>7. Guinobatan</b>	9	9	Non-focal area			Exit	
<b>8. Ligao</b>	9	9	Non-focal area			Exit	
<b>9. Daraga</b>	8	8	Non-focal area			Exit	
<b>10. Manito</b>	15	16	Area for exploration	Entry			
<b>11. Legazpi City</b>	70	44	Area for exploration	Entry			
<b>Province of Sorsogon</b>	96	102					
<b>12. Castilla</b>	22	23	Focal area				
<b>13. Pilar</b>	41	45	Focal area				
<b>14. Donsol</b>	33	34	Focal area				
<b>Province of Masbate</b>	74	100					
<b>15. San Pascual</b>	22	37	Area for exploration			Entry	
<b>16. Claveria</b>	22	29	Area for exploration			Entry	
<b>17. Masbate City</b>	30	34	Area for exploration			Entry	



## 6. Strategic Priorities

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### Development Goals

Educo's Theory of Change and the rights-based approach to development posits that change or development is effected through the collaboration of all the stakeholders (public, private entities, adult citizens and children). In light of Educo's experience in the Philippines, one major barrier to stakeholder engagement is low awareness and appreciation of the concept of rights—especially those of children—and the respective roles of stakeholders in promoting them.

Therefore, the first step towards engagement will be to build awareness and appreciation across all stakeholders. In support of Educo's strategy, those directly related to the thematic areas (education, protection and participation) will be highlighted.

The second step will be to gather support from relevant public and private entities in closing the gaps in children's enjoyment of their rights. At a minimum, this shall take the form of collaborating with Educo. Ideally, they will closely collaborate with each other in addressing these gaps.

Having initiated efforts to boost stakeholder engagement, the next step is to support the strengthening of stakeholder capacities and to provide direct assistance to target populations. Stakeholder engagement, however, will continue to be strengthened. The final phase of the program will focus on reflecting on the lessons learned from the experience and building on these to craft policies that will help sustain the progress made.

In order to keep track of the direction and progress of the program, baseline information will be collected by the Educo team in the early part of the implementation phase. Concerned line agencies, other CSOs and stakeholders on the ground level will be involved in participating in the process of gathering a comprehensive and relevant database scheme.

Educo's interventions in the Philippines are implemented by a geographic team that facilitates all projects in the municipality and its barangays in an integrated fashion. One staff leads the coordination at the municipal level and facilitates an integrated approach in the delivery of services aimed at promoting children's wellbeing, using both public and Educo's resources. The same strategy is applied at the barangay level.

Delivery of services is at the barangay level; therefore, the work at this level is particularly aimed at monitoring the quality of these services and their impact on the target population. Work at the municipal level is focused on influencing policy, budget and programs that will support service delivery. Advocacy and capacity building happen at both the municipal and barangay levels.

The context for the application of the thematic strategies will be the school and the community (barangay and Municipal Local Government Unit). All of these issues will be integrated together in the interventions that will make use of the structures and processes available in these contexts. The school and community interventions will be linked in order to complement and strengthen each other.

## GOAL 1: EDUCATION

Children and adolescents exercise and enjoy their right to an equitable, transformative and quality education throughout their lives.

Educo Philippines will continue with its existing interventions in the areas of teachers' education, nutrition and livelihood in order to support children's right to education. In addition to the current target population of primary school pupils, there will be an extension of reach to younger children—three and four year olds—and to secondary school students, in both formal and non-formal settings.

Rights in education will be developed through the continuation of the reading program. The strategy will focus on contextualizing materials for learning how to read to make the content culturally relevant and applicable to everyday life. The topics will integrate various subject matters in language arts, math, science, and social studies. The adapted materials will be complemented by enhancing teachers' pedagogical skills, mainly through peer mentoring. Teacher training will be provided for early childhood education, primary education and non-formal basic education (Alternative Learning System).

Rights through education strategies will build on previous and current experience in school-based management, stakeholder engagement in school development (students, parents, local officials and other community members), and the promotion of Child-Friendly Schools. Interventions for stakeholder participation in school development, school and local government unit linkage, and enhanced capacity of the school administrator in leading school-based management will be intensified.

## General Objective 1.1

**Right to Education:** Establishment of the necessary conditions for ensuring basic education for all children, without any kind of distinction, with the aim of learning to know, learning to do, learning to live together, and learning to be.

### Indicators:

- Increase in the number of children who enroll in school and complete a full education cycle.
- Increase in the number of communities and schools involved in activities to promote education for out-of-school children.
- Increase in the number and percentage of schools (and educational premises) with teachers, as well as non-discriminatory educational materials and equipment, characterized with accessible, inclusive and safe infrastructure.

## Specific Objective 1.1.1

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Public and private sectors collaborate to provide greater support to early childhood and basic education.

### Milestones to be achieved in 2016

- Public (DepEd, DSWD, LGUs) and private stakeholders (CSOs, academe, business sector) enter into a project collaboration agreement with Educo.

### Milestones to be achieved in 2017

- A system to support all children's participation in early childhood and basic education (tracking, parents' literacy, scholarship, etc.) is established through public-private partnership.
- There is an education committee within the Local Councils for the Protection of Children that actively promotes the fulfillment of children's right to education.
- Local School Boards meet regularly and incorporate the functions of a Literacy Coordinating Council.



## Milestones to be achieved in 2018

- Policies and mechanisms supporting education for all at the municipal, barangay and school levels are in place and operational.

## Milestones to be achieved in 2019

- The policies and established support system for early childhood and basic education show concrete results (e.g. sustained increase in local public spending for education).

## Strategic lines of intervention

Stakeholders	Our intervention
Rights Holders	Awareness-raising campaign for children's right to education at the school and community levels.
	Capacitating child representatives in relevant local public structures so that they can meaningfully participate in the planning, implementation, monitoring and evaluation of education programs and services, particularly for children and youth.
Secondary Duty Bearers	Awareness-raising campaign for children's right to education and for the corresponding support needed from parents, commercial establishments, and other community members.
	Building constituency in support of education among civil society.
Primary	Awareness-raising campaign for children's right to education through presentations to relevant local special bodies.
Duty Bearers	Collaborating with local governments and/or government agencies to improve support for education in terms of policy making, planning and budgeting and monitoring.
	Actively participating in civil society's budget watch activities and lobbying for greater investment in education at the local & national level.



### Specific Objective 1.1.2

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Resilient and sustainable livelihoods improve families' capacity to support children's education.

#### **Milestones to be achieved in 2016**

- Tracking system on basic school indicators developed.
- Membership of current farmers' organization is reviewed and the recruitment process is improved to ensure greater engagement of members.
- Project partnerships with relevant local government units, national agencies and the private sector are established.

#### **Milestones to be achieved in 2017**

- More vulnerable families are identified and organized for livelihood, and together with those already identified, are registered in the social protection system.
- Organized and trained groups of adolescents establish Junior Farmers' Field School to develop their entrepreneurial skills.

#### **Milestones to be achieved in 2018**

- Organized farmers advocate for their agenda in the government.
- There is an established policy, program and budget support for enterprise development in the local government units.
- 50% of individual household food security projects are sustained.

#### **Milestones to be achieved in 2019**

- Support for the implementation of income-generating enterprises from public and private entities is established.
- 65% of individual household food security projects is sustained.
- Families are able to provide consistent and increased financial support for their children's education and related needs.

