



IBE/2006/EFA/GMR/CP/70

Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Philippines

Early Childhood Care and Education (ECCE) programmes

Compiled by:
UNESCO International Bureau of Education (IBE)
Geneva, (Switzerland)

2006

This profile was commissioned by the Education for All Global Monitoring Report as background information to assist in drafting the 2007 Report. It has not been edited by the team. Information included in the series of profiles has been compiled by the IBE. In several cases data have been revised and/or expanded thanks to the helpful support of Ministries of Education and UNICEF offices worldwide. The views and opinions expressed in the present document are not necessarily those of the EFA Global Monitoring Report or UNESCO. The profile can be cited as follows: "Country Profile commissioned for the EFA Global Monitoring Report 2007, Strong foundations: early childhood care and education". For further information, please contact: efareport@unesco.org

PHILIPPINES

Early Childhood Education and Care (ECCE) programs

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 6-12 years.

1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Pre-primary education (also: kindergarten classes or pre-elementary classes)

1.2. Normative age group(s) covered by ISCED 0 programs:

5 years of age

1.3. ISCED 0 programs: statistics and indicators (*source: UIS*)

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	39.9	2003/04
Net enrolment ratio	31.1	2002/03
Percentage of children entering primary education with previous preschool experience	59.3	2003/04

1.3.2. Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7
0.0	0.2	0.8	31.1 1.0(*)	6.5 51.7(**)	0.0 97.8(**)

UIS estimation. (*) Enrolled in primary education. (**) Primary education enrolment ratio.

1.3.3. Teachers, 2003/04:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
24,958	96.5

(...) Not available.

1.3.4. Funding:

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	0.37 (2003)

Source: UIS.

1.3.5. Main source(s) of financing:

Not available

2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

2.1. National definition of other ECCE programs:

Early childhood care and education

2.2. Normative age group(s) covered by other ECCE programs:

In principle, 3- to 4-year-olds

2.3. Estimate number of children covered by other ECCE programs:

Not available

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

The Early Childhood Care and Development (ECCD) Law which was enacted in 2000, recognizes the importance of early childhood and its special needs, affirms parents as primary caregivers and the child's first teachers, and establishes parent effectiveness, seminars and nutrition counseling for pregnant and lactating mothers.

The Law requires the establishment of a National Coordinating Council for the Welfare of Children which: (a) establishes guidelines, standards, and culturally relevant practices for ECCD programs; (b) develops a national system for the recruitment, training, and accrediting of caregivers; (c) monitors the delivery of ECCD services and the impact on beneficiaries; (d) provides additional resources to poor and disadvantaged communities in order to increase the supply of ECCD programs; and (e) encourages the development of private sector initiatives.

The Republic Act 6972, the “*Barangay* (village) Level Total Protection of Children Act”, has a provision that requires all local government units to establish a day-care centre in every village; the law institutionalized the features of the day-care programme that provide for young children’s learning needs aside from their health and psychosocial needs.

Since the decentralization of basic health and social services in 1990, the local government unit is directly responsible for the management and operation of day-care centres.

Pre-schools are required to seek a permit to operate and register with the Department of Education. DECS Order No. 107s, 1989, “Standards for the Operation of Pre-schools (Kindergarten level)”, provides guidelines for the establishment of private pre-schools. The DepEd requires the preparation of a feasibility study by prospective school administrators as an initial step in applying for a permit to operate a pre-school programme.

3.2. Official body/bodies in charge of supervision or coordination:

At the national level, the Department of Social Welfare and Development (DSWD) is the agency responsible for overall policy and programme development, setting and promoting guidelines and standards, providing technical assistance to the local government units through the regional field offices, monitoring and evaluation.

