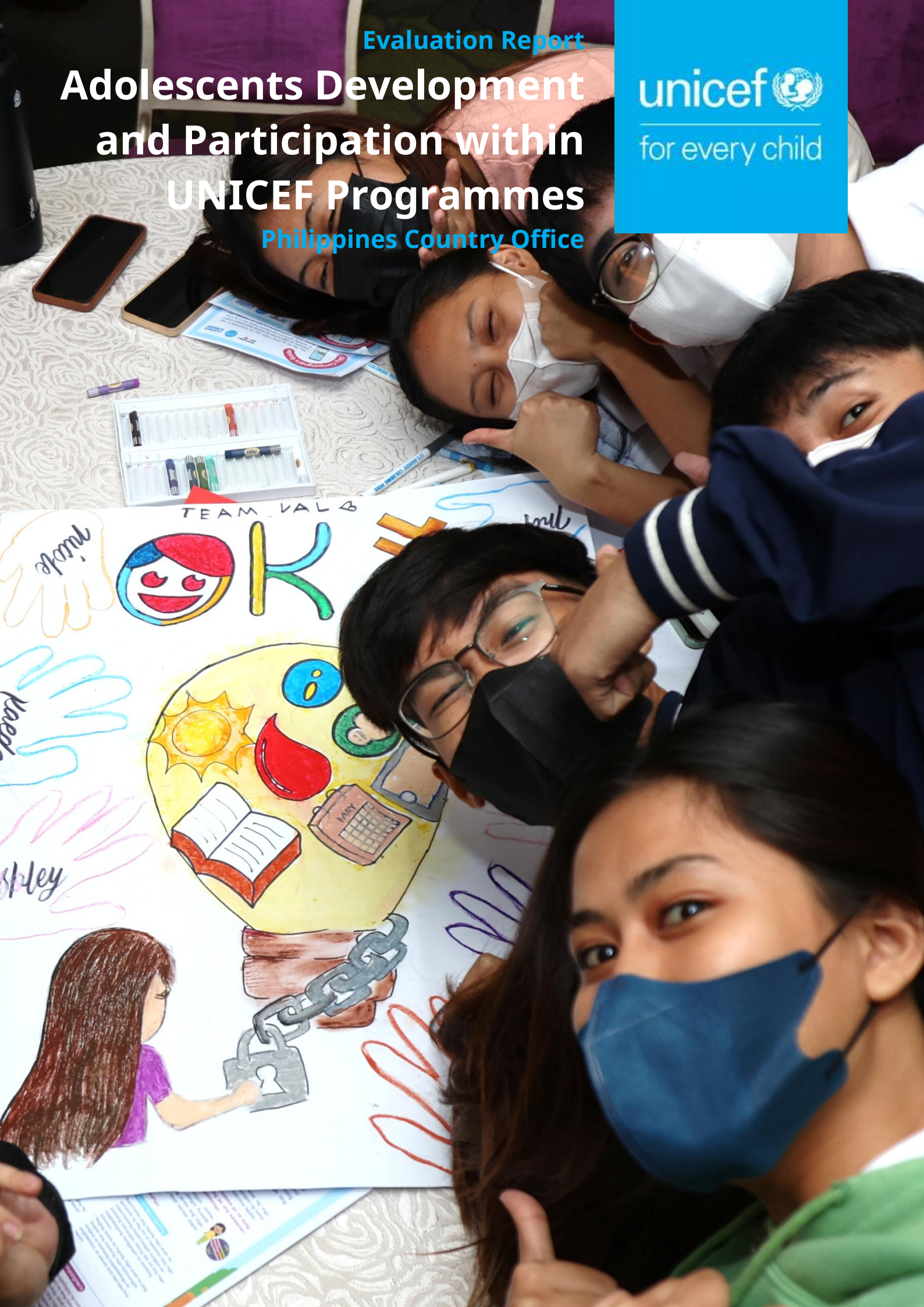


Evaluation Report

# Adolescents Development and Participation within UNICEF Programmes

Philippines Country Office

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for every child



## **Evaluation Report**

Adolescent Development and Participation within UNICEF programmes

Evaluated period: 2019-2023

Commissioned by: UNICEF Philippines Country Office

Date of Report: 15 Dec 2024

This evaluation was conducted by a consortium of the Center for Global Health Delivery, Diplomacy and Economics at the Universities of California at Berkeley and at San Francisco, and the Network for Engineering, Economics, Research and Management (NEERMAN) Pvt Ltd (India) under a Long-Term Agreement contract with UNICEF for evaluation and research services. Primex Inc (Philippines) was subcontracted as an in-country evaluation partner by NEERMAN Pvt Ltd. The lead evaluator is Dr Sumeet R. Patil, who can be contacted at [srpatil@neerman.org](mailto:srpatil@neerman.org).



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*Published by: UNICEF East Asia and Pacific Regional Office; 19 Phra Atit Road Bangkok 10200 Thailand; Tel: (66 2) 356-9499 Fax: (66 2) 280-3563; E-mail: [eapro@unicef.org](mailto:eapro@unicef.org) or [asia.pacific.evaluate@unicef.org](mailto:asia.pacific.evaluate@unicef.org); [www.unicef.org/eapro](http://www.unicef.org/eapro).*

## Acknowledgment

The evaluation team gratefully acknowledges the contributions and support from all those who participated in the evaluation. This report is a testament to their collective hard work and collaboration.

We express our gratitude to the staff of the participating Departments of the Government of Philippines at the national, provincial and Barangay levels and the local government of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) for their views, coordination and access to information. We are also thankful to the officials and members of the Evaluation Reference Group (ERG), who contributed periodically with their views, comments and feedback to improve the utility of this evaluation report.

Adolescents and right holders are the real beneficiaries of the ADAP strategy and their contribution to the study was most efficacious. We acknowledge the contributions of the members of the Adolescents Learning Group (ALG) and others who participated in the workshops and interviews to provide their feedback and recommendations throughout the evaluation period.

We are thankful to other agencies and organizations, donors, implementing partners and development partners, for their contributions to this Evaluation and to the youth leaders, adolescents, rights holders and their parents/guardians, local leaders, social workers and others for their participation and for sharing their experiences, reflections and suggestions.

We also take the opportunity to extend our appreciation to the UNICEF Philippines Country Office team for their trust, support, patience and valuable insights. Special thanks to Dr James Kimani (Multi-Country Evaluation Specialist, UNICEF Country Office) and Mr Lemuel Fyodor Villamar (Monitoring and Evaluation Officer, UNICEF Philippines) for their continuous support and guidance throughout the evaluation process. We also appreciate the timely feedback from officers at the UNICEF East Asia and Pacific Regional Office.

This evaluation was a team effort and would not be possible without the diligent efforts and commitment of the team from NEERMAN, UCSF and PRIMEX: Dr Sumeet Patil (Team Leader, NEERMAN), Ms Shraddha Zende (Sr Evaluation Manager, NEERMAN), Dr Lakshmi Gopalakrishnan (Sr Evaluation Specialist, UCSF), Dr Pilar Ramos Jiminez (National Team Leader, Primex), Dr Saniata Masulit (National Evaluation specialist, Primex), Ms Darlyn Carnalan (National Evaluation Specialist, NEERMAN), Mr Timothy Virgil V. Launo (National Project Coordinator, Primex), Mr Nestor P. Escara (National Project Manager, Primex), and Dr Nadia Diamond-Smith (Evaluation Advisor, UCSF).

The report is informed by the opinions and suggestions of a variety of stakeholders; however, the evaluators take full responsibility for its contents.

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- Annexure 2:** Evaluation Team
- Annexure 3:** Inception Report cum Evaluation Protocol (includes methods, data collection formats and guides, consent forms in English and Filipino)
- Annexure 4:** Institutional (Ethics) Review Board Approval Letter
- Annexure 5:** Participants list for ERG Workshop for Review of Protocol and Tools (6 Mar 2024)
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- Annexure 9:** Documentation of Proceedings of ALG Validation Workshop (28 Sept 2024)
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- Annexure 11:** Participants list for UNICEF Workshop to Review Findings and Recommendations (28 Oct 2024)

## Abbreviations and acronyms

AAP	Adolescent Action Plan
ADAP	Adolescent Development and Participation
ADB	Asian Development Bank
AFHF	Adolescent Friendly Health Facility
AIDS	Acquired Immuno-Deficiency Syndrome
ALG	Adolescents Learning Group
ALS	Alternative Learning Systems
ARH	Adolescent Reproductive Health
ART	Antiretroviral Therapy
ASEAN	Association of Southeast Asian Nations
ATF	Adolescent Task Force
AWG	Adolescent Working Group
BAE	Bureau of Alternative Education
BALS	Bureau of Alternative Learning Systems
BARM	Bangsamoro Autonomous Region in Muslim Mindanao
BEDP	Basic Education Development Plan
BLSS	Bureau of Learner Support Services (under School Health Division)
BYC	Bangsamoro Youth Commission
C4D	Communication for Development
CCA	Climate Change Action
CCC	Climate Change Commission
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CFLG	Child Friendly Local Government
CICL	Children in Conflict with Law
COVID-19	Coronavirus disease
CP	Child Protection
CPAP	Country Programme Action Plan
CPC	Country Programme for Children
CPD	Country Programme Document
CRC	Child Rights Convention
CSE	Comprehensive Sexuality Education
CSO	Civil Society Organization
CWC	Council for the Welfare of Children
DFAT	Department of Foreign Affairs and Trade
DHS	Demographic and Health Survey
DOH	Department of Health
DRR	Disaster Risk Reduction
DRRM-CCA	Disaster Risk Reduction and Management- Climate Change Action
DSWD	Department of Social Welfare and Development
EAPRO	Regional Office in the East Asia and the Pacific
ERG	Evaluation Reference Group
FGD	Focused Group Discussion
FPOP	Family Planning and Organization of the Philippines
GDP	Gross Domestic Product
GEROS	Global Evaluation Reports Oversight System
HIV	Human Immunodeficiency Virus
HQ	Headquarters
ICPD	International Conference on Population Development



ICT	Information Communication Technology
IDI	In-depth Interview
IGHS	Institute for Global Health Sciences
IP	Implementation(ing) Partner
IRB	Institutional Review Board
KCL	Kaibigan Chat Line
KII	Key Informant Interview
LCPC	Local Child Protection Committee
LCSFC	Longitudinal Cohort Study on the Filipino Child
LGBTQ	Lesbian, Gay, Bisexual, Transgender and Queer (individuals)
LGU	Local Government Units
LMIC	Lower-middle Income Country
LTA	Long Term Agreement
M&E	Monitoring and Evaluation
MFO	Mindanao Field Office
MHM	Menstrual Hygiene Management
MHPSS	Mental Health and Psychosocial Support Services
MIS	Management Information System
NAT	National Aptitude Test
NCCYP	National Committee on Child and Youth Participation
NEDA	National Economic and Development Authority
NEERMAN	Network for Engineering and Economics Research Management
NGO	Non-Government Organization
NYC	National Youth Commission
NYP	National Youth Parliament
OCD	Office of the Civil Defence
OECD-DAC	Organisation for Economic Co-operation and Development: The Development Assistance Committee
OSAEC	Online Sexual Abuse or Exploitation of Children
PCO	Philippines Country Office
PFSD	Partnership Framework for Sustainable Development
PME	Planning, Monitoring and Evaluation
POPCOM	Population Commission
PPAEVAC	Philippine Plan of Action on the Elimination of Violence Against Children
PRIMEX	PACIFIC RIM Innovation and Management Exponents Inc.
PSA	Philippine Statistics Authority
PYDN	Positive Youth Development Network
PYDO	Provincial Youth Development Officer
RA	Research Assistants
RACI	Responsible, Accountable, Consulted, and Informed
RAM	Results Assessment Module (UNICEF)
RBM	Results Based Monitoring or Management
RFD	Results Framework Document
RH	Reproductive Health
RO	Regional Office in the East Asia and the Pacific
RPRH	Responsible Parenthood and Reproductive Health
SBC	Social and Behaviour Change
SBCC	Social Behaviour Change Communication
SDG	Sustainable Development Goals
SEL	Social Emotional Learning
SRH	Sexual Reproductive Health

STEM	Science, Technology, Engineering, and Mathematics
TESDA	Technical Education and Skills Development Authority
TOC	Theory of Change
TOR	Terms of Reference
UCSF	University of California San Francisco
UN	United Nations
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund; formerly the United Nations Fund for Population Activities
UNICEF	United Nations Children's Fund
UNYTG	United Nations Thematic Group on Youth
USA	United States of America
USAID	United States Agency for International Development
VAC	Violence Against Children
WASH	Water, Sanitation and Health
WHO	World Health Organization
ZNYDA	Zamboanga del Norte Youth Development Alliance

# Executive summary

## Introduction

UNICEF commissioned an evaluation of its Adolescents Development and Participation (ADAP) strategy and the Adolescent Task Force (ATF) for the period 2019-2023. The aim was to inform future strategies for the 2024-2029 Country Programme Cycle (CPC9). The evaluation assessed relevance, coherence, effectiveness, efficiency, and sustainability, following OECD-DAC criteria. The evaluation also integrated cross-cutting themes, including gender, human rights, and COVID-19 response. The evaluation findings were discussed and validated in a workshop of the rights holders (the adolescents) and the duty bearers (the government agencies), and recommendations were developed for CPC9 in participatory manner.

## Methodology

The evaluation adopted a theory-based, participatory, and utilization-focused approach. A mixed-methods design combined a desk review of over 200 documents, limited secondary data analysis, and qualitative research through interviews and focus group discussions. Data collection took place across Luzon, Visayas, Mindanao, and BARMM regions, involving stakeholders such as government bodies, youth organizations, and rights-holder groups. Overall, 52 key informant interviews (KIIs), 19 focus group discussions (FGDs), 35 group interviews (GIs), and 32 in-depth interviews (IDIs) were conducted. Dedoose software was used for coding this massive qualitative data and conducting the thematic analysis. The findings were validated and recommendations developed in workshops with Evaluation Resource Group (ERG) and Adolescents Learning Group (ALG).

## Evaluation Findings

**Relevance:** The ADAP strategy was relevant as it addressed significant barriers faced by Filipino adolescents, including teenage pregnancy, limited access to education, and the impacts of armed conflict. The engagement of diverse stakeholders, including adolescents, ensured that programming was responsive to national priorities and local needs. ADAP's approach demonstrated flexibility in addressing evolving challenges, such as the disruptions caused by COVID-19. For example, UNICEF adapted the implementation strategy to hybrid and online modalities for mental health support, hygiene promotion, and alternative learning services.

Despite its strengths, ADAP strategy missed opportunities by not fully integrating intersectoral programming into areas like nutrition, water-sanitation, and basic education, and failing to strengthen data systems for planning and tracking services for vulnerable adolescents.

**Coherence:** ADAP is well aligned with both national and global strategies for adolescent programming. Local consultations further strengthened coherence by ensuring that interventions addressed the unique needs of specific regions and avoided duplication of efforts. For example, in Angeles City, ADAP aligned closely with the Local Youth Development Plan, ensuring that programmes complement existing initiatives on teenage pregnancy and mental health.

Despite these strengths, more systematic indicators to measure the extent of inter-sectoral collaboration would have helped to assess the effectiveness and efficiency of coordination efforts. Additionally, while the ATF facilitated discussions and planning, it needed more accountability mechanisms and a formal mandate, which limited its ability to drive consistent, impactful collaboration.

**Effectiveness:** The ADAP strategy achieved noteworthy results across its three priority areas. In many cases, outputs exceeded expectations, particularly in raising awareness about reproductive health and increasing adolescent participation in community governance.

However, some targets were met halfway. Coverage for ALS programmes fell short due to the limitations imposed by COVID-19 restrictions. Similarly, the number of child-friendly government certified LGUs declined during the evaluation period. These challenges underscored the difficulty of achieving quantitative targets that required on-the-ground presence during a global pandemic.

**Impact:** ADAP results framework did not include higher-level indicators to measure behavioural outcomes or the empowerment of adolescents. The absence of outcome-level metrics prevented evaluation of the strategy's overall impact on adolescent development and participation. However, UNICEF's collaboration with partners has led to unintended positive impacts, particularly in capacity building for organizations and individuals. Partner organizations have reported improved operational procedures and enhanced personal capacities due to guidance from UNICEF output managers. These gains helped them cope during the COVID-19 pandemic. Similarly, youth members highlighted personal development, citing growth in knowledge, leadership skills, and professional networking as key outcomes. UNICEF's capacity-building initiatives have had lasting impacts on the Bangsamoro Youth Parliament. This success has inspired similar legislative structures across localities, creating cascading impacts and amplifying adolescent voices in policymaking.

**Efficiency:** The ADAP strategy demonstrated efficient resource utilization, particularly by emphasizing partnerships and local capacity-building. By collaborating with LGUs, civil society organizations (CSOs), and other stakeholders, UNICEF avoided redundancy and maximized the impact of available resources.

Despite these successes, certain inefficiencies were also noted. Delays in implementation were primarily attributed to logistical challenges, fund disbursement issues, and majorly to the pandemic. Rural and conflict-affected regions faced additional obstacles, such as limited infrastructure and administrative capacity, which hindered timely programme delivery. Monitoring mechanisms for inter-sectoral programming were another area of inefficiency. The absence of robust systems to track collaboration and resource sharing made it challenging to assess the full extent of efficiency.

**Sustainability:** At the national level, the ADAP strategy showed strong potential for sustainability. Key programmes, such as the Oky period tracker app and alternative learning micro-certification, were institutionalized through government policies and funding mechanisms. This institutionalization demonstrated an elevated level of ownership and commitment from national authorities, ensuring the continuation of these initiatives beyond UNICEF's involvement.

Sub-national sustainability, however, presented a mixed picture. Cities and provinces with strong ordinances and established funding streams were better positioned to sustain programming independently. In contrast, resource-constrained municipalities, particularly in the BARMM region, lacked the financial, technical, and human resources to maintain interventions. One critical gap in sustainability planning was the absence of formal exit strategies. While recent efforts have focused on integrating adolescent programming into government systems, clear plans for transitioning ownership to local stakeholders were not included in project designs.

**Evaluation of ATF Platform:** ATF was relevant for fostering collaboration between different UNICEF sections. However, its performance could have been more efficient and effective, if ATF's formation and operations were backed by detailed terms of reference, accountability for collaborative results, and a dedicated responsible unit or person. The alignment of ATF with other sections and programme modalities within UNICEF was fair, but it did not effectively include external stakeholders or cut across all adolescent programming as initially intended.

However, in the end, the respective programme teams of different sections were able to achieve the results anticipated in ADAP strategic framework through collaborative approaches.

**Findings from cross cutting themes of gender, human-rights based programming and effect of the pandemic:** The ADAP strategy embraced gender inclusivity, engaging adolescents from diverse backgrounds and addressing vulnerabilities among marginalized groups. However, it lacked a formal gender analysis during programme design and implementation, and the absence of robust disaggregated data systems limited accountability for result. Human rights based approaches (HRBA) were well-integrated, empowering adolescents as rights holders and engaging them in advocacy and policy development. The implementation of the ADAP strategy was found resilient during the COVID-19 pandemic by rapidly transitioning to hybrid and online modalities. Programmes prioritized mental health, reproductive health training, and hygiene promotion, with adolescents actively participating in vaccination campaigns. While the pandemic initially delayed some targets, progress accelerated in later years to meet almost all targets as per ADAP results framework.

### Lessons Learned

Several lessons were identified on the basis of the evaluation findings and their discussion with ERG and ALG members as follows:

- Adolescent programming when aligned with the ‘second decade of life’ approach can provide a crucial opportunity to address deficits accrued in childhood and target vulnerable adolescents through life-cycle approaches.
- Better distinction is needed between the ADAP strategy, which serves as a strategic framework, and adolescent programming as a suite of interventions. This distinction will ensure use of ADAP as a policy covering the entire gamut of adolescent programming rather than confining it to specific outputs and also make application of ADAP flexible wherever it is beneficial.
- A working group or a platform for inter-UNICEF collaboration can be useful. However, it must perform under clear leadership, rules of operation, defined roles, and accountability for delivering results.
- For rights-based and inter-sectoral programming, gender analysis and equity considerations should inform all stages of programming to ensure inclusivity and effectiveness. Further, collecting, collating and tracking disaggregated data by vulnerabilities, gender and geographies will be essential.
- Sustainability of programmes can be achieved through purposeful exit planning, involving government counterparts from the outset, and leveraging existing mechanisms. Risk management strategies should also be embedded in programme design to prepare for emergencies.

### Recommendations

The evaluation identified several areas for improvement and provided detailed recommendations for what UNICEF can do internally, and what UNICEF can help external partners with. Following is a brief summary of these recommendations.

**Strategic Alignment:** The ADAP strategy should be a policy covering all areas of adolescent programming irrespective of whether the programme requires intersectoral approaches or not. However, the policy should ensure that regional and provincial needs are identified through consultation with stakeholders, including adolescents themselves.

The TOC for adolescent programming should be reviewed and revised with help of comprehensive gender analysis and then translated into a unified results framework. This framework should include clear indicators and targets aligned with adolescent-specific needs by

different genders and vulnerabilities. Wherever warranted, the results framework should include process indicators to track collaborative approaches.

**Governance and Accountability:** An ATF type of platform will be required to coordinate inter-sectoral programming but with clearer leadership, accountability mechanisms, and operational plans. This platform should be accountable not just for the process but also for the outcomes which must be achieved through inter-sectoral programming, and for the output indicators which demonstrate extent of collaborations. To achieve this, internal protocols for data sharing between different sections can be developed. UNICEF should also activate existing external government platforms which can formalize multi-sectoral collaboration.

**Strengthening Data Systems:** UNICEF should collaborate with government to develop systems for collecting and analysing disaggregated data based on gender, ethnicity, religion, poverty, and disability by strengthening existing bodies and mechanisms to achieve the same. These systems should support evidence-based planning and enable more targeted interventions. Additionally, UNICEF should require all IPs to report disaggregated on adolescent-specific outcomes using standardized templates.

**Programme Sustainability:** To ensure long-term impact, sustainability planning should be integrated into programme design from the outset. This includes developing clear exit strategies and building local capacities for programme ownership throughout the implementation period for the eventual exit.

**Risk Management and Emergency Preparedness:** UNICEF should develop a country-level strategy for programme adaptation during emergencies and guide government agencies on contingency planning. Future programming should include contingency plans to maintain continuity during emergencies. This could involve prioritizing critical activities, reallocating resources, and enhancing digital and hybrid modalities for programme delivery.

**Gender and Inclusivity:** Programmes can benefit from comprehensive gender and inclusivity assessments at the design stage. This includes analysing the unique needs of marginalized groups, such as Indigenous populations, adolescents with disabilities, and those living in poverty or conflict-affected areas. The targeting and programme focus should be revisited during mid-term reviews to adjust programming. For this purpose, UNICEF can utilize existing frameworks recognised by the Philippines government – the Harmonized Gender and Development Guidelines – to institutionalize gender analysis at both the national and local levels.

**Evidence-Based Scaling of Successful Pilots:** UNICEF should advocate with the national government agencies for evidence-based scale-up or design or at-scale programmes. Depending on governments needs and asks, UNICEF can support the government generate high-quality evidence and insights to demonstrate program results and inform scaling-up efforts.

# 1. Background and introduction

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*UNICEF commissioned this summative evaluation of its Adolescents Development and Participation (ADAP) strategy and the Adolescent Task Force (ATF) established to coordinate the implementation of the strategy between 2019-23. The findings from this evaluation are expected to inform the strategies and programmatic approaches in County Programme Cycle 2024-29 (CPC9). Therefore, the evaluation was expected to be conducted in a participatory manner by engaging key stakeholders such as the government partners and the adolescents.*

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UNICEF Country Office in the Philippines (PCO) commissioned this evaluation to assess the implementation and results of the adolescent programming as per the Adolescents Development and Participation (ADAP) strategy during 2019-23. Another objective of the evaluation was to critically assess the UNICEF Adolescent Task Force (ATF) which was a programmatic platform to oversee the implementation of the ADAP strategy in various adolescent programming activities. The evaluation was conducted as per the criteria of relevance, coherence, effectiveness, efficiency, and sustainability recommended by the Organization for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC). UNICEF aimed for a participatory evaluation involving government stakeholders and adolescents to produce practical and effective recommendations agreed upon by all.

The findings from this evaluation are expected to: (a) help UNICEF, relevant government agencies and ministries and other stakeholders gain information and insights to help improve and refine their plans, policies and programming; (b) inform the revisions to and implementation of UNICEF's ADAP strategy in 9<sup>th</sup> Country Programme for Children (2024-2028) (CPC9); and (c) help PCO identify areas for technical assistance and advocacy to the Government of Philippines. The needs, objectives, purpose, and framework for the evaluation are outlined in the Terms of Reference (TOR) under the LTA Vendor Engagement Request 2023-344-PME (See Annexure 1).

This independent evaluation was led by the consortium of NEERMAN and the University of California San Francisco (UCSF) with in-country research support from the Pacific Rim Innovation and Management Exponents, Inc. (PRIMEX, Philippines). Additionally, the evaluation benefitted from periodic review and feedback from the Adolescent Learning Group (ALG) and the Evaluation Reference Group (ERG). The ALG consisted of rights holders from multiple priority regions in the Philippines and represented diverse socio-economic backgrounds and genders. The ERG consisted of policy and programmatic experts from UNICEF, the national and regional government departments, and other national partners; two members of ALG were also a part of the ERG.

The evaluation data collection methods included a desk review of programme documents and reports, primary data collection using qualitative methods, and to a limited extent, analysis of secondary quantitative data. Overall, close to 200 documents were screened and almost one-fourth of them were used to draw answers for the evaluation questions. Primary qualitative data was collected through 52 (KIIs), 16 focus group discussions (FGDs), 35 group interviews (GIs) and 32 In-Depth Interviews (IDIs) with the staff of UNICEF, the government, implementing partners, and members of youth networks and adolescents. The evaluation team was able to obtain and analyse limited secondary data to mainly answer questions related to the effectiveness of the adolescent programming.

The remainder of this chapter presents the context and background for adolescent programming, describes the ADAP strategy and stakeholders, and presents the evaluation

objectives. **Chapter 2** presents the methods. **Chapter 3** presents the findings of the evaluation. **Chapter 4** summarizes these findings and generates lessons which were later presented to ALG and ERG members to build consensus and recommendations. **Chapter 5** includes key recommendations for the PCO in bulleted form and the evaluation team's rationale behind these 'suggestions. These suggestions have been developed in a participatory manner in multiple rounds of review and revisions with ALG, ERG and UNICEF. **Annexures** to this report are provided as separate files whereas the **appendices** are a part of this document towards the end.

## 1.1 Context

Despite economic progress in the Philippines, the situation of adolescents remains concerning and varies by region and socio-cultural factors. In 2018, PCO commissioned a comprehensive analysis of adolescents' conditions, summarized in the section below. Additionally, this section includes the policy and regulatory framework in the Philippines for the adolescent well-being.

### 1.1.1 Political, socio-economic and demographic profile of the Philippines

The Philippines operates a representative democracy with a bicameral legislature and an independent judiciary, based on the 1987 constitution adopted during the Aquino administration. As per the Local Government Code of 1991, responsibilities have been gradually devolved to Local Government Units (LGUs), comprising 17 administrative regions, 81 provinces, 33 highly urbanized cities, and 42,036 barangays.<sup>1</sup> The 2018 Mandanas-Garcia Ruling redefined the revenue sharing between the national- and local governments and sought to reduce the budget allocations for the national government and increase the same for the LGUs.<sup>2</sup> This paved the way for the LGUs to fulfil the functions devolved to them in the Local Government Code (1991)<sup>3</sup> as a part of decentralization efforts in the country. The Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) was established in 2019 through Republic Act 11054 (Bangsamoro Organic Law) which grants it governance, discal and legislative autonomy while maintaining coherence with national policies. BARMM is currently governed by an interim administration until 2025.

The Philippines, an archipelago of 7,641 islands covering 300,000 square kilometres, boasts a coastline of 236,000 kilometres. Filipino and English are the official languages of the country.<sup>4</sup> As per the 2017 Census, the primary ethnic groups in the Philippines include Tagalog (24%), Bisaya (11%), Cebuano (10%), Ilocano (9%), Hiligaynon/Ilonggo (8%), Bikol/Bicol (7%), and Waray (4%), with other local ethnicities constituting 26%. Roman Catholicism is the dominant religion (80%), followed by other Christian denominations (9%), Islam (6%), and other religions (5%). Despite the introduction of an ethnicity variable in the 2010 census, no official count for Indigenous Peoples has been released, estimating their population to be between 10 and 20% of the total national population. As of 2024, the population stands at approximately 114 million, with an annual growth rate of 0.88% from 2020 to 2024.

The Philippines is a lower-middle income country (LMIC) with a gross national income per capita of US\$3,950 in 2023.<sup>5</sup> In the Human Development Index of 2019, the nation secured the 107<sup>th</sup> position out of 189 countries.<sup>6</sup> The COVID-19 pandemic profoundly impacted the Philippines, with one of the highest transmission rates in Asia and significant disruptions in livelihoods,

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<sup>1</sup> Country Programme Evaluation 8 (CPE8)

<sup>2</sup> Department of Budget and Finance

<sup>3</sup> "Articles from Unpacking the Local Government Code of 1991 (<https://www.ombudsman.gov.ph/UNDP4/wp-content/uploads/2012/12/UNPACKINGLGC91.pdf>)

<sup>4</sup> Updated Projected Mid-Year Population for the Philippines Based on the 2015 POPCEN Results: 2020-25

<sup>5</sup> World Bank, World Development Indicators, 2022

<sup>6</sup> Human Development Index of 2019



leading to a notable economic contraction. Economic output contracted by 9.6% in 2020, driven by declines in consumption, tourism, exports, and remittances.<sup>7</sup>

However, the Philippine Development Plan PDP 2023-2028 aims to get the Philippines to an upper middle-income country status by late 2025 or 2026.<sup>8</sup> In 2023, preliminary estimates during the first quarter registered a poverty incidence rate of 22.4% following a drop from 23.7% in 2021<sup>9</sup>. GDP growth moderated in 2023 to 5.5%, due to the confluence of global shocks, inflationary pressures, and slowing consumption. Growth is expected to rebound to 6.0% in 2024 and 6.2% in 2025, on the back of stronger consumption demand, higher public and private investment, and a recovery in exports.<sup>10</sup> Inflation in the Philippines has been fluctuating but averaged approximately 6% over the past 3 years and the unemployment rate has also been reducing over time and currently stands at only 3.6% (November 2023) which translates to approximately 1.8 million unemployed individuals. There is a declining trend in the labour force participation rate among young people and women due to family responsibilities, schooling, and age-related factors.<sup>11</sup>

### 1.1.2 Situational analysis of adolescent-specific risks and needs

Adolescence, defined as those between ages 10 to 19 years, is a pivotal stage marked by rapid physical, cognitive, emotional, and social growth. Filipino adolescents face a range of critical issues including teenage pregnancy, HIV/AIDS, educational and employment skill gaps, violence, involvement in armed conflict, and the impacts of the government's anti-drug campaign. The latter, known colloquially as the 'drug war', has significantly affected youth, with many becoming involved in or victimized by drug-related violence, and others left orphaned in its aftermath.<sup>12</sup> Addressing these multifaceted challenges requires comprehensive efforts to support adolescents as they transition into adulthood, including targeted interventions for those affected by drug-related violence and its consequences.<sup>13</sup>

The Philippines Youth Progress Index evaluates the country's status and ability to meet the essential needs of its youth (Youth Progress Index Report, 2022). The most recent index scores the country's performance across three key dimensions –Basic Human Needs (79.7/100), Foundation of Wellbeing (70.58/100), and Opportunity (64/100) –suggests that opportunities for well-being have the most gaps whereas the country has done relatively better to meet basic human needs.<sup>14</sup> Below are summarized the critical challenges that Filipino adolescents face, especially with large variations across different regions. Most of this discussion is based on the situational analysis of children in the Philippines commissioned by UNICEF in 2018.<sup>15</sup>

#### 1.1.2.1 Child Marriages

According to the Family Code of the Philippines, the legal age for marriage is 18 years for both males and females. Individuals below 21 need parental consent, and those between 21 and 25 require parental advice. However, the proportion of women aged 20-24 years who were married

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<sup>7</sup> UPPI, YAFSS, 2021

<sup>8</sup> 88th Development Budget Coordination Committee (DBCC) meeting

<sup>9</sup> Statement on the 2023 First Semester Official Poverty Statistics, National Economic and Development Authority, Philippine Statistics Authority, December 22, 2023

<sup>10</sup> International Monetary Fund, June 10, 2024

<sup>11</sup> Philippine Statistics Authority, 2023

<sup>12</sup> Human Rights Watch. (2020). "Our Happy Family Is Gone": Impact of the "War on Drugs" on Children in the Philippines. <https://www.hrw.org/report/2020/05/27/our-happy-family-gone/impact-war-drugs-children-philippines>

<sup>13</sup> PCO ADAP Strategy Framework

<sup>14</sup> Youth Progress Index Report, 2022

<sup>15</sup> <https://www.unicef.org/philippines/media/556/file>. Although updating the situation analysis is not a part of the TOR, the background and introduction chapter of final evaluation report will build upon this 2018 report by including relevant additional information from the literature review

before the age of 18 years has remained stagnant since 1993 in the Philippines; as per NDHS data from 1993 to 2022, this proportion decreased from 19% in 1993 to 15% in 2015, and to 14% in 2022.<sup>16</sup> As per the analysis of DHS 2022 data done by the evaluation team, the current prevalence of women aged 15-19 years who are in a union is 5.6% among women aged 15-19 years. However, the current prevalence of marriage among 15-17-year-old girls is higher than 8% in BARMM, Caraga, Northern Mindanao, and Davao regions.

### **1.1.2.2 Teenage Pregnancy**

Almost 80% of the adolescents aged 15-19 years who were married had also been pregnant as per DHS 2015. More than 6% of all girls aged 15-19 years, regardless of marital status) have ever been pregnant in Central Luzon, Bicol, Zamboanga Peninsula, Northern Mindanao (highest prevalence region at 10.8%), Davao, Cordillera, Caraga, BARMM regions.

The 2021 Young Adult Fertility and Sexuality Study (YAFS5) shows a 6.8% birth rate among Filipino girls aged 15-19, nearly a 50% drop from 2013.<sup>17</sup> The highest pregnancy rates for this age group are in Northern Mindanao (11%), and in Central Luzon, Davao Region and Caraga (8% each). In 2018, 62,341 minor girls, some as young as 10, gave birth, with 1% reporting sexual activity before age 15. Regional disparities persist, with Eastern Visayas, Davao, and Bangsamoro Regions having high teenage pregnancy rates. Sociocultural norms, access issues, taboos around puberty and sexuality discussions, limited adolescent agency, lack of unbiased information, power dynamics, and legislative measures hinder minors' access to sexual and reproductive health services.<sup>18</sup>

### **1.1.2.3 HIV/AIDS**

HIV/AIDS remains a major global health issue. The Philippines has seen an alarming 411% rise in daily HIV cases from 2012 to 2023, making it the fastest-growing epidemic in the Western Pacific.<sup>19</sup> Between 1984 and 2023, young people aged 15-24 accounted for 21% of AIDS-related deaths (635) and nearly 30% of all reported infections.<sup>20</sup>

### **1.1.2.4 Poor School Enrolment and Schooling Completion**

In the Philippines, many individuals lack access to formal education due to geographic, economic, and social barriers. Financial issues, early pregnancies, and prioritizing work over school contribute to this challenge.<sup>21</sup> In 1980, primary school enrolment was 96.18% with an 85.81% completion rate.<sup>22</sup> By 1990, enrolment increased to 98.4%, and completion rose to 89.34%. Secondary school enrolment averaged 50.84% from 1980-2000, with a 73.25% completion rate. Adolescents out of lower secondary school dropped from 28.92% in 1979 to 6.07% in 2014. Youth literacy (15-24 years) was 91.79% in 1980 and 96.5% in 1990.

The Republic Act 9155 established Alternative Learning Systems (ALS) managed by the Department of Education's Bureau of Alternative Education (DepEd BAE) at the national level and by the Bureau of Alternative Learning Systems (BALS) in BARMM in 2001.<sup>23</sup> The system was created to provide out-of-school children, youth, and adults with basic education, as a

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<sup>16</sup> NDHS (2022) Report for Philippines

<sup>17</sup> YAFS5 2021

<sup>18</sup> [1] 2022 Philippine National Demographic and Health Survey, PSA

<sup>19</sup> Gangcuangco LMA, Eustaquio PC. The State of the HIV Epidemic in the Philippines: Progress and Challenges in 2023. *Tropical Medicine and Infectious Disease*. 2023; 8(5):258. <https://doi.org/10.3390/tropicalmed8050258>

<sup>20</sup> UNAIDS Data 2022: [https://www.unaids.org/sites/default/files/media\\_asset/data-book-2022\\_en.pdf](https://www.unaids.org/sites/default/files/media_asset/data-book-2022_en.pdf)

<sup>21</sup> Salvador, Jordan & Sauce, Ben & Alvarez, Marc Oneel & Rosario, Ahrjaynes. (2016). The Phenomenon of Teenage Pregnancy in the Philippines. *European Scientific Journal*. 12. 173-192. 10.19044/esj.2016.v12n32p173.

<sup>22</sup> UNESCO Institute of Statistics

<sup>23</sup> Case Study: Alternative Learning System (ALS), UNESCO, DepEd, 2023

significant number of Filipinos were not completing basic education. ALS offers a practical alternative to ensure access to basic education and provides an opportunity for individuals to continue their education and acquire essential skills and knowledge. In December 2020, RA 11510 was passed, which institutionalized the ALS in basic education for out-of-school children and adults and led to the creation of the Bureau of Education Assessment.

Despite the implementation of the ALS programme in the Philippines, educational statistics have not yet reached global standards. According to data from 2021, the Philippines has the lowest primary net enrolment rate among ASEAN countries, with only 89.8% of children enrolled in elementary education.

In the school year 2022-2023, statistics from the Philippine Statistics Authority (PSA) indicated that approximately 7.9 million Filipino children and young adults aged 5 to 24 years were not enrolled in school, representing about one-fifth of this demographic.<sup>24</sup> Around 1% of youth aged 15-24 years have no formal education and 8% have attained incomplete primary education.<sup>25</sup> Primary reasons for non-attendance included employment (19.7%), lack of personal interest (12.6%), marriage (10.7%), and financial constraints (9.9%). There are regional disparities; for instance, Calabarzon has the highest proportion of children and young people not attending school or college due to employment (28.3%). In BARMM, the main factors driving school drop-out were financial concerns (23.2%) and family matters (16.2%), while in the MIMAROPA Region, illness/disability (7.2%) was also a significant reason. Cagayan Valley has the highest proportion of married children (18.7%), while the Cordillera Administrative Region tops in non-attendance due to lack of personal interest (24.1%). Additionally, according to Department of Education (DepEd) data, only one in ten children in BARMM who start Grade 1 are estimated to complete secondary school.

Not only is enrolment a concern, but educational outcomes are as well. The Philippines ranked 353rd in the global rankings under the Programme for International Student Assessment (PISA) 2022. The average performance in science of 15-year-olds was 356 points (OECD average: 485), and almost no students were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 9). Only 16% of students attained at least Level 2 proficiency in mathematics, which is significantly less than the average across OECD countries (OECD average: 69%). The proportion of young people not in education, employment or training in the Philippines was reported at 12.76% in 2022.<sup>26</sup>

#### **1.1.2.5 Violence against Children and Young People**

Violence Against Children (VAC) affects countries worldwide. In various environments such as families, schools, communities, workplaces, and institutions, children may encounter various forms of violence, including physical, psychological, and sexual abuse, as well as neglect. Additionally, there are increasing concerns about online exploitation, which takes advantage of the accessibility of the internet and the discreet nature of cybercrimes to target vulnerable children.<sup>27</sup>

According to the National Baseline Study on Violence Against Children (VAC) in 2015 and the Situational Analysis of Children in the Philippines (2018), 80% of Filipino children and youth aged 13-24 years have experienced various forms of violence, including physical, psychological, sexual, bullying, cyber violence, and collective violence. Statistics indicate that approximately

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<sup>24</sup> Philippine Statistics Authority

<sup>25</sup> Education Policy and Data Centre (EPDC) extraction of DHS dataset 2004

<sup>26</sup> World Bank collection of development indicators, compiled from officially recognized sources  
<https://databank.worldbank.org/source/world-development-indicators>

<sup>27</sup> PCO ADAP Strategic Framework

81.5% of boys and 78.4% of girls have encountered physical violence, while 59.2% have faced psychological violence during childhood.<sup>28</sup> Furthermore, three in every ten students have reported frequent bullying in school, with 43% of girls and 53% of boys being victims of bullying acts at least a few times a month.

Between January 2022 and April 2023, a total of 11,383 child abuse cases were reported in the country through the Child Protection Network. Of these cases, 73.5% involved sexual abuse or assault, and 10.4% involved physical abuse or assault.<sup>29</sup> A study conducted in BARMM found that 10.9% of girls aged 15-19 years had experienced physical or sexual violence.<sup>30</sup>

The Philippines has been identified as a global hotspot for Online Sexual Exploitation of children by global law enforcement agencies, non-government organizations (NGOs), and researchers.<sup>31</sup> Four out of five Filipino children are at risk of being sexually abused online<sup>32</sup>, and one in two Filipino children has experienced some form of online violence.<sup>33</sup> In 2021, 20% of internet-using Filipino children aged 12-17 years were victims of online sexual abuse and exploitation.<sup>34</sup> Poverty is a significant risk factor that increases the likelihood of individuals being vulnerable to this phenomenon and can also serve as an impediment to seeking help for those being exploited.

Poly-victimization affects 15.2% of individuals, with nearly half of adolescents aged 13 to 17 years experiencing both physical and psychological mistreatment. Vulnerability is particularly acute among LGBTQ children, who exhibit the highest documented rates of physical violence compared to heterosexual boys and girls.<sup>35</sup> Contributing factors include anti-LGBTQ prejudice at home, work, or school, discrimination due to their sexual orientation, poor self-identification, and lack of institutional support.<sup>36</sup>

### 1.1.2.6 *Youth in Armed Conflict*

The environment in which adolescents grow plays a crucial role in shaping their development and long-term prospects. In certain regions of the Philippines, particularly conflict-affected areas like parts of Mindanao, young people face significant challenges. Limited access to education, scarce economic opportunities, and exposure to ongoing conflicts can create conditions that leave adolescents with few positive choices. These circumstances have led to violations of children's rights and, in some cases, the exploitation of youth by various groups.