## Strategic lines of intervention

Stakeholders	Our intervention
<b>Rights Holders</b>	Organizing and building the capacity of out-of-school adolescents so they can become farmer-entrepreneurs.
<b>Secondary Duty Bearers</b>	Awareness-raising on children's rights, the gaps in the enjoyment of these rights, and equitable participation of children in improving household livelihood security.
	Identifying and organizing more vulnerable families.
	Capacitating and engaging vulnerable families in adopting resilient and sustainable livelihoods, and in participating more in the related value chain (post-harvest activities, product development, marketing).
	Linking organized vulnerable families with public and private entities that will provide support to their livelihood.
<b>Primary Duty Bearers</b>	Linking vulnerable families with the social protection system.
	Collaborating with local governments and/or government agencies to improve support for enterprise development in terms of information dissemination about relevant programs, policy making, planning and budgeting, technical assistance and monitoring.
	Actively participating in civil society's budget watch activities at the national level.





### Specific Objective 1.1.3

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Schools, communities and local government units implement quality and age-appropriate nutrition services for children.

#### **Milestones to be achieved in 2016**

- Primary duty bearers, secondary duty bearers and children have increased awareness on children's right to proper nutrition.
- Project partnerships with relevant public (e.g. local government units, government agencies like the National Nutrition Council) and private entities (e.g. academe, civil society organizations, business sector) are established.

#### **Milestones to be achieved in 2017**

- School representatives are active members of functional local public structures related to nutrition, e.g. Local Council for the Protection of Children, Local Nutrition Committee.
- Trained stakeholders develop guidelines on the delivery of quality nutrition services and awareness raising/information dissemination approaches during both normal circumstances and emergencies.
- Nutrition programs and budget are improved at the school, barangay and municipal levels.

#### **Milestones to be achieved in 2018**

- Trained school and community nutrition workers implement educational and information campaigns that facilitate the improvement of nutrition habits and practices among children, families and communities.
- Nutrition policies that ensure appropriate plans and budget allocation for nutrition are enacted and implemented at the school, barangay and municipal levels.

#### **Milestones to be achieved in 2019**

- There is relevant and sustained improvement in the nutritional status of children.
- Nutrition services using quality benchmarks are implemented in schools, communities and local government units.

## Strategic lines of intervention

Stakeholders	Our intervention
<b>Rights Holders</b>	Awareness-raising on children's right to proper nutrition.
	Establishing standard and child-consulted nutrition programs and facilities, e.g. food and nutrition service in Day Care Centers, community nutrition hub, and school canteen.
	Capacitating child representatives in relevant local public structures so they can meaningfully participate in the planning, implementation, and monitoring of nutrition programs and services.
	Providing materials related to nutrition.
<b>Secondary Duty Bearers</b>	Awareness-raising on children's right to proper nutrition.
	Strengthening coordination between schools and local public structures and private entities.
<b>Primary Duty Bearers</b>	Capacitating parents and other community members to actively participate in the planning, implementation, monitoring and evaluation of nutrition programs in schools and communities.
	Technical and material support to nutrition workers in the schools and barangays (e.g. building knowledge and interventions on child nutrition, dietary diversification, food safety, sanitation, nutrition during emergencies).
	Collaborating with schools, local governments and/or government agencies on the following: <ul style="list-style-type: none"> <li>- mainstreaming community and school nutrition in local governance in terms of policy making and budgeting.</li> <li>- monitoring and evaluating the performance/functionality of local governments on nutrition program implementation.</li> </ul>
	Strengthening coordination between municipal public structures for nutrition and the corresponding regional and provincial public structures.
	Actively participating in civil society's budget watch activities and lobbying for plantilla positions for Barangay Nutrition Scholars and Municipal Nutrition Action Officers at the national level.



## General Objective 1.2

**Rights in education:** Implementation of relevant, creative and inclusive teaching-learning processes that are student centered and aimed at helping children to fully develop their personality, talents and capacities.

### Indicators:

- Increase in the percentage of children who show greater levels of satisfaction with the educational process.
- Increase in the number of children who have reached learning benchmarks in basic skill sets, as established by the country's national standard.
- Government school curricula guarantee the pertinence and relevance of the learning and targets educational equity.
- Increase in the number and percentage of teachers trained in child-centered pedagogies, use of relevant materials, and formative assessment.

Legend: ECCD - Early Childhood Care and Development

ALS - Alternative Learning Systems

## Specific Objectives 1.2.1

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Teachers attain better training and conditions in both their initial and continuous professional development, thus enhancing their motivation and capacities.

### Milestones to be achieved in 2016

- Partnership with various stakeholders (DepEd, local government units, academe, e.g. UP, BU, DepEd-NEAP, SEAMEO, civil society organizations, ADARNA Publishing House) is created.

### Milestones to be achieved in 2017

- Partnership among the school, barangay and community-based organizations is facilitated.
- Contextualized modules, stories and instructional materials for ECCD and primary education are produced.



- Piloted contextualized pedagogical modules are published through the DepEd website.
- Interactive educational/literacy applications are developed by young programmers.

### Milestones to be achieved in 2018

- Parent-teachers for ECCD, primary school teachers and ALS instructors improve their pedagogical skills.
- ECCD program in areas that have low School Readiness Assessment Test Rating (SReAT) or with the least number of children with ECCD experience are established.
- 10% of ECCD spaces and schools enhanced the learning environment to be inclusive and child-centered.

### Milestones to be achieved in 2019

- ECCD spaces, schools and ALS teams have established structured peer mentoring program for teachers.

Stakeholders	Our intervention
Right Holders	Building capacities for child-to-child learning process.
	Providing necessary school facilities and materials.
Secondary Duty Bearers	Building capacities of parents and parent-teachers on applicable themes, e.g. ECCD, early detection of disabilities, child-centered pedagogy, positive discipline.
	Providing assistance in improving coordination among institutions working for education and related children's agenda.
Primary Duty Bearers	Building capacities of teachers on applicable themes, e.g. ECCD, early detection of disabilities, child-centered pedagogy, positive discipline, action research, child-to-child learning.
	Facilitating stronger collaboration between local government units and the Department of Education
	Providing technical and material assistance as counterpart to public programs
	Actively participating in civil society's budget watch activities and lobbying for greater investment for education at the national level.

### Specific Objectives 1.2.2

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Schools and communities support a reading program that focuses on the development of inclusive, creative and contextualized strategies and of pedagogical materials that favor collaborative and meaningful learning experiences.

#### **Milestones to be achieved in 2016**

- Baseline information aimed at contributing to overall organizational monitoring, learning and policy work is gathered.
- Partnership with various stakeholders (government agencies, municipal local government units, academe, civil society organizations, business sector) is created at the regional, provincial and municipal levels.

#### **Milestones to be achieved in 2017**

- Partnership with the school, barangay and community-based organizations is created.
- Contextualized modules, stories and instructional materials for ECCD and primary education are produced.
- Interactive educational/literacy applications are developed by young programmers.
- Pupils improve from non-reading and frustration to instructional and independent reading levels.

#### **Milestones to be achieved in 2018**

- 20% of barangay learning resource centers with corresponding programs are established and/or enhanced.
- Community reading volunteers (retired teachers, youths) regularly conduct reading activities
- Legislation institutionalizing the school and community child-centered and inclusive learning resource centers are enacted by the 12 municipal local government units and 30% of barangay local government units.

## Milestones to be achieved in 2019

- Out-of-school children and youth access community-based reading programs.
- Manual or toolkit for implementing community-based reading program is developed and reproduced.

Stakeholders	Our intervention
<b>Right Holders</b>	Capacitating child representatives in relevant local public structures so that they can meaningfully participate in the planning, implementation, and monitoring of education programs and services, particularly for children and youth.
	Building capacities for peer-to-peer learning process.
	Providing necessary school facilities and materials.
<b>Secondary Duty Bearers</b>	Building capacities of parents on applicable themes, e.g. reading competencies.
<b>Primary Duty Bearers</b>	Building capacities of teachers and parent-teachers on teaching reading and related activities.
	Providing technical and material assistance as counterpart to public programs.