With the passage of the ECCD Act in 2000, the day-care programme, as well as home-based ECCD programmes for the under-6 age group, while still a responsibility of the DSWD, will now be accredited by the ECCD Coordinating Councils at the Provincial Level. The DSWD is usually considered a leading member of this inter-agency committee but the Head of the School Division and the Head of

the Provincial Health Office are also members. The difference is that standards and mechanisms for accreditation will be those that are developed in collaboration with other agencies. It will surely build on the previous set of standards already being used by the DSWD but it should now reflect the multidisciplinary nature of ECCD.

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

There are four modalities through which ECCD services are delivered, i.e. through day care centres, homes, pre-schools and health centres or clinics:

Centre-based ECCD: A network of public, private and NGO-managed centres carries out the day-care programme. The Department of Social Welfare and Development (DSWD) used to undertake the establishment of public day care centres, but this programme was devolved to the Local Government Units (LGUs) after the enactment of the 1991 Local Government Code.

Home-based ECCD: The local government units (LGUs) also currently implement another devolved program of the DSWD, namely the Parent Effectiveness Service (PES) Program that was initiated in 1978. This home-based intervention in ECCD aims to help parents, surrogate parents, guardians and other care givers to enhance their knowledge, skills and attitudes in parenting. In an effort to extend coverage, a PES-on-the-Air program entitled *Pamilyang Pinoy sa Himpapawid* (Philippine Family on the Air) was launched in 1993.

School-based ECCD: Most private pre-schools are located in highly urbanised areas and cater mainly to the higher income groups. Consequently, there are many entrants to Grade I who have no exposure to pre-school education and therefore manifest significant adjustment and learning gaps.

Clinic-based ECCD: This is an integral part of Maternal and Child Health (MCH) services, which are made available primarily through a network of public and private hospitals, private clinics, municipality-based main health centres (MHCs) and *barangay* Health Stations (BHSs). The MHCs and BHSs are government facilities that are primarily responsible for the delivery of basic health care services to communities especially in the rural areas. A doctor and a public health nurse man the MHCs. On the other hand, the BHSs are simple clinics staffed by a rural health midwife who is assisted by a *barangay* health worker.

The public day-care system is the largest provider of early childhood care and education services for 3- to 4-year-olds.

In terms of public ECCD services, the village health centres are the main service delivery points for decentralized maternal and child health services that complement the group experiences in day-care centres. These include immunization and a programme for the integrated management of childhood illness, both designed to improve prevention and treatment of common childhood diseases.

3.4. Type of personnel involved:

Pre-school teachers. The primary service provider in the public day-care system is the day-care worker, most of whom are recruited from within the local community, since one of the requirements is that they live near the centre.

3.5. Type of staff training (requirements):

The following qualifications for day-care staff are prescribed by the Department of Social Welfare and Development: female; between 18 and 45 years of age; high school graduate; physically healthy—if she has any disabilities, these should not pre-empt performance of tasks as a day-care worker; must be of good moral character; preferably with prior work experience with pre-school children; willing to undergo training and accept technical supervision from the DSWD; must render full-time service for a minimum of two years.

The Department of Education prescribes the following qualifications and profile for teachers (Education Order 107s, 1989) in pre-schools: 1) a Bachelor of Science degree with specialization in Early Childhood or Kindergarten Education, Family Life and Child Development or Elementary Education with at least 18 units in ECCD; an allied non-education college degree with at least 18 units of ECCD; 2) male or female, between the ages of 21-35; 3) training, experience and interest in working with young children; and 4) certified physically and emotionally fit

3.6. Recent national policies and reforms:

The objectives of the National ECCD programs include:

- improvement of infant and child survival rates through expanded child health programs;
- enhanced roles of parents and caregivers through parent effectiveness seminars and counseling;
- enhanced cognitive, physical, social and emotional development of young children through the establishment of additional child care centers under the Department of Social Welfare;
- a smooth transition from at-home care to pre or primary schools through a two-month bridging program for entrants to primary school;
- creating a system for early intervention and prevention of developmental problems and disabilities;
- enhanced capabilities of caregivers through training of child care staff;
- improvement of the quality of public and private ECCD programs through registration and accreditation of programs;
- promotion of the ECCD programs through the establishment of linkages between local government units, the Departments of Health, Education, and Social Welfare, and the appointment of an early childhood development official in every city to coordinate and supervise all these activities.