However, these challenges also underscore the urgent need for comprehensive support systems and initiatives that provide adolescents with meaningful alternatives, including quality education, skill development, and safe spaces for personal growth. By addressing these systemic issues, young people can be empowered to become resilient agents of positive change in their communities. Additionally, the high number of out-of-school youth across the country reflects systemic difficulties in providing accessible and quality education for all. These factors

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<sup>28</sup> Programme for International Student Assessment (PISA), 2022

<sup>29</sup> <https://situationofchildren.org/violence-against-children>

<sup>30</sup> <https://situationofchildren.org/violence-against-children>

<sup>31</sup> Australian Transaction Reports and Analysis Centre. (2019). Combating the sexual exploitation of children for financial gain - Activity indicators

<sup>32</sup> Global survey "Perils and Possibilities: Growing up Online" conducted by UNICEF in 2016

<sup>33</sup> The 2015 National Baseline Survey on Violence Against Children conducted by the Council for the Welfare of Children and supported by UNICEF Philippines

<sup>34</sup> Study 'Disrupting Harm in the Philippines' UNICEF 2022

<sup>35</sup> National Baseline Study on Violence Against Children (VAC)

<sup>36</sup> Andrew R. Flores et al., Victimization rates and traits of sexual and gender minorities in the United States: Results from the National Crime Victimization Survey, 2017. *Sci. Adv.*6,eaba6910(2020).DOI:10.1126/sciadv.aba6910

collectively contribute to the perpetuation of poverty cycles and hinder overall economic growth.

To address these issues, there is a critical need for initiatives that expand opportunities for youth, promote their active participation in society, and provide pathways to break the cycle of poverty.<sup>37-38</sup> Access to education is hampered by financial constraints and societal pressures such as early and forced marriage. Systemic challenges, including inadequate infrastructure and teaching methods, further complicate the situation. Addressing these barriers requires a holistic approach to making education more accessible and engaging for all youth.

### 1.1.2.7 *Underlying Causes Affecting Adolescents' Rights*<sup>39</sup>

Complex, multifaceted, and interlinked causes affect the realization of the rights and well-being of adolescents. Below we outline some of the primary factors:

- **Legislative framework:** Some legislations pose challenges to protection and service delivery to adolescents. For instance, the RPRH law requires parental consent for minors to access reproductive health (RH) services. Corporal punishment is a norm and remains socially acceptable although corporal punishment is unlawful as per the Revised Penal Code, the Rule on Juveniles in Conflict with the Law 2002 (Administrative Matter No. 02-1-18-SC), and the Juvenile Justice and Welfare Act 2006.
- **Limited adolescent participation in shaping policies, designing programmes and implementation:** Adolescents currently have insufficient involvement in policy formation, programme design, and implementation processes. Although some degree of participation is present, as indicated by situational analyses, a comprehensive evaluation of the extent and effectiveness of this involvement is necessary. It is essential to enhance meaningful and inclusive participation of adolescents in decisions that impact them.
- **Insufficient and fragmented delivery systems at the subnational and local levels (LGUs):** The current service delivery systems in health, child protection, and education are disjointed and lack coordination. The devolution of social welfare and health services to LGUs results in inconsistencies in quality, interventions, funding, and access. This is particularly concerning as the issues and challenges faced by adolescents vary across different regions and LGUs.
- **Cultural, social, and gendered norms:** Harmful norms often exclude adolescents from governance and decision-making, such as accepting corporal punishment, child labour, and absolute obedience. Early marriage and forced labour in some communities violate their rights, health, and safety.
- **Chronic poverty:** Persistent poverty faced by adolescents' families, often results in domestic violence, malnutrition, risky behaviours, teenage pregnancy, and dropping out of school.
- **Migration:** Parental absence due to work-related migration significantly affects family structures, support systems, and the emotional and social development of adolescents left behind.

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<sup>38</sup> Study by Institute of Autonomy and Governance on Youth Vulnerability to Violent Religious Extremism in the BARMM

<sup>39</sup> PCO ADAP Strategic Framework

### 1.1.3 Policy and regulatory framework concerning adolescent wellbeing

Key National Policies and Programmes in Support of Children and Adolescents' Rights and Protection include various Republic Acts aimed at safeguarding children from abuse, exploitation, and discrimination, promoting health and nutrition, preventing child labour and trafficking, enhancing education, disaster risk reduction and management, combating gender-based violence, and providing safe spaces are as follows:

The Philippines has a youthful population that offers a significant demographic dividend, provided it is supported by favourable socio-political and economic conditions during adolescence. However, inadequate investments in enhancing the employability and health of this population could transform this potential into a burden. Over the past two decades, the Philippine government, in collaboration with partners such as UNICEF, international and local non-governmental organisations, and networks, has developed legislation and programmes to support and empower adolescents in line with fundamental child rights.

Key national policies and programmes aimed at supporting children's and adolescents' rights and protection include various Republic Acts designed to safeguard children from abuse, exploitation, and discrimination. These acts also promote health and nutrition, prevent child labour and trafficking, enhance education, implement disaster risk reduction and management strategies, combat gender-based violence, and provide safe spaces. Some of the most prominent legislations and programmes in the Philippines are as follows:

- The Child and Youth Welfare Code of 1974 defines the rights and responsibilities of children and parents and the role of the community and other stakeholders in promoting the welfare of children and youth.
- Republic Act No. 11596 prevents and ends child marriage and considers child marriages to be *void ab initio*.
- Republic Act 8980 establishes an integrated system of Early Childhood Care and Development for children aged 0–5, including children with special needs.
- Republic Act 10533 aims to improve educational outcomes for children.
- U4U is a various face-to-face, mobile, and social media platform that helps teenagers make responsible decisions regarding teenage pregnancy and sexually transmitted infections (STIs).
- The Adolescent Health and Development Programme provides access to quality healthcare services for adolescents, including adolescent-friendly facilities, programmes, and health providers; and
- Republic Act 10364 (Expanded Anti-Trafficking in Persons Act of 2012) mandates the combat of commercial sexual exploitation of children and online sexual exploitation of children.
- Republic Act 7610 - To provide special protection to children from all forms of abuse, neglect, cruelty, exploitation discrimination and other conditions prejudicial to their development; provide sanctions for their commission and carry out a programme for prevention and deterrence of and crisis intervention in situations of child abuse, exploitation and discrimination.
- Republic Act 10410 - To promote the rights of children to survival, development and special protection with full recognition of the nature of childhood and as well as the need to provide developmentally appropriate experiences to address their needs.
- Republic Act 9231 - To be the policy of the State to provide special protection to children from all forms of abuse, neglect, cruelty, exploitation and discrimination, and other conditions prejudicial to their development including child labour and its worst forms; provide sanctions for their commission and carry out a programme for prevention and

deterrence of and crisis intervention in situations of child abuse, exploitation and discrimination.

- DSWD Administrative Order No. 12, Series of 2017 - Omnibus Guidelines for Minors Travelling Abroad - Child Trafficking will be prevented.
- National Youth Registration Programme - Plays a key role in youth development and protection by providing a comprehensive database of youth information for policymaking and programme implementation.
- Republic Act 8044, also known as the Youth in Nation-Building Act of 1995, established the National Youth Commission (NYS) to plan, implement, and oversee a national integrated youth promotion and development program. The NYC also serves as the main policy-making body for youth affairs in the country. NYC convenes the National Youth Parliament (NYP) biennially to include youth leaders in policy formulation and programme development and coordinates with government departments to improve education and employment opportunities for Filipino youth and promotes the development of their potential. In the BARMM region, there exists a similar structure with the Bangsamoro Youth Commission (BYC) and the Bangsamoro Youth Parliament (BYP). The BYC defines youth as individuals aged 15 to 40, considering the historical loss of opportunities for young people.
- The Philippine Youth Development Plan (PYDP 2017-22) aims to empower young Filipinos aged 15-30 by promoting their active role in nation-building. It focuses on initiatives to enhance education, employment, health, civic engagement, entrepreneurship, financial literacy, and environmental awareness.
- The National Committee on Child and Youth Participation (NCCYP) is a national body within the Council for the Welfare of Children (CWC) to promote and institutionalize the active involvement of children and youth in government advocacy, policymaking, planning, development, and to assist in monitoring the implementation of youth-focused programmes and policies.

Moreover, the Philippines has implemented various programs to promote its citizens' health, education, and well-being, especially children and youth. These include vaccination programs, early childhood education, child protection units, basic and higher education, conditional cash transfers, health insurance, HIV/AIDS centres, ALS, skilling for out-of-school adolescents, gender and development programs, drug abuse prevention, cybercrime prevention, anti-trafficking efforts, educational reforms, skills training, and livelihood programs.

## 1.2 UNICEF's adolescent programming

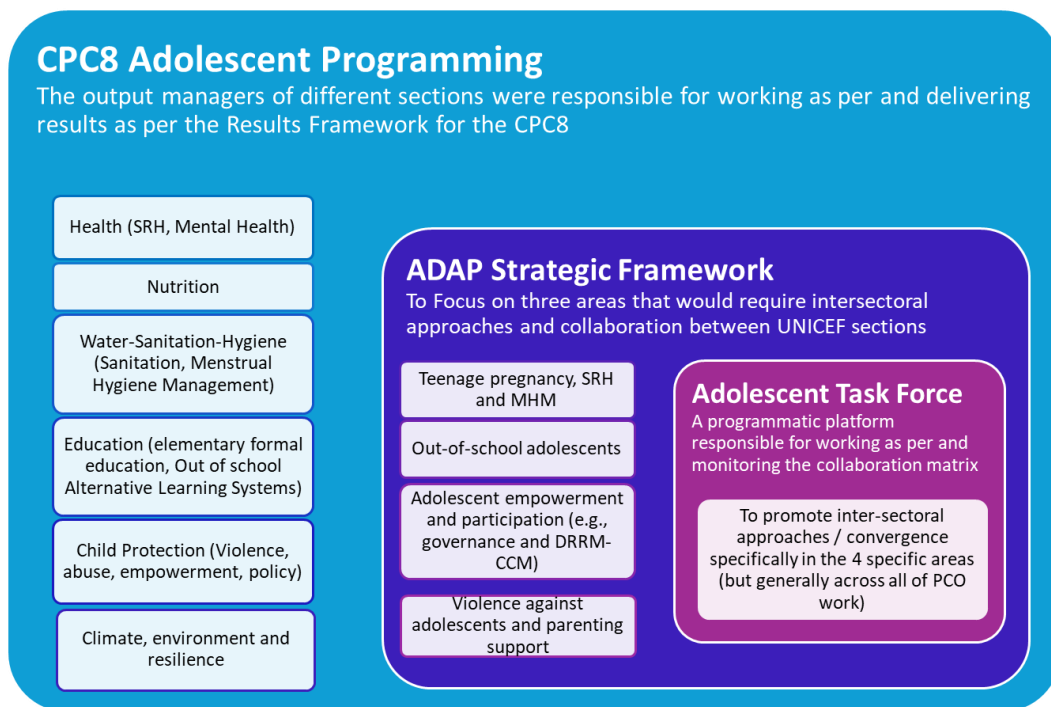
To understand the focus of this evaluation and thus the recommendations, it is important to distinguish ADAP strategy and ATF as a programmatic platform from the broader concept of adolescent programming as summarized in **Exhibit 1**.

UNICEF's **adolescent programming** includes all initiatives to empower adolescents, enhance their physical and mental health, reduce pregnancies, and provide them a safe environment. The theory of change (TOC) for 'adolescent programming' (**Appendix A**) appropriately acknowledged the complex and interconnected pathways between policies and governance, programmes and interventions, community participation, adolescent participation, and social behaviour change communication to achieve these goals.

Adolescents are rights holder (among others) for UNICEF's programming in sectors such as health, nutrition, education, water-sanitation-hygiene (WASH), child protection, social policy, and communication for development (C4D). Given that many adolescent issues span multiple sectors, PCO developed **ADAP Strategic framework** to foster inter-sectoral collaboration within UNICEF that can enhance efficiency and effectiveness. The ADAP strategy also specified a subset

of relevant outcomes and outputs from the comprehensive CPC8 results framework for consideration in the results framework for ADAP (**Appendix B**). This evaluation is primarily focused on the three stated objectives and results framework for ADAP. Additionally, it considers other outcomes pertinent to adolescent programming, even if not explicitly part of the ADAP strategy or the associated results framework. For instance, some of the outcomes related to climate change, sanitation and menstrual hygiene management (MHM) were achieved through adolescent participation and intersectoral approaches, and thus, considered in in this evaluation to a limited extent.

**Exhibit 1. Relationship between CPC8, ADAP Strategy and ATF**



In 2019, PCO established the **ATF as a platform** to encourage collaboration among UNICEF's health, education, child protection, and social policy sections. Although the ADAP strategy covered other sections and programmes, past ATF members recalled that these four sections were prioritized due to scope for intersectoral programming and adolescent participation. ATF was responsible for fostering collaborative programming approaches by different sections, but the individual sections were responsible for achieving the outcomes as per the results framework of the CPC8. A matrix to track and monitor such collaboration was developed also (**Appendix C**). From an equity and gender-sensitive programming lens, ATF was expected to address the unique challenges faced by the most vulnerable and marginalized adolescents, including those affected by socioeconomic disparities, sexual orientation, ethnicity, or special needs, as well as those residing in conflict-affected communities.

### 1.2.1 ADAP strategy and its implementation

As summarized in **Exhibit 2**, ADAP strategy has three priorities or goals and nine milestones to be achieved by 2023 through strategic initiatives such as:

- Strengthening legislative and institutional framework
- Strengthening Institutional Capacity and partnerships
- Facilitating multi-stakeholder collaboration



- Social and behaviour change communication and health promotion
- Improving access to services
- Ensuring Children, Adolescents and Youth participation in governance and programming.

**Exhibit 2. UNICEF ADAP Goals, Milestones and Strategies**

Priorities and Resulting Goals	Milestones by 2023	Strategies
<p><b>1. Sexual Reproductive Health (SRH) Services and Information</b> - access to gender-responsive and culturally competent physical, mental, sexual, and reproductive health services and information. This is to address the high rate of teenage pregnancy among other challenges related to adolescent sexual and reproductive health.<sup>40</sup></p> <p style="text-align: center;">↓</p> <p>The Government demonstrates strengthened capacity to ensure adolescents have improved access to gender-responsive and culturally competent physical, mental, sexual, and reproductive health services and information.</p>	1. Adequate support for the rollout and implementation of the National Strategy on the prevention of SRH problems among adolescents.	<p>1. Strengthen Institutional Capacity</p> <p>2. Social behaviour change</p> <p>3. Promoting MHM</p> <p>4. SRH in BARMM</p>
	2. Implementation & localization of the Philippine Plan of Action on the Elimination of Violence Against Children (PPAEVAC) to address SRH effectively facilitated.	
	3. Parenting support interventions to address VAC particularly SRH issues adequately supported.	
<p><b>2. Out-of-School Adolescents-</b> quality, equitable and inclusive education, with a focus on improving the Alternative Learning System (ALS), including the development of social and emotional skills.</p> <p style="text-align: center;">↓</p> <p>Government entities have strengthened capacity to improve the system for quality, equitable and inclusive education including the development of social and emotional skills for Adolescents</p>	1. Learning Assessment Reforms consider intersectoral concerns for adolescents.	<ul style="list-style-type: none"> <li>• Enhancing flexible learning of adolescents</li> <li>• Facilitating multi-stakeholder collaboration in delivering integrated and systematic adolescent programming</li> </ul>
	2. Strengthened intersectoral collaborations among government agencies to deliver relevant, integrated, and systematic Adolescent programming.	
	3. Strengthened Adolescent engagement at national and LGU level governance structure.	
	4. Integration of MHM in curriculum effectively and efficiently supported.	

<sup>40</sup> Violence against Adolescent is also a focus area for UNICEF. However, it will be evaluated as one of the milestones (#3) under the SRH strategy of 'parenting support interventions to address violence against children.'

Priorities and Resulting Goals	Milestones by 2023	Strategies
<p><b>3. Adolescent Engagement and Empowerment</b> - improved adolescents and youth engagement, can fully participate and are empowered as active proponents of their personal and community well-being and development (i.e., physical, and mental health, formal and informal learning, protection, social policy, peace, and development, etc.)</p> <p style="text-align: center;">↓</p> <p>Adolescents and youth are engaged, can fully participate, and are empowered as active proponents of their personal and community well-being and development (i.e. physical and mental health, formal and informal learning, protection, social policy, peace, and development, etc.).</p>	<p>1. Youth engaged as champions in ending Violence Against Children in their respective communities.</p> <p>2. Adolescent and youth networks are strengthened to play stronger roles and to effect change.</p>	<ul style="list-style-type: none"> <li>• Strengthening legislative and institutional framework</li> <li>• Capacity building and partnership of CWC and NYC</li> <li>• Strengthening adolescent participation in governance</li> <li>• Increase children and youth participation in child-centred DRRM-CCA</li> <li>• Strengthening VAC approaches</li> <li>• Strengthening adolescent participation in BARMM</li> </ul>

### 1.2.2 External Partnerships for ADAP

The ADAP strategy recognized the importance of key external partners in achieving its goals, as summarized in **Exhibit 3**. The society's role in creating an enabling environment was recognised in the ADAP strategy. For example, celebrities and influencers can raise awareness about SRH issues, social media platforms can reach adolescents and private companies can support adolescent interventions. The academic sector was expected to generate evidence to drive reforms for the Alternative Learning Systems (ALS). The role of Save the Children in evaluating MHM packages and other organizations for WASH in communities was mentioned. Start-ups skilled in design thinking, registered youth organizations, and volunteers were identified as partners in initiatives such as the PPAEVAC AdvoCom and C4D rollout.

The role played by other UN agencies and aid agencies was also recognised but no specific collaboration activities were planned with them. For example, UNICEF identified that opportunities for collaboration with financial institutions like the World Bank and ADB exist. Research by the ADB and World Bank was expected to support policy reforms within DepEd. UN Thematic Group on Youth (UNYTG) was expected to facilitate the coordination and implementation of youth-related activities within the Partnership Framework for Sustainable Development (PFSD).

**Exhibit 3. Stakeholder for Implementation of ADAP Strategy**

ADAP Priority Area	Partners and Stakeholders	Role
Sexual Reproductive Health and Protection Services	Government partners: DOH, NYC, DepEd, CWC, DSWD, Population Commission	<ul style="list-style-type: none"> <li>• Policy and Framework Development</li> <li>• Health Services Delivery</li> <li>• Protection Services</li> <li>• Monitoring and Evaluation</li> <li>• Resource allocation- Budget and infrastructure</li> <li>• Emergency Response</li> </ul>
	Implementing partners through project cooperation agreements: <ul style="list-style-type: none"> <li>• Community and Family Service International (CFSI)</li> <li>• Family Planning and Organization of the Philippines (FPOP)</li> <li>• Human Development and Empowerment Services (HDES),</li> <li>• Y-PEER Filipinas</li> <li>• Positive Youth Development Network (PYDN)</li> <li>• Plan International</li> </ul>	<ul style="list-style-type: none"> <li>• Programme Implementation and on-the-ground delivery of SRH and protection services</li> <li>• Community Outreach and Social Mobilization</li> <li>• Capacity Building</li> <li>• Monitoring and Reporting</li> <li>• Resource Mobilization</li> <li>• Advocacy Support</li> </ul>
	Secondary duty bearers: social workers, Provincial Youth Development Officers, Teachers and facilitators	<ul style="list-style-type: none"> <li>• Awareness and Education, Counselling and Support</li> <li>• Service Referral and Coordination</li> <li>• Role Modelling, Training and Capacity Building</li> <li>• Monitoring and Reporting</li> <li>• Programme Delivery</li> <li>• Community Engagement</li> </ul>
	Adolescents and Rights Holders, Youth Organizations	<ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Advocacy, Leadership and Representation</li> <li>• Peer Education</li> <li>• Feedback and Accountability</li> <li>• Service Delivery Support</li> <li>• Networking and Collaboration</li> </ul>

ADAP Priority Area	Partners and Stakeholders	Role
Out-of-school Adolescents	Government partners: <ul style="list-style-type: none"> <li>• DepEd,</li> <li>• DOH,</li> <li>• NYC,</li> <li>• LGUs,</li> <li>• Commission on Higher Education (CHED)</li> </ul>	<ul style="list-style-type: none"> <li>• Research, Policy Development and Guidance</li> <li>• Programme Implementation</li> <li>• Capacity Building of teachers and facilitators</li> <li>• Resource Allocation</li> <li>• Awareness, Coordination and Collaboration</li> <li>• Monitoring and Evaluation</li> </ul>
	Development partners: USAID, EDC, World Bank, ADB Donors: <ul style="list-style-type: none"> <li>• ING</li> <li>• Araneta Foundation</li> <li>• DFAT</li> </ul> Implementing Partners: <ul style="list-style-type: none"> <li>• ADZU</li> <li>• CISTEM</li> <li>• Plan International</li> <li>• SDRI</li> <li>• SEAMEO INNOTECH</li> <li>• Habi Education Lab</li> <li>• Synergia Foundation (for BARMM)</li> <li>• Pag-asa Youth Association of the Philippines (PYAP)</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Support and Programme Delivery</li> <li>• Funding,</li> <li>• Community Engagement</li> <li>• Capacity Building</li> <li>• Advocacy support</li> <li>• Data collection, Monitoring and reporting</li> </ul>
	Secondary duty bearers: social workers, Provincial Youth Development Officers, Teachers and facilitators	<ul style="list-style-type: none"> <li>• Education Delivery, Counselling and Support, Referral Services, Mentorship</li> <li>• Programme Coordination, Outreach and Mobilization,</li> <li>• Capacity Building</li> <li>• Data Collection and reporting</li> <li>• Community Engagement</li> </ul>
	Adolescents and Rights Holders, Youth Organizations	<ul style="list-style-type: none"> <li>• Active participation</li> <li>• Peer Education</li> <li>• Leadership and Empowerment</li> </ul>

ADAP Priority Area	Partners and Stakeholders	Role
Adolescent Participation and Empowerment	Government Partners: <ul style="list-style-type: none"> <li>• CWC, DepEd, DSWD, NYC, BYC</li> <li>• Inter-Agency Council Against Child Pornography</li> <li>• Department of Environment and Natural Resources</li> <li>• Climate Change Commission (CCC)</li> <li>• Office of the Civil Defence (OCD)</li> </ul>	<ul style="list-style-type: none"> <li>• Policy and Legislative Support, Rights Protection</li> <li>• Programme Implementation and Service Delivery</li> <li>• Capacity Building and Training</li> <li>• Community Engagement and Coordination</li> <li>• Monitoring, Evaluation, and Accountability</li> <li>• Funding and Resource Allocation</li> <li>• Advocacy and Awareness</li> </ul>
	Implementing Partners: <ul style="list-style-type: none"> <li>• Ateneo de Manila University (ADMU)</li> <li>• Child Rights Network (CRN)</li> <li>• Save the Children</li> <li>• Galing Pook Foundation</li> <li>• Centre For Disaster Preparedness Foundation, Inc.</li> <li>• Tabang Sa Mga Biktima Sa Masbate Inc.</li> <li>• University of The Philippines Visayas Foundation.</li> <li>• Cordillera Disaster Response &amp; Development Services.</li> <li>• Citizens' Disaster Response Centre</li> <li>• Voluntary Support Organizations (VSOs)</li> <li>• U-Reporters and Youth networks working on peacebuilding</li> <li>• Philippine Seatizens Inc.</li> </ul>	<ul style="list-style-type: none"> <li>• Programme Implementation</li> <li>• Community Outreach and Social Mobilisation</li> <li>• Capacity Building</li> <li>• Monitoring and Reporting</li> <li>• Resource Mobilization</li> <li>• Advocacy Support</li> </ul>
	Secondary duty bearers: social workers, Provincial Youth Development Officers, Teachers and facilitators	<ul style="list-style-type: none"> <li>• Awareness and Education, Counselling and Support</li> <li>• Service Referral and Coordination</li> <li>• Monitoring and Reporting</li> <li>• Programme Delivery</li> <li>• Community Engagement</li> </ul>
	Adolescents and Rights Holders, Youth Organizations	<ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Advocacy, Leadership and Representation</li> <li>• Peer Education</li> </ul>

## 1.3 Evaluation objectives, scope, and use

### 1.3.1 Evaluation objectives

The overall objectives of the evaluation are to (as per the TOR):

1. Evaluate the relevance, coherence, effectiveness, efficiency, and sustainability of the integrated adolescent programming through the lens of the main priorities and intervention strategies related to adolescents, as presented under the three key priority areas (namely Sexual Reproductive Health, Out-of-School Adolescents, and Adolescent Participation) in the Philippines Country Office's (PCO) Adolescent Development and Participation (ADAP) Strategy.
2. Assess the relevance, coherence, effectiveness, and efficiency of the ATF as a programmatic platform *for promoting and supporting the convergence between sectors and targeted actions on specific adolescent issues*; and
3. Identify lessons learned, good practices and a set of forward-looking and actionable recommendations CPC9 to inform the priorities, design, and implementation of adolescent programming for UNICEF and the Government in the next programming cycle.

### 1.3.2 Evaluation scope

**Scope of the Results Framework:** This is an evaluation of ADAP as a cross-cutting, multisectoral strategy and of ATF as a platform to foster collaborations and intersectoral approaches within UNICEF. As discussed in Section 1.2, the ADAP strategy is a subset of a broader concept of 'adolescent programming'. ADAP strategy's results framework (**Appendix B**) includes only a subset of outcomes and outputs from the larger CPC8 results framework. Therefore, this evaluation is not an evaluation of all projects or initiatives under CPC8 where adolescents can be one of the beneficiaries.

As a part of the relevance criteria, this evaluation includes a critical assessment of the appropriateness and completeness of the TOC and the results framework for ADAP strategy and ATF functioning. The assessment under the effectiveness, efficiency and sustainability criteria are subject to any gaps identified in the TOC or results framework.

**Thematic scope:** The Thematic focus is on the inter-sectoral priorities and intervention strategies related to adolescents under the three main priority areas – SRH, Out-of-School Adolescents, and Adolescent Participation – as per the TOR for this evaluation (*Annexure 1*). However, during the inception phase, it was decided to consider results beyond these three areas which were found relevant by the evaluation team to the concept of inter-sector programming and adolescent participation.

The TOR also required the evaluation team to conduct cross-thematic assessment by equity and gender, human rights-based programming, and resilience against health emergencies (COVID-19).

**Geographical scope:** At the national level, the evaluation considers UNICEF's advocacy and technical support to the government's policy and programmatic efforts related to adolescents. At the sub-national level, the evaluation is focused on the following geographical areas specifically targeted for the interventions under ADAP strategy:

- Angeles City and Valenzuela City in Luzon
- Northern and Western Samar in Visayas
- Cagayan de Oro City, and Zamboanga del Norte in Mindanao
- Cotabato, Tawi Tawi, Sulu, Basilan, Maguindanao del Norte, and Lanao Del Sur in BARMM.

**Chronological scope:** The timeframe of this evaluation is from 2019 when the ADAP strategy was developed, and the ATF was established to December 2023 when the final Results Assessment Module (RAM) report for CPC8 was developed by the PCO.

### 1.3.3 Intended use of the evaluation

As summarized in **Exhibit 4**, UNICEF PCO is the primary user of the evaluation to learn lessons from the implementation of ADAP strategy and identify areas for improvement in CPC9. The other two primary users are government of the Philippines (particularly the departments and agencies identified as the duty bearers in the human-rights-based programming approach [HRBA]) and the adolescents (identified as the rights-holder in HRBA). The secondary stakeholders or users of the evaluation are UNICEF regional office, and other development partners and donors.

**Exhibit 4. Intended Users and Uses of the Evaluation as per the TOR**

Stakeholders for the Evaluation	Intended Use of Evaluation
<b>Primary Users</b>	
UNICEF Philippines Country Office (PCO)	<ul style="list-style-type: none"> <li>• Inform the design and implementation approaches for adolescent programming and advocacy priorities for the next Country Programme (2024-2028)</li> <li>• Inform PCO on how to effectively support and provide technical assistance and advocacy to the Government of the Philippines to strengthen and scale up adolescent programming to address identified priorities.</li> </ul>
Government of Philippines Departments and Agencies directly working on ADAP	<ul style="list-style-type: none"> <li>• Share learning and insights on improvements and refinements of the Government’s planning, policies, and programming on adolescent priorities.</li> </ul>
Rights holders and duty bearers (adolescents and youth network)	<ul style="list-style-type: none"> <li>• Increased awareness of the significance of adolescent programming</li> <li>• Improved access to services provided by adolescent programming.</li> </ul>
<b>Secondary Users</b>	
UNICEF East Asia and Pacific Regional Office (EAPRO)	<ul style="list-style-type: none"> <li>• Contribution to strategic thinking around integrated approaches to adolescent programming in the region</li> <li>• Provide learning and insights on the effectiveness of UNICEF’s adolescent strategies and approaches in the Philippines, and countries with similar socio-economic situations as the Philippines</li> <li>• Inform the Regional Office’s planning and areas of support to PCO’s adolescent programming activities.</li> </ul>
Development partners and donors	<ul style="list-style-type: none"> <li>• Share insights and lessons on UNICEF’s adolescent programming approach</li> </ul>

Stakeholders for the Evaluation	Intended Use of Evaluation
	<ul style="list-style-type: none"> <li>• Inform on areas that need support and improvements to better support results for children and youth that can be used in funding decisions</li> <li>• Provide objective evidence on UNICEF's commitment to learning and improving the design and implementation of adolescent policies and programming initiatives in the Philippines.</li> </ul>

### 1.3.4 Evaluation questions and evaluation matrix

**Exhibit 5** lists the main evaluation questions as per the TOR. The key evaluation questions have been prioritized and structured in line with the OECD-DAC criteria for evaluation (relevance, coherence, effectiveness, efficiency, sustainability, and impact).<sup>41</sup> The Evaluation Matrix in **Appendix D** includes evaluation questions and sub-questions, their measures of success, data sources, data collection methods, and data analysis methods.

**Exhibit 5. Evaluation Questions as per OECD-DAC Criteria**

Evaluation Criteria and questions
Relevance
To what extent are the main priorities and implementation approaches and modality of adolescent programming valid and responsive to the current priorities and changing context and evolving needs of the key national and sub-national stakeholders, and rights holders (including the adolescents in the most vulnerable and marginalized communities)? The question should be answered considering the COVID-19 context.
To what extent are the key implementation strategies adequate to address critical bottlenecks to realise the different needs of Philippine adolescents including the most vulnerable?
To what extent were the key priorities and implementation approaches used in the adolescent programming aligned with UNICEF country programme strategy and planned results?
Coherence
To what extent is adolescent programming consistent across sectors' interventions in Health, Education, WASH, Child Protection, and Social Policy/protection? This includes complementarity, harmonization and coordination with others and the extent to which the intervention is adding value while avoiding duplication of effort.
To what extent is UNICEF's approach to adolescent advocacy and programming aligned with the national and global plans and strategies for adolescent programming?
To what extent is the sub-national adolescent programming consistent with other subnational programming interventions?
Efficiency

<sup>41</sup> impact was not part of the key evaluation questions in the ToR but was added during the inception stage to at least try finding some evidence for any higher order outcomes (if any)



Evaluation Criteria and questions
To what extent is the adolescent programming approach efficient in the achievement of desired results in terms of resource utilization (human, technical, financial) and timely delivery? Have there been any significant delays in programme implementation and achievement of results, and if so, why?
To what extent did UNICEF efficiently coordinate and use its resources, capacity, and comparative advantage to achieve results? To what extent did UNICEF avoid duplication with other key stakeholders?
Effectiveness
To what extent did national and sub-national level interventions and activities under ADAP achieve the expected results and outcomes?
To what extent did UNICEF support and intervention strategies contribute to strengthened national and subnational policies, plans, systems, financing, and capacities for adolescent programming? To what extent and which strategies contributed to the achievement of adolescent programming results? What were the major factors influencing the achievement or non-achievement of UNICEF Output-level results?
To what extent was adolescent participation mainstreamed in UNICEF programmes?
Impact (Not a part of the original TOR) <sup>42</sup>
Are there any unintended results/impacts of adolescent programming at national and sub-national levels?
Sustainability
To what extent can the programmes and the achieved results be sustained without UNICEF support?
To what extent have coordination structures, plans, programmes, and policies at the national and sub-national levels changed to sustain the results of adolescent-integrated programming including the most marginalized?
To what extent are government interventions not depending on UNICEF technical support?
To what extent are the activities and results achieved likely to continue after UNICEF support has ceased?
What arrangements has the local government made (such as ordinances, resolutions, memo circulars at relevant levels i.e. province/city/municipality/barangay/district) to sustain the results of the UNICEF's support when UNICEF moves out?
To what extent does UNICEF have an exit strategy in place?
To what extent would the subnational model be able to be scaled up at the national level by government stakeholders?
What are the major factors which influence the achievement or non-achievement of sustainability?
Cross-cutting themes and questions explored.

<sup>42</sup> Impact criteria was not specified in the TOR, however the ERG advised during the inception phase to at least try documenting any higher order or unintended results of ADAP.

## Evaluation Criteria and questions

### Gender and Equity

To what extent have UNICEF and the government identified and addressed the specific adolescent needs of the different genders in the design and implementation of adolescent programming?

To what extent is adolescent programming conducive to supporting the most marginalized populations (including those furthest left behind)?

To what extent has the UNICEF programming approach ensured access to adolescent-focused interventions for people living with disabilities?

### Human Rights

To what extent did adolescent programming incorporate a Human Rights Based Approach in all its phase

Did the advocacy and programming approach contribute to divulging, enhancing, and promoting the human rights, including child rights, of its beneficiaries?

To what extent were duty-bearers and right-holders correctly identified and actively involved throughout from advocacy, and policy development to programme implementation?

### Programming during Health Emergency

How did COVID-19 affect programme design and operationalization?

How was the status or progress of ADAP affected by COVID-19? What role did adolescents play during COVID-19 and what help was provided to them from UNICEF under ADAP?

What are the lessons learned in implementing the programmes during the pandemic?

The TOR did not include specific questions to the evaluation of the ATF. However, during the inception phase, the following broad set of questions was agreed to:

#### Relevance

- Was ATF essential or required for the implementation of the ADAP strategy?
- Was ATF designed and planned appropriately to deliver the intended results?

#### Coherence

- How well did ATF align with other sections and programme modalities in UNICEF?
- How did ATF align with external stakeholders?

#### Effectiveness

- To what extent did ATF achieve its objectives?

#### Efficiency

- Were adequate resources available to the ATF and used efficiently to deliver results?

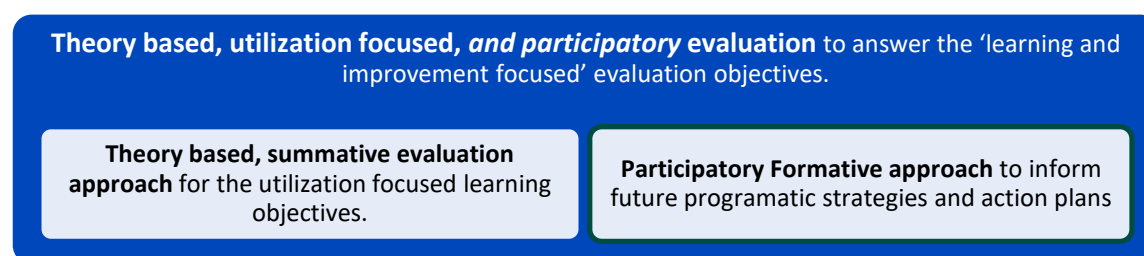
Evaluation Matrix was not developed for the evaluation of ATF because the matrix for the ADAP strategy evaluation was expected to provide all information required to evaluate the performance of the ATF. Further, no success measures or indicators were predefined for the ATF to apply any rigorous evaluation matrix lens.

## 2. Methodology

### 2.1 Evaluation approach

**Exhibit 6** presented the overall approach to this evaluation. The evaluation utilized **theory-based, utilization-focused, and participatory approaches** to assess ‘what worked’ and identify the barriers and success factors to inform the next phase of ADAP implementation in CPC9. The theory-based approach assessed the appropriateness the general TOC for the adolescent programming, the results framework for the ADAP strategy, and the collaboration matrix for the ATF. And later used this assessment as a base to evaluate the effectiveness, efficiency and sustainability of ADAP and ATF. As a utilization-focused evaluation, the evaluation team followed participatory approaches to build consensus on evaluation questions, methods, findings and recommendations. The intended primary users of the evaluation (see **Exhibit 4**) were well represented in the ALG and ERG; the two groups formed to build above consensus.

**Exhibit 6. Evaluation Approach**



This evaluation approach is consistent with UNICEF and the UN’s commitment to a **human rights-based approach**, highlighting gender equality and equity as core principles. By utilizing a rights-based framework, the evaluation examines the program’s adherence to the principles of universality, non-discrimination, and participation, ensuring that marginalized groups, particularly adolescents, are prioritized. This method emphasizes UNICEF’s commitment to addressing systemic inequalities and promoting sustainable, rights-driven development outcomes as per the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and other global rights frameworks.

### 2.2 Evaluation methods

**Exhibit 7** presents an overview of different types of analyses and data sources that were used in this evaluation. **Descriptive analysis** was the mainstay because most of the evaluation questions could be answered in terms of ‘who, what, when, where, and how.’ **Exploratory analysis** was done when available information in the documents or interviews could help identify barriers or enablers. **Contribution analysis** was possible only to a limited extent to assess the extent to which ADAP approaches or specific UNICEF support contributed to the results. Below, we describe the specific methods in brief.

#### 2.2.1 Desk review

Evaluation team reviewed program-related documents, data, and reports, as well as external literature throughout the evaluation. A total of 144 documents were reviewed as listed in **Appendix F** including those reviewed during the implementation phase. Each document was given a unique identifier and classified with keywords and potential use of the information in Excel. The Excel file also noted what type of information was available.

Exhibit 7. Overview of Evaluation Methods

Methods →	Desk Review (Annual reports, evaluations, work plans)	Secondary Quantitative Data Analysis (DHS, RMP)	Primary Qualitative Data Analysis - IDI, KIIs, GIs, and FGD	Stakeholder Workshops (ERG and ALG)
↓				
Descriptive Analyses	•	•	•	
Exploratory Case Studies	•	•	•	
Contribution Analysis	•	•	•	•

### 2.2.2 Secondary data analysis

The main thrust of the evaluation was on qualitative methods. However, analysis of the secondary quantitative data was also conducted to address some of the questions in the effectiveness criterion. The evaluation team obtained and reviewed multiple secondary datasets such as 2021 Young Adult Fertility and Sexuality Study (YAFS5) 2021, Longitudinal Cohort Study on the Filipino Child (LCSFC) 2018-22, DHS 2017 and 2022 survey data, Technical Education and Skills Development Authority (TESDA) tables by region, provinces and sex for enrolment, graduation, assessment, and certification for technical education. However, only the DepEd Data fact sheets for different province on school enrolment and ALS, and a few variables from the DHS 2022 and 2017 datasets were found to be relevant for evaluation of the ADAP strategy. Overall, the use of publicly available secondary datasets was negligible.

On the other hand, the internal monitoring reports and tabulations by the PCOs were used extensively to assess the effectiveness criteria. Additionally, the data tabulations in different evaluation reports and government publications, internal audits by UNICEF, and reporting done from the PCO to the global office were used to 'update' and 'validate' the output and outcome numbers UNICEF had reported as per the ADP results framework.

### 2.2.3 Qualitative research

This section outlines the qualitative research methods and tools utilized, the fieldwork sites, key informants, and respondents, as well as the data collection processes, including the challenges encountered and the strategies used to address them.

#### 2.2.3.1 Tools

The evaluation teams employed a range of qualitative data collection tools such as KIIs, GI<sup>43</sup>, FGDs, and IDIs. Interview guides were customized for each method and respondent type but harmonized to aid triangulation of the information later. Interviewers had the discretion to decide what portion of the guides was to be used and to what depth a topic should be followed. The full set of interview guides are provided in *Annexure 3*.

#### 2.2.3.2 Selection of Participants and Sampling Strategy

**Exhibit 8** summarizes the number of participants by their type, location and the data collection method used. All respondents for qualitative data collection at national and regional levels were identified and sampled purposively in consultations with PCO. In each of the four UNICEF programme areas, 2 provinces were selected with one city and one rural barangay in each to

<sup>43</sup> Interviews with 2-3 people at one time. Different from FGD

spread the sample in consultation with local government, UNICEF, or CSO partners to ensure rich information as well as the safety of the field teams.

The communities were sampled purposively to gain variation in the challenges/problems in the area, the type of support given in the area by UNICEF partners, and the socio-economic profile of the area. The participants from the identified communities were selected with support from the local CSO/NGO partners or the LGU officers. Then the field teams consulted the community-members to select a mix of adolescents who participated in the local programmes for adolescents and those who did not.

### 2.2.3.3 *Fieldwork*

The entire field work was led by a senior team of researchers and moderators appointed by PRIMEX and trained by NEERMAN and PRIMEX. The national evaluation lead (Dr Pilar Ramos-Jiminez) and the Sr evaluator (Dr Saniata Masulit) conducted all the interview at the national level between April 15 and July 9, 2024. At the national level, UNICEF PCO sent letters of introduction to the key officials in partner government agencies and CSOs.

At the sub-national level, fieldwork began after finalization of the discussion guides on basis of the findings from national level interviews. Concurrently, UNICEF's deputy country representative sent letters to relevant city mayors and governors, requesting assistance in identifying and coordinating with key informants and respondents. PRIMEX team coordinated with the LGUs to fix data collection appointments and other logistics. In BARMM, the UNICEF Mindanao Field Office (MFO) help in coordination and scheduling of the interviews. MFO staff also reviewed and helped the national evaluation team to customize the interview guides for Cotabato City, Marawi City, and Marantao Municipality.

Field work at the sub-national level was conducted from May 20 to July 9, 2024. PRIMEX senior researcher conducted a three-day training session for four female moderators and note takers; NEERMAN team members joined remotely to provide an overview of the objectives, procedures, and quality expectations. Interviews in three cities and three provinces were conducted by two teams of moderators and note takers, but with daily debrief with local research leads. In BARMM, the field work in two cities and one municipality was led by the national senior evaluators themselves.

Typically, a KII, IDI, and FGD lasted for 60–70 minutes. Consent to participate in the research was obtained from all participants – in writing for those interviewed in in-person and orally from those interviewed online. Each interview was audio recorded if consented. Additionally, or optionally, notes were taken during the discussions. The Turboscribe app was used to transcribe the audio recordings and later translated into English. The national senior evaluators and moderators checked all transcripts for their completeness and accuracy. Additionally, a short narrative summary in a standardized format was developed for each KII, IDI, and FGD as soon as possible after the interview by the evaluators or the moderators themselves.

Despite scheduling conflicts, the evaluation team managed to obtain a high response rate as noted in the footnote to **Exhibit 8. Section 2.6** lists a few challenges and limitations encountered by the evaluation team during the data collection at the sub-national level.