### General Objective 1.3

**Rights through education: Promotion of inclusive, critical and participatory education that fully respects human rights and continuously engages its community in the pursuit of more just societies.**

#### Indicators:

- Increase in community participation in the design, development and evaluation of schools' education projects.
- Increase and improvement of the support provided by education authorities in implementing educational programs based on human rights.
- Increase in the number of approved proposals developed by children within the framework of improving the functions of school management

### Specific Objective 1.3.1

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Schools establish an autonomous school management that favors the participation of students, the family and the educational community at large.

#### **Milestones to be achieved in 2016**

- Project Committee is formed at the partner divisions; DepEd focal persons at the regional and division levels are identified.
- School Governing Councils (SGC) and Supreme Pupils' Government (SPG)'s views and opinions on democratic participation have been incorporated in the project design.

#### **Milestones to be achieved in 2017**

- Local Councils for the Protection of Children incorporate the education agenda in its planning activities.
- Inclusive and participatory school governance concept is designed by stakeholders, including children.
- School Improvement Plan and Annual Implementation Plan are crafted with the active engagement of community members, including children.

#### **Milestones to be achieved in 2018**

- School Governing Councils are functional and carry out projects that help enhance child and community participation and improve accessibility and quality of education.
- Barangay Development Plans and/or Annual Investment Plans incorporate activities and budget for improving quality and access to (formal and non-formal) education.
- Local School Boards provide support to the School Governing Councils in improving access to and quality of education.
- Legislation that institutionalizes substantial local government unit's support in improving accessibility and quality of education is enacted.



## Milestones to be achieved in 2019

- Schools make relevant progress towards being child-friendly, particularly with respect to access to quality and transformative education.
- Participatory mechanisms and practices in school decision making and program implementation are established.
- DepEd supports dissemination in the schools of the Child-Friendly Guidebook on Child Participation in the Philippines.
- Manual on inclusive and democratic participation in school management based on project experience is developed and reproduced.

Stakeholders	Our intervention
Right Holders	Awareness-raising on children's rights, especially on education and participation
	Capacitating children to participate in school development planning and project implementation.
	Capacitating child representatives in relevant local public structures so that they can meaningfully participate in the planning, implementation, and monitoring of education programs and services, particularly for children and youth.
Secondary Duty Bearers	Awareness-raising on citizenship, responsible parenthood and children's rights, especially on education and participation.
	Capacitating School Governing Councils and teachers to implement School Based Management.
	Capacitating parents and other community members to participate in school development planning, project implementation, and monitoring of the budget for education at the school, municipal and national levels.
Primary Duty Bearers	Capacitating teachers and school administrators in engaging stakeholders.
	School Based Management, project management in mobilizing resources and conflict resolution.
	Facilitating linkage between schools and relevant public and private entities and between local government units and the Department of Education.
	Collaborating with local government structures and/or government agencies to improve support for education in terms of policy making, planning and budgeting and monitoring.
	Facilitating the establishment of monitoring and public reporting to improve transparency in allocation and expenditures for education.
	Lobbying with the Department of Education for the adoption of child participation standards.
	Actively participating in civil society's budget watch activities and lobbying for greater investment for education at the national level.

## GOAL 2: PROTECTION

Children enjoy their right to live in safe and protective environments.

Protection will focus on creating a system in which community members and children actively participate in child protection. This involves strengthening the capacity of public child protection committees, building peer support among children and corresponding adult support to participate in child protection, enhancing the mechanism for reporting and referral of cases and engaging the community in implementing this mechanism, and creating/strengthening community child response teams. The scope will include both normal and disaster contexts.

Community plans for resilience to the effects of disasters will include mechanisms designed especially for children, with the children's own inputs.

### General Objective 2.1

**Fostering of family and community environments for children that are free of violence, mistreatment, negligence and abuse.**

#### Indicators:

- Increase and improvement in the implementation of protection standards and plans.

### Specific Objective 2.1.1

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Schools, communities and municipal and barangay local government units promote a systems approach in the development and implementation of mechanisms for the protection of children in all contexts.

#### Milestones to be achieved in 2016

- Rights holders, secondary duty bearers and primary duty bearers have increased awareness on children's right to protection.
- Partnership with various stakeholders (government agencies, municipal local government units, academe, civil society organizations) is created at the regional, provincial and municipal levels.

### Milestones to be achieved in 2017

- Child Rights Situation Analysis (CRSA) that focuses on Child Protection systems.
- Partnership with the schools, barangay local government units, and community-based organizations is created.
- Community child protection committees are strengthened.
- Trained peer support groups of children participate in the implementation of protection measures outlined in the municipal Children's Code and the school-based child protection policy from the Department of Education.
- Adult support groups assist the children's peer support groups' initiatives.
- A child-protection mechanism that outlines procedures and responsibilities for reporting and referral is crafted by a multi-stakeholder body and is adopted by the communities.

### Milestones to be achieved in 2018

- Community-based child protection response teams are functional.
- Policies supporting child protection mechanisms are enacted.

### Milestones to be achieved in 2019

- Child protection mechanisms based on a systems building approach in the schools and barangays are functional.
- Public plans and spending for child protection are improved.

### Strategic lines of intervention

Stakeholders	Our Intervention
Rights Holders	Awareness-raising on children's rights, especially to protection and participation.
	Building capacities to participate in the establishment of child protection systems.



<b>Secondary Duty Bearers</b>	Awareness-raising on children's rights, especially to protection and participation.
	Building capacities of civil society organizations and community members to monitor gaps in the realization of children's right to protection.
	Building capacities of select community members to support children's peer support group.
<b>Primary Duty Bearers</b>	Strengthening the capacity of relevant public structures to deliver services related to protection, including child protection system monitoring and evaluation.
	Providing technical and material assistance as counterpart to the intervention.
	Advocating for supportive policies and programs from the local government units.

### General Objective 2.3

**Fostering of family and community environments for children that are free of violence, mistreatment, negligence and abuse.**

#### Indicators:

- Increase and improvement in the development and implementation of natural disaster risk-management plans.

### Specific Objectives 2.3.1

Local capacities for natural disaster risk management are strengthened together with children's participation in the formal risk reduction structures and processes.

\*DRRM – Disaster Risk Reduction and Management

#### Milestones to be achieved in 2016

- DRRM committees that include children develop and conduct child-centered Hazard, Vulnerability, and Capacity Assessment (HVCA).
- A child-informed Community Disaster Preparedness Plan is in place and incorporates all possible scenarios.
- Community members, including children, acquire survival skills through trainings (e.g., First Aid, Basic Life Support and Survival).

- Children and communities have access to safe water and sanitation facilities during emergencies by integrating water and sanitation measures in DRRM plans.

#### Milestones to be achieved in 2017

- Updated Child Rights Situation Analysis (CRSA) that focuses on child protection before, during and in the aftermath of emergencies.
- Partnership with various stakeholders (government agencies, municipal local government units, civil society organizations) is created at the regional, provincial and municipal levels.

#### Milestones to be achieved in 2018

- Functional School DRRM Committees with School-based DRRM Plan is established.
- DRRM committees in schools, barangays and municipalities are able to monitor the application of child-informed Community Disaster Preparedness Plan and provide inputs for their improvement.
- Legislation supporting enhancements to the child-informed DRRM plans, programs and mechanisms are enacted.

