Expand Quality ECCE with Equity: Integration of Care and Education, The Philippine Experience
Pres. Aquino’s Social Contract with the Filipino People: Commitment to Transformational Leadership

From relegating education to just one of many concerns to making education the central strategy for investing in our people, reducing poverty and building national competitiveness.
Honoring International Commitments

EFA Goal

Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

MDG Goal

Goal 2: To achieve universal primary education
<table>
<thead>
<tr>
<th>Situationer</th>
<th>Number/ Percentage</th>
<th>Reference Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>105.72 Million</td>
<td>2013</td>
</tr>
<tr>
<td>Infant (under 1 year) mortality rate</td>
<td>18.19 per 1000 live birth</td>
<td>2013</td>
</tr>
<tr>
<td>Child (under 5 years) mortality rate</td>
<td>25.24 per 100 live birth</td>
<td>2013</td>
</tr>
<tr>
<td>National expenditure on public education</td>
<td>Php 238 Billion</td>
<td>2011</td>
</tr>
<tr>
<td>Public current expenditure on pre-primary education as % of public current expenditure on education</td>
<td>1.22% or Php2.9 Billion</td>
<td>2011</td>
</tr>
<tr>
<td>% of children entering grade 1 with ECCE experience</td>
<td>78.10%</td>
<td>SY 2010-2012</td>
</tr>
<tr>
<td>Enrollment ratio in ECCE (Kinder NET enrolment)</td>
<td>77.21%</td>
<td>SY 2010-2012</td>
</tr>
<tr>
<td>Public Day Care Service (3 to 5 years old)</td>
<td>No.</td>
<td>Public Kindergarten Education (5 years old)</td>
</tr>
<tr>
<td>------------------------------------------</td>
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<td>---------------------------------------------</td>
</tr>
<tr>
<td>Day Care Center</td>
<td>52,800</td>
<td>school with kindergarten classes</td>
</tr>
<tr>
<td>Day Care Workers</td>
<td>52,966</td>
<td>Kindergarten Teachers</td>
</tr>
<tr>
<td>Enrollees</td>
<td>1,808,528</td>
<td>Enrollees</td>
</tr>
<tr>
<td>Average No. of</td>
<td>2</td>
<td>Average No. of</td>
</tr>
</tbody>
</table>
Key Policy: ECCD in the Philippines

Republic Act No. 10410 (Early Years Act of 2013)

An Act Recognizing the Age from Zero (0) to Eight (8) Years as the First Crucial Stage of Educational Development and Strengthening the Early Childhood Care and Development System, Appropriating Funds Therefor and For Other Purposes
The Philippine ECCD System

In the context of Philippine Republic Act 10410, ECCD is defined as

- Full range of health, nutrition, early education and social services development programs that provide for the basic holistic needs of young children from age 0 to 4, and to promote their optimum growth and development

* 0-4 ECCD Council, 5-8 DepED
Program and Program Arrangement/ Operations
The national government agencies, local government units, non-government organizations and accredited private organizations shall share joint responsibility for the National ECCD System.
Program Arrangement and Operations

- The health and social welfare services which include maintenance of barangay health center and day-care center are under the local government units.

- The Local Government Units (LGUs) are primarily responsible for implementing the national ECCD programs, through the leadership of the Municipal/City Mayor. (Section 17 of the Local Government Code of 1991)
ECCD Council Governing Board

- DepED
  - Secretary as Ex-Officio Chair

- ECCDC
  - Executive Director as Vice-Chair

- DOH
  - Secretary as Member

- DSWD
  - Secretary as Member

- NNC
  - Executive Director as Member

- ULAP
  - President as Member

- Private Individual as Member
Good Practices

- Convergence of ECCD Services through National Child Development Centers (NCDCs) in different cities and municipalities

- Implementation and monitoring of Pantawid Pamilyang Pilipino Program (4Ps) – Cash Grants to Disadvantaged Families

- Center-based and school-based feeding program

- Monitoring and Evaluation on the Implementation of the Kindergarten Education Program for All Children
Lessons Learned and Challenges
Lesson Learned

- The ECCD practices manifest gaps in terms of accessibility, quality and sustainability.

Therefore, with RA 10410 recently enacted this 2013 and the kindergarten education act enacted in 2012, a realistic review of the IRR and other guidelines vis-a-vis the ECCD program implementation in the field should go hand in hand with advocacy.
Challenge

A specific policy that would articulate and define school readiness in the context of Philippine ECCD programs is called for so as to:

1. Bring the desired level of coordination among member agencies

2. Expand the support and services to disadvantaged group
The Philippines

- An archipelago of over 7,000 islands
- Population of 105.72 Million
- Capital is Manila, located in NCR in Luzon
- Consists of 160 distinct indigenous ethnic groups
- Filipinos speak 175 native languages and dialects
Potential Areas for International Cooperation

- Creating institutional arrangements with international ECCD Resource Centers for continuing knowledge exchange in partnership with UNICEF to strengthen the Philippine NCDCs.

- Partnering with the South-South Cooperation Project of the Colombian Presidential Agency of International Cooperation APC-Colombia, to engage Philippine ECCD project planners, managers, and implementors in an interactive dialogues on practices, issues, challenges of ECE, in the spirit of “learning together”.
Thank you!
1. A family who is registered in NHTS (i.e., pre-qualified) is enrolled into 4Ps.

2. The family is given a maximum monthly cash grant of P1,400, broken down into:
   - **Health & Nutrition Grant**: P500 per household
   - **Education Grant**: P300 per child for a maximum of 3 children, for families with children aged 6-14 enrolled in school

3. Checks are directly deposited to government depository banks, rural and other thrift banks accredited by BSP, and other means of remittance accessible to beneficiaries. DSWD employees, CCT secretariat members and LGU officials are not allowed to directly handle the cash grants.

4. The grant is maintained when:
   - **A. Health & Nutrition Grant**: Mothers avail of pre- and post-natal care starting on the 1st trimester of pregnancy; Children avail of regular preventive health check-ups and vaccines.
   - **B. Education Grant**: Children attend at least 85 percent of classes

5. Civil society organizations, non-government organizations, people’s organizations, faith-based groups participate in the program to conduct social audit; to ensure that beneficiaries fulfill the conditions and to monitor progress.

6. Supply side is ensured by:
   - **DepEd**: classrooms, teachers, learning materials
   - **DoH**: rural health facilities, vaccines, healthcare workers