Exhibit 8. Sample of Study Participants in Qualitative Research by Region and Tools used<sup>1</sup>

Regional and Type of Respondents	Key Informant Interviews		Focused Group Discussions		Group Interview		In-Depth Interview
	In-person	Virtual	In-person	Hybrid	In-person	Hybrid	In-person
<b>NATIONAL<sup>2</sup></b>							
UNICEF staff (n=22)	7	8		6			
Philippine government agencies (n=7)	1	3			3		
Partner: CSOs/IPs/UN Agency (n=15)	1	1			5 <sup>4</sup>	8 <sup>5</sup>	
<b>Total</b>	<b>9</b>	<b>12</b>		<b>6</b>	<b>8</b>	<b>8</b>	
<b>SUB-NATIONAL<sup>3</sup></b>							
Government agencies (n=28) <sup>5</sup>	23	3			2		
Partner: CSOs/IPs/Youth Networks (n=17)	4	1			9		3
Rights holders (n=47)			13		8		26
<b>Total</b>	<b>27</b>	<b>4</b>	<b>13</b>		<b>19</b>		<b>27</b>
<b>LUZON REGION</b>							
<b>Angeles City</b>							
Angeles City government staff (n=6)	4	2					
Rights holders (n=13)			5M & 1F		2M & 1F		2M & 2F
<b>Total</b>	<b>4</b>	<b>2</b>	<b>6</b>		<b>3</b>		<b>4</b>
<b>Valenzuela City</b>							
Valenzuela City government staff (n=4)	4						
Rights holders (n=11)			2M & 5F				3M & 1F
<b>Total</b>	<b>4</b>		<b>7</b>				<b>4</b>
<b>VISAYAS REGION</b>							
<b>Northern Samar</b>							
N. Samar provincial government staff (n=3)	3						
CSO/Implementing partners (n=3)	1				2		
<b>Total</b>	<b>4</b>				<b>2</b>		
<b>Samar</b>							
Samar provincial/city government staff (n=4)	1						
Youth organizations (n=4)	1						3
<b>Total</b>	<b>2</b>						<b>3</b>
<b>MINDANAO REGION</b>							
<b>Cagayan de Oro City</b>							

Regional and Type of Respondents	Key Informant Interviews		Focused Group Discussions		Group Interview		In-Depth Interview
	In-person	Virtual	In-person	Hybrid	In-person	Hybrid	In-person
Cagayan de Oro City government staff (n=7)	7						
Rights holders (n=4)							3M & 1F
<b>Total</b>	<b>7</b>						<b>4</b>
<b>Zamboanga City</b>							
CSO/Implementing partner (n=1)		1					
<b>Total</b>		<b>1</b>					
<b>Zamboanga del Norte</b>							
Zamboanga del Norte provincial government, and ZDN Schools Division (n=3)	3						
Rights holders (n=4)							4F
<b>Total</b>	<b>3</b>						<b>4</b>
BARMM							
BARMM government agencies (n=4)	1	1			2		
CSO/Implementing partners (n=6)	2				4		
Rights holders (n=15)					3M+2F <sup>6</sup>		4M+6F
Youth organizations (n=3)					2M+1F <sup>7</sup>		
<b>Total</b>	<b>3</b>	<b>1</b>			<b>14</b>		<b>10</b>
<b>GRAND TOTAL</b>	<b>36</b>	<b>16</b>	<b>13</b>	<b>6</b>	<b>27</b>	<b>8</b>	<b>32</b>

<sup>1</sup> Sex/gender disaggregated data is not being presented except for the Rights holders and Youth organization representatives to protect the identity of the participants.

<sup>2</sup> National-level response rates: UNCEF staff: 45 listed, 24 short-listed as relevant, 2 did not respond, 22 completed; Government: 19 listed, 9 short-listed as relevant, 2 refused, 7 completed; Partners: 23 listed, 15 short listed as relevant, 15 completed.

<sup>3</sup> Subnational-level response rates: Government: 35 listed, 28 short-listed as relevant, 28 completed; Partners: 20 listed, 17 short-listed as relevant, 17 completed; Rights-holders: 38 listed for GI and IDI, 4 refused, 34 completed.

<sup>4</sup> The first CSO face-to-face group interview had three respondents, while the second one had two.

<sup>5</sup> The first CSO hybrid group interview had one online and four F2F respondents; the second one had two online and one face-to-face respondent.

<sup>6</sup> The face-to-face group interview had five respondents.

<sup>7</sup> The face-to-face group interview had three youth respondents: one each from Basilan, Sulu, and Maguindanao del Norte.

### 2.2.3.4 Coding and Analysis

Qualitative data, including transcriptions and summary notes, were organized in Dedoose for analysis. UCSF and NEERMAN teams developed a codebook based on guides, summary notes, and transcriptions provided by PRIMEX. Notes and transcriptions, along with respondent metadata, were transferred to Dedoose for coding. The NEERMAN team applied multiple codes to parts of transcripts or notes.

Coders were trained for inter-coder reliability and quality. The lead qualitative researchers from NEERMAN initially coded 1-2 transcripts, which were then coded by all coders to address deviations. During actual coding, 10% of transcripts were double-coded and reviewed for consistency. No quantitative analysis was possible or done.

Thematic analysis involved examining information related to evaluation questions. Senior researchers used Dedoose tools for organizing and presenting narrative information. The qualitative analysis produced a draft evaluation report answering specific questions. NEERMAN and UCSF teams independently developed insights, which were later pooled and agreed upon in workshops. Over three virtual workshops, the team finalized the answers to evaluation questions.

## 2.3 Participatory Workshops with ALG and ERG members

**Exhibit 9** lists multiple participatory workshops conducted with ALG, ERG and UNICEF at different stages of the evaluation to: (1) review the evaluation methods and tools; (2) internalize the findings from the first phase of qualitative and quantitative analyses and identify additional areas for exploration; and (3) develop strategic and operational recommendations along with their prioritization based on the final evaluation report among others

**Exhibit 9. List of Key Stakeholder Workshops**

S. No.	Workshop Purpose	Date	Mode	Participants overview
1	Review of evaluation methods and tools	6 March 2024	Hybrid	ERG members
2	Update and Debrief on The KIIs and FGDs Conducted at the National Level	22 May 2024	Online	UNICEF ATF
3	Orientation of ALG	8 June 2024	Online	ALG members
4	Introduction of ALG to Evaluation Study and Role of ALG	27 July 2024	Online	ALG members
5	Validation of findings and gathering suggestions for recommendations for ADAP programming	28 Sep 2024	In-person	ALG members and adolescents selected with UNICEF reference <sup>44</sup>

<sup>44</sup> Workshop proceedings report provided in *Annexure 9*



S. No.	Workshop Purpose	Date	Mode	Participants overview
6	Validation of findings and gathering suggestions for recommendations for ADAP programming	2 Oct 2024	Hybrid	ERG members <sup>45</sup>
7	Presentation of findings and suggested recommendations	28 Oct 2024	Online	PCO Senior management and Programme Management Teams

### 2.3.1 Rights holders (adolescents) participation in the evaluation

This is one of the pioneering evaluations where the rights holders (adolescents) are meaningfully and extensively involved in validation of the findings and developing recommendations for future ADAP programming. This approach enhances relevance, accuracy, and depth, demonstrating UNICEF’s commitment to inclusivity and empowerment. Therefore, this template of involving rights-holders (especially adolescents) in the evaluation can inspire similar efforts across UNICEF’s global programmes, creating a new standard for adolescent-centred evaluation practices.



By treating adolescents as active participants rather than mere beneficiaries as expected under a HRBA, the evaluation aims to:

1. **Promote ownership and accountability:** Adolescents gain a sense of ownership over the outcomes of ADAP programmes, encouraging accountability and commitment to sustainable changes within their communities.
2. **Enhance data validity and relevance:** Adolescents validate and contextualize the findings which may have come from perspectives of duty bearers, and thus, ensure that the evaluation is responsive to their needs.
3. **Empower youth through active participation:** adolescents are empowered to influence UNICEF’s strategic direction in youth programmes given UNICEF is duty-bound to act on the recommendations in this evaluation.

The ALG was formed with an intent to foster meaningful youth participation, moving beyond tokenism. Therefore, ALG comprised of 39 members (24 females and 15 males) from Luzon, Visayas, and Mindanao regions identified through respective youth development officers (PDYOs) and Youth networks. This group consisted of adolescents representing the LGBTQ community, those who are differently abled, and those who rarely could participate in a group of this nature due to remoteness of their communities.

<sup>45</sup> Workshop Proceedings report provided in *Annexure 10*

The following three main activities were conducted with the ALG:

- **Online orientation session:** This virtual session provided a thorough overview of the ADAP Program, the evaluation objectives, methods and intended use.
- **Online capacity building and learning sessions:** These sessions informed and attempted to build capacities of the ALG members for their active participation in local government and community-based processes, and oriented them on the evaluation findings, topline results, and how they can review and provide feedback on the report.
- **Interactive validation workshop:** This in-person full-day workshop involved adolescents working in groups to validate the findings, brainstorm on the learnings and recommendations for future ADAP related programmes.
- **Engagement with the ERG:** The discussions of the ALG validation workshop were presented to the ERG by two members of the ALG, and they also participated in developing recommendations with other ERG members.

Refer to *Annexure 9* for proceedings of the final workshop with ALG. It should be noted that convening the ALG workshops was a resource intensive and time consuming because the focus was ensuring participation of those who are hard to reach. Some of the participants to the workshop had to travel for two days to reach Manila for the workshop. PCO also had to make sufficient funds available for their travel and stay of which often the most substantial part was travel expenses from their home to the nearest airport. The scheduling also had to be mindful of the exam and academic calendars. We hope that these lessons will be considered by others who seek to conduct adolescent-centred and -participatory evaluations.

### 2.3.2 Participatory workshops with the ERG

UNICEF constituted the ERG at the beginning of the evaluation with members from local and sub-national government, implementation partners, youth networks, and UNICEF. Their role was to ensure that the evaluation was aligned with the needs of stakeholders, the methodology was sound, and adhered to ethical standards.



The ERG was co-chaired by representatives from the NYC and the CWC. UNICEF's Planning, Monitoring, and Evaluation section provided secretariat support, coordinating meetings and documentation. The list of ERG members is provided in **Appendix G**.

The ERG participated throughout the evaluation process, providing feedback at key stages.

- **Inception stage:** ERG members reviewed the inception report and evaluation protocol before the workshop. During the workshop, they offered input on evaluation questions, methods, and key participants for data collection. The revised inception report, which incorporated their comments, was shared with them for further review.
- **Zero draft stage:** The evaluation team prepared a zero-draft report based on document reviews and primary and secondary data analyses to ensure that findings were reflective of generally known information, well-supported by evidence, and to identify any remaining gaps. Additional desk reviews and a few KIIs were conducted based on the written feedback received.

- **Validation of findings and recommendations:** A full evaluation report was sent to ERG members two weeks prior to a hybrid full-day workshop organized to validate findings and gather feedback on recommendations. Two ALG members also participated in this workshop. ERG members specifically reviewed the evidence and ratings provided by the evaluation team, suggesting revisions based on their interpretations and prioritizing action areas for the government and UNICEF. They also suggested actions for CPC9. Refer to *Annexure 10* for details of the validation workshop with ERG.
- **Agreement on Recommendations:** The evaluation team developed a final report based on the review and recommendations from the validation workshop. The evaluation findings and recommendations were presented to PCO twice, with minor revisions each time. The final report was then shared with the ERG for their review. All comments were addressed, and a matrix detailing how comments were addressed was shared with UNICEF and ERG members.

## 2.4 Quality assurance

The quality of the evaluation was addressed in several ways. First, through the application of core GEROS standards. The team created a checklist using key UNEG/UNICEF (2010) and GEROS standards (2016) for each report produced (i.e., inception report, draft/final report, synthesis presentation) and assessed it against the same.

Second, the methodology was designed to assure data reliability through mixed methods, diverse stakeholder engagement and triangulation, included the following:

- Ensuring stakeholders are relevant and represent true key informants.
- Ensuring interview guides focus on interviewees' areas of expertise and maintain the quality of questioning in the key informant interview guides.
- Triangulating information from various stakeholders to enhance data accuracy and reliability.
- Validating the findings and interpretations with UNICEF, ALG and ERG members; many of whom were also the respondents in the qualitative survey.

Third, through support, oversight and quality control provided by NEERMAN and UCSF Quality Assurance. NEERMAN's senior management team assumed primary responsibility for contract quality assurance. UCSF Quality Assurance has provided an independent review of all deliverables produced during the contract. NEERMAN, PRIMEX and UNICEF evaluation managers constituted a weekly project review and cadence call. All deliverables were presented to UNICEF internal team multiple times and were finalized only after written response to the comments received.

## 2.5 Ethics

The evaluation followed the [UNEG Norms and Standards for Evaluations](#) as well as [the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis](#). The design and work plan has considered [UNEG Guidance on integrating Human Rights and Gender Equality in Evaluation](#) and [UN-SWAP Evaluation Performance Indicators](#). The final evaluation report is compliant with [UNICEF-Adapted UNEG Evaluation Reports standards](#) and UNICEF's Global Evaluation Reports Oversight System (GEROS) review criteria.

IRB oversight was provided by 'HML IRB Research and Ethics, USA', a UNICEF-approved vendor. The IRB approval letter is included as *Annexure 4*. The IRB oversight ensured that the evaluation adhered to UNICEF's ethical standards in research and protected the rights of both children and adults involved in the evaluation.

## 2.5.1 Overall safeguards against risks to participants

### 2.5.1.1 Consent Administration

The main enforcement of ethics was through the informed consent of the survey participants and ensuring the confidentiality of data. The consent form was obtained from participants after describing all risks, remedies available, and their right to refuse participation or answer questions. For children aged <18 years, formal consent from their guardian was sought as well as assent<sup>46</sup> from the children.

### 2.5.1.2 Confidentiality and Anonymity

Evaluation protocol (*Annexure 3*) assured confidentiality, privacy, and anonymity. The secondary data used were publicly available and anonymized / de-identified datasets. While conducting IDIs, KIIs and FGDs, the evaluation team assigned pseudo names which were used in the recoding. The identification link to qualitative data was maintained only on paper and destroyed once the transcripts passed the quality checks.

In the case of KIIs with senior staff at regional or national level, their participation can be known purely because there may be only 2-3 such people in such positions or organizations. Although the evaluation report would generalize the position titles as much as possible, there was a risk that participation of few key informants in the evaluation would be known. Therefore, the consent form clearly highlighted such a risk.

All raw data and field notes in paper format will be destroyed through shredding and all electronic data such as audio/video recordings of KIIs, FGDs and IDIs will be deleted immediately after the conclusion of the evaluation report and its acceptance by UNICEF. Deidentified data will be submitted to UNICEF as a deliverable and deleted from the evaluation team's servers after 6 months of project completion.

### 2.5.1.3 Protection of Vulnerable and Child Respondents

The evaluation ensured that procedures outlined in [UNICEF's Ethical Research Involving Children \(ERIC\)](#) were followed as follows. Mere participation of certain groups of respondents can put them at risk. Therefore, the selection of the communities was done in close consultation with LGU and CSO field-level personnel who are aware of such sensitivity. In the sampled communities, the study team first developed rapport with community members to generate support for the study.

The data collection team was trained to conduct research with children according to UNICEF guidelines. The specific procedures while interviewing children below 18 years of age included:

- Obtaining consent of a guardian or parent, and assent of the child, both.
- Terminating the interview of the child and/or a parent could not understand the consent and study procedures.
- Not offering any enticement such as candy/chocolate/gifts/money to the child or his/her parents.
- Not giving any assurances or promises such as 'your parents won't get upset,' 'feeling afraid and threatened is natural in the interview, do not worry,' etc. and instead terminating the interview the child appears or clearly states his/her discomfort.
- Allowing children to request presence of any adult relative during the survey, but at a distance felt comfortable by the child to allow privacy of response.

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<sup>46</sup> similar to consent but called assent because children are not of legal consenting age

- Not touching children anywhere for any intention except with a professional handshake.

The evaluation team did not find any respondent whom the qualitative team felt was at any risk of physical, mental, emotional, or social risks, and there was never an instance where the evaluation team were required to report any case to child protection mechanisms in the country.

### 2.5.2 Obligations of Evaluators

The evaluators engaged in the study have maintained research ethics and followed standard norms and processes. Through their behaviour they have ensured that evaluations are effective, credible, and ethically conducted. These obligations include:

- **Independence:** Evaluators affirm their independence from the programs being assessed, ensuring they have no vested interests in the evaluation outcomes. They are neither influenced by the individuals being evaluated nor by other stakeholders involved in the program. Evaluators also confirm that there are no potential conflicts of interest that could compromise the integrity of the evaluation.
- **Impartiality:** Evaluators have documented a full range of perspectives and evidence, giving equal consideration to all relevant data, regardless of whether it supports or contradicts the program's objectives. Furthermore, the findings and interpretations have been validated by a subset of study participants who are members of the ALG and ERG.
- **Credibility:** The evaluation methods have undergone rigorous peer review both at the time of contract awarding and during the finalization of the inception phase. The evaluation employs the most practical and effective methods to ensure results are trustworthy and credible to all stakeholders. Limitations of the evaluation are clearly listed.
- **Accountability:** Evaluators have meticulously documented adherence to ethical procedures, ensured de-identification of data, conducted independent coding and initial analysis before consolidating findings, and performed multiple internal reviews prior to sharing the report with UNICEF.

## 2.6 Limitations and challenges of the study

The evaluation findings are subject to limitations which were beyond reasonable control of the evaluation team and should be considered while determining the trustworthiness and reliability of the findings presented. These include:

1. Lack of well-justified results framework for ADAP strategy which also didn't consider the TOC for the broader 'adolescent programming' resulted in lopsided or biased effectiveness assessment.
2. Use of quantitative secondary or monitoring data would have substantially added to the rigour of this evaluation. However, no relevant or useful data to aid such an analysis was available. Therefore, the evaluation team was constrained to only note this as a major limitation which needs to be addressed in the next CPC.
3. Except the annual RAM reports from UNICEF, the evaluation team could not collect any monitoring reports relevant to ADAP strategy. The RAM reports also only note the numbers but not the source of such numbers which can independently verified.
4. The ATF discontinued a collaboration matrix which was meant to track its performance as a result this evaluation had to rely on self-rating and qualitative insights of ATF members
5. It was often not possible to comment on the 'extent of contribution' of the ADAP strategy or UNICEF support because (a) quantitative data did not exist for such analysis

and (b) qualitative data can only help collect opinions on the extent to which UNICEF supports has been critical, and such answers can be biased because the respondents are often those who benefit from UNICEF funding or technical assistance.

**Exhibit 10** summarizes the challenges encountered during the evaluation of the ADAP program, along with how each challenge was mitigated. This matrix highlights the flexibility and strategic adjustments made by the evaluation team to overcome logistical, communication, and scheduling challenges in the field.

**Exhibit 10. Data Collection Challenges and Mitigation Measures**

Challenge	Mitigation Measure
<p><b>Non-responsive respondents</b> Difficulty in connecting with former UNICEF team members who have moved out of UNICEF</p>	<p><b>Flexibility on inclusion</b> The evaluation team made all efforts to reach out to these former members and secure an interview with them. In some instances, interviews could be scheduled after PCO intervention. However, some respondents had to be dropped as there was no confirmation or response received from them.</p>
<p><b>Coordination issues</b> Difficulty scheduling Key Informant Interviews (KIIs) and delays in obtaining interview approvals from organizations</p>	<p><b>Adjusted Communication and Coordination</b> Sent endorsement letters from higher authorities (e.g., the mayor’s office) to expedite approvals. Directly coordinated with supportive focal persons to streamline logistics. Established on-site presence where necessary, improving in-person coordination.</p>
<p><b>Lack of available youth organizations or adolescent respondents</b> Youth organizations were dissolved in some areas, and scheduled participants in other locations (e.g., Cagayan de Oro, Cotabato City) were unavailable.</p>	<p><b>Participant replacement</b> Identified alternate organizations or respondents that received UNICEF intervention. Organized new FGDs or IDIs with replacement participants, leveraging implementing partners when possible.</p>
<p><b>Challenges in identifying suitable interview Venues</b> limited availability of quiet spaces and last-minute changes to interview locations.</p>	<p><b>Use of Available Resources</b> Secured alternative venues when needed, such as offices or hotel rooms, and adjusted interview setups to make the most of available spaces. Collaborated with local contacts to find suitable interview spots (e.g., Teen Information Centre in Angeles City).</p>
<p><b>Weather-related delays</b> Strong rains affected participant turnout (e.g., Marawi City).</p>	<p><b>Flexible Scheduling and Support</b> Adjusted interview schedules according to weather conditions, and reimbursed</p>

Challenge	Mitigation Measure
	participants' transportation and offered refreshments to ensure attendance.
<p><b>Dependency on in-person interactions in rural areas</b></p> <p>Fieldwork depended on in-person support from focal persons to schedule interviews with other respondents, but they were sometimes unresponsive to electronic messaging (e.g., in Samar, Northern Samar).</p>	<p><b>Strengthened on-site networking</b></p> <p>PRIMEX team spent additional time in-person in a few cities to facilitate smoother interactions, developed rapport with these focal points and then scheduled the interviews</p>
<p><b>Less than optimal involvement of multiple UNICEF sections in review and finalization of the evaluation findings and recommendations</b></p> <p>Despite multiple invitations and attempts for coordination by the evaluation officer at PCO, only few UNICEF members provided feedback to the protocol and participated in workshops to internalize the findings and review the emerging recommendations</p>	<p><b>Involvement of Deputy Representative to ensure participation</b></p> <p>More number of online meetings and workshops were scheduled than initially planned for to accommodate schedules of UNICEF staff.</p> <p>For the review of final report when the participation was less than optimal for the first two review meetings, the deputy representative schedule an online meeting under his chairmanship to ensure participation from all sections.</p>


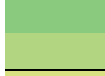
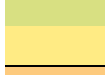


### 3. Evaluation findings

The findings section details the evaluation of the implementation and results concerning the three priority areas targeted under the ADAP strategy through intersectoral approaches, and the assessment of ATF as a platform for integrated programming, using the OECD-DAC criteria.

Under the **Relevance** criterion, the evaluation team examined the ADAP's alignment with national priorities, local needs, and the overarching development agenda. This included an analysis of whether the programme addressed critical issues faced by adolescents in the Philippines and whether its objectives were consistent with broader policy frameworks and the TOC. Under the **Coherence** criterion, the evaluation assessed ADAP's alignment with other development efforts, both within UNICEF and among partner organizations, by examining synergies, complementarities, and potential collaboration areas. The **Effectiveness** criteria pertain to the achievement of goals and the extent to which intended outcomes were realized per the results framework for ADAP. **Impact criteria** – added as an aspirational evaluation question and not a part of the original TOR – assessed whether the ADAP contributed to any unanticipated or higher order outcomes beyond the stated goals. The **Efficiency** criterion evaluated the utilization of resources—financial, human, and logistical. The **Sustainability** criterion considered the stakeholders' ability to continue the initiatives without UNICEF support.

To facilitate standardised interpretation of the achievements under each of the above criteria, the rating scale demonstrated in **Exhibit 11** is used. The ratings are developed as per consensus achieved between the evaluation team, ALB and ERG during the validation workshops.

**Exhibit 11. Rating Scale for Assessment of Evaluation Questions**

Colour Code	Rating	Explanation
	<b>Excellent</b>	The achievements under this criterion exceed the expectations established at the design stage.
	<b>Very Good</b>	The expectations at the design stage for this criterion are fully met or almost met despite substantial implementation challenges.
	<b>Good</b>	The design and implementation were as expected under the criterion, but the achievements fell short due to external factors.
	<b>Fair</b>	While the expectations under the criterion were only partially met, a few aspects of the design, implementation and/or results showed some merit.
	<b>Poor</b>	The design and implementation were neither appropriate to meet the criterion nor were the criteria met with significant shortcomings.

#### 3.1 Relevance

UNICEF's ADAP strategy is well-aligned with national priorities, global UNICEF strategies, and the evolving needs of stakeholders, particularly vulnerable adolescents. The adolescent programming concept was well-poised to address critical barriers identified in the 2017 Situation Analysis. The ADAP strategy further focused on a subset of adolescent programming areas through inter-sectoral approaches in health, nutrition, education, protection, and skills development. The implementation as per ADAP strategy showed adaptability, especially during the COVID-19 pandemic, by shifting to online modes for delivery and emphasizing



mental health support. Programmatic focus on marginalized communities, gender-responsive interventions, and rights-based approaches further supports relevance of ADAP strategy.

However, there were missed opportunities, including, the exclusion of other results areas that could have benefited from intersectoral programming such as nutrition and basic education. Additionally, aspects of inter-sectorality and collaboration were not fully integrated into the broader results framework. Finally, strengthening data systems to plan for, deliver and track services to most vulnerable adolescents was not a part of the ADAP strategy despite identification of such a need.

### 3.1.1 To what extent were the key priorities and implementation approaches used in the adolescent programming aligned with UNICEF country programme strategy and planned results?



**Good:** *The ADAP strategy was derived from CPC8 plan, and thus, well-aligned with national priorities. It considered human rights-based programming and intersectoral approaches to achieve its goals. However, the TOC for adolescent programming was not completely reflected in its results framework. Generally, a strategy is expected to be applied across all relevant sections and programming. However, ADAP strategy lacked justification for focusing solely on the three selected areas and omitting relevant indicators from the results framework of CPC8 which were not only relevant for adolescents but also could have benefited from intersectoral approaches.*

The ADAP strategy aligns closely with UNICEF Philippines Country Programme Action Plan (CPAP) 2019-2023. CPAP emphasized partnering with the Philippine government to implement interventions, involving entities like DOH, DILG, NNC, NYC, PSA, NEDA, and DBM. Similarly, the ADAP strategy recommended consulting LGUs, CSOs, youth networks, and rights holders at various levels. This approach ensured cross-sectoral programming, supported by the creation of ATF for inter-sectoral efforts and collaboration with LGUs on multi-sector issues. Local respondents confirmed UNICEF's engagement and responsiveness to their needs, showing consistency with the country programme strategy.

The ADAP results framework is part of the larger CPC8 framework, focusing on inter-sectoral approaches in three priority areas. **Appendix E** lists 188 indicators from internal RAM reports, with 69 also included in the CPC8 signed with the National Government. Out of these, 32 indicators related to adolescent policies and programmes, with 11 directly relevant to adolescents, yet only 19 were included in the ADAP framework. Indicators for WASH and Climate Change Adaptation were notably relevant but omitted.

UNICEF's selective focus on certain results areas under the ADAP strategy should have been justified and documented. Further, even with the selective focus, a few relevant outputs and outcomes for these three focus areas as per the CPC8 results framework were missing (see **Appendix E**). Based on this, the evaluation team and ERG rated UNICEF's performance related to this evaluation question as 'good'.

### 3.1.2 To what extent are ADAP approaches and programmatic modality valid and respond to current priorities, changing context, and evolving needs of the key national and sub-national stakeholders, and rights holders?



**Very Good:** *Working through LGUs and local youth networks was highly appropriate, including during COVID-19 pandemic period. This approach allowed UNICEF to address local issues by empowering providers and maintaining operations during lockdowns. The ADAP strategy's focus on capacity building and system strengthening showed high adaptability. The PCO's method of research, evidence creation, and advocacy at the national level, combined with local*

*capacity building using human rights-based programming, remains highly relevant. Consultations with right-holders and service providers helped IPs and LGUs adapt interventions to local needs.*

*The evaluation team notes that most 2019 ADAP targets were achieved despite pandemic disruptions which underscores appropriateness of UNICEF approaches. Notable examples of high adaptability of these approaches during COVID-19 include increased focus on mental health, shifting ALS to a hybrid learning model with online tools, and prioritizing teenage pregnancy interventions in critical regions.*

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**ADAP Strategy was developed based on evidence of the needs of adolescents in the Philippines.** The 2017 Situation Analysis of Children in the Philippines shed light on critical barriers impeding the realization of children’s rights as summarized and updated in **Section 1.1.2**. The overall CPC8 adolescent programming and thus, by extension, the ADAP strategy were considered key priorities and challenges faced by the adolescents at the national level as well as diverse needs by regions, gender, and vulnerabilities of the adolescents.

**However, as discussed previously, the ADAP strategy was unclear on inclusion or exclusion criterion used to focus on three priority areas.** The situation analysis as well as CPC8 identified and focused on a multitude of adolescent-specific needs in health, nutrition, formal education and learning, employable skills, violence, disasters, and others. A review of the sectoral work plans and the results framework revealed several missed opportunities for inter-sectoral programming. Although the three areas targeted under the ADAP strategy are highly relevant to the (then) priorities and needs of the adolescents, so were other CPC8 and RAM indicators and many of them would have benefited from intersectoral work and adolescent participation as summarized in **Appendix E** and discussed in **Section 3.1.1**. Since the evaluation scope is restricted to ADAP strategy and does not cover the entire CPC8, we cannot comment on whether intersectoral work and adolescent participation were mainstreamed across all sections of UNICEF; we refer readers to the CPC8 country programme evaluation report for more information.<sup>47</sup>

**Implementation approaches addressed the needs of national and sub-national stakeholders and the rights holders through consultations and making changes to the programming at local levels.**

Regular consultations with stakeholders were a cornerstone of UNICEF’s approach, ensuring that programming remained responsive and contextually relevant. For example, although not explicitly identified in the ADAP strategic framework, climate adaptation was an area that was newly identified through the participatory feedback of the NYC and built upon during the programme cycle. UNICEF initiated consultation and evidence-generation activities for child-centred Disaster Risk Reduction (DRR) and climate change adaptation (CCA) initiatives in the Philippines. Notably, they organized a child-centred DRR learning exchange and consultation workshop, which involved 175 participants (93 women and 82 men) in person and 600 virtually. These participants included children, youth advocates, government representatives, and civil society organizations. The workshop also marked the launch of the Kabataang Resilient Programme, aiming to institutionalize children and youth participation in DRR and climate action.

Another example highlighted by a regional LGU partner was UNICEF’s support for an ‘adolescent-parent’ intervention. While most parenting interventions assume that parents are mature adults, several adolescents are themselves parents and in more critical need of parenting advice. In both online and offline consultations conducted by UNICEF, young people

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<sup>47</sup> <https://www.unicef.org/evaluation/reports#/detail/18693/country-programme-evaluation-of-unicef-philippines-country-programme-2019-2023>

had consistently identified the lack of parental guidance as a significant issue they face. UNICEF's Positive Parenting interventions addressed this gap, targeting parents and caregivers of adolescents, as well as adolescent parents. Notable programmes include the 'Evidence-based Parenting Programme for Teens and Teenage Parents' in Cagayan de Oro and Angeles City. Additionally, UNICEF has been actively involved in developing the implementing rules and regulations of the Parenting Effectiveness Service Act.

UNICEF ALS intervention not only focused on access and skill building but also ensured micro-certification to give credibility to the ALS course completion. ALS focused on out-of-school adolescents to provide them with foundational and twenty-first-century skills and institutionalized referral mechanisms for equitable education. This programme and UNICEF support were rated as highly relevant and useful by sub-national level IPs and LGU officials. As mentioned by an informant, micro-certification or micro-credentialing is the "in thing in certifying certain skills" because it helps adolescents prove they have attained certain competencies, and they can use it for job application.

A related area that UNICEF identified during the consultations with the employers and rights holders was employability skills. UNICEF implemented the NExT LEaP programme which included a fellowship for capacity-building and empowering youth-organizations to deliver youth-friendly and age-appropriate employability skills training. The trained youth development workers were then expected to transfer this training to others in their organizations and implement the communities they work in.

The focus on vulnerable and marginalized communities was an important aspect of the ADAP strategy. The UNICEF approach to gender integration – which differed from targeted interventions for adolescent girls' empowerment – required that gender equality considerations were incorporated into programming priorities across all age groups.<sup>48</sup> The evaluation team has verified in the qualitative research that UNICEF-supported projects included adolescents with disabilities, adolescent from indigenous communities and those with different genders and have amplified their voices. The evaluation team gathered examples of such inclusions and

**Quote from a Youth Organization Officer  
Youth Commission Officer**

*"Working with UNICEF has influenced us to consider the marginalized sectors and to analyse their concerns more deeply. This is a strong suit of UNICEF. For example, whenever we had child participants in our activity, we made sure they retired early even as the adult participants continued with the activities. Also, we have come to purposefully choose venues that accommodate the needs of people with disability when PWDs are involved in an activity. We now pay closer attention to the participation of girls; gender consideration has become an SOP with us."*

how the implementation partners and LGUs made special efforts to ensure such participation. Our document review also confirms that UNICEF has supported the Government in developing plans to improve teacher quality and to provide education for children with disabilities and learner support services. UNICEF has made the child protection system more visible and less fragmented by working at national and sub-national levels including BARMM. The Fourth National Plan of Action for Children and the United Nations Sustainable Development Cooperation Framework have incorporated child protection systems strengthening, following technical assistance from UNICEF and other United Nations partners.

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<sup>48</sup> UNICEF Gender Equality Global Annual Results Report 2021

## PCO in general and Adolescent programming in specific supported the most vulnerable regions.

Our discussion with the UNICEF staff who were involved at the time of designing and agreeing with the government of the Philippines recalled the negotiations involved in ensuring that UNICEF support is focused on the most marginalized and vulnerable regions. Through these negotiations, seven regions including BARMM were identified for higher priority support by UNICEF at the ground level, whereas UNICEF will also work at the national level in terms of advocacy, evidence generation, and formation of policies, guidelines, and systems. The Government initially had concerns about working in these regions given armed conflicts, natural calamities, and/or local governments in transition. However, they recognized the value in UNICEF's proposal and agreed through a human rights and equity lens.

UNICEF's work in the BARMM – known as the most marginalized community in the Philippines – exemplified its focus on underserved areas and promoting inclusive development. UNICEF supported the BARMM Ministry of Basic and Higher Technical Education in a stakeholder engagement process. This process included over a thousand participants, such as government officials, educators, parents, and children, in formulating education strategies. By ensuring diverse representation, UNICEF aimed to develop more effective and inclusive policies that address the needs and perspectives of the BARMM community (COAR Annual Report 2023).

In partnership with the BARMM Government and other UN agencies, UNICEF intensified efforts to monitor and advocate Violence Against Children including harmful practices and grave child-rights violations in situations of armed conflict. A key component of this work was prioritizing youth engagement, notably through initiatives like the Ranao Youth Parliament, child protection and peacebuilding programmes and other civic engagement activities.

UNICEF also provided targeted support to adolescents and young people in BARMM through a series of training courses. These courses addressed issues such as promoting birth registration and raising awareness about child-specific challenges, including child, early, and forced marriages. This approach reflects UNICEF's commitment to addressing both immediate needs and long-term developmental challenges in this marginalised region.

### Successful adaptation to Covid-19 Pandemic

During the COVID-19 pandemic (2020-21), UNICEF shifted its programming to either a hybrid modality or online mode only. As per the evolving needs, UNICEF pivoted its efforts to focus more on mental health support, health promotion for hygiene and vaccination, and social protection for those who were most vulnerable. The local youth networks, LGU relationships, and existing IPs were used for these purposes as follows.

**Mental Health and Psychosocial Support Services (MHPSS):** UNICEF utilized digital technology and telemedicine to adapt MHPSS through the Kaibigan Chat line. This innovation enabled them to deliver specialized child protection services to approximately 26,000 children, parents, and caregivers. Moreover, UNICEF supported local organizations in establishing online meetups where adolescents could express their feelings and frustrations and seek assistance from the government. The UNICEF-supported chatline also facilitated referrals to necessary services for adolescents.

**Education Continuity:** In advocating for school reopening, UNICEF prioritized disadvantaged students, parents, and teachers by supporting distance learning. They developed e-books for 3 million primary education children and helped engage 200,000 adolescents in ALS via the ICT4ALS online platform (Data from Country Office Annual Report 2020, Philippines). Although the schools have now long reopened, the online ALS setup remains a modality for participation.

**Training and Campaigns:** Online training programs on child protection and case management benefited approximately 1,500 social workers. Additionally, digital campaigns addressing child protection issues, such as online sexual abuse and exploitation, reached over 800,000 individuals, including children and adolescents.

**Hygiene Promotion:** UNICEF employed innovative approaches to promote good hygiene practices, reaching 34.2 million people with COVID-19 messages via traditional and digital media. U-report, which collects data and opinions from adolescents, proved valuable during the COVID-19 pandemic. Local youth networks and adolescents who participated in UNICEF-supported training, workshops, and forums were mobilized to promote hygiene and vaccination within their communities.

**Information Access:** Approximately half a million individuals sought information about services through joint risk communication and community engagement efforts coordinated by the Department of Health (DOH), UNICEF, and partners.

### 3.1.3 To what extent are the implementation strategies adequate to address critical bottlenecks related to the different needs of adolescents including the most vulnerable?

- To what extent are data and systems available to identify bottlenecks in service delivery and the needs of adolescents?
- To what extent is the available evidence and data used to develop strategies and plans to address region, province, and city-specific needs?
- How are the differential needs by gender, equity and human rights perspective considered in the programme implementation?



**Poor:** Consultations with adolescents and local CSOs were the primary method for considering gender, equity, and human rights in capacity building and SBCC material development. However, neither UNICEF nor the government/LGUs with support from UNICEF conducted gender analysis to identify needs and design interventions at the local levels. UNICEF identified barriers to service provisions at various levels through consultations and commissioned studies. However, disaggregated microdata were unavailable or unutilised to create hyperlocal strategies, monitor implementation, and evaluate adolescent service utilization. At least the gender-disaggregated data could have been gathered and reported at local LGU service points and aggregated higher. Despite identifying data challenges in 2017, the ADAP strategy did not prioritize improving data systems for targeting and tracking services for vulnerable adolescents.

### UNICEF worked to address structural barriers at the national level.

UNICEF has collaborated with national and sub-national governments and has been addressing structural bottlenecks related to regulatory reforms, policies, plans and guidelines, budgetary allocation, and use of technology. For example, as assessed under the effectiveness criterion, multiple policies and plans were developed based on research and advocacy by UNICEF, the local consultations with rights holders have enabled UNICEF to reflect on the needs and issues at the local levels while drafting national guidelines and plans, UNICEF has supported the government in making available tools and materials to implement programmes. Although not specific to ADAP, a few examples from the PCO annual reports include:

- The government adopted the concept of 'minimum expenditure basket' transfer value and digitalizing payment systems to strengthen their social protection efforts with UNICEF advocacy. The amount of transfer will now be influenced by the cost of quality living and pilferage and inefficiencies in the system can be avoided through digital payments.

- In partnership with the Government and CSOs, UNICEF established the first technical working group on public finance for children. This brought together the budgeting and planning actors from both national and subnational policy and operations to prioritize the rollout of the child budget tagging tool.
- Using the study on costing child disability, UNICEF collaborated closely with Congress and the Congressional Policy and Budget Research Department to support debates on disability allowance and child-sensitive public finance and social budgeting. These debates informed the design of a new programme for children with disabilities.
- UNICEF also supported the modelling and scale-up of innovations, including learning recovery, remote learning, digitalization of education services, parental engagement, and student participation.

UNICEF worked with national and sub-national governments to address bottleneck related to regulatory reforms, policies, budget allocations, and technology use. For instance, UNICEF informed multiple policies and plans through research and advocacy. UNICEF held local consultations with the rights holders to inform national guidelines and plans and develop tools and materials to implement programmes. Some notable achievements listed in UNICEF annual reports include:

- The government adopted a 'minimum expenditure basket' transfer value and digitalized payment systems, improving social protection efforts and reducing inefficiencies.
- In partnership with the government and CSOs, UNICEF established a (first-ever) technical working group on public finance for children, prioritizing the rollout of the child budget tagging tool.
- Using a study on costing of child disability, UNICEF supported congressional debates on disability allowance and child-sensitive budgeting, leading to a new programme for children with disabilities.
- UNICEF supported modelling and scale-up of innovations in education such as learning recovery, remote learning, digitalization of education services, parental engagement and student participation.

**While UNICEF has considered the experiences and perspectives of a diverse group of adolescents, the extent to which the implementation and programme have effectively reached and served the most vulnerable populations is uncertain due to the absence of data and systems for such targeted interventions.**

The evidence presented in this report supports that UNICEF's workshops, forums, and capacity-building sessions have included a diverse range of adolescents of various genders, abilities, risk levels, and Indigenous backgrounds. These perspectives have contributed to shaping training plans and content. However, a question remains: Are government programmes and other service providers adequately equipped to address the needs of adolescents from all demographics?

The situation analysis that informed CPC8 and the subsequent ADAP strategy had identified a gap: insufficient data and systems to identify, deliver services to, and track utilization by adolescents, particularly those who are most vulnerable. Despite this recognition, the ADAP strategy did not incorporate specific interventions or approaches to enhance data systems that could support targeted programming by LGUs and IPs. Additionally, the ADAP results framework also did not require disaggregated reporting based on factors such as gender, disability status, or other vulnerabilities.

The qualitative team inquired with the IPs and LGUs about maintaining and utilizing disaggregated data in their programming. Many reported targeting adolescents with

vulnerabilities by focusing on vulnerable communities in general. Some indicated that adolescents needing services such as child protection or ALS are often among the vulnerable population. While the evaluation team acknowledges that community-based targeting is feasible, robust data systems are essential to (a) determine the number of adolescents with different vulnerabilities and needs, (b) develop programmes to address those needs, and (c) track service delivery and utilization.

One exception to above finding was a possibility of such disaggregated service provision data being available with LGU service providers. A few LGU service providers confirmed that background data on adolescents is collected when they visit health facilities or join ALS courses. The evaluation team accessed one report showing distributions by gender, disability, Indigenous community, and religion. An ALS-related LGU officer mentioned that the 'learning information system' maintains such disaggregated data. Overall, while disaggregated data is reportedly maintained at the Adolescent Friendly Health Facility (AFHF) or ALS centre level, it is not publicly shared or used for programme monitoring, evaluation, or reporting purposes.

## 3.2 Coherence

Some of the evaluation questions and thus findings under this criterion are similar to the assessment under the relevance criteria, and thus the same evidence presented again wherever required.

UNICEF achieved effective collaboration and coordination across sectors at national, sub-national, and provincial levels, addressing gaps identified in previous country programmes. The ADAP strategy was well-aligned with government priorities, as evidenced by its coherence with local development plans, educational policies, and regional initiatives. UNICEF leveraged partnerships strategically, reducing duplication of efforts and enhancing programme efficiency. Collaborations with other UN agencies and development organizations allowed for greater scale and impact. Notably, UNICEF and its partners showed a shared commitment to meeting the needs of different genders, marginalized populations, and people living with disabilities, particularly in regions like BARMM. The organization's efforts in fostering inclusive development and youth engagement were particularly highlighted. While some challenges remain, such as the clarity of mandates for certain interagency groups, overall, UNICEF's ADAP programme demonstrated strong coherence with national priorities and effective coordination across various stakeholders.

