



WVDF Technical Programs on Education (TP EDUC)



FY 20-24

Evaluation
Summary Brief

What was evaluated?

Since 2020, World Vision Development Foundation (WVDF) has been implementing the Technical Program on Education (TP EDUC) in twenty-eight (28) Area Programs (APs) across 41 provinces, 128 cities/municipalities, and 1,325 barangays in the Philippines.

The program aims to improve the learning outcomes of children aged 5 to 17 by supporting efforts that address the root causes of poor learning outcomes.

WVDF plans to achieve this program goal through two (2) major target outcomes:

1. Support children's completion of formal and non-formal learning programs
2. Strengthen the community mechanisms that support children's learning development



To work towards these outcomes, WVDF has implemented major key intervention activities, including:

- ✦ **The Unlock Literacy Project through the Brigada Pagbasa Program (in collaboration with the Department of Education)**
- ✦ **Spiritual Nurture for Children (SNC)**
- ✦ **Skills for Life**
- ✦ **The Conflict/Context Sensitivity Program through Empowering Children as Peacebuilders (ECAP) curriculum module**
- ✦ **Community Managed Savings and Credit Association (ComSCA) program.**
- ✦ **Youth Ready**



Why was the evaluation conducted?

With the TP EDUC implementation nearing its completion in 2025, WVDF undertook a comprehensive evaluation of the program to determine the extent to which it has changed and impacted the lives of the children and communities.

More specifically, the evaluation sought to achieve the following objectives:

- ◆ **Assess the performance of TP EDUC and the AP's contributions** to such, the relevance of program interventions in addressing child well-being issues in covered areas, the effectiveness of project models and interventions in contributing to program objectives, the sustainability of program gains in covered areas, and the efficiency of interventions vis-à-vis investment.
- ◆ **Document emerging practices and approaches** deemed effective in delivering program interventions; and
- ◆ In light of the evaluation's findings, **recommend adjustments** in programming approaches and priorities.

The technical program evaluation was implemented by **Transforming Fragilities, Inc. (TFI)**. TFI is a Philippine non-government organization (NGO) that focuses on research, monitoring and evaluation (M&E), capability building, organizational development, and data-driven project management and implementation. TFI conducted an independent evaluation of the outcomes and milestones of the TP EDUC, **which took place between February to September in 2024.**

The consultants used a combination of qualitative and quantitative data collection methods (primary and secondary). The main data collection methods include a review of program documents and other related literature, surveys, focus group discussions, and key informant interviews.

Contributing to Target Outcome 1

(Support children's completion of formal and non-formal learning programs)

- The Unlock Literacy Project, through the Brigada Pagbasa program (in collaboration with the Department of Education), yielded improved reading proficiency among learners in the APs. In general, there was a **19.4% increase in the proportion of children who can read with comprehension** reported across the APs.¹

"Many children learned to read and write and gained self-confidence to cooperate with other children."

– UL Beneficiary

- The **marked improvement in reading levels** between the conducted pre-test and post-test² indicates a notable increase in those who can read and comprehend 4-sentence paragraphs.
- The Spiritual Nurture of Children, Life Skills and Empowering Children as Peacebuilders initiatives implemented by WVDF have **successfully promoted religious practices and fostered a sense of community and spiritual formation** among children in the APs³.
- There is an **overall increase in positive and peaceful relationships** between children and their parents and caregivers (16.39%), their peers (5.61%) and their faith leaders (2.5%) reported across APs⁴.

"I would rate it at the highest level because many children, as well as parents, have been transformed. The physical, moral, spiritual, and social support provided has made a difference in the community."

– SNC Beneficiary

- Children's reported experiences of God's love showed varying trends across different APs. While some areas experienced notable improvements, others experienced decline.⁵

¹ Disaggregated data revealed substantial variation in intervention outcomes across the different APs. Some areas showed greater improvements, while others may have experienced minimal improvement.

² The difference in reading levels between the pre-test and post-test was not statistically significant.

³ Observed changes based on the percentage of boys and girls (ages 12-17) who reported positive and peaceful relationships.

⁴ While both figures fall short of the targeted 80% endline result, the data suggests that many APs have benefitted from the interventions and other influencing factors that have strengthened the quality of peer and adolescent-caregiver relationships. This includes faith leaders.

⁵ From a baseline of 73%, there was an overall decrease of 5.64% across all APs, bringing the reported average value to 67.36%.

Contributing to Target Outcome 2

(Strengthen community mechanisms that effectively support children's learning development)

- There is an increasing trend in the proportion of children currently attending a structured learning institution, with a **22.37% increase in school attendance**. This confirms that in most APs where TP EDUC operates, children continue to attend school.



Children are motivated to study because they know people like World Vision are ready to help."