With the passage of the ECCD Act in 2000, the DepEd is now working on refining the programme frameworks and standards in collaboration with other member agencies of the Council for the Welfare of Children (CWC). Under the ECCD Act, the CWC has been given the additional mandate to function as the National Coordinating Council

for ECCD. These frameworks and standards will be applied to the curriculum, teacher and caregiver qualifications, physical environment, and services.

Since the passage of the ECCD Act, the national government has increased inter-agency, inter-ministry and multi-sectoral coordination for policy development and overall management of national ECCD programmes. Although there were also coordinating efforts and mechanisms in the past, such as the Inter-Agency Committee for ECCD within the UNICEF-assisted country programme, the passage of the ECCD Act compels the government agencies to identify or revisit specific issues that require joint decision-making. There has been a marked increase in programming and standard-setting activities that are jointly undertaken by the Department of Social Welfare and Development, the Department of Education, and the Council for the Welfare of Children, along with their partners in civil society and academe. The law removed certain unclear and arbitrary distinctions between various ECCD programmes, while at the same time leaving undisturbed the difference in emphasis between the “socialization” function of the day-care programme and the “educational” function of the pre-school or kindergarten, with a convenient separation of programme management responsibilities between the two government agencies. The DepEd would be responsible for all kindergarten or pre-school programmes, while the DSWD would oversee day-care initiatives.

In July 26, 2005, President Gloria Macapagal-Arroyo in her State of the Nation’s address declared that “We need to start early and we need to maintain the highest educational standards. I ask Congress to legislate an extra year of studies not by adding a fifth year of high school but by standardizing what is taught in the Barangay Day Care Centers.” As a result of this proclamation, the National Pre-School Education Program was conceived.

The program aims to ensure that all 5-year old children have access to quality pre-school education. Specifically, it aims to expand access and coverage to all five-year old children, initially focusing on the poorest and disadvantaged; and upgrading the quality of pre-school education in order to ensure that children are school ready integrating health and nutrition components (weighing, de-worming and supplemental feeding). The program aims to reach all 5-year olds by using existing day care centers and opening new pre-school classes in areas where there are no existing day care centers and public pre-school classes.

3.7. Efforts targeted at vulnerable or disadvantaged children:

National Pre-school Education Program

3.8. Special projects/programmes aiming at expanding or improving ECCE:

Home- and community-based ECCE, including mobile day care centers.

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs

Most ECCD programmes can be described as eclectic in their approach to philosophy, conceptual frameworks and curriculum design. However, while the theories that influence their development may be rather similar to one another, the specifics of the curricula are a more accurate indicator of these programmes' orientation. These curricula can be broadly classified under three categories, described here in terms of their focus and their methods.

The first type of curriculum is geared towards the traditional primary school, which is organized in terms of subject matter areas and focuses mainly on cognitive, literacy and numeracy skills. Children are mostly engaged in teacher-directed, structured, sedentary classroom tasks, and their experiences are limited to paper-pencil tasks with a sprinkling of arts and crafts, music and movement.

The second type of curriculum is informal, play-based and activity-oriented that allows children to explore a variety of topics in a comparatively random fashion. The learning experiences are designed to support physical, social, emotional, language and cognitive development.

The third type follows a similarly diverse and comprehensive pattern, to respond to all dimensions of child development. However, a more integrated and well-balanced curriculum that shows careful attention to content is achieved by organizing activities around well-selected themes or topics of study. These programmes are more learner-centred and emphasize children's active participation. There are also ECCD centres that implement or adapt specific programme models, such as those based on Maria Montessori's work, the developmental-interaction approach associated with Bank Street College, the Waldorf School, and the Kumon method from Japan. Their curricula can also be seen in terms of the three types mentioned above.