### 3.2.1 To what extent is ADAP aligned with the national and global plans and strategies for adolescent programming?



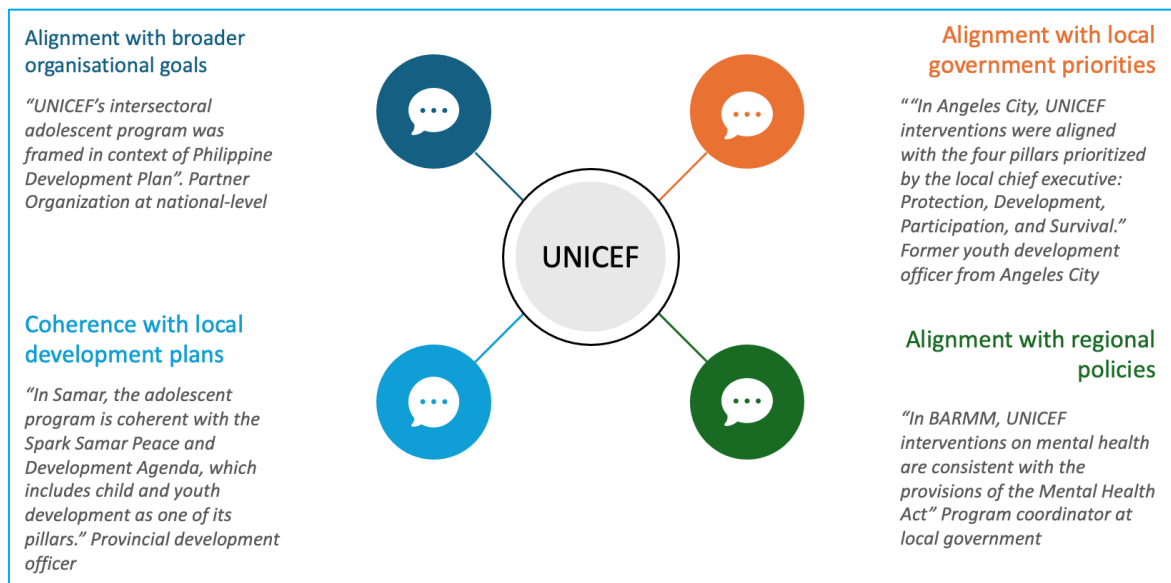
**Good:** ADAP is built on the CPC8 strategic plan with a focus on inter-sectorality in adolescent programming and prioritizing three areas for such approaches. CPC8 is well aligned with the national plans and informed by evidence and data. CPC8 and ADAP strategies for adolescent programming also are highly consistent with global programmatic principles and implementation strategies except for two aspects.

*First, the major gap is the lack of strategy or plans to strengthen data systems to identify, target, serve and track vulnerable adolescents. Second, but a minor gap, is the lack of justification for not considering ADAP as a strategy for entire adolescent programming and not focussing only on the three areas at the design stage. The continuum of service during the first two decades of life was also not considered in the ADAP strategy as recommended by the global guidelines of UNICEF.*

## ADAP is well-aligned with the national plans and strategies through CPC8.

Overall, there was consensus among the stakeholders who were interviewed that the ADAP was well aligned with national policies, laws, and guidelines made by the Philippines government. This coherence is evident in educational initiatives, health programmes, youth development plans, and child protection policies, indicating a comprehensive approach to adolescent development and welfare. Some examples that emerged from qualitative data are illustrated in **Exhibit 12**.

**Exhibit 12. Alignment of ADAP with National and Subnational Plans and Priorities: Quotes from the Field Work**



The desk review found that CPC8's strategic response aligned with national priorities, particularly leveraging the demographic dividend (Programme Strategy Note for UNICEF Philippines 2019-2023). The Philippine Development Plan (PDP) 2017-2022 influenced CPAP's development. For instance, PDP emphasized peace and economic development in conflict-affected Mindanao. Consequently, CPAP focused on BARMM through its field office, prioritizing peace and conflict rehabilitation. ADAP's implementation strategies also complemented government plans.

**ADAP – through CPC8 – is aligned with the global strategies on adolescent programming except in two areas (a) data systems to target and service vulnerable adolescents (major deficiency), (b) cross-sectoral programming and continuum of programming in the first two decades of life (slightly weak).**

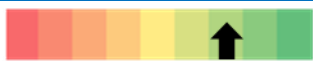
The evaluation team compared the CPC8 strategic note and ADAP framework with UNICEF's global guidelines: (a) The Global Strategy for Women's, Children's, and Adolescents' Health (2016-2030); and (b) Programme Guidance for the Second Decade: Programming with and for Adolescents. ADAP's objectives aligned well with the 'Survive>Thrive>Transform' outcomes advocated in these plans. CPAP and thus ADAP followed principles such as being human rights-based, equity-driven, gender-responsive, evidence-informed, and partnership-driven. Global guidelines also call for cross-sectoral and multisectoral programming wherever it adds value or efficiencies. ADAP also adopted a 'positive development approach' to empower adolescents through workshops and forums to engage adolescents meaningfully.



The global guidelines have included 'disaggregated data' both as a programmatic principal and an implementation strategy. The global guidelines call for greater disaggregation of data to ensure critical contextual inequalities (wealth, urban/rural, ethnic/linguistic, migrant, disability etc.) are highlighted and used by policymakers, planners and implementers to identify and reach marginalized adolescents to reach and serve vulnerable groups of adolescents such as adolescents with disabilities, LGBTQ, and adolescents from racial or ethnic minorities. However, strategic priority on data systems was conspicuous by its absence in the ADAP strategic plan as well as the results framework despite such need being clearly identified in previous country programme evaluations.

Global guidelines advocate for a 'life course approach' to support and invest in children over two decades of their life. Continuum of care linkages between these two decades are often overlooked in adolescent programs and ADAP strategy was no exception. For instance, dropping out during the transition from lower to upper primary school requires interventions to bring these children back or introduce life-stage-appropriate ALS. Child protection mechanisms need coordination as sexual abuse starts early, not just in adolescence. Some mechanisms for such coordination already exist at the PCO such as the Early Moments Matter (EMM) working group for under 5 years children programming and coordination with such a working should be possible for ATF or another such working group for adolescent programming. However, as noted in **Section 3.1.3**, not prioritizing 'data systems improvement' can also hinder efforts to plan for and implement the 'life course approach'.

### 3.2.2 To what extent is adolescent programming consistent across sectors' interventions in health, education, wash, child protection, and social policy?



**Very good:** By design, ADAP's intersectoral approach ensured consistency across the interventions in health, education, child protection, social protection, and WASH sections. The ATF platform promoted collaboration and prevented duplication (see **Section 3.7**). NYC, BYC, and CWC were crucial external partners in engaging stakeholders at national and local levels. Coordination across departments was achieved through LGU consultations. Joint programmes with other UN and development agencies also existed to a limited extent. Sub-national implementation was notably cross-sectoral, especially between health and education, and often coordinated by local youth development offices. However, the ADAP results framework lacked indicators to measure collaboration and avoid duplication. The ATF only sporadically used a collaboration monitoring matrix and therefore extent of any cross-sectoral work cannot be quantified.

#### **Adolescent programming is multi-sectoral by default and therefore, naturally harmonized, and consistent with sectoral interventions in health, education, WASH, child protection and social policy.**

The words of an ATF member best summarize the nature of adolescent programming as collaborative and multi-sectoral: *"The adolescent programme is what we, the different sectors, made it to be by bringing together the work that each of us is doing. Outside of a 'normal' program, you would have resources for it, you would have specific personnel for it, human resources. But as it is now, ... adolescent development programming is the recognition of the cross-sectorality of the different technical work that we do. And the relationships that we – the members of the ATF – have with each other".*

#### **Collaboration and coordination between sectors were achieved successfully at national, and sub-national levels.**

As presented previously, consultations at national, regional, and provincial (and even at the levels below) have been a cornerstone of ADAP implementation. Although the ADAP results

framework did not include indicators for the number of such consultations, qualitative research participants from the national level to the rights holders recalled being a part of such consultations.

Youth councils stood out as critical to fostering collaboration and cooperation between different government units as they have the power and responsibility to do so under the Philippines laws. The Youth Development Office, CWC and Local Council for the Protection of Children (LCPC) were also found as effective implementation arms which are cross-sectoral by nature.

### **UNICEF collaborated with other UN agencies and development organizations to achieve efficiency and scale wherever viable.**

The evaluation team also found a few examples through document review and KIIs at the national level of how UNICEF worked with other UN agencies and development partners to pool resources and deliver a programme which can be more effective than siloed implementation by each agency. Some examples are:

- UNICEF worked with UNESCO to support the launch of the Bangsamoro Education Reform and Development Plan 2035. This collaboration allowed for a more comprehensive and adaptive plan, benefiting from the expertise of both organizations (COAR 2022).
- UNICEF led the SaferKidsPH consortium with Asia Foundation and Save the Children, funded by the Australian Government. This partnership brought together different skills and advantages to address complex issues like online sexual abuse and exploitation of children (COAR 2022).
- The UNICEF-UNFPA joint programme leveraged partnerships across sectors and levels of governance to reduce duplication and enhance the overall coherence of adolescent programming.
- The collaboration between UNICEF, UNFPA, WHO, and UNAIDS, supported by the Korea International Cooperation Agency, to “address adolescent pregnancy in Eastern Visayas and develop a standard Youth Health Learning Programme” shows a coordinated effort to address gender-specific health issues (COAR 2023 Annual Report). **Section 3.3.1** lists outputs achieved under this joint programming.
- The annual reports also mention Partnerships in WASH mobilized funds from local government, microfinance institutions and donors to provide climate-smart WASH and nutrition services in typhoon-affected communities in Caraga Region and Samar Province.

The PCO ADAP Strategic Framework 2020 mentions the UNYTG) as ‘an interagency group to support the coordination and the implementation of the youth-related activities within the Partnership Framework for Sustainable Development (PFSD)’. While the evaluation team have learnt of annual PFSD meetings, the evaluation team have not been able to identify specific instances of how strategic plans for UNYTG were set, how UNICEF contributed to those, and how other UN agencies contributed to UNICEF-led initiatives.

The evaluation team found several instances where UNICEF collaborated with other UN agencies and partners to pool resources for more effective programmes. Examples include:

- **Bangsamoro Education Reform and Development Plan 2035:** UNICEF and UNESCO developed a comprehensive plan by combining their expertise (COAR 2022).
- **SaferKidsPH Consortium:** Led by UNICEF with Asia Foundation and Save the Children, funded by the Australian Government, addressing online sexual abuse and exploitation of children (COAR 2022).
- **UNICEF-UNFPA Joint Programme:** Leveraged partnerships to reduce duplication and enhance adolescent programming coherence.

- **Youth Health in Eastern Visayas:** Collaboration between UNICEF, UNFPA, WHO, UNAIDS, supported by the Korea International Cooperation Agency, to address adolescent pregnancy and develop a Youth Health Learning Programme (COAR 2023 Annual Report).

Other reports mention WASH partnerships in typhoon-affected areas mobilizing funds from local governments, microfinance institutions, and donors for climate-smart services. Although ADAP Strategic Framework 2020 mentioned UNYTG to coordinate activities across the UN, specific strategic contributions of UNICEF or UNYTG remain unclear except annual PFSD meetings reported by a few KII respondents.

*Evaluation of ATF as a platform to reduce duplication of efforts and foster cooperation within UNICEF is presented separately in [Section 3.7](#).*

### 3.2.3 To what extent is the sub-national adolescent programming consistent with other subnational programming interventions?



**Good:** As argued in [Section 3.2.2](#), by design, the ADAP strategy and its implementation have been inter-sectoral even at the sub-national level. Qualitative research helped the evaluation team identify several examples of how UNICEF designed or implemented programmes at the local level to ensure coordination and avoid duplication of efforts. However, without any monitoring data, the evaluation team could not assess the 'extent' of these collaborations and or savings in duplication of the efforts.

UNICEF's work was collaborative at the subnational level by leveraging its local knowledge and networks, ensuring youth participation, and building local capacity. The evaluation team cannot quantify or comment on the 'extent' of such collaborations and potential savings in duplication of the efforts because no such data was maintained or relevant indicators monitored. However, following example from the qualitative research resulted in the rating of 'good' in discussion with ERG members.

- In Angeles City, UNICEF worked with multiple government departments (Interior and Local Government, Health) to develop policy guidelines addressing public health emergencies' impact on vulnerable populations, including children and women. As one key informant described, "UNICEF aligned its interventions with the Local Youth Development Plan in Angeles City, ensuring that SK projects on teenage pregnancy and mental health awareness complemented existing local efforts rather than duplicating them."
- UNICEF's work in Samar province demonstrated a partnership with a LGU to coordinate the programmes supported by UNICEF. As one group discussant explained, "We are considered the youth arm of the Provincial Youth and Development Office. So, the PYDO contacts national, sub-national, or local agencies from outside SAMAR. As a youth arm, we are also the first organization or one of the organizations to implement the different programmes or projects, specifically the programmes where the partner is UNICEF."
- In Valenzuela City, UNICEF-supported interventions SAVE and Social Emotional Learning (SEL) were aligned with the city's annual investment plans and local government policies, ensuring that these programmes complemented rather than duplicating existing local initiatives.


### 3.3 Effectiveness

Under the effectiveness criteria, the evaluation summarises significant achievements and some gaps, noting that while several targets were met or exceeded, a few fell short, particularly due to the COVID-19 pandemic and resource constraints. UNICEF's focus on vulnerable communities, including adolescents with disabilities and diverse gender identities, was evident, although disaggregated data was lacking. Stakeholders praised UNICEF's technical support and capacity-building efforts, and efforts towards adolescent participation. However, a few gaps and suggestions to address those gaps were also identified in the qualitative research.

#### 3.3.1 To what extent did national and sub-national level interventions and activities under ADAP achieve the expected results and outcomes?

- How are the results of ADAP distributed across different regions and population subgroups?
- Was ADAP successful in especially targeting vulnerable adolescents?

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**Very good:** *Despite the challenges posed by the COVID-19 pandemic, UNICEF was able to implement several activities as outlined in the strategic framework for ADAP. These activities have established a foundation for long-term impacts through policy reforms, legislation, capacity building, and partnerships. However, some activities did not meet quantitative targets due to COVID-19 restrictions on movement.*

*Disaggregated monitoring and results data by different regions and adolescent vulnerabilities were not collated by UNICEF and thus unavailable to the evaluation team for quantitative assessment of targeting extent. It is likely that disaggregated data is available to LGU officials (especially the ALS and AFHF services) and could have been better utilized. However, qualitative research and desk review support a finding that UNICEF targeted areas with high vulnerabilities and needs, prioritizing adolescents with disabilities and of different genders.*

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#### **Assessment as per the ADAP Results Framework.**

**Exhibit 13** presents the achievement rating the evaluation team and ERG have agreed on for the indicators as per the ADAP results framework. **Appendix B** provides a detailed matrix with baseline values, targets, and achievements.

Many targets were achieved or exceeded, but two outputs missed their goals substantially. First, available ALS access in eight municipalities reached only 1.6%, compared to a 7% baseline and 50% target. The discussion with local LGUs and departments responsible for the ALS implementation highlighted lockdown norms of COVID-19, a need to rethink community-based approaches to ALS, and consider hybrid approaches for a wider reach. Second, only 41 municipalities maintained CFLG certification by 2023, against a target of 118 from a baseline of 66. Key informants cited challenges such as lack of intent and inadequate capacities in sustaining the achievements as the programme expanded to newer municipalities.

A few example narratives in words of the right-holders to demonstrate how UNICEF adolescent programming can have a positive effect on a range of issues are presented after **Exhibit 13**.

### Exhibit 13. Overall Rating for Achievement of Targets as per ADAP Results Framework

Outcome and Output Indicators Relevant to ADAP	2023 Target Achievement
Proportion of births attended by skilled health personnel (UNICEF standard indicator)	Green
Proportion of people still practising open defecation	Green
Number of national and sub-national partners with SBCC strategy/costed plan to improve access of adolescents to health and social services and information	Green
Number of LGU-coordinated adolescent physical and mental health service models that demonstrate increased use of services	Yellow
Number of underserved municipalities targeted by UNICEF with at least one facility providing comprehensive adolescent health and nutrition services and information	Purple
Proportion of learners achieving at least nearly proficient level in NAT	Yellow
Existence of policies on learner-centred flexible learning options/pathways (Alternative Delivery Mode and Alternative Learning System)	Green
Existence of draft policy framework on strengthening quality social and emotional learning for adolescents	Green
Existence of policy issuance adopting the #MeronAko Menstrual Hygiene Management Tools for national use	Yellow
Percentage of sitios in 8 municipalities close enough to alternative learning services for adolescents <sup>49</sup>	Red
Annual increase in absolute number of adolescents availing alternative learning services in 8 municipalities	Purple
Number of girls and boys who have experienced violence served by social work or justice/law enforcement services (UNICEF Standard indicator)	Purple
Percentage of reported cases of Grave Child Rights Violations verified and responded to.	Green
Number of children and youth reached online and offline and engaged in digital social change campaigns for ending violence in the community.	Purple
Number of children covered by government cash transfer programmes	Yellow
Local governments (provincial, municipal, and city) with functioning mechanisms for child/adolescent and/or community participation in local planning, budgeting, and monitoring processes (UNICEF Standard Indicator)	Purple
Number of (municipal) LGUs in BARMM with CFLG certification (66192)	Red

**Legend:** Red: target not achieved by a large margin; yellow: target almost achieved/missed by a small margin; green: target achieved; purple: target exceeded

**Note:** 4 indicators as per the 2020 results framework were later removed and one indicator is presumed changed. Appendix B includes the original results matrix with revisions tracked.

<sup>49</sup> BARMM specific indicator

### Transformation of a rights-holder into a duty-bearer with help from multiple UNICEF supported initiatives

Lucy (name changed) is a member of a local youth council in her barangay. She is 20 years old and is educated until senior high school.

Lucy has been a part of multiple programmes which have always prioritized inclusivity and have welcome all regardless of gender, physical ability, or cultural background. The activities she has been involved include adolescent development, social relationships, parental relationships, teenage pregnancy, and HIV and AIDS awareness. Lucy has also experienced that peer-to-peer learning can be highly effective and she now advocates for teenagers to reach other teenagers in their community.

She credits her experience in [NAME] project which built her capacity, and she is confident to [help] run the barangay as a Sangguniang Kabataan Councillor. Her barangay has a functioning BCPC and VAWC services such as protection, legal assistance, and counselling. She is now keen to be a part of more programmes especially those which will work with PWDs, Indigenous people, and LGBTQ community.

### How ALS helped a survivor of sexual abuse who then spread ALS among the other survivors

Abida (name changed) is a survivor of sexual abuse she suffered from the age of 9 until 14 years while her mother worked abroad. When she mustered the courage to tell her grandmother, the perpetrators ran away but she is now placed in *Balay Dangpanan sa Kabataan* (BDSK; Home for Girls) to protect her from her own relatives.

She became the first ALS learner from the BDSK because her teacher from her formal school enrolled her in ALS. The ALS training was highly relevant to Abida. For example, the ALS module had a topic about a person who was beaten by others. Then, a choice of answers was given about which would be the right thing to do regarding this situation: a. report it to others, b. Just keep it a secret, c. Commit suicide. Abida had learnt the right answer at an exceedingly high cost!

After taking the ALS module, she felt empathy towards other girls in BDSK who also had survived violence; she comforted, hugged, and prayed with them. This even helped Abida ease the hatred she felt towards her relatives. Abida shared her ALS materials with other girls and encouraged them to read. Now, other girls from BDSK also want to enrol in the ALS from next school year.

### Overcoming fear and hatred to empathise with other community members

Cathy (name changed) is a 19-year-old Grade 12 student from *Higaonon* Indigenous tribe. Her participation in forums started a year ago. She has participated in a camp on Building Community Resilience and Post-conflict Recovery in Lanao del Sur'.

A topic that resonated with her the most was about extremism and violence because

### Experience for a youth facilitator who realised the value of adolescent centric led initiatives

Kabir (name changed) is 19 years old second-year University student. Kabir served as a facilitator in the UNICEF-supported peace-building forum. To explain the forums effectiveness, Kabir proudly exclaimed, "*the workshop participants have boosted confidence levels....during the Children's Congress and*

she saw the aftermath of the Marawi siege in 2017. Even recently, the mass her mom attended was bombed killing 4. Her catholic community is worried and has started to weaponize. However, she has been able to temper her prejudices against and fear of Muslims due to her engagement with them during the camp and forums. She has learned that her Muslim 'brothers and sisters' (her words) had fears of their own. This has broadened her perspective and has made her more understanding.

She also strongly believed that Prohibiting the Practice of Child Marriage Act should be widely advertised both adults and adolescents. She explained, *"I could have helped some of my friends who kept quiet about their abuse because their parents would have forced them into marriage. One even did an illegal abortion.*

However, she felt that forums such as those conducted by PLCPD are few and far in-between and has only a limited reach.

*the Tapatan (face-to-face) meeting with local government officials, the children were not shy in bringing up their parents' need for employment. I wish there were answer to their questions."*

During COVID-19 pandemic, Kabir was a part of Societal Adolescent-Youth Alliance Inc. (SAYA) co-founded by UNICEF. SAYA held online meetups with adolescents to help them vent their pandemic-induced frustrations, and talk about mental health issues, and identified government agencies for further support.

The experiences of other young persons and adolescents also humble him. He realizes how lucky he was in terms of the education he continues to enjoy, and the food that is readily available for him. He finds that his problems were small in comparison. He wants to build an orphanage one day!

### Summary of key achievements of three projects relevant to ADAP

The evaluation team reviewed evaluations of three projects related to the ADAP framework: (a) C-Surge programme; (b) Project Brave; and (c) KOICA Joint Programme with UNFPA. C-Surge programme sought to integrate Comprehensive Sexuality Education-Adolescent Reproductive Health (CSE-ARH) into the ALS, and enhancement of AFHFs.

**C-Surge** achieved the following key results:

- Development of and issuance of the guidelines on CSE-ARH by DepEd BAE
- Collation and development of CSE-ARH materials: an initial batch of 23 self-directed Learning Activity Sheets (LAS) were drafted with plans for rigorous review and subsequent enhancement
- Baseline Assessment on the functionality of the AFHF in Angeles City and Cagayan de Oro City
- Y-PEER Pilipinas strategic partnership with the LGUs in Angeles City and Cagayan de Oro to improve the efficacy of the AYHDP TWG
- Development of ISDN operational guidelines for adolescents and youth at the LGU level and referral mechanisms
- Capacity building of 21 service providers to deliver SRH and other services to adolescents.

**Under Project Brave**, support was provided to two local government units (LGUs) for the implementation of the Philippine Plan of Action on the Elimination of Violence Against Children (PPAEVAC). Efforts included training 335 service providers, establishing a national director for MHPSS, and creating the Kaibigan chatline, which reached 40,411 individuals. The assessment report of the Kaibigan chatline presented data disaggregated by different genders of the clients who utilized the service.

**The joint Programme on Accelerating Reduction of Teenage Pregnancies in Samar and Southern Leyte** (WHO, UNFPA and UNICEF) is being implemented since 2022 and 20226. As of December 2022, the following were the achievements under this project:

- 25 Health Facilities certified as level 1 AFHF
- 159 health workers trained on ASRH modules
- 210 teachers and 11 supervisors trained in comprehensive sexual education (CSE)
- 44 adolescents participated in peer education consultation on reproductive health and gender equality
- 20 LGUs implemented the first cycle of the Performance Accountability System (PAS)
- 223 provincial and municipal stakeholders from 20 LGUs engaged in YLGP and expressed commitment to addressing adolescent pregnancy.

### **UNICEF's key achievements in regulatory reforms**

UNICEF made significant strides in advocacy and communications to reinforce child protection laws, particularly focusing on eradicating child marriage in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). UNICEF leveraged partnerships with Child Rights Network and Plan International to develop a costed social and behaviour change strategy and initiated advocacy caravans. These efforts contributed to the passing of two notable Acts:

- Republic Act 11596: Prohibition of Child Marriage and Imposition of Penalties for Violations. UNICEF ensured meticulous enactment, supported governmental implementation, and safeguarded accompanying measures such as social protection and equitable access to education in collaboration with partners like the Child Rights Network (CRN) Philippines.
- Republic Act No. 11930: Punishment for Online Sexual Abuse and Exploitation of Children, and Anti-Child Sexual Abuse or Exploitation Materials Act. UNICEF assisted in crafting the law and its Implementing Rules and Regulations (IRR), supported the government in its enforcement, and consulted children during the IRR development.

Furthermore, UNICEF partnered with the Department of Social Welfare and Development (DSWD) to integrate Parenting for Lifelong Health (PLH) modules into its national parenting program and to develop a nationwide parenting framework, aligned with Republic Act No. 11908.

### **UNICEF influence on interagency and interdepartmental collaborations**

UNICEF has led numerous collaborations, resulting in research, joint studies, initiatives, and guidelines. Although not restricted to ADAP priority areas, these initiatives underscore UNICEF's role in tackling diverse challenges faced by Filipino adolescents and other populations. For example,

- In 2020, UNICEF's advocacy efforts helped create new child protection policies for the Philippine National Police, Department of Information and Communications Technology, and DepEd.
- Following UN frameworks, UNICEF and UNDP assessed COVID-19's impact on households in NCR, collaborating with NEDA, DepEd, and DSWD, and launched it on 18 December 2020.
- In 2021, DepEd and DOH, with UNICEF and WHO, co-hosted the Global Handwashing Day Symposium and issued guidelines for limited face-to-face learning in 120 schools.
- UNICEF also partnered with the Department of the Interior and Local Government and DOH to create policy guidelines addressing public health emergencies' impact on vulnerable groups, including children and women.

### **Inclusion of vulnerable communities, adolescents who are differently abled and with varied gender identity**



UNICEF PCO has been clear since the start of the CPC8 that they will focus on children from vulnerable communities, and adolescents who need the support the most. A UNICEF respondent recounted navigating with the government department for the same: "... despite resistance from the [Department], we persisted in advocating for UNICEF's recommendations on the regions which included indigenous communities and had far more vulnerable population than other regions, ... ultimately resulting in approval for the targeted regions once we took a stand."

The evaluation team's discussion with all UNICEF staff indicated their focus on gender, disability, and Indigenous communities in programmatic decisions and priority setting. This was also confirmed by UNICEF's national partners, regional youth council, LGU officers, and adolescents. For example, an officer from a national level IP noted, "UNICEF-supported programs/projects are relevant and applicable to LGBTQ, although not always directly. Efforts are made to assist differently abled adolescents, both male and female, to enable their participation in development initiatives." Another IP respondent explained the process of selecting project participants by identifying SOGIESC (sexual orientation, gender identity and expression, and sex characteristics) as well as a participant's disability (e.g., hearing impairment) or special concern(s), and arranging for the necessary support (e.g., sign language interpreter).

A respondent from [a department] concurred that UNICEF-assisted programs and projects address the needs of diverse groups of Filipino adolescents, such as LGBTQ individuals, adolescents in Indigenous cultural communities, those with physical disabilities, and other vulnerable groups. Several adolescents who participated in UNICEF-supported programs and provincial youth development officers also recalled the inclusion of diverse types of adolescents (by gender, vulnerabilities, and disabilities) in workshops and activities.

### 3.3.2 To what extent did UNICEF contribute to the achieved results and outputs?



**Good:** Without indicators and data as per the TOC, the evaluation can't determine which the 'extent' to which UNICEF activities and strategies contributed to the results, but it qualitatively assessed 'whether' such contributions are evident. Discussions with national youth councils and government partners underscore UNICEF's significant role in technical support and advocacy through research, studies, pilot initiatives, and guidelines development. UNICEF collaborated with NGOs, universities, and youth networks in doing so. In BARMM, they provided similar assistance to the transitional government. At the provincial level, UNICEF influenced policies and strategies via capacity building, training, and direct support to local youth councils and officials. The training enabled local councils to advocate for policy changes, with mayors and governors implementing regulations as a result. Thus, UNICEF effectively influenced policies and built capacities at both national and local levels.

The evaluation did not find evidence of UNICEF's impact on government financing or budgeting. Throughout the CPC8 cycle, budget allocations for education, health, and social welfare remained steady. Mobilizing additional government funding to maintain initiatives launched under ADAP will remain a key sustainability challenge.

### Perspectives from stakeholders on the importance and extent of contribution by UNICEF

When asked to rate the quality, timeliness, and usefulness of UNICEF support, the majority of 27 respondents from LGUs, IPs and National partners and government departments gave a perfect score, with an average rating of 9.25 out of 10. Stakeholders praised UNICEF's technical teams, often mentioning staff by name. For example, a social welfare officer noted that [UNICEF staff] provided leadership, advice, and technical assistance, including documentation and training, which helped youth participants gain and share valuable skills. The Bangsamoro

Youth Commission found UNICEF's assistance highly effective in reaching more youth organizations and communities. An Ateneo de Zamboanga University representative credited their partnership with UNICEF and Western Mindanao State University for establishing a centre focused on ALS teaching and youth development.

The evaluation team identified several examples of how UNICEF supported projects or direct support from UNICEF helped the LGUs deliver or improve services for adolescents. Some of the notable examples are summarised below.

- Multiple LGU respondents from the Angeles City underscored the positive impact of the partnership between UNICEF and the city in addressing adolescent pregnancy. Data from the City Health Office indicated a decrease from 530 cases in 2021 to 428 in 2023. While this reduction is promising, it can result from several factors, including but not limited to the collaborative efforts between UNICEF and local authorities.
- Respondents from the Angeles City also highlighted how mental health issues related to adolescent pregnancy were managed. With UNICEF's support, Angeles City established a LCPC and passed the Online Sexual Abuse or Exploitation of Children (OSAEC) ordinance. Additionally, through the Information Service Delivery Network (ISDN), UNICEF supported advocacy for the youth desk ordinance, which mandated that each Sangguniang Kabataan or youth village council have a functional youth desk in the barangay (village) and a trained desk officer. One respondent remarked, "We called our youth advocates UNICEF babies because UNICEF built their confidence to be youth champions and be their [own] advocates." A training facilitator recalled that some adolescents who joined the OSAEC and safe sex and family planning training stopped drinking alcohol and watching pornographic videos.
- A Social Welfare Development Officer from another city listed UNICEF support in key areas such as education, health, and economic development. For instance, UNICEF supported health education and medical missions targeting dominant health issues in the communities. The ISDN ensured that children in need got the services from agencies such as the Hospital of the Armed Forces, DepEd, Philippine National Police, NGOs, SKs, and schools. The respondent called UNICEF a 'blessing to the city' because it provided both a funding and training expertise.
- An ALS focal person from Zamboanga Del Norte Province explained how the 'Power for Youth' by UNICEF trained 60 young people on entrepreneurial and financial skills and provided supplies worth 7,000 PHP to help them kickstart their business. However, the respondent also flagged that only one of these 60 trainees could sustain the business which underscore the challenges in the long-term viability such initiatives. Another UNICEF funded support that the city received was Plan International's work in 2020 to develop tools to (a) protect adolescents from cyberbullying, and (b) boost ALS enrolment after the COVID-19 pandemic. During the pandemic, Plan International

#### Power for Youth Programme highlights

- Partnerships with local community stakeholders in the form of Youth Development Alliances (YDAs).
- Directly engaging 400 adolescents and young people in children-led activities and supporting around 127 community-based youth organizations for innovative programmes and solutions.
- Adaptive and innovative governance to strengthen children's participation piloted to mobilize and capacitate 77 SK federation members and 70 LGU teams.

also organized online workshops to co-design/develop SBC strategies, messages, and materials. An in-person ALS festival was organized by ADZU in 2022 as the culminating activity for Power for Youth, bringing together the different stakeholders and the beneficiaries of the project in Zamboanga del Norte. According to this respondent, these efforts have increased ALS enrolment. She/he also identified how Individual Learning Agreements (ILA), and certificates provided formal recognition to the ALS learners.

- A representative from of an IP for a CCA initiative ('Change the Current' project) explained how the project built the capacity of the 30 adolescents 'champions of climate change adaptation' to develop an advocacy plan, draft policy briefs and present them to local government officials, prepare the storyboard and oversee video production to address CCA issues of their community. For example, one trained CCA champion from an Indigenous community barangay used the SK funds to support bamboo plantations along riverbanks to reduce soil erosion and mitigate climate change.
- A representative from Bangsamoro Youth Commission recalled UNICEF's technical support to four youth organizations (in Basilan, Sulu, Tawi-Tawi, and Maguindanao) to conduct youth-led activities to end childhood statelessness in BARMM. UNICEF also supported the accreditation of more than 700 youth organizations in BARMM. UNICEF supported capacity building of 80 youth parliamentarians on government structure, parliamentary procedures, and how to prioritize community issues that need policy intervention.

### Contribution analysis using DHS data and state of education report

A limited-scope quantitative contribution analysis was possible using secondary data – DHS 2017 and 2022, and the state of education report for the school year 2021-22.

**Exhibit 14** shows the change in the number and proportion of schools participating in the WASH-in-School Three-Star assessment initiative from 2018-19 to 2021-22. Although nearly all schools nationwide participated, the participation rates increased more rapidly in the seven ADAP-focused regions. However, schools from other regions score had better star rating. For example, while 12 %-points (pp) more schools from the seven ADAP regions received no star, 4.5 pp more schools from other regions scored 3-star rating.

**Exhibit 14. Net Change in Rate of Participation and Results of 3-Star WinS Initiative**

	PCO Focused Regions		Other Regions		% -points [pp] change [ (b-a) – (d-c) ]
	2017-18 (a)	2021-22 (b)	2017-18 (c)	2021-22 (d)	
<b>Participation by Schools</b>					
# of participating schools	6667	15890	17100	27097	
% of Schools participating in 3-star assessment	72%	93%	80%	96%	5.31 pp
<b>Assessment Result (% of participating schools)</b>					
No star	72%	60%	75%	51%	12.08 pp
1 star	2%	5%	3%	5%	0.26 pp
2 stars	4%	27%	6%	31%	-1.50 pp
3 stars	0%	4%	0%	9%	-4.52 pp

**Data Source:** WinS Monitoring results: School Year 2017/18 to 2021/22 from Department of Education (<https://wins.deped.gov.ph/wp-content/uploads/2024/02/TSA-WinS-Monitoring-Report-Web-2017-2022.pdf>). The data was extracted and summarized by the evaluation team from the PDF file.

**Exhibit 15**, presents results from a difference-in-difference regression model to compare the change between 2017 and 2022 DHS rounds in a few indicators related to school enrolment, use of SRH services, family planning, and pregnancy. These indicators are not outcome indicators as per the ADAP strategic framework document but can help understand how the 'situation' has been changed over time between the seven UNICEF-focused regions and other regions. The results are presented disaggregated by young girls aged 15-24 years and senior women aged 30 to 39 years to draw insights on differential impacts for adolescent versus older population. Please note that the results presented cannot isolate UNICEF's specific impact given the complex interplay of various factors and confounding interventions.

**Exhibit 15. Difference-in-Difference Change between SRH, Education and Child Protection Indicators; DHS (2017 and 2022)**

Indicators constructed using DHS 2017 and 2022 data	Young Girls (15-24 years)		Senior Women (30-39 years)	
	Other Regions (%)	Change in Focused Regions (pp)	Other Regions (%)	Change in Focused Regions (pp)
Member aged 15-17 is enrolled in a school	93.05	1.86	NA	NA
<b>SRH Services and Access</b>				
At least one problem in accessing health facility	60.46	0.52	54.02	10.95***
Is the respondent currently married	20.22	-0.50	82.78	-2.33
Among Married: Use of any type of contraceptive / FP method	52.81	3.85	64.04	-6.11**
Unmet FP need among sexually active respondents	9.96	-4.01	13.99	3.35*
Was the respondent ever pregnant	20.63	-0.66	87.39	-3.03
Antenatal care provided by a skilled professional (Doctor, Nurses, Midwives)	92.38	-2.18	94.90	-5.53*
Institutional child delivery	84.87	-0.94	84.67	-6.62**
<b>Awareness about women and child protection mechanisms</b>				
Aware of all 3 protection orders: Barangay PO, Temporary PO, Permanent PO	44.21	-6.7**	62.50	-11.71***
Aware of both CP units: PNP Desk and HOH Hospital Desks	57.60	-1.93	72.67	-5.26*

Note: The model specified is  $Y_{it} = \alpha + \beta_1 I_{it} + \beta_2 r_{it} + \beta_3 \Delta I_{it} + \beta_4 \Delta r_{it} + \epsilon_{it}$ . The hypothesis test assesses whether  $\beta_3$  is statistically significant with robust clustered standard errors. Statistical significance is denoted as: \*\*\* p-value <0.01; \*\* p-value <0.05; \* p-value <0.10 in a two-sided test.

## UNICEF-focused regions continued to lag compared to other regions, but the gap was being closed at least for the adolescent and young girls.

The proportion of girls aged 15-17 who are currently attending a school was over 90% across the Philippines with no differences across the two groups of regions: UNICEF focused and other regions. While the access to and extent of SRH service was worse in the focused regions for older women, there were no statistically significant differences in the same for young girls. The extent of awareness about the prevention orders and the complaint-cum-protection mechanisms is worse in UNICEF-focused regions than other regions, but the gap is less among young girls than senior women.

**Exhibit 15** also shows that the UNICEF-focused regions fared worse than other regions even before the start of CPC8 (2017). These regions faced larger development deficits and suffered from a disproportionate share of child rights abuses compared to other areas; and thus, prioritised by UNICEF under CPC8. In this context, the observed narrowing of the awareness gap, especially among young girls, suggests some progress.

### 3.3.3 What were the major factors influencing the achievement or non-achievement of UNICEF output-level results?

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**(Not a 'ratable' evaluation question)** *The PCO achieved expected results moderately due to strong partnerships with government, universities, and development partners, and platforms engaging adolescents like youth councils. UNICEF contributed to these in CPC7 and CPC8.*

*The ADAP strategy focused on capacity building, developing policies, plans, systems, guidelines, and piloting models. UNICEF accomplished outputs within its control: research studies, ALS curricula development, advocacy, and workshops. However, achieving government-dependent outputs was challenging, such as providing accessible ALS, increasing government spending on education, health, and social protection, and ensuring essential services for children in 118 municipalities.*

*Two main reasons for not achieving some outputs were: the COVID-19 pandemic's resource shift and economic impact, and lack of comprehensive planning for ADAP strategy in CPC8's design stage. The ADAP strategy and implementation plans evolved through the initial two years of CPC8, the ADAP results framework didn't align with the TOC for adolescent programming and omitted several relevant indicators from the CPC8 results framework. Even though ATF encouraged collaboration, it wasn't accountable for monitoring results, leading sectors to focus on sector-specific outcomes.*

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#### Perspectives of qualitative research participants on enablers and barriers to achieving the results

A provincial youth development officer's quote captures how a programme can be successful yet hindered: *"The creation of a province-wide youth development alliance and executive orders for budget allocations are notable achievements. These actions institutionalize youth development efforts, providing a structured framework for future activities. However, the effectiveness of these initiatives is partly hindered by a lack of comprehensive monitoring and adequate personnel support. Full implementation of strategic plans requires dedicated resources and continuous evaluation to measure impact and make necessary adjustments."*

A consensus emerging from discussions with several UNICEF staff members highlights the challenge of varying capacities at the Local Government Unit (LGU) levels to implement projects; some require substantial support, while others lack financial resources. The decentralization process in the Philippines presents challenges in navigating legal frameworks and adapting to new laws, particularly in the Bangsamoro Autonomous Region in Muslim

Mindanao (BARMM), where the government is undergoing a transition. Additionally, LGUs face budget constraints, which hinder the sustainability or scaling of programmes.


While ADAP initiative promoted intersectoral collaboration and the ATF served as a platform for such work, there was no dedicated ADAP ‘programme’ with its own funding or resources. Each section had to utilize their funds to promote inter-sectoral programming but within the limitations set by the funder. Securing funding for multi-sectoral programmes is generally difficult, and determining which section should anchor such a programme is also challenging. The lack of funding further restricted the ability to dedicate human resources to ensuring and monitoring inter-sectoral work. Staff from different sections had to assume the role of ATF secretary as a secondary priority to their primary responsibilities. Despite these challenges, inter-sectoral work was successfully conducted with the Department of Education (DepEd) and the Department of Health (DoH).

A few examples of the barriers to successful implementation that emerged from the qualitative research are as follows.

- The DepEd-BAE UNICEF could have better aligned their implementation calendars.
- Programme design and advocacy could be timed better such that the LGU-level activities are concluded before LGU budgets are finalized, and school-based programmes are ready before the school year starts.
- Projects with LGUs should have a minimum one-year duration for proper ownership and involvement.
- IPs should be trained for smoother handover of projects to ensure sustainability.
- Local organizations should be involved in designing activities and prepare budgets by the main IPs. Otherwise, sanctioned budgets have insufficient allocations for youth-led advocacy campaigns, especially for travel expenses, and they lack flexibility for unplanned costs.
- Inadequate capacity of a specific IP was also mentioned as an issue with a need for better oversight from UNICEF.

### 3.3.4 To what extent the adolescent participation was mainstreamed in UNICEF programmes

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 **Very Good:** Adolescent participation was central to ADAP, with their involvement from design to implementation. COVID-19 limited adolescents' participation first three years of CPC8, but notable successes occurred in the last two years. For example, an outcome indicator surpassed the 2023 target, achieving a child/adolescent participation mechanism in 39% of LGUs in collaboration with NYC, exceeding the 30% target.

*However, adolescents' involvement in monitoring and programme review was non-existent, perhaps because monitoring and review mechanisms for ADAP were in general weak and thus involvement of adolescents was a moot point.*

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The Philippines has a unique distinction of having youth parliaments and commissions that involve young people in policy making. These platforms were supported by UNICEF even in its previous country programmes (e.g., CPC7) and now these platforms were used by UNICEF for strong adolescent and youth participation in its programming. ADAP's strategic framework included institutionalizing youth participation with planned activities as follows:

- Workshop consultations
- Capacity building and partnership of CWC and NYC to build capacity of youth organizations
- Tech assistance to focused LGUs to institutionalize mechanisms for Adolescent/Youth participation
- Increase children and youth participation in child-centred DRRM-CC
- Strengthening adolescent participation in BARMM through U-report weekly polls

PCO's commitment to meaningful adolescent participation in programme design and development was acknowledged by the key informants from UNICEF regional and global offices as follows:

- UNICEF RO staff commended PCO's comprehensive approach to adolescent engagement across all programmatic aspects, specifically noting their utilization of established governmental structures like the Youth Councils. PCO's methodology in developing the green skills programme was lauded as a best practice due to extensive consultation and collaboration with young people during the program's conceptualization
- UNICEF global office staff particularly highlighting the ING-funded four-year Power for Youth Programme as a model for replication in other countries.