#### Strategic lines of intervention

Stakeholders	Our Intervention
Rights Holders	Building capacities to participate in the DRRM structure and on survival skills.
	Providing material support for DRRM activities.
Secondary Duty Bearers	Building capacities to monitor and evaluate the implementation of DRRM plans.
	Advance DRR trainings (e.g., First Aide, Basic Life Support and Survival).
Primary Duty Bearers	Trainer's Training on Child-Centered Disaster Risk Reduction mechanisms (community managed).
	Advance DRR trainings (First Aide, Basic Life Support and Survival, etc.).
	Collaborating with local government structures and/or government agencies on improving support for child-informed DRRM.
	Facilitating stronger collaboration and coordination between local government units and relevant lead agencies (e.g. Office of Civil Defense, Department of Social Welfare and Development, Department of Health, Department of Interior and Local Government).
	Disseminating information on the Department of Education's mandated DRRM resource manual.
	Providing other technical and material counterpart to DRRM program.

## GOAL 3: GOVERNANCE

Children and adolescents practice active citizenship within the framework of public systems that promote their rights.

Governance will build on existing interventions to strengthen public structures for the implementation of the United Nations Convention on the Rights of the Child (UNCRC) and child and community participation. It will facilitate the consolidation of these public structures into one cooperating body for more efficient and effective functioning. In this program cycle, civil society organizations will also be linked together and capacitated in monitoring and reporting on the UNCRC at the municipal level.

Reporting by children will also be facilitated. These reports will contribute to the country level report of the NGO coalition on the UNCRC in 2017.

At the end of four years, we expect to have established the four gifts for children specified by the Child-Friendly Cities and Communities movement (local development plan for children, local investment plan for children, local legal code for children and local annual state of the children report) and for the local councils for the protection of children to have achieved a higher level of functionality.

### General Objective 3.1

**States' (principal duty bearers) fulfillment of their duty to establish effective laws, policies and structures that guarantee child rights.**

#### Indicators:

- Number of local governments with whom we work that develop and/or improve their rights strategies.
- Budget allocated to children by the local government.



### Specific Objectives 3.1.1

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Communities adopt the Child-Friendly Cities/Communities model.

#### **Milestones to be achieved in 2016**

- Full-time MCPC focal person is identified by the local government.
- Feasibility study for the establishment of community-based ICT-supported information management system is conducted.

#### **Milestones to be achieved in 2017**

- Established and operationalized ICT-supported community-based management information system (CBMIS) for monitoring the mainstreaming of child rights in governance and of children's wellbeing.
- The municipal children's code is formally adopted through a barangay resolution by at least 25% of Educo partner barangay local government unit.
- Increased number of barangays have development and investment plans for children.
- The annual municipal State of the Children Report is delivered in all six focal municipalities.
- MCPC clusters are functional.

#### **Milestones to be achieved in 2018**

- 5 out of 6 municipal local government units pass the SCFLG audit at the regional level with at least a satisfactory rating.
- The municipal children's code is formally adopted through a barangay resolution by at least 35% of Educo partner barangay local government units.
- The State of the Children Report is delivered in the barangays.

## Milestones to be achieved in 2019

- MCPCs of all 6 Educo focal municipalities attain mature level of functionality at the minimum.
- At least 50% of BCPCs of all 6 Educo focal municipalities attain mature level of functionality.
- All 6 municipal local government units of focal municipalities pass the SCFLG audit at the regional level with satisfactory rating at the minimum.
- The municipal children's code is formally adopted through a barangay resolution by at least 40% of Educo partner barangay local government units.

## Strategic lines of intervention

Stakeholders	Our Intervention
<b>Rights Holders</b>	Awareness-raising on child rights, especially to participation.
<b>Secondary Duty Bearers</b>	Awareness-raising on child rights, especially to participation.
<b>Primary Duty Bearers</b>	Capacity-building activities necessary to achieve mature level of MCPC and BCPC functionality.
	Educo's institutional leveraging with municipal local governments and MCPCs for their policy, program, budget and human resource counterpart.
	Educo's institutional leveraging with Regional Sub-Council for the Welfare of Children for their policy, program, budget and human resource counterpart.
	Engaging MCPCs in monitoring and assessing the fulfillment of children's rights.
	Advocating for improved dissemination of information on basic services to the public and improved delivery of these services for children.



## **General Objective 3.2**

**Playing of an active role by citizens and civil society (secondary duty bearers) in building and monitoring public strategies to defend and promote child rights.**

### **Indicators:**

- Increase and improvement in civil society's initiatives and proposals to promote, protect and implement child rights.

### Specific Objective 3.2.1.

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Local independent alliances promote and demand the realization of children's rights.

#### **Milestones to be achieved in 2016**

- Municipal/inter-municipal CSO networks are formed.
- Municipal adult support groups are formed to assist children's organizations.

#### **Milestones to be achieved in 2017**

- CSO network and adult support groups formalized as members of MCPC, BCPC and other local special bodies.
- CSO network and trained municipal level adult support groups submit to the local chief executive its monitoring report on the implementation of the United Nations' Convention on the Rights of the Child, including the Children's Code.
- MCPC facilitates convergence for public-private-CSO partnership to establish system for responsive child-friendly governance.

#### **Milestones to be achieved in 2018**

- Trained municipal level adult support groups guide children's participation in the MCPCs and other relevant local special bodies.
- Trained adult support group members fully function as community facilitators who assist in the implementation of Educo's interventions in the community.

- Civil society organization network and trained municipal level adult support groups provide recommendations for the enhancement of the municipal Children's Code in 3 municipalities.
- Civil society organization network and trained municipal level adult support groups participate effectively in the MCPC's operations.

### Milestones to be achieved in 2019

- Together with the children's organization, CSO network and adult support group monitor and advocate for the continuation of mainstreaming of child rights in local governance should there be a change of leadership in the local government and in the MCPC/local special bodies as a result of the 2019 elections.
- CSO network and municipal level adult support groups provide recommendations for the enhancement of the municipal Children's Code in 6 municipalities.

### Strategic lines of intervention

Stakeholders	Our Intervention
<b>Rights Holders</b>	Awareness-raising on child rights, especially to participation.
<b>Secondary Duty Bearers</b>	Organizing and capacitating civil society groups and community members (adult support groups) to monitor the fulfilment of children's rights and engage the government in assessing the results. Providing technical and material support for organizational strengthening, capacity building and networking for effective engagement with government
<b>Primary Duty Bearers</b>	Capacitating to engage with civil society organizations and community members on governance. Lobbying for improved mechanisms for civil society and community participation.





### **General Objective 3.3**

**Children (rights holders) participating actively in public spaces to express their ideas, claim their rights and influence those decisions that concern them.**

#### **Indicators:**

- Number of children and adolescents who participate in planning, implementing, monitoring and evaluating the public policies, strategies and programs that concern them.
- Number of proposals presented by a group of children and adolescents and adopted by the government.

### **Specific Objectives 3.3.1**

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Children's organizations participate actively in local governance structures and processes.

#### **Milestones to be achieved in 2016**

- Trained children raise awareness on children's participation in governance among other children.

#### **Milestones to be achieved in 2017**

- Children's groups are organized/strengthened and children's agendas are developed.
- Municipal children's organizations are represented in the MCPCs and other relevant local special bodies.
- Municipal children's organizations participate in monitoring the implementation of the UNCRC in their respective municipalities, and the municipal Children's Code.

#### **Milestones to be achieved in 2018**

- Public plans and programs were budgeted, implemented, monitored and evaluated with significant involvement of children/children's groups.

## Milestones to be achieved in 2019

- Children's organizations participate in regional, national and/or international conventions/congresses.
- Recommendations from children's groups for the enhancement of the municipal Children's Code in 3 municipalities are considered.

