Key Policy Issues in ECCD (Philippines)

Regional Training Workshop on Early Childhood Policy Review, 6-8 February 2007, Bangkok, Thailand
Policy Profile

RA 8980: ECCD Law

“An act promulgating a comprehensive policy and a national system for early childhood care and development (ECCD), providing funds therefore”
What is ECCD?

ECCD law defines ECCD as the full range of health, nutrition, early education and social services that provide for the holistic needs of 0-6 children.
RA 9155: Governance of Basic Education Act of 2000

Defines basic education as the education intended to meet basic learning needs and encompasses

- Early Childhood
- Elementary and high school
- Alternative learning system for out of school youth, adult learners, those with special needs
Medium-Term Philippine Development Plan, 2005-2010

• By 2010, pre-school will be a prerequisite to grade 1 and part of the education ladder
• Universal coverage of 5-year old children
• Adopt school readiness assessment tool for all grade 1 entrants
• Expand health and nutrition programs in public day care centers and pre-schools
# ECCD Situation and Targets

<table>
<thead>
<tr>
<th>KEY INDICATORS</th>
<th>BASELINE (2004)</th>
<th>TARGETS by 2010</th>
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<tbody>
<tr>
<td>1. Maternal mortality ratio</td>
<td>172:100,000 livebirths</td>
<td>90:100,000 livebirths</td>
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<td>2. Newborns registered at birth</td>
<td>85%</td>
<td>100%</td>
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<td>3. Infant mortality rate</td>
<td>29:1,000 livebirths</td>
<td>17:1,000 livebirths</td>
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<td>5. Under-five mortality rate</td>
<td>40:1,000 livebirths</td>
<td>32.24:1,000 livebirths</td>
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<td>6. Underweight children</td>
<td>26.90%</td>
<td>21.20%</td>
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<td>7. Gross enrolment rate (GER) in day care</td>
<td>34%</td>
<td>75%</td>
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<td>8. GER in Pre-school</td>
<td>60.33%</td>
<td>100%</td>
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<td>9. Grade 1 entrants w/ ECCD experience</td>
<td>51.95% (as of 2002)</td>
<td>100%</td>
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Some Lessons Learned in ECCD

• Commitment and support of local government units are critical to program success (i.e. local ordinances, mainstreaming in local development plans, equity sharing)

• Multi-sectoral partnerships can be achieved through functional coordinating mechanisms at various levels

• ECE programs for 0-2 children remain a major gap

• Participation of parents in ECCD is limited

• Operationalization of integrated ECCD remains a challenge

• Need for a systematic and community-based information for M&E
Policy Issues

1. Low level of participation in ECCD


• What are the most cost effective strategies to expand access?
Policy Issues

2. Quality of ECCD
   • How integrated are ECCD services? (i.e. content, methodology of early childhood care and development and formal education)
   • Quality of service providers and facilities
   • Participation of parents in ECCD
   • What needs to be done to operationalize quality integrated ECCD?
     - How to encourage parents as partners in ECCD?
     - How to improve competencies and commitment of service providers?
     - How to facilitate smooth transition from care and education provided at home to community or school based setting and to primary school?
Early Childhood Counts . . .