– World Vision Beneficiary

- Despite the increased drop rates in many APs over the years, the overall increase is comparatively lower (4.19%) than the recent figures released by the Philippine Statistics Authority (PSA) at 6.81% for elementary students and 7.82% for secondary level students.
- There are variations in the strengths of assets and the contexts where adolescents live, learn and work. While some APs demonstrated progress that reflects efforts to create more supportive environments, others experienced a notable decline, highlighting challenges in maintaining and improving these conditions
- There are **reported improvements in parents' and caregivers' ability to independently cover the costs of their children's basic education**, influenced by WVDF Financial Literacy initiatives as part of the CoMSCA program.

World Vision teaches the community to save and provide additional income to meet children's educational needs."

– CoMSCA Beneficiary



Unlock Literacy (UL)

is World Vision's evidence-based programming model for ensuring children aged 6-9 (early primary grades) develop sustainable "literacy skills (including numeracy skills)" and are educated for life. The goal of the program is to develop children's reading comprehension skills, in order to allow them to become lifelong readers who can learn through reading.

UL's core components include:

- ◆ The Principle of Teaching at the Right Level
- ◆ Game-Based and Play-Based Learning Components
- ◆ Integration of Social-Emotional Learning (SEL) and Child Protection Messages
- ◆ Targeted Literacy and Numeracy Interventions
- ◆ Learner-Centered Approach for Facilitators and Literacy Volunteers
- ◆ Community and School Partnership for Literacy Development

Spiritual Nurture of Children (SNC)

promotes spiritual nurture and positive values among children and youth, who are exposed to modern society's eroding moral standards. Overall, the program aims to create a positive impact on the lives of Filipino children by engaging them and their families in interactive workshops, and guiding them toward a healthier and more spiritually enriched future.





Empowering Children as Peacebuilders (ECaP)

is a peace education and value-based life skills curriculum that typically targets children (age 12-17) in formal and non-formal environments. It uses various approaches to support participants in gaining the knowledge, attitudes, and life skills to become peace advocates in their schools and communities. WVDF has been implementing ECaP since 2005.

Community Managed Savings and Credit Association (ComSCA)

is an economic development project model developed by WVDF. It aims to provide simple savings and loan facilities to communities, especially in rural areas with limited access to financial services. In general, CoMSCA is a savings mechanism introduced by WVDF that provides simple savings and loan systems to communities where access to financial services is difficult.



- The Brigada Pagbasa program has yielded tangible results, as indicated by the improved levels of reading comprehension among children across APs. **However, this success is unevenly distributed across different regions.** This gap shows that one standard approach to improving literacy does not work for everyone, as local conditions like poverty, natural disasters, and conflict greatly affect results.
- There was **a notable decrease in adolescents' (aged 12-17) perceived strengths of their assets and the context** in which they live, learn, and work. This decline can be explained by decreased support from schools, families, and communities, which are still recovering from the COVID-19 pandemic and local calamities. The lingering effects of these events have disrupted support systems and caused extraordinary strain on Filipino children's mental health and well-being.
- While the program has helped mitigate dropout trends relative to national patterns of education disengagement, the significant increase in dropout rates in some APs remains concerning. It was consistently found that **male students experienced higher dropout rates than females across most regions.** This indicates gender-specific vulnerabilities that require targeted interventions. There is an urgent need for local and gender-sensitive strategies that address the root causes of school dropouts in the hardest-hit areas.
- Through CoMSCA, many families gained more ability to support their children's education. However, the impact was uneven, as some families benefited less due to wider challenges, including a post-pandemic "ayuda" mindset that increased dependence on external support for education. These findings indicate that, **while financial literacy and livelihood initiatives have shown promise in some areas, more comprehensive and sustained economic empowerment approaches are needed** to effectively address financial barriers to education across all APs in different regions.
- The evaluation revealed **a noticeable decline in children's reported experiences of God's love across most APs.** This trend suggests that spiritual formation efforts may not have fully reached their goals and are likely influenced by internal challenges and wider changes in religious engagement.



POST-EVALUATION RECOMMENDATIONS

1 **Design a toolkit that will ensure consistency in the implementation of Unlock Literacy through the *Brigada Pagbasa* program.**

Additionally, the institutionalization of the Literacy Diagnostic and Proficiency Assessment Tool (Lit DAPAT) should be considered as a standardized approach to assess and monitor children's reading profiles. This tool can serve as an essential diagnostic tool to evaluate fundamental reading skills and track progress, ensuring that targeted interventions meet the diverse needs of learners.

2 **Design targeted interventions that focus on the critical transition phase of adolescence.**

Young people must be equipped with the adaptive skills and resilience needed to navigate both online and offline challenges. These interventions should address context-specific issues of the youth.

3 **Engage target communities by strengthening and expanding successful incentive programs.**

With incentives like school supplies and material incentives, these programs help motivate families and address barriers to attendance.

4 **Develop and implement localized dropout prevention strategies that focus on identifying at-risk students early.**

Provide them with the necessary support, including academic and financial assistance.

5 **Expand financial literacy and livelihood programs.**

They help increase families' long-term financial stability, which enhances their ability to support their children's education.

6 **Collaborate with the Department of Education and institutionalize regular quarterly parenting education initiatives.**

These initiatives should focus on effective communication, child protection, and positive parenting practices to strengthen the bond between parents and their children.



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