Our discussion with NYC officials also highlighted that UNICEF helped them promote and acknowledge the involvement of young people in climate action. For instance, young people gathered 3.6 million signatures advocating to limit the temperature increase to 1.5 degrees Celsius. This effort prompted the Philippine Government to designate November 25 each year as the National Day for Youth in Climate Action. Additionally, young individuals participated in the ASEAN Ministerial Meeting on Youth with support from UNICEF. Consequently, ASEAN member states declared November 25 as ASEAN Youth in Climate Action and Disaster Resilience Day.

The evaluation team verified that adolescent participation was ensured at the regional and sub-regional levels. The FGD with Pampanga Youth Coalition noted that their members had participated in the UNICEF-supported training and workshops on ISDN, Safer Kids PH, Kaibigan Chatline, Young Heroes' initiative, and Young Advocates for Road Safety (YARD).

## MAJOR SUCCESSES FOR ADOLESCENT PARTICIPATION

- In 2021, UNICEF facilitated 19 adolescent-led community-based model projects on participatory climate action programme which informed national governments 'Communication for Development Strategy on Youth in Climate Action' which is the overarching framework for the developing LGU-specific toolkits for mobilization of children and youth. (annual report 21)
- In 2022, UNICEF conducted a series of children-led consultations on the UN Convention on the Rights of the Child Report, 2022 Voluntary National Review of the Sustainable Development Goals, and the legislative agenda for the 19th Congress in the Philippines.
- In 2022, UNICEF and partners launched the Kabataang (Youth) Resilient Programme, together with 175 (93 females; 82 males) in-person and 600 online participants to provide platforms and opportunities to exercise their right to thrive in a safe and resilient community.
- In BARMM, UNICEF supported youth-led civic engagement activities reaching 9,079 (4,449 females; 4,630 males) to influence policy recommendations for inclusion in the Bangsamoro Youth Parliament.

A health ministry officer in BARMM noted the participation of adolescents especially from the LGBTQ community in MHPSS trainings. A provincial Youth development officer reported that *“many adolescents and youth are getting engaged these days. For example, more people are joining the Youth Empower Awards, and two youth organizations are finalists for the prestigious Ten Outstanding Youth Organizations (TAYO) Awards”*. A FGD with members from three youth organizations reported their participation in youth camps, workshops on life skills and leadership, health and wellness programmes, and engagement in community outreach programmes and campaigns.

#### Quote from a regional Youth Development Officer

“One of the most exciting results of having a youth parliament is that the [regional] youths have raised political discourse to another level. With the elections coming up, online posts mostly come from alums of the Youth Parliament. The discussions are no longer merely noise nor emotional; they have turned into rational exchanges of arguments.”

However, the consultations at the sub-national and provincial regions were mainly to get feedback on tools used in training and to train the adolescents themselves, but not in programme conceptualization, planning, stakeholder mapping, estimating resources, developing verification and review plans and actual monitoring and review of the programme implementation.

### 3.4 Impacts

ADAP results framework do not include any higher order outcome indicators related to behaviour change, practice or empowerment, but only those which are programmatic outputs and service delivery related outcomes. Therefore, impact criterion was not a part of the original TOR for the evaluation. However, it was added later on a suggestion from the ERG that higher order outcomes if any can be assessed to the extent data and evidence can permit and verify if there have been any unintended results. Since such impact indicators were not a part of the results framework, the evaluation team did not have any quantitative data on such indicators. However, the qualitative research inquired about any benefits beyond what was expected under the programme as deliverables.

Downstream impacts on capacity of partner organizations and their staff members emerged as an unintended and higher-order positive outcome of UNICEF supported initiatives. Several province- and city-level organizations and individuals reported to the evaluation team how their operational procedures and personal capacities have significantly improved through their work with UNICEF as follows:

- Participants in group discussions from the Positive Youth Development Network credited UNICEF's support for their organization's resilience during the COVID-19 pandemic. They highlighted numerous organizational learnings derived from their partnership with UNICEF.
- A member of a local youth council emphasized 'personal development' as a key impact of UNICEF's program. They noted gains not only in knowledge but also in leadership skills and the cultivation of a peer network, all of which can contribute to their career growth.
- Members of a Youth Organization identified benefits extending beyond ADAP's primary result areas: “We gained project implementation skills... our organizations established connections with [implementing partner] one of UNICEF's implementing partners in our city. We have also fostered strong relationships with the local government unit.”

The foundational capacities developed by UNICEF in previous Country Programme Cycles has contributed to the establishment of a youth parliament platform at NYC and other sub-national youth councils (such as at BARMM), empowering young people with a voice in



legislative processes. These platforms now serve as vehicles for UNICEF to implement programmes with meaningful adolescent engagement. The evaluation team also observed how UNICEF's capacity-building of youth parliamentarians is producing cascading impacts as noted below by a key informant: *“UNICEF's support equipped 80 youth parliamentarians with knowledge of government structure, parliamentary procedures, and skills to prioritize community issues for policy intervention. The first and second Bangsamoro youth parliaments in 2021 and 2022 generated 20 draft bills and resolutions, subsequently adopted by the regular BARMM parliament. This success has inspired young parliamentarians to initiate similar structures in their localities. For example, the municipality of Al-Barka in Basilan has established a municipal youth parliament, with draft resolutions submitted to the LGU's chief executive. Similarly, Tawi-Tawi has formed a provincial youth parliament, forwarding policy recommendations to the Office of Provincial Procurement”.*

### 3.5 Efficiency

The ADAP programming approach showed efficiency in achieving desired results, with strengths in multi-sector coordination and adaptability during the COVID-19 pandemic. However, there was a potential for more efficiencies (and effectiveness) with a robust monitoring, documentation and review system and considering inter-sectors approaches for other areas under ADAP.

#### 3.5.1 To what extent is the ADAP approach efficient in the achievement of desired results in terms of resource utilization and timely delivery?



**Very good:** Overall, due to inter-sectoral approaches and leveraging strengths of national and LGUs and CSOs in the implementation of the projects, the adolescent programme is more efficient than siloed approaches. For example, UNICEF's ALS interventions not only focused on 21st-century skills and employability but also interconnected with mental health and sexual well-being. A separate programme on mental health and sexual well-being would have been much more resource intensive. The COVID-19 pandemic delayed the project implementation timeline and overshadowed all other reasons. However, other reasons for the delay include the untimely release of funds, delay in technical assistance from UNICEF, and government-level delays in approval and support. Non-availability of quantitative data limits the evaluation from quantifying efficiency.

**Very good:** By using inter-sectoral approaches and leveraging the strengths of national, LGU, and CSO implementations, the adolescent programme is more efficient than isolated programming. For instance, UNICEF's ALS interventions integrated 21st-century skills, employability, mental health, and sexual well-being, which saved resources compared to separate programmes for each aspect. Delays were mainly due to the COVID-19 pandemic, but untimely fund releases, delayed technical assistance from UNICEF, and government approval delays mattered. Lack of quantitative data limits the evaluation team's ability to measure efficiency.

#### Fairly efficient utilization of resources and timely delivery of services.

Many of the national and subnational respondents interviewed gave ratings in the range of 8-10 out of 10 for UNICEF's support for effective and efficient implementation of government-led and partner-led programmes. While the non-availability of quantitative data limits the evaluation from quantifying resource savings, interviews with national and subnational stakeholders across different contexts perceived ADAP to be efficient in meeting the programmatic goals in the strategy document (PCO ADAP Strategic Framework 2020). A few specific examples are as follows:

- ADAP utilized and reinforced existing councils and working groups mandated by National Law, such as Local Youth Development Councils, thereby maximizing efficiency by building upon established structures.
- UNICEF's ADAP strategy committed to annual meetings with development partners to foster collaboration, monitor progress, and encourage innovation in adolescent education (PCO ADAP Strategic Framework 2020). A government agency representative confirmed this flexibility by stating, *"UNICEF's partner reviews make the rolling workplan efficient. We sometimes need to prioritize and change plans."*
- ADAP's integrated approach promoted collaboration across multiple sectors, including health, education, child protection, WASH, and social policy, leveraging shared resources and expertise. For example, the incorporation of MHM into the curriculum involved both the education and WASH sectors, enhancing impact while minimizing redundant efforts.
- UNICEF's ALS interventions emphasized 21st-century skills and employability while also tackling mental health and sexual well-being. This integration obviates the necessity for separate, resource-intensive programs for each area, thereby augmenting efficiency.
- ADAP supported the development of LGU-coordinated models for adolescent physical and mental health services, which have demonstrated increased service utilization through integrated delivery. This approach reduced fragmentation and enhanced access to comprehensive services for adolescents.
- ADAP strategy employed a unified method for community engagement, exemplified by the use of U-Report for youth feedback on multiple issues, thus diminishing the need for distinct engagement mechanisms for each sector.
- UNICEF made efforts to improve fiscal management among its partners, which aligns with its strategy of strengthening institutional capacity and providing technical assistance (PCO ADAP Strategic Framework 2020). A key informant from a CSO stated, *"UNICEF's orientation on harmonized expenditure, its conduct of spot checking and micro-assessment, helped the NGO's finance and administrative units."*

### **Interim delays in programme implementation and challenges existed, but progress was accelerated and many of the targets were achieved by 2023.**

The COVID-19 pandemic significantly impacted programme operationalization and timelines across various UNICEF-supported initiatives. While programmes continued, they were limited in scope and participation due to the pandemic restrictions. In some cases, the shift to online programming from face-to-face programming reduced the ability to deliver outputs effectively. A youth development officer said, *"The implementation of the UNICEF-supported projects during the COVID-19 pandemic was done online which in many ways limited the PYDO's output and effectiveness. People had to adapt and find ways to do things online only."*

The review of UNICEF annual reports in 2020 and 2021, and the RAM reports in these periods also highlight that the outputs and outcomes that depended on the fieldwork (e.g., research products, system strengthening especially at the point of service provision) were not achieved and how a few activities (e.g., sports for development concept for ALS) had to be de-prioritized.

Given the overwhelming effect of COVID-19 on the interim delays, the evaluation team attempted to gain feedback from qualitative survey participants on non-COVID-19 reasons that would have contributed to the interim delays irrespective of COVID-19 pandemic. Following reasons were identified:

- A few LGUs and IPs acknowledged the amount of work pressure on UNICEF programme staff and how it led to delays in taking decisions on requests from LGUs, review of documents and knowledge products. A local government officer stated, *"With many*

*competing priorities and their meticulousness, it often took some time for the UNICEF sector specialists to review and provide feedback on documents and knowledge products.”*

- Timely fund release was described as an issue by multiple respondents, though sometimes these delays were due to errors at partners' end in documentation, providing proof of work completed, and raising invoices. However, the lack of funds affected the programme plans. There were challenges in obtaining timely government approvals and support. This was particularly true in the case of one of the priority areas focused on SRH services for adolescents. A key informant noted: *“Inertia in government processes prevented the scaling-up of CSE work despite the presence of tools, training designs, and champions”*.
- Changes in local government administration impacted the continuity of some programmes.

### 3.5.2 To what extent did UNICEF efficiently coordinate and use its resources, capacity, and comparative advantage to achieve results and avoid duplication



**Good:** *Cross-sectoral modality saves costs and resources by design, leading to efficiency gains. ATF likely fostered collaboration but stopped using a matrix that could track its extent and assess intersectoral programming contributions. The short-duration projects with high start-up costs, and lack of a comprehensive monitoring system for adolescent programming also limited further efficiency gains.*

#### **Multisectoral collaboration and coordinated programming should result in resource savings compared to siloed programming, but the extent of the same cannot be assessed without documentation and monitoring systems.**

The ADAP strategy emphasized cross-sectoral collaboration within UNICEF PCO as well as with other stakeholders. UNICEF's strengths in bringing different partners together have led to fostering greater cross-sectoral collaboration in CPC8 period than that in CPC7 whose evaluation identified a lack of convergence and collaborative work as a limitation. KIIs with UNICEF staff, LGUs and youth organizations generally concurred that multisectoral approaches improved efficiency by leveraging the resources and expertise of different partners. For instance, UNICEF provided funding and knowledge resources, while a youth organization planned projects, and local youth groups implemented them. Such partnerships also facilitated efficient knowledge transfer from UNICEF to local youth groups, enhancing their capacity to deliver projects in the field.

The creation of the ATF was driven by the need for a platform to foster collaboration and inter-sectoral programming in a programmatic manner to pool resources. In the words of a UNICEF staff, *“The biggest thing we did was the NPAC, the development of the National Plan of Action for Children. So, because it is a multi-sectoral plan, all members of the ATF are engaged. .... the intersectoral is really in the process of doing things. And then rather than intentionally as an intersectoral results outcome. I saw that ATF would be the platform that would push for multisectoral collaboration [in all aspects of UNICEF work].”*

While the evaluation team's findings on the processes and activities of ATF are mixed, the results of the adolescent programming as per the results framework of CPC8 and programme description documents for the health, education, and child protection sections strongly support that inter-sectoral collaboration and approaches were used to achieve the results.

A few other examples at the sub-national level demonstrate the extent to which the adolescent programming approach was efficient in the achievement of desired results:

- The renewal of the ISDN in Cagayan De Oro City was via effective cross-sectoral collaboration and leveraging the strengths of UNICEF at the local level. UNICEF provided training and financial support for the renewal of ISDN through Y-PEER (the IP). Key informants describe how ISDN was created when different sectoral agencies, including the city health-population office, and departments of education and health came together. UNICEF support was also instrumental in establishing community-based teen centres through youth-based participatory approaches.
- Oky Philippines period tracker App showcases effective collaboration between UNICEF's health, education, and WASH sections. UNICEF supported the development, roll-out and training on the app with financial and technical support through Plan International with activities such as developing the design and content of the Oky app Philippine version, localization of the Oky period tracker app, and training of regional and divisional adolescent and reproductive health (ARH) and WinS partners on the Oky app. The Oky period tracker app has been adopted by DepEd for use in schools nationwide.

While a few respondents were concerned about the digital divide faced by adolescents without mobile phones or who reside in areas without adequate internet connection (e.g., Northern Samar), others identified that Oky App was just one tool to promote safe MHM among adolescent girls, and the App has tried to include features such as vibration patterns to convey information to persons with severe hearing and vision impairment.

- UNICEF was also able to address multiple objectives (education through ALS and youth empowerment through YDA) within the same programme framework, and leveraged lessons learned from one province to implement the programme in another, potentially increasing efficiency. For example, UNICEF's work in Zamboanga del Norte in 2019 with ALS and the Youth Development Alliance (YDA) was replicated in Northern Samar to establish the Northern Samar Youth Development Alliance (NSYDA) after one and half years.

### Factors that impacted the efficiency of adolescent programming

According to the results framework for ADAP, most outputs were achieved or nearly achieved by the end of 2023, despite interim delays. Intersectoral programming work was conducted, likely resulting in efficiencies by leveraging the comparative advantages of different partners. However, four reasons affected further gains in efficiency (and effectiveness) of adolescent programming.

First, the ADAP strategy missed an opportunity to consider a continuum of services and intersectorality across all aspects of adolescent programming and the transition phase between childhood and adolescence, through a life cycle approach, as discussed previously. A national-level long-term partner of UNICEF mentioned, *"Work within UNICEF [still] tends to be compartmentalized when it should be cross-sectoral for complementing efforts of different sections."* Another informant provided an example, *"WASH in schools and WASH in emergencies are handled by different units at UNICEF. But these cut across each other and have a lot in common and affect adolescents."* The issue of continuity of services is particularly important in adolescent programming, ensuring services and interventions are coherently linked and build upon each other as children transition into and through adolescence. For instance, transitioning from child-focused health services to adolescent-specific health care, or progressing from basic education to secondary and alternative learning systems, requires careful consideration of how these services connect and complement each other. The ADAP strategy could have more explicitly addressed how different sectoral interventions (such as

health, education, protection, and participation) align and support each other throughout the adolescent life stage. By focusing more on the continuum of services, the ADAP strategy could have strengthened its approach to providing comprehensive, age-appropriate, and interconnected support for adolescents navigating the complex transitions of this life stage.

Second, the duration of projects can impact their efficiency, success, and sustainability. One key informant pointed out, *“Short duration of projects cannot help building capacity in the system and expected results are not plausible in the short timeframe. It needs more realistic [smaller / achievable] goals.”* This challenge becomes more pertinent in intersectoral work where partnerships must be built, which takes time. For example, the strategy aims to address legislative barriers, including laws that hinder protection and service delivery, such as the RPRH law requiring parental consent for minors to access reproductive health services. Addressing such systemic issues requires long-term, sustained efforts. One respondent noted, *“Although the project's components can be short-term term the vision and planning must be long-term.”*

Third, the monitoring, documentation, and review mechanisms for adolescent programming, in general, and ADAP-specific intersectoral collaboration activities have been weak. The evaluation of the ATF platform identified that the collaboration matrix intended to monitor ‘inter-sectoral collaborations and approaches’ was not used throughout the entire duration of CPC8, resulting in no accountability for the success or failure of the approach. Output managers delivered the results; however, no one was responsible for the ‘process of collaboration’ because it was unclear who in PCO was interested in the outcomes of this process, especially after the then deputy representative moved from the PCO. Despite this, collaborative approaches continued due to the commitment of PCO staff. However, robust monitoring and reporting on the collaboration and inter-sectoral approaches would have facilitated better assessment.

Finally, no dedicated human or financial resources were available for the design, implementation, and monitoring of the inter-sectoral collaboration across all aspects of PCO work as originally intended. Moreover, monitoring of inter-sectoral collaboration only occurred during ATF periodic meetings. When these meetings ceased, updating the collaboration matrix also stopped, further hindering the tracking of cross-sectoral efforts. The collaboration matrix was discontinued even if ATF continued to meet on a needed basis. The evaluation team has assessed this gap in more detail in **Section 3.7**.

### 3.6 Sustainability

UNICEF's ADAP programming has exhibited varying levels of successes in sustainability of different initiatives. Key examples include child protection and health sector strengthening to ensure continued service delivery, mainstreaming of initiatives such as digital responsibility programs and youth development alliances, helping enact ordinances for adolescent programs, and institutionalising multi-sectoral approach at LGU levels are notable achievements. Additionally, initiatives like the WASH in Schools program and mental health support services have been sustained.

While UNICEF has made significant strides in institutionalizing some programmes and building local capacity, the sustainability of initiatives often depends on continued government support and resource allocation. The transition from UNICEF-led pilots to government-scaled programmes remains a work in progress, indicating that while foundations for sustainability have been laid, ongoing efforts are needed to ensure long-term impact. Other challenges to sustained programming were also evident such as a lack of exit plans, inconsistent commitment and funding at LGU levels post-UNICEF involvement, difficulties in maintaining

programmes for out-of-school youth due to resource constraints, and ongoing dependence on UNICEF for technical assistance and resources in some areas.

### 3.6.1 To what extent the programmes and the achieved results be sustained without UNICEF support?

- To what extent coordination structures, plans, programmes, and policies at the national and sub-national levels have changed to sustain the results of the programming?
- To what extent government interventions are not dependent on UNICEF technical support?
- To what extent the activities and results achieved are likely to continue after UNICEF support has ceased?
- What arrangements local governments have made to sustain the results?

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**Good:** National plans, structures, and policies can ensure sustained programming because government stakeholders had been involved from the beginning and can take forward design, implementation, and reviews of national level initiatives. However, UNICEF's technical assistance for high-quality research studies and innovations will be valuable at the national level. At the sub-national level, collaboration and adolescent programming structures exist but many municipalities and barangays lack resources, while some cities and provinces are better prepared due to established ordinances and sustainability-focused program designs.

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#### The plans, structures and policies at the national level were assessed as adequate to sustain the results given the government stakeholders have been substantially involved in the programme design, implementation, and reviews.

At the national and sub-national levels, youth councils and the CWC are authorized for coordination, and PYDOs implement or coordinate implementation. These officers are linked with youth networks in their regions. Departments such as DepEd and DOH already have numerous programmes, plans, frameworks, and policies to guide their programming and allocate resources. **Exhibit 16** lists the acts, policies, plans, frameworks, and examples of programmes available in the Philippines to show that the regulatory and programmatic framework for adolescent programming is sufficient to sustain the programmes.

Key government department informants revealed high confidence in sustaining the programmes even if UNICEF exits because the programmes are now integrated into regulatory frameworks and budgets. Government stakeholders have developed capacities to sustain programmes due to their long term and meaningful involvement in project design, planning, and implementation with UNICEF. For example, in anticipation of the eventual exit of UNICEF and its support, DepEd-BLSS took steps to ensure the continuity of jointly established programmes such as an online monitoring system, a group chat with focal persons for quicker provision of technical support, and disbursement of funds to regions and divisions.

#### Dependence on UNICEF Technical Support is much higher at provincial and city levels than that at the national level

National government officials valued UNICEF's long-term technical support for research, innovations, and best practices in monitoring, evaluation, and programme management. Some respondents stated they will continue using UNICEF's content and knowledge products. However, they also emphasized that continued capacity-building support by UNICEF at sub-national levels was critical. A consensus among the LGUs, youth councils and youth development office was, as excerpted from a group interview, '*Considering the limited resources we have, we still need technical assistance, we need UNICEF.*'

## Exhibit 16. Example List of Acts, Policies, Plans, and Programmes for Adolescent Programming

### Policies, Frameworks and Plans

- Adolescent Health and Development (AHD) Policy
- Adolescent Health and Development (AHD) Policy
- National Child Protection Policy (NCP)
- National Economic and Development Authority (NEDA) Framework
- National Youth Empowerment Framework
- National Framework for Health Systems Strengthening
- National Commission on Indigenous Peoples (NCIP) Guidelines
- Policies, Orders and Memoranda by various departments and councils
- National Plan of Action for Children (NPAC)
- National Youth Development Plan (NYDP)
- Philippine Development Plan (PDP)
- Philippine Plan of Action for Nutrition (PPAN)

### Programmes

- Alternative Learning System (ALS) Programme
- National Adolescent Health and Development (NAHD) Program
- National Population and Development Program
- Department of Education (DepEd) Programs
- Department of Social Welfare and Development (DSWD) Programs

### Acts and Laws

- Child and Youth Welfare Code (Presidential Decree No. 603)
- Republic Act No. 10175 (Cybercrime Prevention Act of 2012)
- Republic Act No. 10627 (Anti-Bullying Act of 2013)
- Republic Act No. 10630 (An Act Strengthening the Juvenile Justice and Welfare System)
- Republic Act No. 10687 (Unified Student Financial Assistance System for Tertiary Education Act)
- Republic Act No. 7610 (Special Protection of Children Against Abuse, Exploitation and Discrimination Act)
- Republic Act No. 8044 (Youth in Nation-Building Act)
- Republic Act No. 9155 (Governance of Basic Education Act of 2001)
- Republic Act No. 9208 (Anti-Trafficking in Persons Act)
- Republic Act No. 9231 (An Act Providing for the Elimination of the Worst Forms of Child Labor and Affording Stronger Protection for the Working Child)
- Republic Act No. 9344 (Juvenile Justice and Welfare Act of 2006)
- Republic Act No. 10533 (Enhanced Basic Education Act of 2013)
- Republic Act No. 10354 (The Responsible Parenthood and Reproductive Health Act, 2012)
- Republic Act no. 11036 (Mental Health Act of 2018)

**The national-scale programmes and activities are likely to continue without UNICEF support. At the sub-national levels and below, only the LGUs which have the capacity in terms of human resources and assured availability of budgets can sustain the programmes.**

A few examples of how the government is planning to sustain the programmes at the national level are described below from the KIIs:

- In the case of MHPSS through KCL, the programme was designed to scale from the time it was initiated by PYDN and PCO. Therefore, detailed documentation of processes, from youth consultations to volunteer training and backend operations are available in the toolkit and operations manual to support future expansion. KCL's sustainability strategy includes professionally offering mental health and psychosocial support training to various agencies to not only ensure an income source but also to expand the pool of trained responders to enhance the platform's service capacity. Additionally, consultancy fees for any technical assistance associated with adapting KCL by other agencies can also be an income source to sustain KCL.
- The PPEVAC initiatives were rolled out to Angeles and Valenzuela with CWC as a partner. In Angeles City, plans of action, templates and training materials are already available to help them sustain the project. Valenzuela also issued their ordinances, and CWC has trained the programme team on SBCC and child protection plans.
- DepEd will be taking over hosting the Oky period tracker app when Plan International's contract concludes in June 2025. The app has been adopted for nationwide use in schools, with rollout funded through DepEd's ARH programme support funds. DepEd issued a memorandum supporting the app's use in 2023, and a national online orientation was conducted in April 2024. Anticipating the eventual exit of UNICEF, DepEd-BLSS has taken steps to ensure the continuity of programmes established together with UNICEF. These include establishing an online system to monitor which regions and divisions need technical support. DepEd-BLSS also maintains a group chat with the focal persons so that they can be readily convened and provided technical support. Programme support funds are available and have been disbursed to the regions and divisions (e.g., for the rollout of the Oky period tracker app).

**The national-scale programmes and activities can continue without UNICEF support. However, only the LGUs that have sufficient human resources and assured budgets will be able to sustain the programmes.**

Outlined below are examples from KIIs on how the government plans to sustain programmes at the national level:

- The MHPSS programme was always designed to scale by PYDN and PCO. Therefore, comprehensive documentation of processes for youth consultations, volunteer training, and backend operations are available as toolkits and operations manuals to support future expansion. A sustainability strategy involves training external agencies to deliver MPHSS which can both serve as a revenue source for KCL and also expand the pool of trained responders to enhance service capacity.
- In Angeles City, plans of action, templates, and training materials for the PPEVAC initiatives have been developed to ensure project sustainability. Valenzuela has issued ordinances, and CWC has trained the programme team on SBCC and child protection plans.
- DepEd will take over hosting the Oky period tracker app when Plan International's contract concludes in June 2025. The app's nationwide rollout in schools has been funded by the DepEd's ARH programme support funds. In 2023, DepEd also issued a memorandum supporting the app's use.



- DepEd-BLSS has implemented measures to ensure programme continuity after UNICEF's exit. These include an online system to monitor technical support to regions and divisions, a group chat with focal persons for immediate technical assistance, and support funds to regions and divisions for activities such as the rollout of the Oky period tracker app.
- DepEd BAE respondents were confident of sustaining ALS micro-certification as it is now required by law (Republic Act 11510). Therefore, once UNICEF transfers the technology of micro-certification to BAE, BAE will start using it. Similarly, BAE plans to continue with the CSE-ARH programme which is also governed by the provisions of RA 11510. Some of the components of the CSE-ARH convergence programme such as counselling for adolescents with health issues, referral systems, and health promotion activities have already been institutionalized. USAID Opportunity 2.0 project funds will also be used to support expansion of the best practices.

Most of the interviewed LGU officers, YDOs and IPs at city- and regional-levels were confident to mobilize funds and implement the programmes after UNICEF's exit. A UNICEF officer also confirmed, *"UNICEF has helped the LGUs on how to program, how to advocate for the budget. How to include it in your plans, programmes, and activities for the next year. So, in a way, that is being sustainable."* However, when the qualitative team probed for availability of documented plans for mobilizing funds and continuing the implementation, most of the respondents did not have a plan. This suggests that 'preparedness to secure funding on their own' after UNICEF's exit is a belief and not a plan. The evaluation team identified varied levels of readiness and confidence at the local levels to sustain the programmes without UNICEF as follows:

- Angeles City appeared most well-prepared to sustain results due to its strong regulatory system, such as the OSAEC ordinance. Respondents were confident of maintaining ISDN with the City Health Office as a secretariat. The LGU has drafted a budget ordinance for ISDN's implementation, although its approval will require substantial lobbying from multiple stakeholders. As a backup, the city may use existing gender and development funds for ISDN.
- Northern Samar's PYDO institutionalized a UNICEF-supported adolescent program through the KADASIG ordinance, guaranteeing annual funds and quarterly council meetings. The initiative is expected to continue without UNICEF's technical support.
- Some IPs noted that association with UNICEF has developed their capacity to seek technical partnerships and funding elsewhere and they can sustain the programmes without UNICEF's help. One IP representative noted that he was now well trained to project proposals and develop sustainability plans and *'will be able to stand on our own'* when UNICEF support ceases.

In BARMM, the LGU officers were not confident of sustaining the programme without some assistance from UNICEF. A few officers were confident of mobilizing the funds but expected technical support from UNICEF while others also wanted funding support for a few components of their adolescent programmes. The regulatory framework of youth councils provides a platform to ensure budgets and thus sustainability if the council members are driven. However, this rarely happens. The qualitative team identified only one example where a member of a youth council in a municipality in the province of Maguindanao del Sur successfully navigated a resolution on Tulong sa Kabataang IPs (Indigenous peoples) through the barangay legislative council. She is now working towards expanding this resolution into an ordinance to generate assistance for the young people of the whole municipality of South Upi.

A PYDO from Samar province also sought gap funding from UNICEF or other external partners to sustain the programmes. The PYDO stated, *"[we] still need UNICEF support to continue doing the YES Awards and Youth for Environment and Sustainability Conference (YESCON) which are now in their fourth year of implementation. PYDO provides counterpart funding for some activities, but it*

still needs assistance for other endeavours. The beauty of this is that our office is mandated to implement these programmes. So, we always include them in [our] funding.” However, the evaluation team could not identify to what extent the LGUs have ordinance or budget appropriations from youth councils for their adolescent work.

### 3.6.2 To what extent does UNICEF have an exit strategy in place?



**Poor:** The ADAP implementation strategy did not include an exit plan or continuity strategy. As a result, these elements were not considered during project design and implementation. Although the strategy and implementation relied on the participatory processes and government involvement to sustain the programmes, PCO has now recognized the need for formal exit plans and has begun incorporating these in new programmes.

The qualitative discussions with government counterparts often resulted in a counter-question, “Why would UNICEF exit?” The government well understood that in the long-term UNICEF’s support can remain limited to technical assistance and not to fund grassroots programmes. However, they expected UNICEF to play ‘some’ role as a development partner of the national government.

A youth organization member also believed that ‘some’ technical support from UNICEF will continue: ‘We have not discussed an exit plan with UNICEF [regarding the project on ending statelessness]. What we are discussing in talks with UNICEF and UNCHR is how to achieve [what we had set out to do] ... there may be an exit plan when it comes to the resources they are providing. But I think even if the resources are gone, UNICEF will still provide technical support, even if it is just soft support’.

A PYDO identified the importance of having an exit plan for the sake of continuity of the programme: “...the handover of ZNYDA documents and resources to the Provincial Government marks a step towards exit [and sustainability]. However, the lack of a clear exit plan impacts administrative changes and poses risks to the continuity of these initiatives. Consistent understaffing and frequent changes in PYDO designate will disrupt the continuity and effectiveness of youth programmes. Ensuring a stable and adequately resourced team is essential for long-term success.”

Overall, while UNICEF’s partners have well-justified expectations of ‘what’s next’, specific support they need to or can receive from UNICEF or others after UNICEF’s exit was not planned.

### 3.6.3 To what extent the subnational model would be able to be scaled up at the national level by government stakeholders?



**Fair:** Local programmes are typically more successful, but scaling them to a national level is challenging due to complex government systems and necessity of securing buy-ins across multiple departments and at multiple levels. Despite this, delivering large-scale programmes is possible, as shown by WinS and Okay App. Successful national programming would require local capacity building to adapt the national programmes to local needs of vulnerable populations.

#### UNICEF has recognized the need to work at-scale.

In words of UNICEF staffer: “In the past, there was a lot of piloting [at the local level], but the evaluation [of CPC8] found that UNICEF support has not led to Government’s scaling up [the initiatives]. This time, UNICEF’s work will be upstream. Our technical assistance will be directed to

*the duty bearers, the Government. UNICEF will shift from piloting to modelling. UNICEF will place its foot at the national level because the National Government has the responsibility to set the direction and find what the issues are. UNICEF together with the national Government will co-create [the response to the issues], develop proof of concept, and let the Government scale up interventions using public resources."*

### **However, PCO members also cautioned on challenges in scaling up and effectiveness of such programmes.**

*According to a respondent from UNICEF, "programmatic initiatives have been more successful at the local level than nationally, but the sustainability hinges on continued local government commitment and funding. While local initiatives show promise, scaling them nationally remains a challenge due to varying levels of engagement and support from higher governmental bodies. Therefore, while there are challenges with sustainability post-UNICEF support at the local level, efforts are ongoing to establish local ownership and ensure the continuation of initiatives."*

When the evaluation team discussed possibility of a national scale-up, some IP and LGU respondents had reservations about whether the intervention would be effective at national scale. Their programming has focused on hyper-local issues and these issues may not be nationally relevant. On the other hand, a LGU officer also felt that scale-up of local programmes is possible as it was done for UNICEF's WinS programme and #MeronAko campaign; however, he also agreed that not every pilot and model is suitable for scaling.

#### **3.6.4 What are the major factors which influence the achievement or non-achievement of sustainability?**

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**(Not a ratable evaluation question)** *Four critical factors ensure long-term sustainability: (a) integrating the programme into existing government systems; (b) fostering collaborations between the duty bearers, rights holders and other stakeholders; (c) strengthening capacity at sub-national and provincial levels; and (d) generating evidence of success through robust monitoring and evaluation.*

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Primarily, the process followed in the programme design and implementation to involve the government from the start is key. In the words of a regional-level staff who has worked in multiple UNICEF-supported countries, "*[for the] Most [part] sustainability comes from programmes that have worked with governments and government systems from the start. Shifting capacity to these [government] bodies and ensuring they have the right structures for continued engagement is crucial. Subnational governments should incorporate guidelines and policies that engage young people systematically in their policymaking and programme design also.*" Several of the key informants at the national level also agreed and cited examples of how their involvement from the start has enabled them to sustain the programmes on their own.

Primarily, meaningfully involving the government from the start of programme design and implementation is most critical for ensuring sustainability. A regional-level staff who supports multiple countries stated, "*Most sustainability came from programmes that worked with governments and government systems from the start. Shifting capacity to these [government] bodies and ensuring they had the right structures for continued engagement was crucial. Subnational governments should have incorporated guidelines and policies that engaged young people systematically in their policymaking and programme design also.*" Several key informants at the national level also agreed and cited examples of how their involvement from the start enabled them to sustain the programmes independently.

The second factor was participatory and collaborative approaches involving the departments (duty bearers) and rights holders. The national and sub-national government officers recognized that adolescent well-being is interconnected across various departments (e.g.,

health, education, WASH, protection) and appreciated UNICEF's efforts in promoting integrated approaches as important for sustainability of programmes. The KIIs identified examples of collaboration across sectors such as health, education, WASH, social welfare, and justice. UNICEF staff and LGU officers also provided examples of involving the rights-holder in consultations which built their sense of ownership of the project and its results and often resulted in adolescent-driven advocacy and demands to the LGUs which is what is exactly expected of a human rights-based programme.

The third factor was system strengthening, especially at the provincial and city levels, to plan and advocate for budgets, train human resources, commission and manage project implementation through youth networks or CSOs and review the project in consultation with all stakeholders and the rights-holders. According to information shared by CWC, the 2023 annual programme review and evaluation workshop for child-friendly local governance found that LGUs had varying capacities to assume the devolved functions assigned to them, implement programmes, and deliver services. The workshop identified a need for capacity development interventions by the Department of the Interior and Local Government and the Bureau of Local Government Development to help LGUs transition successfully towards decentralized governance and programme implementation. UNICEF staff gave examples of building the capacity of local partners, governments, and civil society organizations so that they could continue programme activities independently. NYC also identified their efforts to pilot a master's degree programme in governance and development and eventually institutionalize it at Ateneo de Zamboanga University (ADZU) for mainstreaming. KIIs also identified a need for strengthening the referral system for health and other sectors/settings (schools, social welfare/child protection, justice).

Finally, a national-level implementation partner observed that scaling and sustaining an innovative initiative was more likely if there was compelling evidence of its effectiveness. He provided the example of advocacy for ending 'child, early and forced marriages' along with implementation of Republic Act No. 11596 which prohibits the practice of child marriage. There has been no evidence of whether the advocacy or the enactment has or can result in any change or improvement in the situation of child marriages. Without such evidence, advocating for sustaining their advocacy initiative and implementation of the Act was that much harder.

### 3.7 Evaluation of ATF as a programmatic platform

ATF was formed as a programmatic platform to foster collaboration between different UNICEF sections as discussed in **Section 1.2.1. Exhibit 1** maps the relationship between the larger adolescent programming, ADAP strategic framework and ATF. The evaluation team assessed the ATF by reviewing ATF and ADAP specific documents and conducting FGDs and KIIs with ATF members and other UNICEF staff.

#### 3.7.1 Relevance

- Was ATF essential or required for the implementation of the ADAP strategy?
- Was ATF designed and planned appropriately to deliver the intended results?



**Good:** ATF is essential for cross-sector programming, and thus, this platform was relevant. However, the ATF design lacked critical components such as detailed TOR, accountability for collaborative results, and a dedicated anchor / responsible unit or person to support and monitor such collaboration.

The adolescent programming was designed to be inter-sectoral within the CPC8 strategic plan. Discussions with UNICEF identified two governance models that were under consideration at the start of CPC8: (a) the country representative coordinates cross-sectoral work by engaging directly with ADAP focal points from different sections; or (b) task force is formed with mandate to foster collaboration with the deputy representative as a chair. The second option was selected because the first one would have bound ADAP related programming to the country representative's vision which could change with different persons. The task force model was also used adolescent programming in many countries globally and in the east Asia and pacific region.

Although at the conceptual level ATF was a better model for inter-sectoral programming, However, the evaluation team found that that the design of the ATF was not as per the expected practices which would ensure accountability for the process and the results. Based on the KIIs and review of TORs for task forces or working groups in other UNICEF countries,<sup>50</sup> the following issues were identified:

- A 2-page TOR was developed for the ATF in November 2018<sup>51</sup> which consisted of specific objectives of the ATF, the constitution of ATF with at least one member from each programme section (and chair of MFO), and mandated monthly meetings under the leadership of the country deputy representative. Although this TOR was expected to be updated later, it was not. We also found that specific roles and responsibilities were not defined, the operationalisation plan was not developed, the TOR did not mention any results framework or monitoring of ATF activities, and financial or human resources required were neither discussed not allotted.
- No comprehensive review or assessment of different sections' work plans was done to assess the extent of duplication in the plans and to develop collaboration plans that will aid synergies. However, initially, the output managers of adolescent health and life skills education programmes were brought together to share indicators for each sectoral area and create a coordination framework to reduce duplication and promote synergies. The collaboration matrix was not continuously reviewed for other programmes and activities throughout the CPC8 period. The use of this collaboration matrix was also discontinued as the ATF meetings themselves became less frequent in the COVID-19 times and afterwards.
- The ADAP strategy had made the ATF responsible for monitoring the collaboration matrix. ATF was not responsible for any programme results despite being defined as a 'programmatic platform'.
- Leadership and decision-making in the ATF were not defined. The deputy representative was expected chair and attend the meetings at least quarterly but other members were expected to meet monthly. The review of collaboration matrix and minutes of the ATF meetings proved that such frequency of meetings was not followed. The most likely reasons for this were lack of a secretary or anchor for the ATF and no one being accountable for monitoring and reviewing the work of the ATF.

Overall, ATF operated more as an intra-PCO informal working group and less as a Task Force.

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<sup>50</sup> Adolescents and Youth Strategy 2023 to 2026, Zimbabwe; and Toolkit for Interagency coordination on disability inclusion at country level (include TORs for working groups in four countries)

<sup>51</sup> UNICEF-PCO ToR for Adolescence Task Force, draft November 2018

### 3.7.2 Coherence

- How well did ATF align with other sections and programme modalities in UNICEF?
- How did ATF align with external stakeholders?



*Fair: ATF aligned itself with the functioning and programme modalities of other sections within UNICEF. However, a 'Task Force' model is most effectively used when out-of-agency stakeholders and experts are a part of the task force, which was not the case with ATF. Further, ATF platform did not cut across all adolescent programming of PCO as was originally intended and instead focused on a few initiatives.*

Since there was no clear mandate, ATF was essentially a 'group of people' which discussed synergies and coordinated planning among different output managers from few sections such as health, education, and child protection. Because 'collaboration' is key to intersectoral programming, the evaluation team assessed ATF as internally coherent. However, task force models typically include external agencies and experts when such external stakeholders have critical roles in programme design and implementation. Review of other task forces formed by UNICEF globally also confirmed that this was indeed a case. ATF did not include any external stakeholders or duty bearers. KIIs also identified that government departments and IPs were aware of the UNICEF specialists from respective sections but not of ATF as a platform.

### 3.7.3 Effectiveness

- To what extent did ATF achieve its objectives?



*Good: ATF was accountable for ensuring collaborations and inter-sectoral programming within UNICEF sections as per ADAP strategy. Most ADAP results were achieved through collaboration within UNICEF sections, yet the evaluation team couldn't fully assess the extent of such collaborations due to insufficient meeting minutes. Initially, ATF held monthly meetings, which shifted to quarterly during COVID-19. The collaboration matrix used until 2020 was discontinued as meeting frequencies decreased. Given that monitoring of collaborations was a key responsibility of the ATF (not the programme results), the ERG and evaluation team agreed that the effectiveness rating for ATF is average or good.*

As per the ADAP implementation strategy, key results area for the ATF were collaboration within UNICEF for intersectoral programming and monitoring them by using the collaboration matrix. ATF was expected to meet monthly, and the deputy representative would attend such meetings at least quarterly.

Review of the minutes of ATF meetings (summarised in **Exhibit 17**), identified key themes of adolescent participation, inter-agency collaboration, strategy formulation, and programme adaptation, especially during COVID-19. Members discussed overlapping focus areas and recognized the need to avoid dilution of efforts. Shifting priorities and external demands, particularly with the onset of COVID-19 were reflected in the minutes of the meetings.

The KIIs with ATF members, identified partnerships with various UN agencies, national organizations, and government bodies to address adolescent-related goals. The collaboration between MFO and the Education Section, particularly in the context of COVID-19 and the U-Report, showed strong inter-agency synergy.

However, the extent of these collaborations is debatable. Much fewer ATF meetings were conducted as summarized in **Exhibit 17**. Year 2021 onwards the meeting frequency substantially reduced and consequently the use of the collaboration matrix was discontinued.

ATF members also believed that guidelines on task-sharing across teams should have been clearer.