## Strategic lines of intervention

Stakeholders	Our Intervention
Rights Holders	Awareness-raising on child rights, especially to participation.
	Providing guidance, technical and material assistance for their self-organization and capability building for organizational development and management and for engagement and partnership with primary and secondary duty bearers for promotion of child rights and wellbeing.
	Building capacity for independent monitoring of UNCRC implementation by the local government.
Secondary Duty Bearers	Organizing and building capacities of civil society groups and community members (adult support groups) to mentor and support children in their participation in governance.
Primary Duty Bearers	Building capacity to engage with children on governance.
	Lobbying for improved mechanisms for children's participation.



## GOAL 4: INTEGRATION OF A CHILD RIGHTS-BASED APPROACH

Educo adopts a Child Rights-Based Approach at all levels of the organization.

An organization's most valuable resource and asset is its people. The proper management of people is fundamental to the achievement of our commitment to the pursuit of children's wellbeing.

We strive for an organization that is built by and for the people who comprise it, that trust in their capacity to deliver on the established goals and ensures that human rights are respected and promoted in all of its processes and systems.

Three dimensions of change will guide and inspire the conduct and decision-making processes of the staff: trust, centrality of our mission in our actions, and respect and promotion of human rights in all internal processes. There is a need to concretize these principles into practice as we create our new organizational culture.

We will promote continuous learning through individual and collective efforts and strengthening of the organization's internal capacity through training, coaching, mentoring. We will continuously improve existing policies, systems and mechanisms to operationalize and put into action our organizational values and principles.

We will strengthen accountability at all levels by creating/ enhancing policies and systems, by defining and strengthening mechanisms within the organization and in our working with and for our stakeholders—project partners, the communities and the children.

### General Objective 4.1

**Establishment of plans for the personal and professional development of the team, as well as of internal processes and plans that incorporate a Child Rights-Based Approach.**

#### **Indicators:**

- The team is fully aware of and knowledgeable about Child Rights-Based Approach.
- All processes, procedures and tools incorporate a Child Rights-Based Approach and are respected.

### Specific Objective 4.1.1

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Developed and strengthened internal organizational capacity in line with the shift towards becoming a child's rights-based organization.

#### **Milestones to be achieved in 2016**

- Increased capacity on CRBA, project management, monitoring and evaluation, team management, negotiation, communications, lobbying, conflict management and resolution, facilitation.
- Designation and capacity-building of Child Rights Training Team.
- Existing Human Resources policy, manual and documents are reviewed and enhanced in line with CRBA.
- Code of Conduct and Child Safeguarding Policy are operational, with corresponding reporting protocols in place.
- Institutional Child Rights training designs and modules are developed.
- Comprehensive institutional induction plan modules are crafted and in place.
- Designation of Child Protection Officer.
- Policy, program and protocols for volunteers, interns/OJT and community facilitators are established.

#### **Milestones to be achieved in 2017**

- Increased capacity on implementation of livelihood, social enterprise, DRR and organizing.
- Tracking system on implementation of policies and guidelines are developed and in place.
- Inclusion of rights-based related competencies in Performance Evaluation.
- Institutional thematic training designs and modules developed and in use.



### **Milestones to be achieved in 2018**

- Creation and capacity building of secondliner Child Rights Training Team.
- Integration of CRBA and institutional child rights assessment conducted.

### **Strategic lines of intervention**

- Promoting individual and collective learning in pursuit of better results.
- Reinforcing volunteerism as an intrinsic part of the organization and implementing a volunteer policy.
- Strengthening the organization's internal capacity through training, coaching, mentoring and improving the existing internal processes.

### **Specific Objective 4.1.2.**

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Provide a positive work environment to enable staff to contribute optimally the attainment of the organization's goals.

### **Milestone to be achieved in 2016**

- Operational guidelines on mainstreaming the values and principles in all its processes is developed and integrated into practice.
- Implemented of Wellness Programs/Promoting Work-Life Balance.
- Mechanisms to enhance the current organizational climate & culture into a genuinely positive work environment are strengthened.
- DRRM Plan developed and implemented at the institutional level (e.g. Emergency Protocols).

### **Milestones to be achieved in 2017**

- Occupational Safety and Health Manual reviewed, updated and enhanced.
- Rewards and motivation system in place.

### Milestones to be achieved in 2018

- Enhanced knowledge and practice of Educo values and principles at work.
- Actions related to enhancing staff benefits that will enable Educo to move further beyond legal compliance and be at par with other international NGOs have been identified.
- Rewards and motivation system operational.

### Milestones to be achieved in 2019

- Annual Performance Review- piloted 360 degree evaluation system.

### Strategic lines of intervention

- Undertaking necessary actions for upholding equality within the team.
- Promoting a positive culture that encourages creativity.
- Designing work policies and procedures that respect and promote human rights and adapting existing policies and procedures accordingly.



#### **General Objective 4.**

**Development of a work culture oriented towards ensuring accountability at all levels, through the evaluation of processes and results and evidence-based decision making.**

#### **Indicators:**

- Systematic sharing of relevant information with key actors.

#### **Specific Objective 4.2.1.**

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Strengthen accountability mechanisms and organizational learning through knowledge management and other processes at all levels of the organization, with optimum participation of all stakeholders.

#### **Milestones to be achieved in 2016**

- IEC materials for accountability mechanism are developed and disseminated.
- Increased awareness and availment of the opportunity to provide feedback and complaints as provided for in the Feedback and Complaints Policy, both within and outside the organization.
- Mechanisms to improve capacity for quick resolution of feedbacks and complaints (to include capacity-building of committees and policy support) strengthened.
- MEL system established. MEL system user's training carried out.
- Contributed to the attainment of higher level of accreditation with People in Aid and other bodies.

#### **Milestones to be achieved in 2017**

- Improved accountability mechanisms set in place (e.g. improved feedback, reporting and evaluation procedures and processes).
- Full-implementation of MEL system.
- Local stakeholders are capacitated on MEL systems.

### Milestones to be achieved in 2018

- Stakeholders become more aware of Educo's work and use Educo's publications and learning resources as reference.
- MEL results are used as advocacy and research materials.

### Milestones to be achieved in 2019

- Transfer of Children Information System (CIS) to local stakeholders.
- Document and publish Educo-PH' approach to MEL.

### Strategic lines of intervention

- Developing a knowledge management system that facilitates decision making and continuous learning, to include (but not limited to) an effective rights-based Monitoring and Evaluation system.
- Conducting of internal audits and surveys.
- Developing of feedbacking mechanism at various levels of the organization.
- Awareness-raising on individual accountabilities of all staff towards superiors, co-staff, subordinates, his/ her specific work and the organization, as a whole.





## GOAL 5: FUNDING

Educo achieves economic sustainability in support of its mission.

Currently, private income from individual donors is the only means of funding for the country operations, the bulk of which goes to sustaining the organization's development work. Educo will seek new funding sources for financial sustainability by expanding its geographical impact through several actions.

On the one hand, it will work to increase private income from individuals through the establishment of local sponsorship in the country. This initiative requires government registration as a domestic NGO certified by the Philippine Council for NGO Certification and the Bureau of Internal Revenue (BIR).

Other possible new funding sources are for-profit organizations, under Corporate Social Responsibility and Foundations' private funding. These are donors for small- to medium-scale projects integrating charity to development projects.

The large scale income will come from Public Funding for innovative projects competitive to other INGOs. This requires building the credential of the organization and establishing credible partners.

