

AUSTRALIAN DFAT GRANT

Project Briefer

Project Title	:	Improving Access to Early Learning through Community-led Approach Project (Phase II)
Proponent	:	Department of Social Welfare and Development (DSWD)
Target Coverage	:	All NCDDP Municipalities in 11 Regions
Grant Amount	:	AUD\$12Million or PhP487 Million
Project Timeline	:	June 2014- June 2016

I. Project Objectives

The Project aims to improve access of targeted poor communities to early childhood learning and development activities by supporting the construction or rehabilitation of daycare centers and school buildings in areas where there significant gaps in education and both the NCDDP and Pantawid Pamilya are being implemented. This is the second phase of Australian support to further the Philippines' basic education and poverty-reduction priorities using a community-driven development (CDD) approach. In addition, the grant is also a provision of support under KC-NCDDP as part of the broader Yolanda reconstruction efforts.

II. Description

A. Targeting Criteria

- All NCDDP Municipalities in 12 regions: CAR, Regions IV-A, IV-B, V, VI, VII, VIII, IX, X, XI, XII, and CARAGA
- School buildings and daycare centers that address classroom shortage and difficulties in accessibility to nearby schools
- With potential Pantawid Pamilya beneficiaries
- Community-identified priority need based on results of Participatory Situational Analysis (PSA), Barangay Action Plan (BAP), or Municipal Inter-Barangay Forum (MIBF); and
- No previous funding or allocated funding for the next two years

B. Implementation Structure

The implementation structure shall follow the already established KC-NCDDP processes and will be implemented through the management framework of the KC-NCDDP.

C. Project Components

1. **Barangay grants for day care centers and classrooms** - This component is focused on the provision of grants for the construction of daycare centers and classrooms, including amenities. The expected outputs from this component include:

- Day care centers/classrooms constructed/rehabilitated by the community in accordance with technical plans, with standards respectively set by DSWD and DepED, and within schedule as well as budget; and
 - Target barangays with completed daycare centers and classrooms have functionality ratings of satisfactory or higher.
2. **Capacity Building and Implementation Support** - This component is directed to the mobilization and capacitation of KC-NCDDP community volunteers in preparation and updating of program of work and technical plans. It includes hands-on trainings on sub-project implementation, supervision, finance, procurement, monitoring, and preparation of the Operations and Maintenance (O&M) plans. In addition, it includes the organization, in accordance with the DSWD standards/guidelines, of Day Care Service Parents Groups for the start-up operations and maintenance of the daycare centers. The CDD process also involve coordination with DepEd regarding technical standards, availability of teachers and program materials, as well as Parent-Teacher Associations (PTA) for the implementation, supervision, operations, and maintenance of the school buildings/classrooms. The expected outputs from this component include:
- Community volunteers trained on sub-project implementation, supervision, finance, procurement, monitoring, and O&M; and
 - Partnership between communities, local school boards (LSBs), school governing councils (SGCs), and PTAs forged.
3. **Project Management/Monitoring and Evaluation** - The national and regional staff of the KC-NCDDP shall be responsible for the implementation of the proposed project. This component would also provide funds for the incremental cost of management, including monitoring of the proposed activities, functionality evaluations, annual reviews, end-of-project assessment, and thematic evaluation. Expected outputs of this component include:
- Common reporting, manuals, and processes;
 - Quarterly progress and financial reports submitted on time; and
 - Completion reports submitted.

D. Key Features of Classrooms Constructed Under KC-NCDDP

- Design enhancements to the standard DepEd design to have separate toilets for boys and girls and communal kitchens for school feeding programs
- Climate change-resilient Designs
- Compliance to Environmental Safeguards and to Quality Control Practices
- Procurement and construction of daycare centers and classroom are done by the community members themselves with supervision and technical assistance from the municipal engineers
- Engaging women and indigenous people (IPs) to have meaningful participation in community development processes

IV. Targets and Accomplishments (as of August 2016)

- To date, the project is already funding a total of 374 SPs (603 classroom units). Specifically, 180 daycare centers (185 classroom units) and 194 school buildings (427 classroom units) are being constructed nationwide. The total cost of these subprojects amounts to PHP483,483,426.
- A total of 218 SPs are located in Yolanda-affected areas, of which 185 (85%) have already been completed. The remaining 25 SPs (11%) are ongoing while 8 SPs (4%) are yet to start.
- Of the total funded SPs, 338 SPs (90%) have already been completed and directly benefit 113,754 households. The remaining 27 SPs (7%) are ongoing in implementation and 9 SPs (3%) are yet to start