**Exhibit 17. Meeting frequency of ATF and Summary of the Minutes**

Year	No. of meetings	Summary of minutes
2018	2	The team at UNICEF held regular meetings under the Strategic Plan (2018-2022) to coordinate efforts in various sectors, including Health, Nutrition, Social Policy, and Education. The meetings were chaired by Julia Rees and supported by Emei Lei Valdehuesa as Adolescent & HIV Officer. The team prioritized developing a Theory of Change and Terms of Reference for the Adolescent Task Force (ATF) and mapping adolescent indicators within the Country Programme. Action points included finalizing an adolescent strategic plan, creating a TOR for the ATF, and facilitating collaborations across sections. A mini retreat was proposed in early 2019 to refine the strategic plan and assess adolescent programme indicators.
2019	9	The ADAP Strategic Framework was developed to standardize adolescent programming across UNICEF Philippines, with monthly meetings and workshops for significant activities. Attendees included section leads from Health, Education, Child Protection, and Social Policy, and ADAP advisors Fabio Friscia and Roshni Basu. The ATF developed a results framework with key indicators in adolescent learning, health, and participation, with action points including refinement of milestones, adolescent advocacy integration, and an adolescent participation study. The team proposed consultations with youth for the SDG Voluntary National Report, with Faye as the focal point. The collaboration matrix was drafted to guide cross-sectoral programming for adolescents, emphasizing streamlined efforts across the Health, Education, and Participation sectors.
2020	6	The ATF held fewer meetings due to COVID-19 adjustments, including virtual sessions addressing the pandemic's impact on youth programming. Key sessions included adaptation discussions and expanded collaboration with other UNICEF sections. Meetings included core ATF members, regional officers, communication staff, and the newly appointed Adolescent Development Specialist, Maria Melizza Tan. Key topics included remote engagement, youth volunteer programme expansion, and alignment of ATF's Collaboration Matrix with COVID-19 needs and ADAP priorities. An advocacy workshop was scheduled to unify messaging around urgent youth concerns, particularly teenage pregnancy. A draft Adolescent Health, Development, and Participation Strategy was reviewed and updated to guide emergency and regular programming for adolescents.
2021	4	The ATF reduced meetings to quarterly check-ins and progress reviews, making them accessible on SharePoint for asynchronous participation. Core ATF members continued to attend meetings, and the team collaborated with new leads for mental health, adolescent

Year	No. of meetings	Summary of minutes
		development, and youth volunteer programmes. The ADAP Strategic Framework and Collaboration Matrix were revised, with updates on core milestones for adolescent health, education, and youth engagement. Programme implementation was reviewed with priority on adolescent health, mental health, and youth participation.
2022	0	No meeting held
2023	1	The ATF was the lead entity for the DFAT C-Surge project, overseeing adolescent-focused activities without being assigned to a single UNICEF section. The team discussed the integration of child marriage into the adolescent agenda, highlighting past initiatives and the inclusion of child marriage in the OKY encyclopaedia. Concerns were raised regarding the program's alignment with legal perspectives on criminalization. The OKY program, aimed at empowering adolescent girls, is expected to continue until 2024. The meeting also highlighted the importance of digital literacy and engagement among adolescents, discussing strategies for online safety and content creation. Plans were shared to strengthen advocacy messaging on adolescent issues, including mental health, governance, and sexual reproductive health. Action points included enhancing OKY app localization, identifying partnerships for technical expertise, and further engagement with Child, Early and Forced Marriage advocacy.

**Exhibit 18** lists the specific objectives of the ATF as per their TOR and evaluation team's assessment of the same. Overall, the effectiveness of ATF in achieving these specific objectives is mixed. Although ATF did not strictly achieve the key result of monitoring of collaboration and documentation of AAP progress, its members (programme sections) did achieve the outcome of delivering gender-responsive, equity-focused outcomes to adolescents using inter-sectoral approaches which were ATF's *raison d'etre*.

#### Exhibit 18. Potential tasks for ATF and their assessment


Recall of Potential Tasks of ATF	Evaluation teams' assessment based on KIIs
Develop the Adolescence Action Plan (AAP) for UNICEF PCO and facilitate the implementation, monitoring and reporting of AAP related programmes, plans and activities of the office.	<b>Not met.</b> The evaluation team has reviewed the CPC8 Action Plan but could not find a specific AAP. ADAP implementation framework existed but not ADAP Action Plan.
Develop and share a strategic framework for programming with and for adolescents in the Philippines under a selected key thematic area, aligned with the Adolescent and Youth Engagement Strategic Framework (AYESF).	<b>Likely met.</b> ADAP strategic framework was developed but the evaluation team if it was the intended product here or some other framework was expected for ATF
Promote engagement and participation of adolescents in PCO-supported development and humanitarian programmes as an integral cross-cutting issue.	<b>Met.</b> Adolescent consultative approach was followed in most inter-sectoral programming during programme implementation.



Recall of Potential Tasks of ATF	Evaluation teams' assessment based on KIIs
Engage PCO staff and programme partners to be equipped with the necessary tools in the implementation of adolescents-related programmes and collect sex and age disaggregated data during all stages of planning, implementation, monitoring and reporting.	<b>Not met.</b> This was a major weakness that disaggregated data was not collected as discussed elsewhere.
Foster a culture of knowledge sharing by working with and for adolescents to strengthen evidence-based programming and interventions.	<b>Partially met.</b> The minutes of meetings clearly show that knowledge sharing on working with adolescents happened, but we do not find evidence of how it led to the strengthening of evidence-based programming.
Encourage documentation of AAP progress under selected themes for meetings such as the Country Management Team and Programme Meetings, as well as the regional office when required.	<b>Not met.</b> We believe this refers to the collaboration matrix, which was developed and followed only initially.
Ensure key country programme documentation including the UNDAF, CPD, CPAP and MYWPs adequately represent adolescent issues.	<b>Met.</b> The evaluation team confirmed that adolescent issues are well represented in CPD, CPAP, and UNDAF.

### 3.7.4 Efficiency

- Were adequate resources available to the ATF and used efficiently to deliver results?

 **Good:** *No additional budgets were made available for ATF activities which mainly included meetings in the UNICEF office. The functioning and operationalization of ATF suffered without a responsible person to lead, no TOR for the group, annual plans, or a monitoring system. Despite a lack of resources, the overall objectives of the adolescent programming (although not of ATF) were largely achieved, and strong examples of inter-sectoral programming exist which perhaps was not possible without collaboration among PCO sections and since ATF was a platform to achieve this, the evaluation team has rated this question highly.*

The ATF faced a major shortcoming due to the lack of dedicated personnel to plan, track collaborations, review results, address bottlenecks, integrate ADAP into annual plans, create work plans for the ATF, and raise funds. Focal points from education, health, and child protection sections were given secondary responsibility for the ATF on a rotating basis, while also managing their primary duties. Consequently, the ATF's operation was limited to basic meetings and discussions, with other tasks, as demonstrated in **Exhibits 17 and 18**, deprioritised.

The evaluation team acknowledges that PCO has hired a dedicated resource person for the ATF in 2024 addressing the gap above, and that the ATF may be renamed as Adolescent Working Group.

## 3.8 Evaluation findings by cross-cutting themes

The cross-cutting themes of gender, human rights, and programming in the pandemic have been mainstreamed in the previous sections in this chapter. In this section, the findings on these themes are pooled together and presented briefly to draw insights as per the evaluation questions.

### 3.8.1 Gender and equity

#### **To what extent have UNICEF and the government identified and addressed the specific adolescent needs of the different genders in the design and implementation of adolescent programming?**

The CPC8 adolescent programming was based on a situational analysis that identified the needs of various vulnerable groups at both the national and sub-national levels. Therefore, gender and equity-related information was considered when developing strategies and plans at the national level. However, no formal gender analyses were conducted during the planning or implementation stages at the sub-national or local levels by the government. This was necessary because the programs were implemented through the government systems at the subnational levels.

At the sub-national levels, the evaluation team found that local IPs and LGUs had involved adolescents in various aspects of program development and implementation. They consulted adolescents to identify critical issues, reviewed course content and delivery methods, and included them as change agents. Training and capacity-building forums also included adolescents of different genders, those with disabilities, and those from conflict-affected areas, poorer households, and other vulnerable situations. Several LGU-level interviews highlighted their efforts to engage adolescents and youth networks from Indigenous communities, LGBTQ members, vulnerable girls, and young people with disabilities, and how the LUGs and IPs addressed challenges related to transportation of and communication for adolescents with disabilities. Interviews with adolescents who participated in multiple forums and training sessions also confirmed that forum attendees included adolescents from diverse communities, religions, and physical abilities.

While UNICEF programming demonstrated gender and equity 'sensitivity' during the implementation phase, the extent to which 'gender-responsive or -transformative' approaches were considered remains unclear. The evaluation team identified some programs focusing on engaging parents (including parents who are adolescents themselves) and SBCC campaigns, but these were smaller-scale initiatives. They do not specifically address gender norms or create an enabling environment for adolescents as hypothesized in the TOC for the adolescent programming. Interviews with UNICEF staff identified that comprehensive analyses of needs and approaches for different genders was not done at the local levels.

#### **To what extent is adolescent programming conducive to supporting the most marginalized populations (including those furthest left behind)?**

UNICEF prioritised seven regions for their direct support in CPC8 because these are known for higher vulnerabilities and development deficits. The programme strategy required consultations at the local level and focused on targeting of most vulnerable adolescents. However, without any credible monitoring and data system, accountability is hard to build to reach the most marginalised populations. Therefore, the evaluation team finds that the strategy is strong in intent and local partners have consistently tried to identify and involve vulnerable adolescents, but its extent remains unknown.

UNICEF targeted seven vulnerable regions for support in CPC8, focusing on the most at-risk adolescents through local consultations. However, without a robust monitoring system, it is difficult to ensure accountability and reach the most marginalised groups. The evaluation team finds that the strategy was well-intentioned, and the local partners have consistently tried to identify and serve vulnerable adolescents, but the extent remains unknown.

### **To what extent has the UNICEF programming approach ensured access to adolescent-focused interventions for people living with disabilities?**

Like the previous answer, the evaluation team is confident of inclusion of adolescents with a disability based on the qualitative research insights. However, the 'extent' remains a blind spot without any disaggregated data on service provision to adolescents with special needs.

#### **3.8.2 Human rights**

### **To what extent did adolescent programming incorporate a Human rights-based Approach in all its phases?**

The ADAP strategy is well aligned with the human rights-based approaches as advocated by UNICEF. For example, the strategy seeks to empower the rights holders to demand the services, and build capacity or strengthen the duty bearer to deliver such services. UNICEF also ensured that the government is the main provider of the services whereas UNICEF support is limited to technical assistance and capacity building support. The implementation strategies were also typical of HRBA such as conducting situation analysis, building partnerships, influencing policies, influencing budgets and use of resources, and pursuing intersectoral work.

### **Did the advocacy and programming approach contribute to divulging, enhancing, and promoting the human rights, including child rights, of its beneficiaries?**

ADAP implementation strategies included building awareness about rights, enhancing the capacity of the rights holders to demand such rights, and building capacities to promote and protect human rights through legislation at the barangays, municipalities, and city levels. For example, the evaluation team identified cases where the rights holders were not even aware of their right to ALS but eventually promoted ALS to their fellow adolescents. The evaluation team identified examples of adolescents leading local youth action on climate adaptation and drafting resolutions which were converted into legislation at the LGU levels.

### **To what extent were duty-bearers and right-holders correctly identified and actively involved throughout from advocacy, and policy development to programme implementation?**

The stakeholder mapping conducted by UNICEF as a part of CPC8 and later ADAP strategy is found highly appropriate. The involvement of the duty bearers was also comprehensive from the NYC to regional and Barangays youth councils, and DepEd and DOH are involved from the national level ministries to departments at local levels. The local mayors were sometimes involved in the advocacy efforts also. However, due to lack of quantitative data, the evaluation team cannot assess the extent to which diverse types of rights holders are involved. Analysing the TOC, the evaluation team found that the critical roles played by community opinion leaders, religious leaders and parents were well-known but the programmatic approaches to meaningfully engage these stakeholders were non-existent or limited to small-scale initiatives.

#### **3.8.3 Programming during health emergencies**

### **How did COVID-19 affect programme design and operationalization?**

The COVID-19 pandemic forced all services to shift to online mode, and all programmes as well as the UNICEF office had to adjust rapidly to this new scenario in six months. The online programmes prioritised mental health support, ALS, training on SRH, referral to health facilities and child protection units. More specifically, UNICEF supported BAE to effectively conduct ALS remote learning as well as to increase enrolment in and improve local support to ALS via ALS SBCC. The programmes also pivoted to use the adolescent and youth networks to

promote hygiene and vaccinations. UNICEF also worked to bridge the digital divide and improve access to education and distributed laptops and tablets to school-going children.

### **How was the status or progress of ADAP affected by COVID-19? What role did adolescents play during COVID-19 and what help was provided to them from UNICEF under ADAP?**

Several output and outcome level targets were missed in 2020, but UNICEF caught up on those by 2022, and by 2023, most of the targets were met. Adolescents who were reached under the programme participated in online support groups, discussion forums and training sessions. A vital role that adolescents and young persons played during the pandemic was to be champions of vaccination drives. For example, UNICEF supported the #KaBayanihan Youth Challenge and asked youth-led organizations to help local governments with COVID-19 and routine vaccinations for children. This led to ten youth organizations across the country reaching out to more than 200,000 vaccine-eligible individuals with messages on immunization. UNICEF also supported the setting up of the online and offline mental health youth hub, which sought to address mental health issues that emerged among adolescents during COVID-19. Initiatives like the tele-CPU system ensured that legal proceedings for children in conflict with the law could continue online.

### **What are the lessons learned in implementing the programmes during the pandemic?**

From discussions with key informants, the evaluation team identified four programmatic lessons:

- Youth networks successful engagement in vaccination drives and health messaging demonstrate their potential during health or other emergencies. These networks should be formally included in national and local emergency planning, preparedness, response and rehabilitation cycle.
- The government needs to build safety nets through social protection to provide immediate humanitarian support for any health, food, safety, or educational need. The ISDN network can be used for this purpose.
- The use of online and hybrid learning modules developed for ALS should be continued and continuously improved so that children and adolescents remain habituated to hybrid modes, and the service providers also continue to invest in expanding digital access.
- All UNICEF programmes should include a risk management plan for adapting the programme, budget, and resources to different emergencies, considering the Philippines' susceptibility to natural disasters and conflicts.

## **3.9 Conclusion**

**Exhibit 19** summarizes the assessment or answers as per the evaluation questions. Overall, 'ADAP strategy-based programming' was rated satisfactory or highly satisfactory on almost all OECD-DAC criteria in the validation workshops between UNICEF, ERG, ALG and the evaluation team.







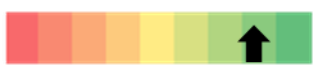



ADAP-based programming targeted vulnerable adolescents across seven regions, incorporating diverse genders, abilities, and Indigenous communities. Through intersectoral approaches and varied funding sources, PCO efficiently achieved results as per the ADAP results framework. Government involvement from the design stage has increased their program ownership and developed capacities to sustain the programmes at multiple levels.









However, the evaluation also identified a few limitations which can have implications on the strategy and operationalization of adolescent programming in CPC9. The decisions for focusing the ADAP strategy on only three priority areas, but other relevant results areas under

the larger adolescent programming concept, were not explained. The strategy also lacked a crucial component for strengthening data systems to identify, target, design, and review services for diverse adolescent groups by gender, ethnicity, religion, poverty, disability, and other vulnerabilities. Even the results framework did not set the baseline and targets by gender for many of the outputs and outcomes.

Although the ADAP strategy created some capacity at sub-national levels, cities required technical assistance from UNICEF to sustain the program. Some cities planned to mobilize funds post-UNICEF but had no concrete plans. While ATF proved conceptually relevant and effective, collaboration could have been equally achievable with a less formal group authorized by the deputy representative. More efficient modalities might exist than an ATF that lacks clear mandate and resources and is not accountable for results.

**Exhibit 19. Summary of Assessment against Evaluation Questions**

Evaluation Criteria and Questions	Assessment Rating
<b>Relevance</b>	
To what extent are the main priorities and implementation approaches and modality of adolescent programming valid and respond to the current priorities and changing context and evolving needs of the key national and sub-national stakeholders, and rights holders (including the adolescents in the most vulnerable and marginalized communities)? The question should be answered considering the COVID-19 context.	
To what extent are the key implementation strategies adequate to address critical bottlenecks to realise the different needs of Philippine adolescents including the most vulnerable?	
To what extent were the key priorities and implementation approaches used in the adolescent programming aligned with UNICEF country programme strategy and planned results?	
<b>Coherence</b>	
To what extent is adolescent programming consistent across sectors' interventions in Health, Education, WASH, Child Protection, and Social Policy/protection? This includes complementarity, harmonization and coordination with others and the extent to which the intervention is adding value while avoiding duplication of effort.	
To what extent is UNICEF's approach to adolescent advocacy and programming aligned with the national and global plans and strategies for adolescent programming?	
To what extent is the sub-national adolescent programming consistent with other subnational programming interventions?	
<b>Efficiency</b>	
To what extent is the adolescent programming approach efficient in the achievement of desired results in terms of resource utilization (human, technical, financial) and timely delivery? Have there been any significant delays in programme implementation and achievement of results, and if so, why?	
To what extent did UNICEF efficiently coordinate and use its resources, capacity, and comparative advantage to achieve results? To what extent did UNICEF avoid duplication with other key stakeholders?	
<b>Effectiveness</b>	
To what extent did national and sub-national level interventions and activities under ADAP achieve the expected results and outcomes?	
To what extent did UNICEF contribute to the achieved results and outputs?	

Evaluation Criteria and Questions	Assessment Rating
What were the major factors influencing the achievement or non-achievement of UNICEF Output-level results?	Not Rated
To what extent was adolescent participation mainstreamed in UNICEF programmes?	
<b>Impact</b>	
Are there any unintended results/impacts of adolescent programming at national and sub-national levels?	Not rated
<b>Sustainability</b>	
<p>To what extent can the programmes and the achieved results be sustained without UNICEF support?</p> <ul style="list-style-type: none"> <li>To what extent coordination structures, plans, programmes, and policies at the national and sub-national levels have changed to sustain the results of adolescent-integrated programming including the most marginalized?</li> <li>To what extent government interventions are not dependent on UNICEF technical support?</li> <li>To what extent are the activities and results achieved likely to continue after UNICEF support has ceased?</li> <li>What arrangements local government has made (such as ordinances, resolutions, memo circulars at relevant levels i.e. province/city/municipality/barangay/district) to sustain the results of UNICEF's support when UNICEF moves out?</li> </ul>	
To what extent does UNICEF have an exit strategy in place?	
To what extent would the subnational model be able to be scaled up at the national level by government stakeholders?	
What are the major factors which influence the achievement or non-achievement of sustainability?	Not Rated
<b>Evaluation of ATF as a platform</b>	
<p>Relevance</p> <ul style="list-style-type: none"> <li>Was ATF essential or required for the implementation of the ADAP strategy?</li> <li>Was ATF designed and planned appropriately to deliver intended results?</li> </ul>	
<p>Coherence</p> <ul style="list-style-type: none"> <li>How well did ATF align with other sections and programme modalities in UNICEF?</li> <li>How did ATF align with external stakeholders?</li> </ul>	
Effectiveness: To what extent did ATF achieve its objectives?	
Efficiency: Were adequate resources available to the ATF and used efficiently to deliver results?	

## 4. Lessons learnt

The evaluation highlights ways to improve future programming: strategic clarity, strong governance, data-driven decisions, and inclusive approaches. It emphasizes the need for systematic planning, inter-sectoral collaboration, and integrating risk management and sustainability into program design. Implementing these lessons can better address the challenges faced by adolescents, ensuring equitable, rights-based, and sustainable outcomes in future programming cycles.

Following are the key lessons from this evaluation.

### **More systematic analysis and consultations are required to plan for inter-sectoral approaches to adolescent programming.**

Development sector is inherently multi-sectoral which is particularly evident in adolescent programming. Adolescents face unique challenges that are multifaceted and interconnected across sectors such as health, nutrition, child protection, social protection, employment, education, skills development, and empowerment. Adolescent programming requires the 'second decade of programming' which gives another opportunity to address the educational, nutritional, health, and social deficits accumulated during childhood. Therefore, adopting a multi-sectoral and integrated life cycle approach can better serve especially vulnerable adolescents.

For strategic and programmatic clarity, it is important to distinguish between ADAP which is a strategic framework and adolescent programming which consists of various interventions or programs across PCO. For example, adolescent participation serves both as a means and an end in adolescent programming, regardless of the need for inter-sectoral programming. Therefore, the ADAP strategy does not necessarily require intersectoral approaches. Without clarity on whether and why to pursue intersectoral approaches and whether and why adolescent participation is required, the development of strategies, TOC and results framework can remain unclear. For example, this evaluation collected responses on a range of outcomes which were not specified in the scope of this evaluations: CAA, peace and conflict, WinS, and mental health. Therefore, the local programming responded to what was needed and critical at that time but used and used the principle of ADAP strategy. This confirms that ADAP should not have been restricted to few results areas and could have been more universally applicable across entire gamut of adolescent programming.

Finally, designing and planning adolescent programming is a complex process requiring inter-sectoral consultations and planning. Although not all adolescent programming initiatives require inter-sectoral approaches, it is important to document and justify these decision processes so that future program staff can understand the rationale and sustain the program effectively.

### **Strategic clarity is required for functional and governance models for inter-sectoral programming.**

Intersectoral work necessitates partnerships among various departments, specialists, sections, and even agencies. To achieve efficiency and effectiveness, such partnerships must adhere to a set of rules or standard operating procedures, leadership and governance structures, clear roles and responsibilities, and well-defined outcomes. Working group or task force models have proven effective in intersectoral programming; however, all reviewed examples indicated that these groups were held accountable for delivering results, rather than merely monitoring collaborations.

### **Data systems are essential for rights-based programming at scale.**

Rights-based programming requires targeting those who are most vulnerable, and this requires data and information. Further, to assess whether the duty bearers have been successful in delivering services to such vulnerable groups, disaggregated data is crucial.

**For results-based management/monitoring (RBM) to be successful the outcome indicators need to be strongly linked with the outputs.**

UNICEF followed the RBM approach for CPC8 by specifying the results framework and managing to deliver the outcomes while holding itself accountable for the outputs. However, the ADAP results framework only included a subset of indicators for CPC8 and that resulted in a framework that did not link the outcomes with outputs in a theoretically sound manner. For example, the outcome of 'reduction in open defecation' lists under it the outputs which are related to adolescent health, mental health, and nutrition, but there is nothing in the outputs on, say Wash in School or WASH in emergencies (which are a part of CPC8 framework). It is highly unlikely that by changing the outputs specified, the outcomes will be achieved. And if it does not, then how can the programme be managed for outcomes? The evaluation team believe that the ADAP results framework development did not follow the due process which may have resulted in such oversights. These oversights were perhaps not caught sooner because ATF was not responsible for the indicators in the ADAP results framework whereas the WASH section had a multitude of outputs relevant for adolescents such as a reduction in open defecation and WASH in Schools (see **Appendix E**) and followed CPC8 framework.

The ADAP results framework only included some indicators from the larger CPC8 results framework which was appropriately developed as per the RBM principles. Therefore, the outcomes and the outputs in the ADAP results framework are not linked appropriately as the TOC for the adolescent programming. For example, the outcome of reducing open defecation was grouped under adolescent health and nutrition, but relevant outputs from the CPC8 results framework such as WinS or WASH in emergencies are excluded. RBM concepts require that the outputs are delivered in a manner such that outcomes will be achieved. Therefore, without specifying outputs and linking them with outcomes, the RBM based result framework remained inadequate. The evaluation finds that this issue arose due to an incomplete development process and a lack of oversight, especially as ATF was not responsible for ADAP indicators, unlike, say, the WASH section that followed the CPC8 framework and thus was able to achieve the results as per the RBM concept.

**While scale-up is challenging, at-scale is possible but ensuring equity requires strong data and monitoring mechanisms.**

Scale-up is highly challenging, but at-scale models have been successfully implemented by PCO in collaboration with the national government. However, working at scale can take the focus away from working with vulnerable adolescents who are usually hard to reach. This issue can be tackled only if the data systems are strong enough to track needs and service provisions disaggregated by vulnerabilities at local levels.

**Sustainability can be better assured if an exit plan is clear from the start.**

Following the process of involving the government counterparts in programme design and implementation, strengthening systems, and implementing programmes through existing mechanisms can lead to sustainable programmes. However, the evaluation team also found that when exit plans are not in place, sustainability efforts are reactive. Higher likelihood of sustained programming activities can be ensured with advance planning of technical, financial and human resources required to sustain the programmes.



### **Programmes need to be designed with risk management strategies for emergencies and disasters.**

While the response to COVID-19 pandemic may not have been planned, it has presented learnings which can be emulated and worked upon to prepare risk management plans for future emergencies. Having such plans in place can increase efficiency and make programmes more resilient.

### **Strengthen gender analysis in programme planning and implementation**

For gender transformative programming, gender analysis at the local levels becomes important to understand gender dynamics and their implications to programming. The evaluation team identified that UNICEF's global gender analysis frameworks can help PCO conduct such analyses. However, the programme implementation plans should explicitly plan for such analyses and review of how such analyses are being used in programming. The results framework should also set baseline and targets by different genders.

## 5. Recommendations

The following recommendations are developed participatory by the evaluation team with UNICEF PCO, ERG members from NGA and LGUs, and ALG members. The draft report was shared with the ERG and UNICEF before a validation and recommendation-building workshop. For the ALG members, the report along with a simplified slide deck was shared prior to the workshop. The workshop with ALG was conducted on 28<sup>th</sup> September 2024 and was attended by 15 adolescents from five regions. The ERG workshop was conducted on 2<sup>nd</sup> October 2024 and was attended by 9 people in person and 12 persons online. Both workshops discussed the key findings and the rating provided by the evaluation team and validated the same with revisions wherever required. To build recommendations, working groups were formed who considered the evidence and answered the question of what UNICEF can or should do in the next five years. However, the discussion also identified some of the suggestions which may not be viable to address in the next 2-3 years and can require more than one CPC to work through those in a staggered manner. *Annexures 10* and *11* provide documentation of both these workshops in terms of participants, agenda, key discussion points and recommendations.

The recommendations were developed collaboratively with UNICEF PCO, ERG and ALG. A draft report was shared with ERG and UNICEF before the validation workshop. For ALG members, a simplified slide deck was also shared along with the report. The ALG workshop was attended by 15 adolescents from five regions. Nine in-person and 12 online attendees attended the ERG workshop. Both workshops discussed and validated key findings and the evaluation ratings. To develop recommendations for UNICEF's actions over the next five years, smaller working groups were formed during the workshops which were moderated by NEERMAN and PRIMEX senior evaluators. *Annexures 10* and *11* are the process documentation of these workshops.

**Make adolescent development and adolescent participation a standard policy under the CPC9 strategic plan instead of making a separate strategic plan for ADAP.** This will reduce the burden to maintain two separate strategic plans and frameworks, and ADAP will get integrated into all PCO programmes – whether single sector or multi-sectoral – where adolescents are intended rights holders solely or as a subgroup of a larger population.

What can be done within UNICEF?	
ADAP strategic framework was quite similar and a subset of the CPC8 strategic framework so instead of a new strategic framework document, make adolescent-specific results indicators and adolescent participation-specific indicators a default under the CPC9 results framework. This will remove the need to have a separate strategic framework such as ADAP in CPC8. UNICEF has published 'Conceptual Framework for Measuring Outcomes of Adolescent Participation (March 2018)' which can be used as a reference.	Immediate term (< 1 year)
ADAP strategy (or policy) should be applicable for the entire adolescent programming without identifying any priority areas. That is, ADAP strategy should by default get incorporated into all programmes – whether single sector or multi-sectoral – where adolescents are intended rights holders/beneficiaries.	Immediate term (< 1 year)

What can UNICEF do for External Partners?	
Conduct a comprehensive review of ADAP relevant policies and programmes at the government levels to identify gaps in required resources (human, financial, technical)	Medium-term (3-4 year)
Support the national and/or regional governments to model / pilot ADAP as a policy across all relevant at-scale programmes (say, at the regional level)	Medium-term (3-4 year)
Provide technical assistance to the national government to evaluate whether the inclusion of ADAP as a cross-cutting policy across relevant government programmes (at the national or regional scale) results in more equitable, larger and efficient outcomes.	Medium-term (3-4 year)
Support national and regional governments strengthen legislative and institutional framework to enable multi-sectoral programming even at the LGU levels on principles of ADAP (if evaluations find adolescent participation an effective strategy)	Medium-term (4-5 year)

**Conduct comprehensive review and revisions to the Results Framework or Results Assessment Module (RAM) for the CPC9.** These revisions should ensure that the indicators related to adolescent-specific outputs and outcomes, adolescent participation and intersectoral approaches across all sectors and outcome areas are mainstreamed in CPC9 results framework.

What can be done within UNICEF?	
<p>Review the TOC (<b>Appendix A</b>) on basis of gender analysis using tools such as Dimension of Change to identify who and what needs to change, where and in which way. This analysis may also be able to provide information on what needs to be done differently in terms of addressing gender norms or create the enabling environment for adolescents.</p> <p>The TOC (<b>Appendix A</b> and revised as per above) be converted into a results framework document (RFD) by specifically identifying process indicators, outputs and outcomes, and what UNICEF will do versus what an external partner (e.g., a govt department) will do. The process indicators should include indicators that measure inter-sectoral approaches (e.g. number of inter-sectoral meetings conducted at UNICEF)</p> <p>Include Adolescent Participation related indicators – with suitable modification to the wording if needed – as both outcomes/outputs and process (means). This suggestion came from the ALG workshop and consensus was built during the ERG workshop.</p> <p>Review RAM (assuming CPC9 RFD is a subset of it) in a multi-sectoral group workshop. For every indicator, assess whether it is relevant for any ‘adolescent programming’ and whether ‘adolescent participation’ is warranted (see <b>Appendix E</b> as a simplistic example).</p> <p>In the end, there should be a single RAM or RFD which has adequate indicators for measuring adolescent-specific outputs/outcomes, adolescent participation and intersectoral approaches/processes.</p>	Immediate term (< 1 year)

What can UNICEF do for External Partners?	
Validation of ADAP-specific RFD to ensure that assumptions about linkages and what parties external to UNICEF will do are valid. Although above process may be followed for entire CPC9 RFD, we recommend a separate and focused discussion on ADAP specific indicators and approaches.	Immediate term (< 1 year)
While CPC9 RFD is not signed, one of the ERG workshop participants recommended that the indicator related to budgets should not focus on the amount of allocation or increase because that is not within the direct sphere of influence by UNICEF. Instead, UNICEF should consider indicators related to studies and assessments of budget allocations for children and adolescents in different sectors, and actual budget utilisation.	Long-term (5+ years) / Suggestions for the next CPC
Provide technical assistance to the LGUs to develop and validate region-specific TOC and RFDs through adolescent and community participation at least a year prior to CPC development and then using a bottoms-up approach to develop a common CPC framework for adolescent programming.	Long-term (5+ years) / Suggestions for the next CPC

**Adequate human, technical and financial resources are required for effective accountability and support of intersectoral approaches and strengthening adolescent participation.** Although not all programmes result areas require intersectoral programming and/or adolescent participation, those requiring inter-sectoral approaches and adolescents' participation should be identified and a mechanism needs to be built to support the implementation and monitoring efforts.

What can be done within UNICEF?	
<p>The evaluation team agrees with PCO's decision to rename ATF as Adolescent Working Group (AWG) because the term 'tasks force' is better suited for an inter-agency group for a highly specific purpose.</p> <p>To ensure the AWG is efficient, it should be accountable for reporting and achieving targets for RFD indicators, measuring both intersectoral collaborations and outcomes. Accountability can rest with a relevant section if multiple outputs are needed for outcomes. If an outcome directly results from intersectoral approaches, the AWG should be accountable.</p> <p>The TOR for the AWG need to include mandate, roles such as secretary and chairperson, review meeting frequency, reporting achievements to senior management, SOPs for mid-course corrections, and resource pooling. The TOR should specify responsibilities for implementing recommendations in this report, such as revising the TOC based on gender analysis. A functionality-assessment matrix should be developed to assess AWG members' fulfilment of roles based on the TOR.</p> <p><i>In 2024 (CPC9) an ADAP and Gender Specialist (AGS) is already hired to operationalize AWG and support other sectors in mainstreaming gender and adolescent participation in their work.</i></p>	Immediate term (< 1 year)

What can be done within UNICEF?	
<p>Although adolescent participation is essential as per HRBA, adolescents may not have the capacity to contribute meaningfully to at stages such as during the needs assessment and programme design, adapting and developing tools and procedures to local contexts, and monitoring and review. Therefore, UNICEF should work on a timebound plan such that in the next CPC there can be more effective involvement of adolescents in all stages of a programme and not only during implementation.</p>	<p>Long-term (5+ years) / Suggestions for the next CPC</p>

What can UNICEF do for External Partners?	
<p>Advocate to constitute and provide technical support to a task force like the ATF at the national and regional government levels for intersectoral programming, gender mainstreaming, and adolescent participation. The workshop with ERG members identified that NCCYP housed within the CWC may be an apt platform for coordinating intersectoral work. To intensify participation of adolescents and related, NCCYP as well as the pool of CWC-trained child and youth facilitators can be tapped for consultations with adolescents.</p>	<p>Short term (1-2 year)</p>
<p>Provide technical assistance to CWC/NCCYP in evaluating the LCPC's capacity and resources to coordinate and monitor multi-sectoral programs and services at barangay and municipality levels, and to ensure coordination of government services, adolescent participation in decision making and monitoring of service delivery.</p>	<p>Medium-term (3-4 year)</p>
<p>Provide technical assistance to national and regional governments to design and model programmes that target parents and communities to create an enabling environment for adolescents to not only participate but also access services. This recommendation came from the ALG workshop which identified that irrespective of the level of training and capacity-building efforts for adolescent, unless their parents and community support them, not much can be achieved.</p> <p>Evaluation and scale-up for such programmes can be considered in the next CPC (after 5 years).</p>	<p>Short term (1-2 year)</p>
<p>Advocate for and provide advocacy and technical assistance support to national and regional governments to conduct annual reviews of adolescent-relevant programmes using multi-level and multi-sectoral validation workshops with adolescent participants. As a template to do so, the process of the Voluntary National Reviews (VNR) of the Sustainable Development Goals (SDGs) which is being implemented by UNICEF, NEDA, and CWC can be considered.</p>	<p>Long-term (5+ years) / Suggestions for the next CPC</p>

**Strengthen data systems for effective and equitable programme implementation that can identify, and thus, meet the evolving needs at local levels and help track the 'extent' to which adolescent programmes are reaching their objectives.** This evaluation often resulted in paradoxical findings due to lack of such data so it follows that even the programmatic decisions would have suffered without such data. For example, qualitatively we

can assess that ADAP was implemented in vulnerable, but we cannot assess the extent to which adolescents with different genders and vulnerabilities participated and benefitted.

What can be done within UNICEF?	
In the results framework for a UNICEF-funded project, ensure that the IPs are required to submit process-, output- and outcome- monitoring data by age groups, gender (at least include LGBTQ as one group), disability, vulnerability (conflict-with-law, orphan, specific communities), and geography. At the least, the reason for the non-availability of the data can be noted so that UNICEF can get rich insights into how this problem can be resolved.	Short term (1-2 year)
<p>Develop internal data systems to obtain segregated data from IPs and government counterparts and collate it. While the annual reporting may not require disaggregated reporting, such data is needed to respond effectively to 'evolving' needs and to ensure that the UNICEF programme is targeting the most vulnerable.</p> <p>AWG should develop a mechanism collaborate with the Interagency Committee on Gender, Child and Youth Statistics (IACGCYS) to pilot data systems to obtain above data. The data system can be harmonized with the Gender and Development (GAD) Database. AWG SOPs should include templates and protocols such that data from multiple sections is readily available to AWG for planning, programming, and monitoring and evaluation.</p>	Short term (1-2 year)
<p>Develop a system where any cooperation agreement or contract from UNICEF includes a mapping of project-specific indicators to the RFD for CPC9 (or to the ADAP-specific subset at least). The country-level indicators can be worded more generally whereas the project-level indicators will be more specific.</p> <p>For example, a CPC9 indicator can be '<i>number of adolescents who participated in a civic action</i>' but a project-specific mapped indicator can be '<i>number of adolescents from [...] region who participated in community-level rallies which resulted in a community resolution to end child marriages.</i>'</p> <p>The monitoring plan for the above should include a collection of disaggregated data as recommended before.</p>	Long-term (5+ years) / Suggestions for the next CPC

What can UNICEF do for External Partners?	
Conduct a thorough joint assessment of MIS or M&E systems of government counterparts to understand the data systems from grounds up for availability of disaggregated data, its digitization and collation, access and use in decision making.	Immediate term (< 1 year)
Make a work plan with the government counterparts to make such disaggregated and micro (say at municipality level) data available to UNICEF to assess and review its programmes as a part of its annual reporting.	Short term (1-2 year)

What can UNICEF do for External Partners?	
Provide technical assistance and guidance to UNICEF-funded IPs on how to obtain and report disaggregated data. Ensure that at least reasons for non-submission/non-availability of such data are reported by the IPs, and instead, IPs provide qualitative evidence of how they ensured equity and gender focus.	Immediate term (< 1 year)
Provide technical assistance to the government to use disaggregated data during local-regional-national level project planning and interim revisions.	Medium-term (3-4 year)

**Develop an exit and sustainability plan at the design stage of programmes.** The evaluation found that there were no exit plans, and the expected level of sustainability varied from LGU to LGU because of their differential capacities and legislative and budgetary support to the adolescent programming. Had there been an exit plan from the start for capacity building of such LGUs for the eventual handover the potential for sustainability would have been high.

What can be done Within UNICEF?	
<p>Make a policy mandating exit cum sustainability plan for UNICEF-supported programmes at the programme design/approval stage (the applicability criteria should be decided by PCO).</p> <p>Develop a standard template for internal reporting on sustainability likelihood, mechanisms in place, and distant or continued support required from UNICEF at the time of programme conclusion and handover.</p>	Immediate term (< 1 year)
Institutionalize a process where final program approval by UNICEF senior management verifies that adequate technical, financial, and human resources are planned to maximize the likelihood of successful implementation and exit. This should include a clear and viable sustainability or exit plan that outlines how resources will be progressively leveraged from government and other stakeholders over the implementation period. The approval process should emphasize shared responsibility with government and other external partners for resource mobilization and long-term sustainability.	Long-term (5+ years)

What can UNICEF do for External Partners?	
<p>UNICEF should create a standard template and guidelines for the IPs to understand what the exit plan is, how to propose that to UNICEF, a menu of options with examples of efforts/resources required to ensure successful exit, which indicators to track to measure preparedness towards successful exit, etc.)</p> <p>Routine IP project review by UNICEF should include an agenda on sustainability cum exit plans.</p>	Short term (1-2 year)
Technical support to the national and regional governments to build capacities of the LGUs to design and implement adolescent programmes with time-bound withdrawal of handholding support of the national	Medium-term (3-4 year)

government (which may be different for different LGUs depending on the starting point). For example, the national government has conducted the LGU Devolution Transition Plans Quality Assessment and has identified a need for capacity development interventions. UNICEF can support in designing such a capacity-building support.	
Advocacy with the national and regional government to ensure that Barangays and municipalities allocate a dedicated part of the budget for child-adolescent programming in a participatory manner, preferably through a local legislative mandate for the same.	Medium-term (3-4 year)

**Develop an emergency and risk management plan given the lessons from the COVID-19 pandemic.** Given COVID-19 was unprecedented in recent history, most of the adaptation was reactive. Now, a PCO-wide guidelines can help re-design and modify implementation of programmes in case of such pandemics or long-duration emergencies (e.g., war) in a more systematic manner.

What can be done within UNICEF?	
Develop a country-level policy and corresponding guidelines on how to revise, accommodate, or pivot the programmes in case of long-duration emergencies and disasters. The guidelines should address how to prioritize results area (old and newly emerging), how the existing results framework should change, and identification of critical activities that must continue as is (e.g. vaccination has to be in person) versus those which can be implemented with different modality (e.g., hybrid education) versus those which must stop (e.g., rallies and gatherings to stop the spread of infections), how resource allocation should change and how resources should be conserved (e.g., shift money to such type of projects, or postpone such types of activities and conserve budget), how to support partners (IPs, and government counterparts), and finally, how to return to the new-normal over time.	Short term (1-2 year)
We believe that a risk identification and mitigation plan is a standard part of a program/project approved by UNICEF. Therefore, we only recommend that the existence of a risk of long-duration emergency should be recognized specifically, and a plan should be included on how it can be mitigated.	Short term (1-2 year)

**Conduct equity and gender analysis prior to programme design to ensure programmes are inclusive (gender, digital, disability).** The focus of adolescent programming was on the most vulnerable population groups, adolescents with disabilities and different genders. However, lessons from the COVID-19 pandemic showed that the digital divide left many adolescents behind in terms of access to education. Adolescents also identified that their participation depends on their parents and those who are most vulnerable may not have participated. Therefore, a gender and inclusivity analysis at the programme design stage can help.