Philippines is currently among the top priority countries for AECID aid in Asia, and thus represents an opportunity for accessing grants. This means that the country needs to develop solid programs on DRR and Governance, which are among the priorities of AECID grants.

To achieve Educo-PH funding goal, it will require more innovative, sustainable projects to attract public funding. Prepositioning to the SDGs program priorities will help access multilateral grants opportunities. Educo needs membership in international networks to help build credentials that will generate public funding opportunities with international multilateral donors. Building organizational credentials at the global and country levels must be addressed.

For all of the above, it should be a priority to establish a trained fundraising team.

## **General Objective 5.**

### **Consolidation of private resources.**

#### **Indicators:**

- Increase in private income from individuals.

### **Specific Objective 5.1.1**

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Set-up and implement fundraising strategies through domestic sponsorship to expand our geographic coverage.

#### **Milestones to be achieved in 2016**

- Exploration for local sponsorship operation initiated.
- Feasibility study on expansion for coverage area conducted.

#### **Milestones to be achieved in 2017**

- Project proposal submitted to HO for growth in new communities and domestic sponsorship in new impact areas.
- Educo is registered as a Domestic NGO for local fundraising.

#### **Milestones to be achieved in 2018**

- New sponsorship enrollment in place.
- Educo is certified as a PCNC Member.
- Set-up Manila sponsorship marketing unit.
- Sponsorship marketing staff in place.
- Sponsorship marketing portfolio developed.

## Milestones to be achieved in 2019

- Sponsorship growth expanded to new communities.
- Local sponsorship operation in new impact area(s) commenced.

## Strategic lines of intervention

- Establishing closer ties with our collaborators in order to reinforce their loyalty, implication and support.
- Identifying new impact area/s and preparing for new sponsorship enrollment.
- Acquiring Domestic Registration & Certification from PCNC and BIR for local fundraising.
- Setting up sponsorship marketing and communications unit (Sponsorship funding team).
- Developing Educo marketing portfolio and materials.
- Face-to-face marketing.
- Exploring Educo celebrity endorsers.



## **General Objective 5.2**

**Establishment of alliances and collaborations with private companies and foundations whose work is coherent with our institutional philosophy.**

### **Indicators:**

- Increase in funding from private companies and foundations.

### Specific Objectives 5.2.1.

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Establish engagement and build loyalty among private companies and foundations for funding opportunities.

#### **Milestones to be achieved in 2016**

- Consolidated CSR and Foundations Database in place.
- Fundraising guidelines in place (HO, Country Office).

#### **Milestones to be achieved in 2017**

- Fundraising specialist in place.
- Educo project portfolio and marketing materials for corporate and public fundraising developed.
- Training on proposal development, grant management, marketing communication and monitoring, evaluation and learning conducted.
- Participated in calls for proposal.

#### **Milestones to be achieved in 2018**

- Funding generated from CSR/Donor Foundations supported at least two Educo's projects.
- Accomplishment grant reports based on donor's requirement.



## Milestones to be achieved in 2019

- Funded replication of model project in new communities.

## Strategic lines of intervention

- Establishing fundraising team (private funding).
- Fundraising capacity building.
- Consolidating database on CSR and Foundations.
- Conducting face-to-face contact/meeting with CSR.
- Developing and consolidating Educo project portfolio and Educo marketing materials
- Participating in calls for application/proposals.
- Conducting donors' annual appreciation event.



## **General Objective 5.**

**Funds from public sources are available.**

### **Indicators:**

- Increase in public funding grants received.

### **Specific Objective 5.3.1**

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Participate in calls for public funding grants at the state, regional and multilateral levels.

#### **Milestones to be achieved in 2016**

- Database on public grant donors in place.
- Participated in calls for proposal in AECID and other grant opportunities.
- Established mutual understanding with strategic NGO partner/s for grant opportunities.
- Conducted training on AECID grant project proposal development and management.

#### **Milestones to be achieved in 2017**

- Implemented grant funded project/s.
- Signed agreement with identified strategic NGO partner/s for AECID's grant consortium project.
- Developed grant consortium project proposal.

#### **Milestones to be achieved in 2018**

- Completed grant project (AECID and other funding agencies).
- Participated in calls for AECID's grant consortium project proposal.

## Milestones to be achieved in 2019

- Evaluated public grants experience.
- Evaluated fundraising team capacities.

## Strategic lines of intervention

- Membership in international networks.
- Participating in calls for application/proposal.
- Participating in consortium applications.
- Developing DRR programming and Educo project portfolio.
- Accessing fundraising capacity building opportunities.
- Establishing fundraising team (sponsorship funding; private funding & public funding team or grant writer).
- Alliances with strategic NGOs.



## GOAL 6: VISIBILITY AND NETWORKING

Educo is recognized as leader in the child rights sector, locally, nationally and internationally.

Educo-PH will continue working with like-minded strategic alliances and partners in order to build long-lasting impacts on children's wellbeing. Educo-PH is currently member of the following networks:

National Government Agencies and Organizations.

- Council for the Welfare of Children – Educo is member of the National Committee on Child and Youth Participation.
- Council for the Welfare of Children & the Department of Interior and Local Government – Educo is member of the Consortium on Local Council for the Protection of Children.
- National Anti-Poverty Commission (NAPC–Children Basic Sector) – Educo is represented at the National Council, Children Basic Sector.
- National Networks and Coalitions.
- Child's Rights Network – Educo is engaged in national policy advocacies lobbying for legislation of laws for children.
- Civil Society Coalition on the CRC – Educo is engaged in monitoring the CRC implementation in its covered areas to contribute in the alternative report on CRC.
- Bata Muna Movement – Educo is steering committee member and convener for Luzon.
- Civil Registration and Vital Statistics CSO Coalition – Educo is represented in the UN ESCAP CRVS Ministerial Conference.

Within this strategic period, Educo-PH seeks to form part of the National Award Committee (NAC), a structure of CWC responsible for facilitating and managing the Presidential Award for a Child-Friendly Municipalities and Cities in the Philippines.

Membership in the Education Network or E-Net is another priority of this Country Plan, in order to mainstream Educo's advocacy for transformative education.

## **General Objective 6.1**

**Enhanced visibility and credibility of our organization.**

### **Indicators:**

- Increase in aided (prompted) and unaided (spontaneous) awareness index.

### **Milestones to be achieved in 2016**

- Educo-PH portfolio in place.
- Educo-PH website & Facebook account in place.
- Educo communication policy and plan in place.
- Institutional policy on media visibility in place.
- Educo Media & Communication Specialist in place.

### **Milestones to be achieved in 2017**

- Educo-PH social media portals actively operational.
- Educo stories, special events and activities are published in social media.
- Subscribed with “Rappler” and Educo’s stories are published.

### **Milestones to be achieved in 2018**

- Research study on child rights issues that are of national relevance conducted and published.

### **Milestones to be achieved in 2019**

- Educo has led national forum or national consultation meeting on child’s rights issues.

### **Strategic lines of intervention**

- Developing Educo-PH website profile.



- Maintaining social media visibility.
- Producing media publication.
- Developing, producing and disseminating of IEC materials.
- Conducting collaborative research and studies with leading INGOs, academe, and GAs.

## **General Objective 6.2**

**Joint efforts and exchange of knowledge and experience with other organizations to improve impact and learning.**

### **Indicators:**

- Increase in our active presence and contributions in networks, alliances and international organizations and campaigns that are linked with our mission and strategy.
- Increase in the publication of studies, evaluations and opinion articles in the media and specialized forums and platforms.

## **Specific Objective 6.2.1**

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We mainstream Educo's advocacy in alliances, networks, partnerships, campaigns and media engagements.