The curriculum of the public school kindergarten and the day-care centre is designed to be more like the second type mentioned, with some features from the third type of curriculum. The day-care centre's activity plan is organized around topics or themes and is designed to provide a variety of activities: dramatic, manipulative and group play, arts and crafts, music, storytelling and other language experiences. The day-care workers' main references are: 1) the original Weekly Plan Activity Guide, with selected topics for a ten-month period; and 2) the Resource Book on ECCD which includes additional themes and recommended concepts and learning experiences. The daily routines and the physical space of the day-care centre are similar to the pre-schools that are compatible with an activity-centred curriculum. There are well-defined play or activity "corners" and the children's daily schedule is divided into blocks of time for specific activities and transitions between e.g. play, storytelling and meals.

The Department of Education's kindergarten curriculum is more explicitly focused on supporting "school readiness" and promotes the use of compiled worksheets, manipulative play materials, as well as teacher-made resources. Kindergarten teachers are provided with a "Pre-school Handbook" which describes the instructional objectives and concepts or content to be covered, recommended classroom activities and learning materials. The daily schedule and some guidelines for classroom management are also included. Another reference provided by the DepEd is a copy of the "Eight-week ECCD Curriculum in Grade One." This is based on the full-year kindergarten curriculum and designed to be implemented during the first eight weeks of the school year for all Grade One students. A work book for the children and several story books suitable for five- and six-year-olds are also included

in what is similar to the basic kindergarten classroom “package” recommended for use in the public schools.”

3.9.1. Objectives and aims:

Pre-school education at the kindergarten level (age group 5 years) must aim to develop children in all aspects (physical, social, emotional, and cognitive) so that they will be better prepared to adjust and cope with life situations and the demands of formal schooling; and to maximize the children’s potential through a variety of carefully selected and meaningful experiences considering their interests and capabilities.

3.9.2. Learning areas and teaching-learning methods:

The kindergarten curriculum focuses on the following areas:

- Physical development: it includes gross and fine motor co-ordination through play and manipulative activities like games, simple works, etc.
- Personal-social development: it involves skills and social behaviours and it includes the development of health habits, independence, abilities to follow rules and routines. Learning about the family and other people is part of the concerns in this area.
- Affective development: it includes experiences that help children develop love for God, self, others and the community, and develop awareness of their feelings and sense of the right and wrong.
- Cognitive development: it includes the development of communication skills and sensory-perceptual and numeracy concepts and skills. Communication skills refer to competencies in expressing ideas and feelings both in English and Filipino (oral expression and basic readiness skills of listening, pre-reading and writing). Sensory-perceptual and numeracy skills refer to the ability to observe, discriminate, compare and classify, and to understand, count, read and write numbers.
- Creative-aesthetic development: it includes exploration of sounds, music and rhythms, and the development of children’s creative expression through drawing, painting, manipulative activities, etc.

In order to attain and ensure the holistic development of children, a well-planned curriculum and a well-balanced programme of activities are necessary, although they may vary according to each pre-school’s approach. Indoor and outdoor plays are essential whatever approach the pre-school follows. The language spoken by the child should be valued. It is necessary that such language be used initially and until the children have attained the facility and confidence in expressing themselves in English and Filipino.

Most pre-school programmes run Monday to Friday, and those with large enrolments generally operate two or three shifts of three- to four-hour sessions per age group. There are no full-day kindergarten or nursery classes.