What can be done within UNICEF?	
Prioritize and institutionalize gender mapping & inclusivity assessment (marginalized ethnic groups, disability) as a part of the needs assessment of any programme or project commissioned or funded by the PCO. For this purpose, develop standardized tools and methodologies for gender analysis tailored to different sectors and the Philippines context on basis of global gender analysis frameworks used by UNICEF. Then, UNICEF should provide training to staff and IPs on conducting effective gender analysis.	Immediate term (< 1 year)
In the case of ongoing projects, consider a mid-term review of equity and gender-based performance of the projects.  A separate recommendation on gender-segregated data systems and the use of them in programming has been made previously.	Short term (1-2 year)
What can UNICEF do for External Partners?	
UNICEF should provide technical support to national government agencies and LGUs to institutionalize gender analysis as a part of their programme development. UNICEF can consider the gender analysis frameworks and tools already available (from the Philippine Commission on Women [PCW]) such as the Harmonized Gender and Development Guidelines(HGDG), and gender analysis frameworks such as Practical and Strategic Gender Needs Analysis, and the Gender Equality and Women’s Empowerment Framework.  Advocacy with and technical support to the government IPs can ensure assessments using HGDG and submission of ‘generic checklist’ during project identification and design stages, and ‘PIMME checklist’ during the implementation and monitoring stages. HGDG is also used for allocation of GAD budget and for the PCW’s search for Outstanding Gender Responsive Government Program Category awards (GADTimpala).	Medium-term (3-4 year)

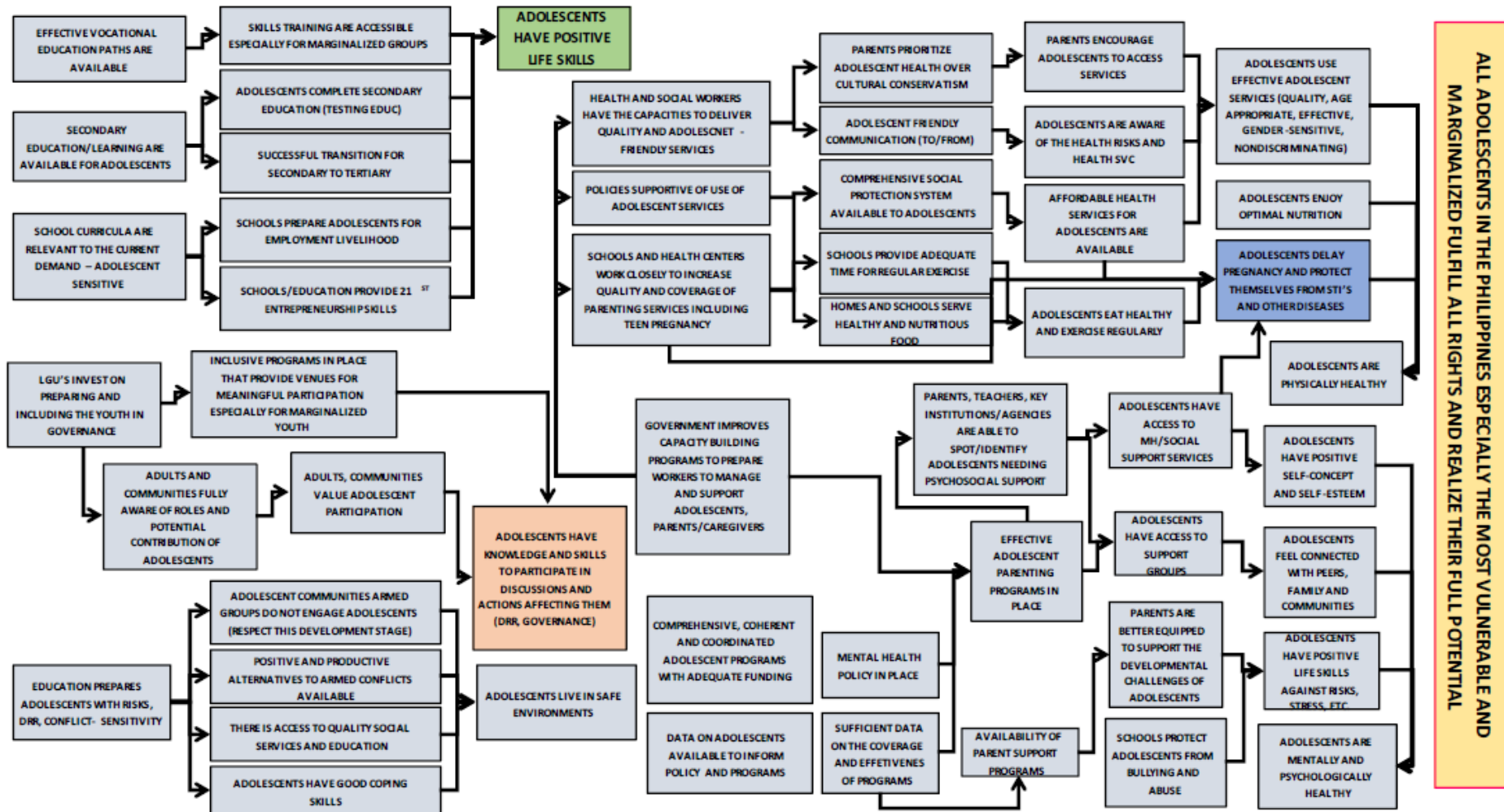
**Focus on generating high-quality evidence and insights to demonstrate program results and inform scaling-up efforts for high-priority programs.** ALG members mentioned a crucial point that for a programme to scale, there must be adequate funding and government commitment which can be ensured if there is robust evidence that a pilot scale programme is indeed impactful. Such robust evidence can be collected through mixed-method approaches, pilot evaluations, and adaptive learning.

What can be done within UNICEF?	
Under CPC9, assess internal technical and financial capacity and generate high-quality evidence for pilot or high-priority programs that have the potential to be scaled up or implemented at scale.  Identify programs where rigorous evaluations, such as counterfactual or causal analyses, may be feasible and aligned with CPC9 priorities. Where full-scale impact evaluations are not possible, focus on alternative evaluation approaches, including mixed methods, to generate robust evidence that demonstrates program effectiveness and informs scaling-up decisions.	Short term (1-2 year)

### What can UNICEF do for External Partners?

Work collaboratively with relevant national government agencies to identify programs for evaluation, ensuring alignment with national priorities and securing buy-in through formal agreements (e.g., MOUs). These agreements should commit government partners to utilize evaluation findings to inform decisions for scaling up programs. Pass-fail or performance criteria can be jointly developed to guide decision-making alongside broader evaluation questions.	Short term (1-2 year)
Develop demand for high-quality evidence to demonstrate effectiveness and impact among national government agencies. If these agencies indeed demand such support, then provide technical assistance for conducting evaluability assessments, designing impact evaluations, and providing technical oversight.	Long-term (5+ years)

# Appendix A: Theory of change for adolescent programming



## Appendix B: ADAP results framework and status as of 2023

Results & Indicators	Baseline	Target	2023 Status (or latest available)
<b>Outcome 1: Children and Adolescents Survive and Thrive - By 2023, more children, adolescents, and women, particularly the most vulnerable, benefit from improved and equitable neonatal, child, maternal and adolescent health, and nutrition services, and adopt healthy life practices.</b>			
Proportion of births attended by skilled health personnel (UNICEF standard indicator)	84% (2017)	95% (2023)	92.4 (Fully Achieved)
Proportion of people still practising open defecation	Baseline: 4.56% (2018)	Target: 0% (2023)	3% (Fully Achieved) (justification: since the source of verification is a sample survey, it is impossible to get 0% from DHS data)
<b>Output 1.3: The Government demonstrates strengthened capacity to ensure adolescents have improved access to gender-responsive and culturally competent physical, mental, sexual, and reproductive health services and information</b>			
Percentage of recommendations from situation analyses adopted in the development and implementation of adolescent health and development policies	N.A.	75%	
Number of national and sub-national partners with SBCC strategy/costed plan to improve access of adolescents to health and social services and information	0	10 National Govt Agencies implement the SBCC plans (NYC, CWC, DOH, DepEd, POPCOM, DSWD, DILG, DOJ, PNAC, JJWC/CHR)	10
Number of LGU-coordinated adolescent physical and mental health service models that demonstrate increased use of services	0	4 LGUs reach 3-star recognition: Adolescent-friendly services delivered through a network/ partnership of facilities (public/private/CSOs)	22 LGUs with Level 1 AFHF recognition
Number of underserved municipalities targeted by UNICEF with at least one facility providing comprehensive adolescent health and nutrition services and information	1	50	92 (rating: the target was exceeded)
<b>Outcome 2: Quality and Inclusive Lifelong Learning - By 2023, more children and adolescents, especially the most disadvantaged, have improved education and learning outcomes.</b>			
Proportion of learners achieving at least nearly proficient level in NAT	Baseline (2018) Grade 6= 16%	Target -2022	Grade 6= 27.7% Grade 10 = 48.13%

Results & Indicators	Baseline	Target	2023 Status (or latest available)
	Grade 10= 37% Grade 12= 14%	Grade 6=44% Grade10=61% Grade12=28%	Grade 12 = 37.15% <i>Caveat: Computer Based NAT results, sample not representative (UNICEF RAM reported no data available)</i>
Proportion of primary and lower secondary schools with sanitation facilities for girls that meet national standards	Baseline (SY 2017-2018)– 49%	Target: (2023)– 100% of elementary and secondary schools reach One Star Rating for Gender-segregated toilets in the WinS Three Star Approach	70.2% (2022)
<b>Output 2.3 Government entities have strengthened capacity to improve the system for quality, equitable and inclusive education including the development of social and emotional skills (Adolescents)</b>			
Existence of policies on learner-centred flexible learning options/pathways (Alternative Delivery Mode and Alternative Learning System)	2019: No	Research on analysis of barriers to learning of vulnerable adolescents commenced; Research on analysis of barriers to learning of vulnerable adolescents completed; Feasibility Study on ALS Micro-certification and Feasibility Study on ICT-supported innovations for ALS completed	UNICEF and the Department of Education (DepEd) launched the ALS 2.0 ICT Strategic Plan and the ALS Research Agenda. Guidebook not done yet (but this was not a part of original RFD, hence considered successful) Res on barriers is published Policy framework on micro-certification drafted Micro certification feasibility study is done
Existence of draft policy framework on strengthening quality social and emotional learning for adolescents	2019: No	Enhanced delivery of 21st century skills in ALS programme introduced in 1 priority province, Enhanced delivery of 21st century skills in ALS and/or SP replicated in 1 priority province or city Sports for Development innovation modelled in 1 priority Province or City, at least 4 Policy dialogues conducted, and draft policy paper finalized At least 2 guidebooks on integration of SEL completed (CSE, SEL for CICL) At least 2 guidebooks on integration of SEL completed (CSE, SEL for CICL) Policy framework (guidance/memos) on scaling up of SEL interventions issued	Sports for development was de-emphasized, ALS introduced in 1 priority province and then expanded to another one. Only one guidebook developed on SEL integration, Draft JJWC resolution on use of SEL modules in BPA

Results & Indicators	Baseline	Target	2023 Status (or latest available)
Existence of policy issuance adopting the #MeronAko Menstrual Hygiene Management Tools for national use	2019: No	Piloting and research conducted in 1 province, Revised #MeronAko tools for national use issued	Pilot not done due to COVID, but learning package developed <sup>52</sup> . DepEd memo for Oky but no national policy issuance <sup>53</sup>
<b>Output 2.4 Strengthened capacities of government authorities for delivery of early childhood and basic education for children in BARMM.</b>			
Percentage of sitios in 8 municipalities close enough to alternative learning services for adolescents	7%	50% sitios which are close enough as per perception of the community members - walking time < 1 hour, access route is safe, and ALS provides access to reach distant areas	1.6%
Annual increase in absolute number of adolescents availing alternative learning services in 8 municipalities	0	1000 adolescents enrolled in ALS and ADM during the given year excluding enrolment under regular school setting	1773
<b>Outcome 3: Children and Adolescents Live in a Protective Environment - By 2023, more children and adolescents, particularly the most vulnerable, benefit from more effective, quality, gender-sensitive, preventive, and responsive child protection systems, and live in communities that better protect children from violence</b>			
Number of girls and boys who have experienced violence served by social work or justice/law enforcement services (UNICEF Standard indicator)	Total: 3,862 (2017) M: 1,718 F: 2,144[1]	15% for both M/F increase M: 1,975 F: 2, 465	32119
Percentage of reported cases of Grave Child Rights Violations verified and responded	65% sex disaggregated data available in late 2018	75%	78 as per RAM - In 2021, 15 out of 18. In 2022, 19 out of 22 cases of grave violations verified by UNICEF.
<b>Output 3.3: The Filipino public are more informed and equipped to engage the Government to call for its commitment and action to eliminate all forms of violence against children.</b>			
Number of children and youth reached online and offline and engaged in digital social change campaigns for ending violence in the community	0	1000 (by 2020)	2021:1092, 2022:7638; 2023 9816

<sup>52</sup> As per information received from ATF member, #MeronAko learning package has been piloted and scaled up regionwide in region 8 (all 13 divisions). It is the adoption for national roll-out that is not yet done. However, as this was not updated in the RAM report 2023, the table is reflecting the same.

<sup>53</sup> As per information received from an ATF member, a national orientation for all regions and divisions (involving ARH and WinS focal and EPS for relevant subjects) was conducted on April 30, 2024, for the nationwide implementation. However, as this was not updated in the RAM report 2023, the table is reflecting the same.

Results & Indicators	Baseline	Target	2023 Status (or latest available)
Number of young people who participate in an on-ground event among those who are reached through social media campaigns and receive an invite to an on-ground event through their membership in a youth organization		2021–1000 2022–1000 2023–1000	
<b>Outcome 4: By 2023, the most disadvantaged children, families and communities in remote rural areas and impoverished urban pockets have access to inclusive systems that protect them from poverty and enhance their ability to appropriately respond to emergencies and climate change risks</b>			
Share of public spending on health, education and social protection benefiting children living in the poorest regions.			As per World Bank budget analysis, the Philippines govt spent 19.7% on education, health nutrition, population, special services, and social welfare in 2018; and 20.2% in 2022. Spending on education has increased by 1+ % but % spending on HNP has reduced in this period
Number of children covered by government cash transfer programmes	9,501,620 (2017)	96,05,607	7947073 (but 91,06,898 by Dec 2023)
<b>Output 4.1: The capacity of government and key stakeholders to plan, budget and provide access to inclusive, integrated, resilient and quality basic social services is strengthened</b>			
Local governments (provincial, municipal, and city) with functioning mechanisms for child/adolescent and/or community participation in local planning, budgeting, and monitoring processes (UNICEF Standard Indicator)	0 (baseline at 2019)	30% of the LGs	39%
<b>Output 4.3: Strengthened capacities of local government units in BARMM to plan and act for children's rights</b>			
Number of municipalities with 80% of their sites having a core set of essential services available for children and adolescent needs (immunization services, community-based nutrition, early learning coverage, primary learning, child protection, birth registration, zero open defecation) Number of (municipal) LGUs in BARMM with CFLG certification (66192)	0 66	118	41





## Appendix C: UNICEF ATF collaboration matrix for integrated programming for adolescents

Intended Results (Milestones)	Indicator	Definition	Data disaggregation (DD), frequency of collection (FOC), means of verification (MOV)	Baseline	Target	Results Achieved (cumulative from baseline)												Status as of		Lead Person/ Unit	Evidence of results / Notes
						2020			2021				2022				%	Completed			
						Jun	Sep	Dec	Mar	Jun	Sep	Dec	Mar	Jun	Sep	Dec		On track			
																		Constrained / No progress			
<b>Milestone 1:</b> Adolescents programming supported by UNICEF includes intersectoral approaches, especially for 1) out of school adolescents, 2) teen pregnancy, SRH and MHM, 3) adolescents engagement, 4) violence against adolescent and parenting support.	Number of strategies, programmes and projects related to adolescents with cross-cutting components (at least two sectors involved) on adolescent learning, teen health, civic engagement and protection of rights	Programme interventions have interrelated components on adolescent learning, teen health, civic engagement and protection of rights targeted for 21 <sup>st</sup> century skills development	<b>DD:</b> <b>FOC: Twice a year</b> <b>MOV:</b>	2019: ATF will calculate the baseline	End of CP: 1) MHPSS 2) Socio-emotional learning for CICL 3) COVID19 emergency response 4) Advocacy strategy on teenage pregnancy													On track	Emee		
<b>Activity 1.1</b>	Cross-sectoral support to government related to adolescents and youth as well as #TalaArawan entries featured in DZRH Magandang Umaga Pilipinas (June 9) and Radyo Henyo show for two Sundays (June 22 & 28). A potential partnership with DZRH for extended/enhanced #TalaArawan challenge is being explored					x															
<b>Activity 1.2</b>	Initial mapping of cross-sectoral/agency work on adolescent MHPSS conducted					x															
<b>Activity 1.3</b>	Socio-emotional Learning for CICL in Residential Facilities: draft CN shared with key partner government agencies; learning session conducted; target pilot area: CDO					x	x	x													

Intended Results (Milestones)	Indicator	Definition	Data disaggregation (DD), frequency of collection (FOC), means of verification (MOV)	Baseline	Target	Results Achieved (cumulative from baseline)												Status as of		Lead Person/ Unit	Evidence of results / Notes
						2020			2021				2022					%	Completed		
						Jun	Sep	Dec	Mar	Jun	Sep	Dec	Mar	Jun	Sep	Dec	On track				
																	Constrained / No progress				
<b>Activity 1.4</b>	Development of an advocacy strategy on teenage pregnancy, with messages cutting across different sectors					(Q1; put on hold)															
	Systematic integration of Socio-emotional Learning in interventions for CICL/CAR in Residential Facilities, in collaboration with DepED ALS TF, DSWD-STB, and JJWC; target pilot areas: CDO, Valenzuela						x	x	x	x	x										
	UNICEF Strategic Planning Consultation with Children and Young People - conducted through SUGPAT/PYDN among children and young people from various parts of the country; FGD modality done on 5 selected thematic areas, per HQ Guidance Manual						x														
<b>Milestone 2:</b> UNICEF ADAP programme approach reinforces collaboration mechanisms with government agencies for coordinated delivery of programmes and services	Presence of a national and BARMM level functional intersectoral collaboration mechanism and structure for adolescents established among government agencies and other stakeholders  Number of programme activities supporting	Adolescent programmes are designed and implemented with evident mechanisms for intersectoral collaborations established	<b>DD:</b> <b>FOC:</b> <b>MOV:</b>   <b>DD:</b> <b>FOC:</b> <b>MOV:</b>	2019: No  2019: ??	End of CP: Yes (need to name these intersectoral collaboration mechanisms both at BARMM and at the national levels)  End of CP: ??												Constrained / No progress	Rohannie			

Intended Results (Milestones)	Indicator	Definition	Data disaggregation (DD), frequency of collection (FOC), means of verification (MOV)	Baseline	Target	Results Achieved (cumulative from baseline)												Status as of		Lead Person/ Unit	Evidence of results / Notes
						2020			2021				2022					%	Completed		
						Jun	Sep	Dec	Mar	Jun	Sep	Dec	Mar	Jun	Sep	Dec					
																	Constrained / No progress				
	inter-agency coordination mechanisms on adolescents programming																				
<b>Activity 2.1</b>	A toolkit targeting adolescents entitled “Building Resilience in the Time of Crisis” has been developed by PYDN and HeadsUpPH Foundation with support from UNICEF and is currently undergoing review and enhancement. The toolkit includes a set of evidence-based and practical activities that contribute to adolescent resilience against disasters, specifically the current pandemic.					x	x														
<b>Activity 2.2</b>	cross-sectoral adolescent work (CP-Health-Education): UNICEF is providing technical assistance to DepEd in training non-teaching personnel (specifically youth formation coordinators) on specialized topics in relation to enhancing students' MHPSS and well-being – inception meetings conducted, follow-up to be done soon (can also be an Activity contributing to Milestone 1)					x	x														
<b>Activity 2.3</b>	UNICEF (CP-Health) and partners (PRCS, PYDN, CWC, and DOH) organized a webinar on youth mental health and psychosocial support on 27 November. More than 400 participants attended the webinar that was focused on suicide prevention among young people. Handling pressures online and offline, seeking professional help, and practicing self-compassion were among the topics discussed. (can also be an Activity contributing to Milestone 1)							x													

Intended Results (Milestones)	Indicator	Definition	Data disaggregation (DD), frequency of collection (FOC), means of verification (MOV)	Baseline	Target	Results Achieved (cumulative from baseline)												Status as of		Lead Person/ Unit	Evidence of results / Notes
						2020			2021				2022					%	Completed		
						Jun	Sep	Dec	Mar	Jun	Sep	Dec	Mar	Jun	Sep	Dec	On track				
																	Constrained / No progress				
<b>Activity 2.4</b>	UNICEF supported the establishment of the “Zamboanga del Norte Youth Development Alliance” (ZNYDA) that brings together 20 key community groups/organizations, including relevant offices of the local government unit, government line agencies, youth groups, and CSOs, in responding to the needs and concerns of adolescents and youth in the province. Ultimately, the alliance seeks to establish an integrated and systematic tracking and referral mechanism for out-of-school youth and adolescents that will connect them to opportunities for education, employment, and civic engagement. The Alliance’s strategic plan for the next five years is also being prepared via online consultation workshops with the members to set the direction and identify programmes/projects.					x	x	x													
	Formation of the Bangsamoro Youth Council																				
	Formation of a steering committee (UNICEF as Secretariat) among different government agencies for the CCAM comms strategy development and implementation																				
	The NCPWG (with UNICEF TA) worked on an MHPSS capacity building programme to benefit adolescents and youth																				
	High community awareness and acceptance of Adolescent H&N services/programmes in 15 municipalities					x	x	x	x	x	x	x	x	x							
	Mapped AFHF in the 5 provinces of BARMM. Done in BaSulTa and Maguindanao					x	x	x	x	x	x	x	x	x							

Intended Results (Milestones)	Indicator	Definition	Data disaggregation (DD), frequency of collection (FOC), means of verification (MOV)	Baseline	Target	Results Achieved (cumulative from baseline)												Status as of		Lead Person/ Unit	Evidence of results / Notes
						2020			2021				2022					%	Completed		
						Jun	Sep	Dec	Mar	Jun	Sep	Dec	Mar	Jun	Sep	Dec	On track				
																	Constrained / No progress				
<b>Milestone 3:</b> Adequate support provided to improve adolescent engagement and/or participation in UNICEF programmes (i.e. health, child protection, education, WASH, social policy, CCA-DRR, peacebuilding)	Communication platforms or networks supported by UNICEF meet quality standards for children and adolescent engagement and participation across development priorities.	Quality standards for children and adolescent engagement and participation follow (ethical?) standards as described in ??  UNICEF-supported Engagements use U-Report?	DD: FOC: MOV:		All communication platforms use U-Report or follow similar standards?													On track	Kat		
<b>Activity 3.1</b>	Supported by UNICEF, Voluntary Service Overseas (VSO) - Philippines and U-Report Ambassadors launched U-Report Live on 20 August via the U-Report FB Page. Under the theme 'Mindanao Youth: Adapting and Thriving for a Better Normal in Peace and Resilience,' the programme calls on all young people to connect and share their voices, ideas and actions for a Better Normal in peace. The initiative was designed by youth leaders to ensure the active participation of young people in the context of COVID-19 – to share their experiences on how they adapt and utilize positive coping mechanisms to stay healthy, active and creative. The voices, messages and actions of adolescents and youth who participate in the U-Report Live activities will be posted on U-Report face book page at <a href="https://www.facebook.com/UReportPhilippines/">https://www.facebook.com/UReportPhilippines/</a>						x														

Intended Results (Milestones)	Indicator	Definition	Data disaggregation (DD), frequency of collection (FOC), means of verification (MOV)	Baseline	Target	Results Achieved (cumulative from baseline)												Status as of		Lead Person/ Unit	Evidence of results / Notes
						2020			2021				2022					%	Completed		
						Jun	Sep	Dec	Mar	Jun	Sep	Dec	Mar	Jun	Sep	Dec	On track				
																	Constrained / No progress				
Activity 3.2	During the reporting period a U-Report Poll was issued on the effectiveness of communications, behaviors of members of their communities and specific information needs. In total, 9 Polls have been issued to solicit feedback from adolescents and young people on Covid-19 issues, their perceptions and feedback					x	x	x													
Activity 3.3	More than 700 participants joined the webinar on 'Co-creating the New Normal for the Participation of Young People During the COVID-19 Pandemics (can also be an Activity contributing to Milestone 1)					x															
Activity 3.4	Participatory Video Production to document the empowerment of youth and CP mechanisms during the COVID-19 pandemic.							x													
	Change the Current, a co-curricular capacity building programme for adolescents on participative CCAM - an online training for adolescents that aims to (i) enhance the knowledge of participants on climate science and adaptation and mitigation strategies, and (ii) hone the needed skills by adolescents to increase adaptation and mitigation in their communities. Adolescents will have the opportunity to create project proposals related to adaptation and mitigation strategies in their communities and receive seed funding worth PhP15,000 for implementation. Projects will be implemented and monitored by teachers and school administrators.							x	x	x	x	x									
	Development of Climate Change Social and Behavior Change Communication Strategy on Youth in Climate Action								x	x	x	x									
	Consultation among adolescents as prep work for the Regional INSPIRE Conference - included validation of findings from recently conducted consultations on mental health, back-to-school and parenting										x										

Intended Results (Milestones)	Indicator	Definition	Data disaggregation (DD), frequency of collection (FOC), means of verification (MOV)	Baseline	Target	Results Achieved (cumulative from baseline)												Status as of		Lead Person/ Unit	Evidence of results / Notes
						2020			2021				2022					%	Completed		
						Jun	Sep	Dec	Mar	Jun	Sep	Dec	Mar	Jun	Sep	Dec	On track				
																	Constrained / No progress				
<b>Milestone 4:</b> PCO ADAP strategy document and PCO ADAP advocacy strategy is prepared and implemented	Presence of a CMT-approved PCO ADAP Strategy Document and a PCO ADAP Advocacy Strategy	ATF prepares both document and present them to CMT for approval	<b>DD:</b> <b>FOC:</b> <b>MOV:</b>	2019: None	End of 2020: Yes													Mel			
	Percentage of implementation of ADAP Advocacy Strategy	ATF sessions monitor the implementation of the Advocacy Strategy	<b>DD:</b> <b>FOC: Twice a year</b> <b>MOV:</b>	0%	End of CP: 100%																
<b>Activity 4.1</b>	<b>ATF review and update of the PCO ADAP Strategy document</b>						x	x													
<b>Activity 4.2</b>	<b>ATF regular catchup and activity update meetings</b>					x	x														

Note: Green rows represent updates as of September 2021 for Q3 ATF meeting. Updates capture recent accomplishments done jointly by at least two sections and that would relate to the milestones and/or the indicators

## Appendix D: Evaluation matrix

Criteria and Questions	Measures of Success	Data sources			Data collection methods	Methods of data analysis
<p><b>Relevance</b></p> <p><b>To what extent are the main priorities and implementation approaches and modality of adolescent programming valid and respond to the current priorities and changing context and evolving needs of the key national and sub-national stakeholders, and rights holders (including the adolescents in the most vulnerable and marginalized communities)? The question should be answered considering the COVID-19 context.</b></p> <p><b>Sub-questions:</b></p> <ul style="list-style-type: none"> <li>• How do adolescent programming priorities align with Sector-specific priorities?</li> <li>• To what extent does ADAP consider the priorities and needs of stakeholders and rights holders</li> <li>• To what extent and how did ADAP remain relevant during the COVID-10 pandemic?</li> </ul>	<p>Needs Identification, alignment with global, national and sub-national priorities, Relevance with situational changes i.e. Covid-19</p>	<p>Evaluation Team observations from Primary qualitative data collected, Desk Review, validation workshops</p>	<p>UNICEF strategic action plans, Sector specific plans</p>	<p>UNICEF PCO, UNICEF RO National Government</p>	<p>KII, FGD, Desk Review</p>	<p>Framework analysis, Participatory analysis</p>
<p><b>To what extent are the key implementation strategies adequate to address critical bottlenecks to realise different needs of Philippine adolescents including the most vulnerable?</b></p> <ul style="list-style-type: none"> <li>• To what extent are data and systems available to identify bottlenecks in service delivery and the needs of adolescents?</li> <li>• To what extent is the available evidence and data used to develop strategies and plans to address region, province, and city-specific needs?</li> </ul>	<p>Mechanism to identify bottlenecks/challenges, Use of data in strategy development</p>	<p>Evaluation Team observations from Primary qualitative data collected, Desk Review, Validation Workshops</p>			<p>KII, FGD, Desk Review</p>	<p>Framework analysis, Participatory analysis</p>



Criteria and Questions	Measures of Success	Data sources			Data collection methods	Methods of data analysis
<ul style="list-style-type: none"> <li>How are the differential needs by gender, equity and human rights perspective considered in the programme implementation?</li> </ul>						
<b>To what extent were the key priorities and implementation approaches used in the adolescent programming aligned with UNICEF country programme strategy and planned results?</b>	Alignment with UNICEF country programme strategy and planned results	Evaluation Team observations from Primary qualitative data collected, Desk Review			KII, FGD, Desk Review	Framework analysis,
<b>COHERENCE</b>						
<p><b>To what extent is adolescent programming consistent across sectors' interventions in Health, Education, WASH, Child Protection, and Social Policy/protection? This includes complementarity, harmonization and coordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort.</b></p> <ul style="list-style-type: none"> <li>To what extent is the collaboration and coordination between different sectors achieved at national, sub-national, and province levels?</li> <li>What mechanisms existed to reduce duplication of efforts and to what extent was it successful?</li> <li>How did ADAP collaborate with UN agencies and development organizations to achieve efficiency and scale?</li> </ul>	Consistency across sectors, Complementing interventions	Evaluation Team observations from Primary qualitative data collected, Desk Review	UNICEF strategic action plans, Sector specific plans and annual reports, Plans, strategies by GOH, UN Partners	UNICEF Staff, National Partners, Subnational respondents	KII, FGD, Desk Review	Framework analysis,
<b>To what extent is UNICEF's approach to adolescent advocacy and programming aligned with the national and global plans and strategies for adolescent programming?</b>	Alignment with national and global plans and strategies	Evaluation Team observations from Primary			KII, FGD, Desk Review	Framework analysis Thematic analysis

Criteria and Questions	Measures of Success	Data sources			Data collection methods	Methods of data analysis
		qualitative data collected, Desk Review				
<b>To what extent is the sub-national adolescent programming consistent with other subnational programming interventions?</b>	Consistency with subnational programmes	Evaluation Team observations from Primary qualitative data collected, Desk Review			KII, FGD, Desk Review	Framework analysis Thematic analysis
<b>Efficiency</b>						
<b>To what extent is the adolescent programming approach efficient in the achievement of desired results in terms of resource utilization (human, technical, financial) and timely delivery? Have there been any significant delays in programme implementation and achievement of results, and if so, why?</b> <ul style="list-style-type: none"> <li>To what extent were resources saved by coordinated programming across different sectors of UNICEF?</li> <li>To what extent is the results framework used for results-based monitoring?</li> </ul>	achievement of desired results	Secondary data analysis, analysis of reports	Proposed/Needed vs Actual - staffing, procedures, policies, and budget allocation Relevant reports / monitoring reports, internal reviews	UNICEF Staff, National Partners, Subnational respondents, community members	Desk Review, secondary data analysis, literature review	Content analysis, Triangulation of Data Sources
<b>To what extent did UNICEF efficiently coordinate and use its resources, capacity, and comparative advantage to achieve results? To what extent did UNICEF avoid duplication with other key stakeholders?</b>	Efficient use of resources	Primary qualitative data collected, analysis of reports,			Desk Review, literature review, KII, FGD	Content analysis, Triangulation of Data Sources
<b>Effectiveness and Impact</b>						
<b>To what extent did national and sub-national level interventions and activities under ADAP achieve the expected results and outcomes?</b>	Achievement of results	Secondary data analysis, analysis of reports	UNICEF strategic action plans, gender action plans, Country	UNICEF, National Partners, Subnational	Desk Review, secondary data analysis, literature review	Content analysis, Thematic analysis,

Criteria and Questions	Measures of Success	Data sources			Data collection methods	Methods of data analysis
<ul style="list-style-type: none"> <li>How are the results of ADAP distributed across different regions and population subgroups?</li> <li>Was ADAP successful in especially targeting vulnerable adolescents?</li> </ul>			programme Document, ADAP strategy, Sector specific plans and annual reports, Plans, strategies by GOH, UNFA, UN Women	programme team, Adolescents, and community members		Triangulation of Data Sources
<b>Are there any unintended results/impacts of adolescent programming at the national and sub-national levels?</b>		Primary qualitative data collected, analysis of reports,			Desk Review, literature review, KII, FGD	Content analysis, Thematic analysis, Triangulation of Data Sources
<b>To what extent did UNICEF support and intervention strategies contribute to strengthened national and subnational policies, plans, systems, financing, and capacities for adolescent programming? To what extent and which strategies contributed to the achievement of adolescent programming results? What were the major factors influencing the achievement or non-achievement of UNICEF Output-level results?</b>		Primary qualitative data collected, analysis of reports,			Desk Review, literature review, KII, FGD	Content analysis, Thematic analysis, Triangulation of Data Sources
<b>To what extent the adolescent participation was mainstreamed in UNICEF programmes?</b>		Primary qualitative data collected, analysis of reports,			Desk Review, literature review, KII, FGD	Content analysis, Triangulation of Data Sources
<b>Sustainability</b>						
<b>To what extent coordination structures, plans, programmes, and policies at the national and sub-national level have changed to sustain</b>	Sustainability in planning, implementation	Evaluation Team observations from Primary	Plans, strategies by GOH, Other ministries/Dept,	UNICEF, National Partners,	KII, FGD, Desk Review,	Framework analysis,

Criteria and Questions	Measures of Success	Data sources			Data collection methods	Methods of data analysis
<p><b>the results of adolescent-integrated programming?</b></p> <ul style="list-style-type: none"> <li>• How did national and local coordination evolve over time and what is the implication for future programming?</li> <li>• What is the capacity at sub-national levels for coordinated adolescent programming?</li> </ul>	and presence of exit strategy/plans	qualitative data collected, Desk Review, validation workshops	Staffing and technical assistance available in Govt system, Budget allocations, legal framework	Subnational programme team	Validation Workshop	Participatory analysis
<p><b>To what extent government interventions are not dependent on UNICEF technical support?</b></p>		Evaluation Team observations from Primary qualitative data collected, Desk Review, validation workshops			KII, FGD, Desk Review, Validation Workshop	Framework analysis, Participatory analysis
<p><b>To what extent are the activities and results achieved likely to continue after UNICEF support has ceased? To what extent does UNICEF have an exit strategy in place? To what extent the subnational model would be able to be scaled up at the national level by government stakeholders? What arrangements local government has made (such as ordinances, resolutions, memo circulars at relevant levels <i>i.e.</i> province/city/municipality/barangay/district) to sustain the results of UNICEF's support when UNICEF moves out?</b></p>		Evaluation Team observations from Primary qualitative data collected, Desk Review, validation workshops			KII, FGD, Desk Review, Validation Workshop	Framework analysis, Participatory analysis

Criteria and Questions	Measures of Success	Data sources			Data collection methods	Methods of data analysis
<b>What are the major factors which influence the achievement or non-achievement of sustainability?</b>		Evaluation Team observations from Primary qualitative data collected, Desk Review, validation workshops			KII, FGD, Desk Review, Validation Workshop	Framework analysis, Participatory analysis
<b>Gender and Equity</b>						
To what extent have UNICEF and the government identified and addressed the specific adolescent needs of the different genders in the design and implementation of adolescent programming?	Inclusion strategies and consequent results	Evaluation Team observations from Primary qualitative data collected, Desk Review, validation workshops	Project plans, and annual reports submitted by implementing partners	UNICEF, National Partners, Govt. functionaries, Subnational programme team	KII, FGD, Desk Review, Validation Workshop	Thematic analysis, Participatory analysis
To what extent is adolescent programming conducive to supporting the most marginalized populations (including those furthest left behind)?						
To what extent has the UNICEF programming approach ensured access to adolescent-focused interventions for people living with disabilities?						
<b>Human Rights</b>						
To what extent did adolescent programming incorporate a Human Rights Based Approach in all its phases?	Advocacy and programming for a human-rights-based approach	Evaluation Team observations from Primary qualitative data collected, Desk Review, validation workshops	Project plans, and annual reports submitted by implementing partners	UNICEF, National Partners, Subnational programme team	KII, FGD, Desk Review, Validation Workshop	Thematic analysis, Participatory analysis
Did the advocacy and programming approach contribute to divulging, enhancing, and						

Criteria and Questions	Measures of Success	Data sources			Data collection methods	Methods of data analysis
promoting the human rights, including child rights, of its beneficiaries?						
To what extent were duty-bearers and right-holders correctly identified and actively involved throughout from advocacy, and policy development to programme implementation?						
<b>Programming during Health Emergencies</b>						
To what extent has UNICEF and the government identified and addressed the specific adolescent needs of the different genders in the design and implementation of the adolescent programming?	Covid-19 response, inclusion during covid-19 programming, sustained planning for similar emergencies	Evaluation Team observations from Primary qualitative data collected, Desk Review, validation workshops	Project plans, and annual reports submitted by implementing partners	UNICEF, National Partners, Govt. functionaries, Subnational programme team	KII, FGD, Desk Review, Validation Workshop	Thematic analysis, Participatory analysis
To what extent is adolescent programming conducive to supporting the most marginalized populations (including those furthest left behind)?						
To what extent has the UNICEF programming approach ensured access to adolescent-focused interventions for people living with disabilities?						

## Appendix E: Mapping of indicators across the results frameworks in RAM, CPC8, and ADAP

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
<b>Outcome:3420/A0/06/001 CHILDREN AND ADOLESCENTS SURVIVE AND THRIVE</b>					
<b>Outcome Statement: By 2023, more children, adolescents and women, particularly the most vulnerable, benefit from improved and equitable neonatal, child, maternal and adolescent health and nutrition services, and adopt healthy life practices.</b>					
<i>Standard Indicators</i>					
% of live births attended by skilled birth attendants	Yes	Yes	Directly: as a subset of a larger population		
Children 0-59 months vaccinated with polio through a UNICEF-supported programme during campaigns (21-02-L2-03)			Not Likely		
Percentage of children under five who are stunted	Yes		Not Likely		
Proportion of the population practising open defecation (24-02-L2-06)	Yes	Yes	Directly: as a subset of a larger population		
<b>Output:3420/A0/06/001/001 NUTRITION AND FIRST 1000 DAYS</b>					
<b>Output Statement: Government and partners have enhanced capacity to plan, deliver, and monitor coordinated multi-sectoral, gender-responsive, risk-informed approaches at scale for improved access to nutritious diets to reduce stunting and other forms of malnutrition</b>					
<i>Standard Indicators</i>					
Number of children aged 6-59 months with SAM who are admitted for treatment	Yes		Not Likely		
Number of children aged 6-59 months with severe wasting who are admitted for treatment			Not Likely		
Number of primary caregivers of children aged 0-23 months who received IYCF counselling and messages through the facility, community outreach, social media and other communication channels with UNICEF support in the reporting year [COVID]			Directly: as a subset of a larger population		
Number of children 6-9 months screened for wasting			Not Likely		
A nutritional policy or strategy to prevent undernutrition and micronutrient deficiencies in children under 5 years exists and is being implemented.			Not Likely		

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
Extent to which strategies and programmes to improve diet diversity among children aged 6 to 23 months are implemented			Not Likely		
Extent to which programmes to prevent overweight and obesity in school-age children and adolescents are implemented by the government.			Indirectly for child-adolescent population group		
Extent to which gender-responsive programmes to prevent anaemia in adolescent girls and boys through school- and community-based approaches are implemented			Indirectly for child-adolescent population group		
Extent to which integrated anaemia prevention and nutrition counselling are integrated in pregnancy care programmes for women.			Indirectly and as a subset of a larger population		
Extent to which early detection and treatment of severe wasting in children is provided as a regular service			Not Likely		
<b>Additional Indicators</b>					
# children 6-59 months receiving vitamin A supplementation every six months			Not Likely		
Proportion of children 6-23 months who meets the Minimum Acceptable Diet in the 19 LGUs (with UNICEF and partner support) (71360)			Not Likely		
Existence of National Policy and Guidelines on Nutrition of Maternal and Women of Reproductive Age (64678)	Yes		Indirectly and as a subset of a larger population		
Existence of functioning sector coordination mechanism for water, sanitation and hygiene (71362)					
Existence of functioning sector coordination mechanism for water, sanitation and hygiene (71363)					
Number of communities certified G2 (basic sanitation status) as a result of UNICEF and partner support (71361)			Indirectly and as a subset of a larger population		
Number of communities certified free of open defecation as a result of UNICEF and partner support (66919)	Yes		Indirectly and as a subset of a larger population		
Number of provinces with evidence-based and costed local development plans with SBCC component, to improve nutrition in the first 1000 days. (64626)	Yes		Not Likely	Yes, by combining SBCC for all areas	



Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
Proportion of Exclusive Breastfeeding (EBF) among infants 6 months of age in the 19 LGUs (with UNICEF and partner support (71359)			Not Likely		
Proportion of health facilities in target LGUs with nutrition and health personnel offering quality maternal nutrition counselling and IYCF counselling (with UNICEF and partner support) (71357)			Not Likely		
<b>Output:3420/A0/06/001/002 CHILD HEALTH SYSTEMS</b>					
<b>Output Statement: The health systems at the national level and in select provinces are strengthened to accelerate equitable access to high impact interventions for reducing preventable newborn deaths, early childhood illnesses and disability</b>					
<b>Standard Indicators</b>					
Capacity development strategy under implementation to strengthen and institutionalize C4D skills of government, implementing partners staff at national level and subnational level meets quality standards.	Yes			Yes, C4D is cross-cutting	
Children 0-59 months vaccinated with polio through a UNICEF-supported programme during campaigns (21-02-L3-13)			Not Likely		
Costed implementation plan for maternal, newborn and child health care available (21-03-L3-06)	Yes		Indirectly and as a subset of a larger population		
Number of Community Health Workers receiving support to maintain essential maternal, newborn and child health services since COVID-19 disruptions; disaggregated by type of support. [COVID]			Not Likely		
Number of health facilities that received UNICEF support to maintain essential maternal, newborn and child health services since COVID-19 disruptions; disaggregated by type of support [COVID]			Indirectly and as a subset of a larger population		
UNICEF-targeted children 6-59 months in humanitarian situations who are vaccinated against measles			Not Likely		
# healthcare facility staff and community health workers trained in Infection Prevention and Control (IPC)			Not Likely		
# healthcare workers within health facilities and communities provided with Personal Protective Equipment (PPE)			Not Likely		
Number of live births delivered in health facilities through UNICEF-supported programmes			Directly: as a subset of a larger population		

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
Number of children benefiting from UNICEF-supported integrated management of childhood illnesses services (integrated community case management and/or integrated management of neonatal and childhood illness)			Not Likely		
Number of health workers receiving the skills and support for delivering essential maternal, newborn and child health services through UNICEF-supported programmes			Indirectly and as a subset of a larger population		
Level of strength of the primary health care system, achieved with UNICEF support			Not Likely		
Extent of UNICEF response provided to outbreaks or other public health emergencies			Indirectly and as a subset of a larger population		
Number of children vaccinated against measles through UNICEF-supported programmes			Not Likely		
Extent of UNICEF support to the roll-out of COVID-19 vaccines			Indirectly and as a subset of a larger population		
Level of coverage achieved in the most recent polio vaccination campaign			Not Likely		
Scale of integration of Early Childhood Development in primary health care policy and service delivery platforms			Not Likely		
Scale of integration of adolescent health priorities, including sexual and reproductive health, in primary health care services or through school and digital platforms			Indirectly for child-adolescent population group	Education and Health	
Scale of integration of prevention and management of non-communicable diseases into primary health care with UNICEF support.			Indirectly and as a subset of a larger population		
Scale of integration of prevention and management of injuries into primary health care with UNICEF support.			Indirectly and as a subset of a larger population		
<b>Additional Indicators</b>					
Availability and implementation of a comprehensive multi-year plan for immunization and measles outbreak preparedness and response plan			Not Likely		
Number of children 9-59 months vaccinated against measles			Not Likely		
Number of children and women accessing primary health care in UNICEF-supported facilities			Directly: as a subset of a larger population		