### **Milestones to be achieved in 2016**

- Educo advocacy policy and plan are developed.
- Collaborated with networks in advocacy campaign for the passage of National Law(s) for children.
- Collaborated with networks for electoral campaign for children both at national and local levels.
- Collaborated with networks and allied organizations for media engagement on common advocacies.
- Educo co-led National Government Agency the development and publication of Child-Friendly Guidebook on Child Participation in the Philippines.

### **Milestones to be achieved in 2017**

- Advocacy Plan in place and operational (based on CP development programs).

### **Milestones to be achieved in 2018**

- Educo leads in the conduct of monitoring of the CRC implementation in Bicol.
- Educo is recognized resource organization on child rights in the Bicol Region.

### **Milestones to be achieved in 2019**

- Educo co-leads Education Network in the Philippines.

### **Strategic lines of intervention**

- Strengthening partnerships with strategic alliances, networks and coalitions.
- Actively participating in relevant conferences, forums, trainings and seminars.
- Actively participating in legislative policy advocacies.
- Mainstreaming Educo's advocacy in networks.
- Conducting research and studies.
- Creating and distributing publication of best practices and evidence-based learning.
- Strengthening media engagements.

## 7. Process

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Integration of the principles (participation, non-discrimination, transparency, dynamic-innovative initiatives) in program/project management and partnering process:

**Participation:** Making sure that the children, families and communities we work with have meaningful participation in every aspect of what we do: baseline data collection, prioritizing of project activities, planning, implementation, monitoring, evaluation and learning. In working with children, we will ensure that our Child Participation Standards are applied in all activities. These will be promoted among stakeholders, including children, strategic networks, council and committees we work with. At the organizational level, we will strengthen the current practice of participatory culture in which staff members at all levels collaborate through consultations and team discussions.

**Non-discrimination:** Inspired by our principles, we will start focusing more on the most vulnerable and marginalized children in the areas where we work. The new geographical areas to be explored within this Country Plan period will be based on reaching the most marginalized and disadvantaged children. At the organizational level, we will work to adopt policies on inclusion and non-discrimination in staff recruitment, development, internal mobility and other processes.

**Transparency:** Full operationalization of the accountability mechanism for Complaints and Feedback Policy and strengthening the current practice of providing accomplishment reports, project presentations to adults and primary duty bearers by providing the same information to children through developing child-friendly IEC materials and reports. We will also explicitly apply our position of zero tolerance on corruption to all contracts.

**Dynamic Spirit:** We will strive to develop our capacity to effectively work with diversity and to anticipate as well as create trends.

Working with strategic alliances and partners is essential for building a just society and for expanding our reach. We will strengthen collaboration with ChildFund and INGO Charter and build partnership both at the local and national level based on commitment, equity and respect, in order to create effective partnerships that may have a long-lasting impact on children's wellbeing.



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## 8. Resource allocation and organizational implications

### 8.1. Funding resource allocation

Below is the target revenue mix and resource allocation:

Year (FY)	In thousands of €							
	Resources Head Office	Spanish Grants		International Grants		Local Grants		Total
		Public	Private	Public	Private	Public	Private	
2016	2,250,000	30,000	10,000	0	0	0	0	2,290,000
2017	2,600,000	160,000	10,000		47,000			2,817,000
2018	2,600,000	820,000	20,000	120,000	72,000	20,000		3,652,000
2019	2,400,000	750,000	30,000	120,000	75,000		20,000	3,395,000
Total	9,850,000	1,760,000	70,000	240,000	194,000	20,000	20,000	12,154,000

\*For the period 2016-2017, estimates with high probability of being granted; for period 2018-2019, only gross targets to be revised and re-configured halfway through the strategic period.

Educo-PH funding resources for 2016-2019 will be invested to achieve the six Strategic Goals. 84% of the budget will be allocated to the three strategic development goals and three organizational goals and 16% will be allocated to administrative operational cost.

GOALS / YEAR	In %			
	2016	2017	2018	2019
<b>1. Education</b>	45%	44%	36%	37%
<b>2. Protection</b>	9%	9%	8%	8%
<b>3. Governance</b>	14%	17%	32%	32%
<b>4. Integration CRBA</b>	5%	4%	2%	2%
<b>5. Funding</b>	8%	6%	4%	4%
<b>6. Visibility and Networking</b>	4%	4%	3%	3%
<b>7. Administration</b>	16%	16%	14%	14%
<b>TOTAL</b>	100%	100%	100%	100%



## 8.2. Human Resources and organizational implications

To effectively deliver on our commitment to improving children's wellbeing, the following changes in the organization structure are needed within the strategic period:

- Streamlining of positions within the organization and adoption of area-based approach in programming towards a more comprehensive and holistic implementation of the projects within a specific geographical area of coverage.
- Hiring of additional staff, specifically the following:
  - Specialists on DRRM, Governance and Education. A more senior staff, with considerable experience in the specific fields will be needed in the Country Office, considering the full integration of the Child Rights-Based Approach. This staff will provide inputs on strategy formulation and technical assistance, and will further enrich program implementation.
  - Communication Specialist to take charge of the communication plan and implementation, developing institutional materials towards greater Educo's visibility and marketability.
  - Hiring of Fundraising Team composed of the following: Fundraising Specialist/ Grant Writer, Sponsorship Marketing Officer and Administrative Assistant for the Manila Office.
  - Program Assistant to provide support to the Program Manager and in his/her tasks.
  - Hiring of additional project-based Project Officer to reinforce the current workforce towards greater achievement and quality of project implementation over the next 4 years.
- Formation and capacity-building of a designated Training Team to assist in developing institutional orientation guides and child rights training modules, and in conducting orientation sessions, trainings, learning sessions with the staff and relevant stakeholders.
- Review of existing organizational structure in relation to the adoption of geographical approach in project implementation, the entry of Technical Specialists and the formation of the Fundraising Team.

## 9. Evaluation and Learning

In an effort to adopt a right-based and results-oriented working culture, Educo-PH will strengthen its Monitoring, Evaluation and Learning (MEL) processes and resources during this strategic period. This shall be catalyzed by the establishment of a MEL system that should contribute to the continuous improvement of programming and implementation, and to transparency, accountability and visibility.

At the organizational level, the MEL system will ensure that policies, systems, standards and protocols are aligned with our goals, values and principles. However, these should be dynamic enough to adapt easily to changing times. The system will also ensure that core competencies acquired by the organization stay within the organization. This entails well-planned capacity building of staff and a centralized information system to store evidence or information that is easy to manage, retrieve and share.

To carry out the MEL system, the following Table 1 shows the main resources needed:

**Table 1. Required resources and conditions for MEL system**

	<b>Desired condition</b>
<b>Human Resource</b>	An organization (management and staff) that gives premium to MEL in all areas and levels.  Capacitated MEL persons and stakeholders on MEL including its value and attendant computer-aided systems.
<b>MEL system</b>	A well-designed system with clear manual of operations but flexible enough to adopt to changes and peculiarities of stakeholders.  A system that continuously looks into making MEL more useful and efficient  An MIS that allows easy data entry, storage, retrieval and sharing of data.
<b>Technology</b>	Sufficient equipment and software to carry-out MEL of this extent and scope.

The MEL system will be composed of four strands or parts. These strands are meant to feed to each other. Strand 1 will provide the reach while Strand 2 will facilitate the qualitative analysis of our interventions. Strand 3 will provide experiences on empowering the communities through information while Strand 4 will consolidate all the learnings in all strands and manage knowledge for both internal and external users.

Strand 1 will cover the quantitative output-level accountabilities of Educo-PH. Data will be managed through a management information system (MIS) which will store all data related to reach and outputs. The MIS will be managed by the MEL team, while data entry will be done by the implementers, either online or offline.

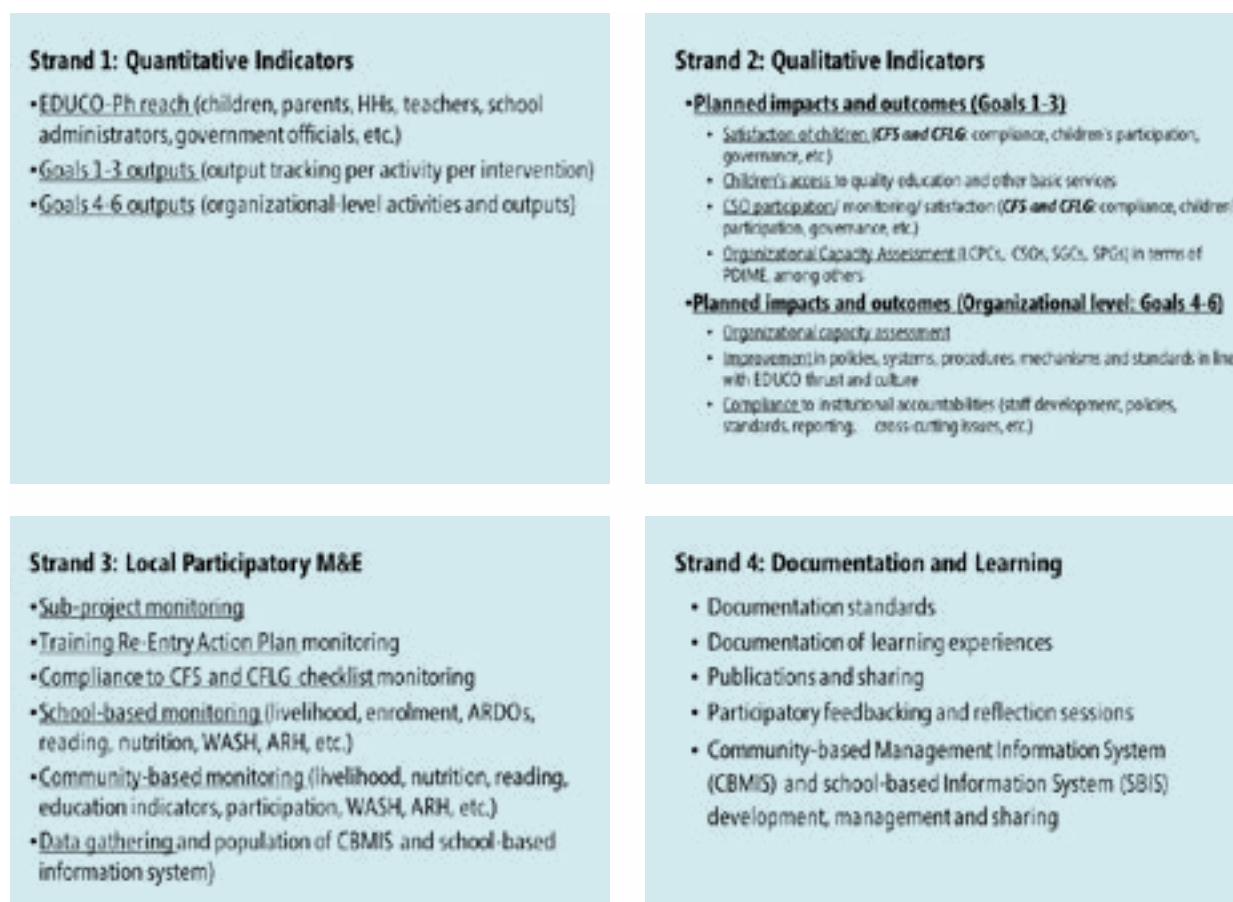
Strand 2 will cover the quality of structures and processes, as well as planned impacts and outcomes both at the program and organizational levels. Baselines, assessments, tests, longitudinal studies, endlines and evaluations will feed into this strand. This strand covers the continuous review and improvement of the Country Plan with inputs from baseline information.

Strand 3 will cover M&E activities that are managed and implemented locally. This includes information gathering on children's wellbeing and education.

Strand 4 covers documentation and learning. These are the main learning venues for Educo-PH, results of participatory reflection sessions, periodic assessments and on-going evaluations. Results may become materials for publication, such as documentation, studies and research.

Figure 1 below shows the scope of each strand. Strands 1, 2 and 4 will be managed by Educo-PH's MEL team. Strand 3 will be managed by the local partners, with monitoring by Educo-PH as part of continuous learning/capacitation.

**Figure 1. Educo-PHMEL Framework**



Educo-PH strives to create an environment that thrives on gathering evidence as it completes its work. This evidence will form part of the continuous improvement of Educo's work in the Philippines and in support to its move towards more strategic partnership and visibility. Reflection sessions will be enhanced as building blocks in documenting good or eventual best practices. Results will be used as input in enhancing strategies or re-planning and feed in building up materials for documenting lessons and learning.

Documentation will be strengthened by coming up with standard guidelines. Stories will also be gathered per quarter which will be published in the Educo-PH website, Facebook account and newsletter. Best stories will be developed into feature stories for the Annual Report to the Public and other institutional publications. This way, good stories are continuously captured and may eventually be used as materials in documenting innovative or good practices.

We envisage that MEL results will be socialized through the following:

**Empowerment through information.** With Strand 3, the CBMIS and school-based information system will be progressively populated. These will be turned over to the local stakeholders as part of the exit strategy, sustainability or scaling up. Updated and complete information systems will enable the LGUs, schools and DepEd district offices in evidence-based programming and in exacting transparency and accountability as the duty bearers. On the one hand, it will also empower the rights holders, the CSOs, CBOs and adult support groups, in advancing children's wellbeing.

**State of the children reporting.** With the enactment of Children's Codes in the focal municipalities, Educo-PH, as a CSO, will be preparing a state of the children report during Children's Month celebrations. It will be focusing on the results compliance with the Children's Codes.

**Research and publications.** Initial results from reflection sessions and on-going evaluations will be used as prompts if worth pursuing as full research projects for publication. Annual Reports to the public and other visibility materials will also be strategically used to communicate learning.

**Electronic platform.** Off-site coaching and sharing for teachers through social media will be set-up. The Educo-PH website will also be used for sharing information related to children's welfare, learning materials, studies and research.

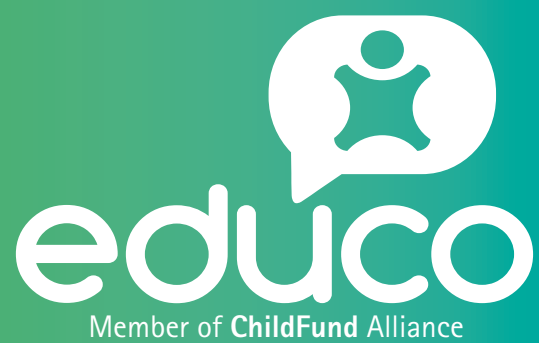
**Communicating results to the communities.** Aside from face-to-face interactions, we are looking at accessing strategic spaces at the municipal halls and barangays in order to display project updates and relevant information, and to solicit feedback.

**Networking.** Like-minded organizations and networks will be tapped in knowledge sharing. These partnerships and memberships will reinforce our advocacies on a larger scale. Much of these advocacies will be backed-up by the evidences of the observed impacts in our covered areas.









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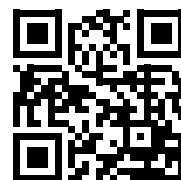
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