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
Number of children under 2 years vaccinated against polio			Not Likely		
Number of health facilities with functioning cold chain			Not Likely		
Number of people sharing their concerns and asking questions/clarifications for available support services to address their needs through established feedback mechanisms			Directly: as a subset of a larger population		Yes
Number of people who participate in COVID-19/RCCE/SBC engagement actions			Directly: as a subset of a larger population		Yes
Number of priority populations including health workers who received complete doses of COVID-19 vaccines through COVAX procured vaccines			Not Likely		
Availability of an updated evidence-based and costed national strategies, with SBCC component, on integrated maternal, neonatal and child health and early child development, and to improve nutrition in the first 1000 days (71413)			Not Likely	Yes, by combining SBCC for all areas	
Number of provinces with data on access to WASH facilities in public health care facilities (71418)			Indirectly and as a subset of a larger population		
Level of use of new data and evidence on CWD, IP and urban poor in health sector policies, plans and programmes (64624)	Yes		Indirectly and as a subset of a larger population		
Number of provinces with available stocks of polio vaccine (IPV & bOPV) for use in routine immunization programmes for at least 3 months (71415)			Not Likely		
Number of provinces with evidence-based and costed local development plans with SBCC components on integrated maternal, neonatal and child health and early child development, and to improve nutrition in the first 1000 days (71414)	Yes		Not Likely	Yes, by combining SBCC for all areas	
<b>Output:3420/A0/06/001/003 ADOLESCENT HEALTH</b>					
<b>Output Statement: The Government demonstrates strengthened capacity to ensure adolescents have improved access to gender-responsive and culturally competent physical, mental, sexual and reproductive health services and information</b>					
<b>Standard Indicators</b>					
Number of adolescent girls and boys who participate in or lead civic engagement (including online) in UNICEF-supported programmes for			Directly: Children-Adolescents		Yes

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
COVID-19 preparedness, response and building back better (more resilient, peaceful, greener and sustainable) in the report					
Extend of integration of a comprehensive paediatric HIV care and treatment package as part of primary health care.					
Level of integration of HIV diagnostic platforms in primary health care.			Indirectly and as a subset of a larger population		
Extent of UNICEF-supported combination HIV-prevention interventions (including pre-exposure prophylaxis, targeting adolescent girls and young women and/or adolescent and young key populations)			Indirectly for child-adolescent population group		
Scale of integration of mental health services into primary health care, including through school and digital platforms			Indirectly for child-adolescent population group	Education and Health	
Extent of integration of caregiver mental health services across sectors			Indirectly and as a subset of a larger population		
<b>Additional Indicators</b>					
Number of national and sub-national partners with SBCC strategy/costed plan to improve access of adolescents to health and social services and information (64738)	Yes	Yes	Indirectly for child-adolescent population group	Yes, by combining SBCC for all areas	Yes
Number of LGU-coordinated adolescent physical and mental health service models that demonstrate increased use of services (64739)	Yes	Yes	Indirectly for child-adolescent population group		
The level of use of data on adolescent physical, mental, sexual and reproductive health is used in the social and health sector policies, plans and programmes. (64717)			Indirectly for child-adolescent population group	Social Protection and Health	Yes
Percentage of recommendations from situation analyses adopted in the development and implementation of adolescent health and development policies (added from CPC8 signed)	Yes, but revised/removed in RAM	Yes	Indirectly and as a subset of a larger population	Yes	
<b>Output:3420/A0/06/001/004 WASH ENABLING ENVIRONMENT</b>					
<b>Output Statement: The Government and partners have strengthened capacities to develop, implement and monitor</b>					

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
<b>coordinated, evidence-based policies, strategies and plans for equitable, gender-responsive and sustainable access to basic WASH services.</b>					
<b>Standard Indicators</b>					
Number of health centres (clinics, hospitals, etc.) equipped with WASH facilities in the reporting year only, because of UNICEF direct support [COVID]			Indirectly and as a subset of a larger population	Health and WASH	
Number of people reached with critical WASH supplies (including hygiene items) and services with UNICEF support [COVIDSitRep]			Directly: as a subset of a larger population		
Number of targeted populations provided with hygiene kits or key hygiene items in the reporting year [COVID]			Directly: as a subset of a larger population		
Existence of functioning sector coordination mechanism for water, sanitation and hygiene	Yes				
Existence of a functioning cluster coordination mechanism for water, sanitation and hygiene in humanitarian situations	Yes				
# Women and girls accessing menstrual hygiene management services			Directly: as a subset of a larger population		
# people accessing enough safe water			Directly: as a subset of a larger population		
# people reached with hand-washing behaviour-change programmes			Directly: as a subset of a larger population		
Number of people reached with at least basic sanitation services through UNICEF-supported programmes			Directly: as a subset of a larger population		
Number of people reached with at least basic water that is safe and available when needed, through UNICEF-supported programmes			Directly: as a subset of a larger population		
Number of people reached with at least basic hygiene services through UNICEF-supported programmes			Directly: as a subset of a larger population		
Number of schools reached with basic WASH services, through UNICEF-supported programmes.			Indirectly and as a subset of a larger population		
Number of healthcare facilities reached with basic WASH services, through UNICEF-supported programmes.			Indirectly and as a subset of a larger population		

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
Number of women and adolescent girls whose menstrual health and hygiene needs are addressed through UNICEF-supported programmes			Directly: as a subset of a larger population		
Number of people in humanitarian contexts reached with appropriate drinking water services, through UNICEF- supported programmes.			Directly: as a subset of a larger population		
Number of people in humanitarian contexts reached with appropriate sanitation services, through UNICEF- supported programmes			Directly: as a subset of a larger population		
Extent to which a costed and inclusive WASH financing strategy has been prepared and implemented with UNICEF support			Indirectly and as a subset of a larger population		
Extent to which annual WASH sector expenditures from different funding and financing sources have increased with UNICEF support			Indirectly and as a subset of a larger population		
Existence of an integrated humanitarian-development-peace nexus approach to WASH programming through the participation of affected populations			Not likely		Yes
<b>Additional Indicators</b>					
UNICEF targeted population in humanitarian situations accessing appropriate sanitation facilities because of UNICEF direct support during reporting period					
National strategy to eliminate open defecation available (64660)	Yes		Not likely		
<b>Output:3420/A0/06/001/005 PEACEBUILDING AND SURVIVE AND THRIVE- PROTECTION FROM CONFLICT AND DISASTERS</b>					
<b>Output Statement: Strengthened capacities of health authorities and local government units to scale up quality maternal, neonatal, child and adolescent health, nutrition, water and sanitation services and information in BARMM</b>					
<b>Standard Indicators</b>					
No approved indicator ratings					
<b>Additional Indicators</b>					
% of emergencies in Mindanao affecting over 200,000 population for which Core Commitments for Children (CCC) in immunization, nutrition and WASH were met (66261)	Yes		Indirectly for child-adolescent population group	Health, Nutrition, WASH	
Number of underserved municipalities with high coverage of community-based nutrition services (community sessions) (67756)	Yes		Indirectly and as a subset of a larger population		

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
Number of BARMM communities (barangay) certified Open Defecation-free (66259)	Yes		Indirectly and as a subset of a larger population		
Number of underserved municipalities targeted by UNICEF certified Open Defecation-free (66258)	Yes		Indirectly and as a subset of a larger population		
Number of underserved municipalities targeted by UNICEF with at least a 20% annual increase in absolute number of children vaccinated with Penta 3(66255)	Yes		Not likely		
Number of underserved municipalities targeted by UNICEF with at least a 20% decrease in the absolute number of severe acute malnutrition (SAM) cases treated in health units (66257)	Yes		Not likely		
Number of underserved municipalities targeted by UNICEF with at least one facility providing comprehensive adolescent health and nutrition services and information (66260)	Yes	Yes	Indirectly and as a subset of a larger population	Health, Nutrition	
Number of underserved municipalities targeted by UNICEF with high coverage of immunization services (66254)	Yes		Not likely		
<b>Outcome:3420/A0/06/002 QUALITY AND INCLUSIVE LIFELONG LEARNING</b>					
<b>Outcome Statement: By 2023, more children and adolescents, especially the most disadvantaged, have improved education and learning outcomes.</b>					
<b>Standard Indicators</b>					
No approved indicator ratings					
<b>Additional Indicators</b>					
Proportion of learners achieving at least nearly proficient level in NAT (66499)	Yes	Yes	Directly: Children-Adolescents		
Percentage of children 3-4 y/o attending pre-school (total and by gender)	Yes, but no in RAM				
Percentage of children 5 y/o attending Kindergarten (total and by gender)	Yes, but no in RAM				
Early Language Literacy and Numeracy Assessment Results (ELLNA) at Grade 3	Yes, but no in RAM				
Proportion of primary and lower secondary schools with sanitation facilities for girls that meet national standards	Yes, but no in RAM	Yes	Indirectly for child-adolescent population group	WASH and Education	
<b>Output:3420/A0/06/002/001 EARLY CHILDHOOD EDUCATION</b>					

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
<b>Output Statement: Quality and equitable early learning Government authorities have improved capacity to deliver inclusive, gender responsive equitable and quality early childhood education</b>					
<b>Standard Indicators</b>					
No approved indicator ratings					
<b>Additional Indicators</b>					
Number of children attending or going to ECE centres after reopening of preschool			Not likely		
Existence of National ECCD Strategic and Investment Plan including Social and Behaviour Change Communication Strategy (64722)	Yes		Not likely		
Existence of enhanced National Operational Guidelines on the implementation of MTB-MLE policy from pre-school to Grade 3(64723)	Yes		Not likely		
Level of implementation of the National ECCD-Early Childhood Education M&E and Accountability System (64724)	Yes		Not likely		
Proportion of 11 priority municipalities in 3 focus provinces and 1 focus city implementing the system for prevention, early identification, referral and intervention of developmental delays and disabilities in early childhood, particularly for chi			Not likely		
Proportion of UNICEF priority municipalities in 3 focus provinces with increased 3-4 y/o enrolment rate (in Child Development Centres, Supervised Neighbourhood Playgroups and other home-based ECE services), with gender parity (69830)	Yes		Not likely		
Proportion of priority municipalities in 3 focus provinces that are using the National Competency Standards for Child Development Workers and Child Development Teachers in profiling the needs, planning and implementation of capability building of at least			Not likely		
<b>Output:3420/A0/06/002/002 QUALITY AND INCLUSIVE LEARNING - PRIMARY</b>					
<b>Output Statement: Government authorities have strengthened capacity to improve the system for quality, equitable and inclusive education, including the development of social and emotional skills (Basic Education)</b>					



Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
<b>Standard Indicators</b>					
System Strengthening - Education sector planning - Education Sector Plan or Transitional Education Sector Plan developed with UNICEF support available (22-01-L3-25)	Yes		Indirectly for child-adolescent population group		
(alt) Number of children attending or going to school after reopening schools [COVID]			Directly: Children-Adolescents		
<b>Additional Indicators</b>					
Number of children accessing appropriate WASH facilities and hygiene services in learning facilities and safe spaces			Directly: Children-Adolescents		
WinS standards have been integrated into DepED DRRM and EiE guidelines (64661)	Yes		Not Likely		
Existence of Policy Framework on strengthening quality social and emotional learning in education system (64619)	Yes				
<b>Output:3420/A0/06/002/003 QUALITY AND INCLUSIVE LEARNING-ADOLESCENT</b>					
<b>Output Statement: Government entities have strengthened capacity to improve the system for quality, equitable and inclusive education including the development of social and emotional skills (Adolescents)</b>					
<b>Standard Indicators</b>					
Number of teachers trained to provide distance support to learners with UNICEF support in the reporting year [COVID]			Not Likely		
Level of institutionalization of holistic skills development to support learning, personal empowerment, environmental sustainability, active citizenship, social cohesion and/or employability and entrepreneurship			Indirectly for child-adolescent population group		
Number of adolescents and young people who participate in or lead civic engagement initiatives through UNICEF-supported programmes			Directly: Children-Adolescents	Yes	Yes
<b>Additional Indicators</b>					
Existence of policies on learner-centred flexible learning options/pathways (Alternative Delivery Mode and Alternative Learning System) (65054)	Yes	Yes	Indirectly for child-adolescent population group	Education and CP	Yes

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
Existence of policy issuance adopting the #MeronAko Menstrual Hygiene Management Tools for national use (66500)	Yes	Yes	Indirectly for child-adolescent population group	Education, WASH	Yes
Existence of draft policy framework on strengthening quality social and emotional learning for adolescents (65055)	Yes	Yes	Indirectly for child-adolescent population group		Yes
<b>Output:3420/A0/06/002/004 PEACEBUILDING AND LEARNING-PROTECTION FROM CONFLICT AND DISASTERS</b>					
<b>Output Statement: Strengthened capacities of government authorities for delivery of early childhood and basic education for children in BARMM</b>					
<a href="#">Standard Indicators</a>					
No approved indicator ratings					
<a href="#">Additional Indicators</a>					
Annual increase in absolute number of adolescents availing alternative learning services in 8 municipalities (66190)	Yes	Yes	Directly: Children-Adolescents		
Percentage of sitios in 8 municipalities with a form of early learning sessions (66185)	Yes				
An annual increase in absolute number of children enrolled in early learning sessions in 8 municipalities (66188)	Yes				
Annual increase in absolute number of children enrolled in primary school in 8 municipalities (66189)	Yes				
Percentage of emergencies in Mindanao affecting over 200,000 population for which CCCs in education were met (66191)	Yes		Indirectly for child-adolescent population group		
Percentage of sitios in 8 municipalities close enough to alternative learning services for adolescents (66187)	Yes	Yes	Indirectly for child-adolescent population group		
Percentage of sitios in 8 municipalities close enough to primary school for children to attend (66186)	Yes				
<b>Outcome:3420/A0/06/003 CHILDREN AND ADOLESCENT LIVE IN A PROTECTIVE ENVIRONMENT</b>					

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
<b>Outcome Statement: By 2023, more children and adolescents, particularly the most vulnerable, benefit from more effective, quality, gender-sensitive, preventive, and responsive child protection systems, and live in communities that better protect children from violence.</b>					
<b>Standard Indicators</b>					
Number of girls and boys who have experienced violence reached by health, social work or justice/law enforcement services	Yes	Yes	Directly: Children-Adolescents	Yes	
Percentage of children in conflict with the law subject to a diversion order or a non-custodial measure			Directly: Children-Adolescents		
Percentage of children in family-based care of the total number of children in all forms of formal alternative care			Directly: Children-Adolescents		
Percentage of health facilities with inter-operability between the health system and civil registration system to facilitate birth registration at the service delivery point			Indirectly and as a subset of a larger population	Yes	
Level of development of the mechanism to track delivery and referral information related to mental health and psychosocial support services for children and adolescents			Indirectly for child-adolescent population group		
<b>Additional Indicators</b>					
Number of UNICEF targeted LGUs with at least the minimum ratio of child-centred social workers and paraprofessionals (boys/girls per population), based on national standards and with capacity to provide gender-responsive child and family social services.	Yes		Indirectly for child-adolescent population group	Yes	Yes
Percentage of reported cases of GRV verified and responded to (64725)	Yes	Yes	Directly: Children-Adolescents		
<b>Output:3420/A0/06/003/001 CHILD PROTECTION POLICY AND LEGISLATION</b>					
<b>Output Statement: The legislative and institutional framework is strengthened to better protect girls and boys vulnerable and exposed to violence, abuse, exploitation, and harmful gender norms</b>					
<b>Standard Indicators</b>					
No approved indicator ratings					
Extent of legal prohibition of corporal punishment of children in all settings			Indirectly for child-adolescent population group		

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
Extent of alignment of national legislation with international standards regarding the criminalization of child sexual abuse and exploitation and protection of child victims			Indirectly for child-adolescent population group		
Extent to which the country has a national legislation to eliminate the worst forms of child labour			Indirectly for child-adolescent population group		
Extent of development of specialized justice for children systems			Indirectly for child-adolescent population group		
Extent to which policies, programmes and mechanisms for prevention of family separation and promotion of family-based alternative care are in line with the 2009 Guidelines for the Alternative Care of Children			Indirectly for child-adolescent population group		
Phase of maturity of the child protection systems					
<b>Additional Indicators</b>					
Number of national agencies with plans that are fully or partially inclusive of VAC prevention and response	Yes		Indirectly for child-adolescent population group		
Existence of the 4th NPAC that integrates the PPAEVAC, OSAEC NRP, and other child-related action plans and its M&E framework			Indirectly for child-adolescent population group	Yes	Yes
Percentage of girls and boys that are in contact with the justice and administrative bodies who are subject to a diversion order or alternative measure as opposed to a custodial sentence through UNICEF-supported programme (66482)	Yes		Directly: Children-Adolescents		
Existence of three new or strengthened laws to strengthen the CP system, particularly eliminating harmful gender norms (64664)	Yes		Indirectly for child-adolescent population group		
Existence of a Monitoring and Evaluation Framework that will measure results, including core indicators that ensure inclusivity (CWD, LGBTQ and Indigenous children) and capture gender dimensions, in the implementation of the PPAEVAC (64662)	Yes		Indirectly for child-adolescent population group	Yes	Yes
<b>Output:3420/A0/06/003/002 CHILD WELFARE SYSTEMS</b>					

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
<b>Output Statement: The Child Protection system has strengthened capacity to deliver local, multi-sectoral, gender/culturally sensitive and child focused programmes that prevent and respond to violence against children</b>					
<b>Standard Indicators</b>					
No approved indicator ratings					
Level of development of quality assurance system for social service workforce			Not likely		
Quality of free and universal birth registration service within civil registration and vital statistics, in accordance with international standards and best practices			Not likely		
<b>Additional Indicators</b>					
Number of regions with operational plans in the implementation of DSWD Kilos Unlad framework with case management and referral pathways.	Yes		Indirectly for child-adolescent population group	Yes	Yes
Number of children who receive case management services			Directly: Children-Adolescents		
Number of UNICEF targeted LGUs with at least the minimum ratio of child-centred social workers (f/m per population), based on national standards, and with capacity to provide gender-responsive child and family social services) (64666)	Yes		Indirectly for child-adolescent population group		
Number of targeted LGUs with local development investment plans with allocated budget to localize the Comprehensive National Juvenile Intervention Programme and other relevant VAC national plans and frameworks. (64668)	Yes		Indirectly for child-adolescent population group		yes
<b>Output:3420/A0/06/003/003 SOCIAL CHANGE TO END VAC</b>					
<b>Output Statement: The Filipino public are more informed and equipped to engage Government to call for its commitment and action to eliminate all forms of violence against children</b>					
<b>Standard Indicators</b>					
No approved indicator ratings					
<b>Additional Indicators</b>					

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
# of children and youth reached online and offline engaged in youth-led calls and social/digital movements for ending violence in the community	Yes	Yes	Directly: Children-Adolescents		
Number of communities that have participated in a public declaration of support against corporal punishment and sexual violence against children (64669)	Yes		Indirectly for child-adolescent population group		Yes
<b>Output:3420/A0/06/003/004 HOLISTIC PARENTING</b>					
<b>Output Statement: The Government have strengthened coordination mechanisms and approaches to enhance the capacities of parents and caregivers to practice behaviours and demonstrate attitudes which help children and adolescents to learn, thrive and be protected from violence</b>					
<b>Standard Indicators</b>					
No approved indicator ratings					
Number of mothers, fathers and caregivers reached through parenting programmes through UNICEF-supported programmes			Directly: as a subset of a larger population	Yes, assuming parenting is cross-sectoral	
<b>Additional Indicators</b>					
# of mothers, fathers and caregivers that are reached through parenting programmes			Directly: as a subset of a larger population	Yes, assuming parenting is cross-sectoral	
Existence of an evidence-based holistic national parenting framework or strategy relevant to the context of Filipino family (64673)	Yes		Indirectly and as a subset of a larger population		
Level of coordination mechanism functionality of parenting support programmes	Yes, but no in RAM				
National government's parenting programme is consistent with the national parenting framework	Yes, but no in RAM				
<b>Output:3420/A0/06/003/005 CHILD PROTECTION HUMANITARIAN ACTION</b>					
<b>Output Statement: Children and adolescents affected by disasters and those affected by armed conflict, particularly in Mindanao are increasingly able to access critical multi-sectoral, gender/ conflict/ culturally sensitive and child focused programmes</b>					

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
<b>Standard Indicators</b>					
Number of social service workers trained in specific knowledge and skills to deliver essential services during the COVID-19 pandemic with UNICEF support in the reporting year [COVID]			Not likely		
Number of children, parents and primary caregivers provided with community based mental health and psychosocial support and messaging [COVIDSitRep] (93-01-L3-02)			Directly: as a subset of a larger population		
Number of UNICEF-targeted women, girls and boys provided with risk mitigation, prevention or response interventions to address gender-based violence through UNICEF-supported programmes in the reporting year [COVID] (93-01-L3-07)			Directly: as a subset of a larger population		
Percentage of UNICEF-targeted women, girls and boys in humanitarian contexts provided with risk mitigation, prevention and/or response interventions to address gender- based violence through UNICEF-supported programmes.			Directly: as a subset of a larger population		
Number of children and adults who have access to a safe and accessible channel to report sexual exploitation and abuse by humanitarian, development, protection and/or other personnel who provide assistance to affected populations			Directly: as a subset of a larger population		
Percentage of UNICEF-targeted girls and boys in humanitarian contexts who have received individual case management			Directly: Children-Adolescents		
<b>Additional Indicators</b>					
Number of people with safe and accessible channels to report sexual exploitation and abuse by aid worker			Directly: as a subset of a larger population		
Number of children and caregivers accessing mental health and psychosocial support(quarterly)			Directly: Children-Adolescents		
Number of Regional Sub-Committees for the Welfare of Children/Regional Child Protection Groups (RSCWCs/ RCPWGs) with child protection and GBV humanitarian response initiatives in their annual investment plans/ work plans (64674)	Yes		Indirectly for child-adolescent population group		Yes
Percentage of reported cases of GCRVs verified and responded to annually (with age and sex disaggregation) (64625)			Directly: Children-Adolescents		

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
<b>Output:3420/A0/06/003/006 PEACEBUILDING AND CHILD PROTECTION- PROT</b>					
<b>Output Statement: Strengthened capacities of the child protection system (services, families and communities) to protect at-risk children and adolescents in BARMM.</b>					
Standard Indicators					
No approved indicator ratings					
Additional Indicators					
Policy/strategy is adapted to support the appropriate and timely vertical and horizontal expansion of existing social protection systems during a crisis by the government (linking EWS, CC, resilience building policies, contingency budgeting and financing, etc.)			Indirectly and as a subset of a larger population	Yes	Yes
Operational mechanisms are strengthened to adapt and/or expand in a timely manner during a crisis (targeting, registration, MIS, coordination, monitoring, cash delivery systems, complaints, communication, linking with complementary services, HR capacity)			Indirectly and as a subset of a larger population	Yes	
% of emergencies in Mindanao affecting over 200,000 population for which Core Commitments for Children (CCC) in child protection were met (65053)	Yes		Indirectly for child-adolescent population group		
% of reported cases of GCRVs in BARMM verified and responded to annually (with age and sex disaggregation) (65052)	Yes		Directly: Children-Adolescents		
Existence of a functioning provincial child-friendly justice for children system (65050)	Yes		Indirectly for child-adolescent population group		
Number of adolescents and youth (disaggregated girls/boys/IP/geo area) engaged as U-Reporters (67748)	Yes		Directly: Children-Adolescents		Yes
Number of communities that have participated in a public declaration of support against harmful practices (corporal punishment, child marriage and radical narratives (Written manifesto signed by the community and endorsed to LGU) (67751)	Yes		Indirectly for child-adolescent population group		Yes



Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
% of 50 underserved municipalities with a functioning Child Protection System (65048)	Yes		Indirectly for child-adolescent population group	Yes	
<b>Outcome:3420/A0/06/004 SOCIAL POLICY AND GOVERNANCE FOR CHILD RIGHTS</b>					
<b>Outcome Statement: By 2023, the most disadvantaged children, families and communities in remote rural areas and impoverished urban pockets have access to inclusive systems that protect them from poverty and enhance their ability to appropriately respond to emergencies and climate change risks.</b>					
<b>Standard Indicators</b>					
No approved indicator ratings					
Extent to which measurement, analysis or policy advice has informed policies and programmes to reduce child poverty			Indirectly for child-adolescent population group	Yes, assuming multi-dimensional poverty	
Extent of action taken to support care work, including through family-friendly policies			Indirectly and as a subset of a larger population		
<b>Additional Indicators</b>					
Number of children covered by social protection system			Directly: Children-Adolescents		
Number of children covered by government cash transfer programmes (64675)	Yes	Yes	Directly: Children-Adolescents		
Share of public spending on health, education and social protection benefiting children living in the poorest regions.	Yes, but no in RAM				
<b>Output:3420/A0/06/004/001 LOCAL GOVERNMENT STRENGTHENING</b>					
<b>Output Statement: The capacity of government and key stakeholders to plan, budget and provide access to inclusive, integrated, resilient and quality basic social services is strengthened</b>					
<b>Standard Indicators</b>					
Evidence generated on budgets and their linkages to child outcomes to improve budget allocations/expenditure for children	Yes		Indirectly for child-adolescent population group	Yes	
UNICEF-supported Government-led coordination mechanisms for C4D meet/s quality standards					

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
Local governments (incl. municipalities) with functioning mechanisms for child/adolescent and/or community participation in local planning, budgeting and monitoring processes	Yes	Yes	Indirectly for child-adolescent population group	Yes	Yes
Local government (incl. municipalities) with budget allocated to child priorities	Yes		Indirectly for child-adolescent population group		
Contribution to a policy change that protects child rights and advances the needs of the most vulnerable children during COVID-19 (Yes/No) [COVID].			Indirectly for child-adolescent population group		
The extent to which national and local governance capacities for reducing child poverty at local level have been enhanced with UNICEF support, including in humanitarian settings			Indirectly for child-adolescent population group	Yes, multi-dimensional poverty	
<b>Additional Indicators</b>					
Existence of Child sensitive national or local risk management plans addressing risks related to disasters, climate change, conflict, public health emergencies or other crises (64676)	Yes		Indirectly for child-adolescent population group	Yes	
Local governments with development plans that include priorities to improve access and quality of basic social services (71416)	Yes		Indirectly and as a subset of a larger population	Yes, since SP is cross-cutting	
Local governments (incl. municipalities) that produce disaggregated child data	Yes, but no in RAM				
<b>Output:3420/A0/06/004/002 SOCIAL PROTECTION</b>					
<b>Output Statement: The equity, child focus and adaptive capacity of Government national social protection programmes are strengthened.</b>					
<b>Standard Indicators</b>					
# households reached with UNICEF-funded humanitarian cash transfers			Directly: as a subset of a larger population		
Shock-responsive SP: Shock-responsive SP: Policy/strategy is adapted to support appropriate and timely vertical and/or horizontal expansion of the existing social protection systems during crisis by government and/or humanitarian agencies (Link	Yes		Indirectly and as a subset of a larger population		

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
Evidence: Existence of data and evidence on how social protection systems are responding to child poverty and deprivations (such as health, education, nutrition etc...)	Yes		Indirectly for child-adolescent population group	Yes, since SP is cross-cutting	
Number of households benefitting from new or additional social assistance (cash/in-kind) measures provided by governments with UNICEF support in humanitarian contexts			Directly: as a subset of a larger population	Yes, since SP is cross-cutting	
Shock-responsive SP: Operational mechanisms are strengthened to adapt and/or expand in a timely manner during crisis (targeting and registration, MIS, coordination, monitoring, cash delivery system, complaints, communication, linking with complementary se	Yes		Indirectly and as a subset of a larger population		
Routine measurement and reporting on child poverty is nationally owned.			Indirectly for child-adolescent population group	Yes, multi-dimensional poverty	
Extent to which social sector budgets (including social protection) have been strengthened with UNICEF's support, for greater and better investments in children, including in humanitarian and fragile contexts			Indirectly for child-adolescent population group	Yes	
Extent to which international and private sector resources for children have been mobilized with UNICEF support			Indirectly for child-adolescent population group		
Level of strength of the social protection system			Indirectly and as a subset of a larger population	Yes, since SP is cross-cutting	
Level of gender-responsiveness of social protection programmes			Indirectly and as a subset of a larger population	Yes, since SP is cross-cutting	
Level of disability-inclusiveness of national social-protection programmes supported by UNICEF			Indirectly and as a subset of a larger population	Yes, since SP is cross-cutting	
Ability of the social protection system, including cash transfer capacities, to effectively respond to humanitarian crises			Indirectly and as a subset of a larger population	Yes, since SP is cross-cutting	
Number of households reached by cash transfers through UNICEF-supported programmes			Directly: as a subset of a larger population		

Indicators as per RAM Reports	Included in signed CPC8 RFD	Included in ADAP RFD	Relevance for adolescents programming	Possible inter-sectoral work	Possible Adol/Youth participation
Number of households reached with UNICEF-supported humanitarian cash transfers.			Directly: as a subset of a larger population		
<b>Additional Indicators</b>					
Existence of a new social protection programme for children with disabilities (64677)			Indirectly for child-adolescent population group	Yes, since SP is cross-cutting	
<b>Output:3420/A0/06/004/003 PEACEBUILDING AND LOCAL GOVERNANCE- PROTECTION FROM CONFLICT AND DISASTERS</b>					
<b>Output Statement: Strengthened capacities of local government units in BARMM to plan and act for children's rights.</b>					
<b>Standard Indicators</b>					
Number of local government units (municipalities) that produce disaggregated child data	Yes		Indirectly for child-adolescent population group	Yes	
<b>Additional Indicators</b>					
Number of BARMM municipalities with at least 10% of municipal annual investment plan allocated for children	Yes		Indirectly for child-adolescent population group	Yes	
Number of BARMM municipalities with functioning LCPCs to plan and budget for children's priorities			Indirectly for child-adolescent population group	Yes	
Number of (municipal) LGUs in BARMM with CFLG certification (66192)	Yes		Indirectly for child-adolescent population group	Yes	
Local governments (incl. municipalities) that produce disaggregated child data	Yes, but not in RAM				
Number of municipalities with 80% of their sitios having services available for children and adolescent needs	Yes, but not in RAM	Yes	Indirectly for child-adolescent population group		

## Appendix F: List of documents included in the literature review

Sr. No.	Document Name	Sector/Sub Sector
1	C-surge CFEM annual report draft_18 Sept 2023_PCO clearance	ALS CSE ARH Convergence
2	CN_CSE-ARH Convergence_ALS & community	ALS CSE ARH Convergence
3	Feasibility Study on Microcertification for the ALS in the Philippines	ALS Micro certification
4	Development of Two Assmt Matrices and Tools_ALS Micro-certification	ALS Micro certification
5	ALS Micro certification final report	ALS Micro certification
6	Micro-certification in ALS (for BAE)_May2023	ALS Micro certification
7	ALS_Research-Agenda	ALS Research Agenda
8	Overview - Development of the ALS Research Agenda 2022-2026	ALS Research Agenda
9	ALS C4D Concept Note_19Aug2020	ALS SBC
10	ALS C4D Project_Final Report	ALS SBC
11	PD_ALS SBC_Plan International_Final	ALS SBC
12	SBC4ALS_Final Progress Report_v2	ALS SBC
13	ALS SBC Final Toolkit_2023-Dec-11	ALS SBC
14	ALS SBC Rollout Guide_2023 Nov 29	ALS SBC
15	ALS SBC 3 initial model sites (Phase 1): Angeles, N Samar, Zamboanga del Norte	ALS SBC
16	Additional site (Phase 2): Maguindanao del Sur (BARMM province) manual	ALS SBC
17	Additional site (Phase 2): Maguindanao del Sur (BARMM province) videos	ALS SBC
18	ALS SBC National Toolkit and Roll-out Guide	ALS SBC
19	MFPs Country Profile - Philippines_Oct23_FINAL	ALS SBC
20	ALS Strategic Plan V6 - Final - Web	ICT4ALS
21	CN_ICT in ALS MP	ICT4ALS
22	UNICEF Matrix of BAE-LS6 Learning Resources	ICT4ALS
23	DepEd ALS LAC RESOURCES: MOBILE TECHNOLOGY FOR TEACHERS (MT4T) AND ITS DIGITAL CITIZENSHIP RESOURCES	ICT4ALS
24	TOR Consultant_Support for ALS Content (LS 6) signed	ICT4ALS
25	UNICEF ALS LS6 LR Final Report 20Apr2022	ICT4ALS
26	PFY Training Consolidated Evaluation Results	Power for Youth Zambo del Norte
27	Power For Youth CPD Module Descriptions	Power for Youth Zambo del Norte
28	HIS - UNICEF articles	Power for Youth Zambo del Norte
29	GenEd Learning Resources	Power for Youth Zambo del Norte
30	IPEd Learning Resources	Power for Youth Zambo del Norte
31	MuslimEd Learning Resources	Power for Youth Zambo del Norte
32	The contextualised ALS life-skills based activity sheets	Power for Youth Zambo del Norte
33	PLAN_ALS C4D - ZNYDA Briefer Brochure v2	Power for Youth Zambo del Norte

34	Alliance Building Component- ZNYDA Presentation	Power for Youth Zambo del Norte
35	Youth Development Alliances_07232021	Power for Youth Zambo del Norte
36	ZNYDA (Handover) Partial Accomplishments_from ZDN Secretariat (LGU)	Power for Youth Zambo del Norte
37	ZNYDA ACTION PLAN 2021-2022_Final	Power for Youth Zambo del Norte
38	ZNYDA BRIEFER	Power for Youth Zambo del Norte
39	ZNYDA Executive Order FINAL	Power for Youth Zambo del Norte
40	ZNYDA STRATEGIC PLAN 2021-2023_Final	Power for Youth Zambo del Norte
41	CN_FinLit_13April2021	Fin Lit and EntreED
42	MAPA Action Plan_ZNYDA	Fin Lit and EntreED
43	MAPA Programme Terminal Report PPT	Fin Lit and EntreED
44	MAPA_Terminal Report Document version	Fin Lit and EntreED
45	UPDATED MAPA Phase 1 Post-Training Report	Fin Lit and EntreED
46	CN - SEL for CICLs_23Oct2020	Social and Emotional learning
47	HIS_SEL_CICL	Social and Emotional learning
48	SDRI UNICEF - Modules Presentation	Social and Emotional learning
49	SEL Programming - overview	Social and Emotional learning
50	SEL Proj Results	Social and Emotional learning
51	SEL Action Research Report_rev4 (29Nov)	Social and Emotional learning
52	SEL Modules_rev4	Social and Emotional learning
53	Concept Note - STEM in ALS_25May2021 (external)	STEM Education
54	STEM Up - Research Brief Results	STEM Education
55	STEM Up to Step Up briefer	STEM Education
56	STEM Up to Step Up_Updates as of Jan 2023	STEM Education
57	UNICEF SEL Policy Brief v2 as of 1212	STEM Education
58	CPC8 Output 2.3 TOC_updated 08Dec2022	Alternative Education
59	MFPs Country Profile - Philippines_Oct23_FINAL	Alternative Education
60	DO_s2021_047 - Creation of BAE	Alternative Education
61	BEDP 2030 Photo Documentation	BEDP
62	BEDP Handout V3 (For Printing)	BEDP
63	DO_s2022_024 Adoption of BEDP	BEDP
64	CCAM project - CN	Change the Current
65	CTC - Qualitative Research Insights	Change the Current
66	CTC1 Final 2021 Report (compressed)	Change the Current
67	CTC1 student teams - sub-grantees	Change the Current
68	CN_Change the Current 2 (UNICEF-SPS-DepEd)	Change the Current
69	CTC 2.0 Summit - Concept Note_31Oct2023	Change the Current
70	CTC 2023 DRRMS Presentation Sept 2023	Change the Current
71	CTC 2023_compressed_May 2023	Change the Current
72	CTC 2023_compressed_May 2023	Change the Current
73	CTC - Panel of Changemakers	Change the Current
74	CTC 2.0 Grantees	Change the Current
75	CTC Batch 2 Grantees	Change the Current
76	CTC Subgrantee Overview (Batch 1)_19Nov2021	Change the Current
77	CTC1 student teams - sub-grantees (SEED funding)	Change the Current
78	CN_Change the Current 2 (UNICEF-SPS-DepEd)	Change the Current
79	CTC 2.0 Summit - Concept Note_31Oct2023	Change the Current

80	CTC 2023 DRRMS Presentation Sept 2023	Change the Current
81	CTC 2023_compressed_May 2023	Change the Current
82	CTC_2.0_2023_October_M_E	Change the Current
83	2023 Data Entry Format_GenU Reporting_MTx	LEaP
84	LEaP! Briefer	LEaP
85	SAP-Yoma_Concept note_PH run	LEaP
86	UNICEF Philippines SAP Year 1 Reporting_ver 3Jan2024_CLEAN	LEaP
87	Draft Final Evaluation Report_CCDRR_UNICEF_EY_DF_Clean	Climate Change and Disaster Risk Reduction
88	MACP Final Narrative Report UNICEF Philippines_24October	Climate Change and Disaster Risk Reduction
89	2-Pager Report (Batang Resilient Programme)_clean (2)	Climate Change and Disaster Risk Reduction
90	French NatCom Narrative Report_Philippines_SC220320 - Annual (clean) (1)	Climate Change and Disaster Risk Reduction
91	Two Pager - December 2023 Update (French NC)	Climate Change and Disaster Risk Reduction
92	Concept Note - Kabataang Resilient Programme (November 2023)	Climate Change and Disaster Risk Reduction
93	Programme Document (PYDN) [Kabataang Resilient]	Climate Change and Disaster Risk Reduction
94	C4D Strategy Document (Youth in Climate Action)	Climate Change and Disaster Risk Reduction
95	UNICEF Formative Research V3	Climate Change and Disaster Risk Reduction
96	2018-07-16 National SitAn Final Full Report_v16July2018	CPC8
97	2018-12-21 CPC8 Philippines PSN_Updated for FRG-QA	CPC8
98	2018-PL8-Philippines_CEP-2018.06.19	CPC8
99	2018-PL8-Philippines_CPD-ODS-EN	CPC8
100	GOP-UNICEF Country Programme Action Plan signed	CPC8
101	2023-PL2-Philippines-Draft-CPD-EN- OSEB [FINAL]	CPC9
102	Philippine Situation Analysis_20230730	CPC9
103	Final Explanatory Notes - CPC9	CPC9
104	2019 WP	Work Plans
105	2022 WP	Work Plans
106	BARMM WP 2020	Work Plans
107	BARMM WP 2022	Work Plans
108	ATF Collaboration Matrix progress updates 28Sept2021	Work Plans
109	ATF Workshop - Results Summary_v2x	Work Plans
110	PCO ADAP Strategic Framework_Q4 2020	Work Plans
111	PCO CPC8 ADAP TOCx	Work Plans
112	Final SitAn Report on Children with Disabilities	Background docs
113	National SitAn Final Full Report_v16July2018	Background docs
114	ARMM SitAn Final v27Aug2018	Background docs

115	Draft 4th NPAC - version 7 (21 Dec 2023)	Background docs
116	BARMM Situation Analysis_Final Report	Background docs
117	Working Paper - Adolescents Potential Unleashed	Background docs
118	PYDN Proposal_UNICEF - RFPS	Positive Youth Development Network/Child Protection
119	PYDN_LRPS-2023-9183980	Positive Youth Development Network/Child Protection
120	Digital Responsibility Programme_Concept Note[9]	Digital responsibility Program/Child Protection
121	Digital Responsibility_Inception Meeting Deck	Digital responsibility Program/Child Protection
122	Draft_ Co-created DRP Module Outline	Digital responsibility Program/Child Protection
123	Inception Plan_UNICEF - RFPS No. LRPS-2023-9183980	Digital responsibility Program/Child Protection
124	TOR - Digital Literacy Programme for Children and Adolescents - CP	Digital responsibility Program/Child Protection
125	Digital Responsibility Programme presentation to DepEd	Digital responsibility Program/Child Protection
126	Briefer - Youth Engagement Strategy - SaferKidsPH	Child Protection
127	Programme - DepEd learners participation framework	Child Protection
128	Child Protection Updated MEAL framework	Child Protection
129	2022 NDHS BARMM Factsheet 1	MFO Adolescent Development
130	2022 NDHS BARMM Regional Presentation_Final 1	MFO Adolescent Development
131	Adolescent and Youth Consultation Guide (1)	MFO Adolescent Development
132	Bangsamoro Youth Commission Summary Report	MFO Adolescent Development
133	Bangsamoro Youth Transitional Priority Agenda	MFO Adolescent Development
134	Community Dialogue Consolidated Partners Report June 2019	MFO Adolescent Development
135	Documentation--Adolescent and Youth Consultation	MFO Adolescent Development
136	Peacebuilding Manual	MFO Adolescent Development
137	YES-B-Project-Final-Report	MFO Adolescent Development
138	Power for Youth 2015-2018 Global Consolidated Summary (Phase 1)	Power for Youth Phase2
139	ING PFY Final Report_PCO_Oct2022	Power for Youth Phase3
140	ING Progress Report April 2019_Philippines_Latest version_without Cover pic	Power for Youth Phase4
141	Nov 2019 mid-year update report-Philippines_22Oct2019	Power for Youth Phase5
142	P4Y Mid-Term Report PCO October 2021_submitted version	Power for Youth Phase6
143	P4Y Programme Phase 2 Final Report (GLOBAL)	Power for Youth Phase7
144	Philippines ING Mid-term report October 2020 version_FINAL	Power for Youth Phase8



## Appendix G: Evaluation reference group (ERG) members

Name	Role in ERG	Role/Organization
<b>Leadership</b>		
James Ceasar Ventura	Co-Chair	National Youth Commission (NYC)
Ma. Crisedna Magsumbol	Co-Chair	Council for the Welfare of Children (CWC)
James Kimani	Evaluation Manager (Secretariat)	UNICEF Country Office
<b>Government</b>		
Marilette Almayda	Member	Department of Education
Dulce Elfa	Member	Department of Health
Miramel Laxa	Member	Department of Social Welfare and Development
Dennis D. Villaseñor	Member	Department of Interior and Local Government
Settie Ivy Ampatuan	Member	Bangsamoro Youth Commission
Honey Jane Tulang	Member	Cagayan de Oro City Government
Edna Duaso	Member	Angeles City Government
Dorothy Evangelista	Member	Valenzuela City Government
<b>UNICEF PCO</b>		
Emee Lei Valdehuesa	Member	Adolescent Development Specialist (Health), UNICEF Philippines
Maria Melizza Tan	Member	Adolescent Development Specialist (Education), UNICEF Philippines
Mohamadan Abdulkasan	Member	Adolescent and Youth Engagement Officer
Lemuel Fyodor Villamar	Member (Secretariat)	Monitoring and Evaluation Officer, UNICEF Philippines
Ticiania Garcia-Tapia	Member	Regional Adviser Adolescents, East Asia and Pacific Region, UNICEF Regional Office
<b>Adolescent and Youth Representative</b>		
Joshua Villalobos	Member	[Youth Representative] Negrosanon Initiatives for Climate and Environment
Lyra Ashley Embalsado	Member	Youth Representative, SaferKids Programme Valenzuela City
Ammar Cayongcat	Member	Youth Leader, Marawi City, Lanao del Sur
<b>Academia</b>		
Rogin Eribal	Member	Ateneo de Zamboanga



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Wherever he lives.

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The furthest from help.

The most excluded.

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And never give up.

Published by UNICEF  
Philippines Country Office  
Manila

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*This Report is developed by the consortium of UC Berkeley, UC San Francisco and NEERMAN Pvt Ltd in Partnership with Primex Inc (National Partner, Philippines)*