Sample programme of pre-school activities

Area of development	Activities	No. of minutes
Communication skills and socio-emotional development	Sharing period (experiences, songs, poems, news and informal conversation)	10
Cognitive development, socio-emotional development, physical development, creative development	Self-selected activities	20
Cognitive development, socio-emotional development	Working period, including more structured activities	45-60
Physical development, creative development, socio-emotional development	Supervised outdoor play	30
Personal-social development, health care	Clean up and snack	30
Physical development	Rest	15
Any of the areas of development	Story time or indoor activities	15
Total minutes		165-180

Most of the day-care centres operate half-day sessions comprised of supervised play and group activities (arts and crafts, music and movement, storytelling), childcare for personal hygiene, supplemental feeding, health and nutrition education, learning experiences for early literacy and mathematics, and socialization experiences to support social and emotional development. Growth monitoring and assessment of children's developmental status using a Child Development Checklist are also included. Most public day-care centres provide only one meal, generally a snack each day. The ones that function also as child-minding centres serve lunch and possibly a second (morning or afternoon) snack.

All day-care workers in the public system are guided by a national programme developed by the Department of Social Welfare and Development (DSWD) in collaboration with multidisciplinary partners in academe, civil society and international agencies like UNICEF. In the best situations, day-care centres provide children with developmentally-appropriate experiences that respond to their needs and capacities in a holistic manner.

3.9.3. Average number of hours per week and average amount of weeks per year:

Most *barangay* (village) day-care centres (also referred to as childcare centres, crèches and nurseries, but day-care centres is the term most used) function as three-hour or half-day activity- and playgroups for three- to five-year-olds, five days a week. A day-care centre functioning at full capacity usually serves two different groups of children in two shifts: one in the morning and another in the afternoon. A few centres provide childcare services for those children whose parents seek them.

In the late 1990s, a national policy was introduced to promote the establishment of day-care centres in the workplace. As a result, there are an increasing number of government offices, as well as private corporations, which provide full-day childcare programmes that match parents' working hours, that is, from 8 a.m. or 9 a.m. to 4 p.m. or 5 p.m. Some of these are linked to the local government units of cities which are also the employers of public civil servants such as the police.

3.10. Any other relevant and pertinent information

There is now a public day-care centre in virtually every village of the country (there are 41,924 villages in the country; as of 2000, there were 32,787 day-care centres; a few villages may have more than one; in 1998, 26.7 per cent of the villages did not have access to any such programmes.)

There are more day-care centres and community-based ECCD programmes in urban areas than in rural areas. Although there are a few public day-care centres and NGO-run or church-affiliated community-based ECCD programmes in remote rural villages, including those populated by indigenous cultural groups, they are few in comparison to the number of centre-based programmes in urban areas, and are certainly inadequate bearing in mind the size of the rural young child population.

(Main source: UNESCO PROAP. Early childhood care and education in South-East Asia: Working for access, quality and inclusion in Thailand, the Philippines and Viet Nam. UNESCO PROAP, Bangkok, 2004.)

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	Yes	108,496 (figure from only 8 of 17 regions)
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Yes	940,000
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	Yes	no data available
As component of adolescent, livelihood or literacy programmes	Yes	no data available
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	Yes	1,879,000
Other (please specify)		

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Functional literacy classes (which is a component of the health and nutrition programme) targets the illiterate or the neoliterate parents and caregivers and members of the indigenous populations in remote rural areas.

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

The school readiness test was first administered to all grade 1 entrants in public elementary schools to determine children's readiness in terms of four developmental domains: (a) gross motor; (b) fine motor; (c) cognitive; and language. Those who score 75% or over are categorized as "school ready" and those who score below 75% are categorized as "not ready". Students who are "not ready" are made to undergo the early childhood experiences in grade 1—an eight-week curriculum consisting of objectives, skills and developmentally appropriate activities aimed at developing the different readiness skills of grade 1 entrants. The lessons are interesting and stimulating to make learning pleasant and enjoyable and will ease transition from home to school. Those who are "school ready" on the other hand, will join classes that will use the grade I curriculum right at the start.

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

Yes. Republic Act 8980: An Act promulgating a comprehensive policy and a national system for early childhood care and development, passed into law on 24 July 2000.

[Information revised and additional data provided by UNICEF, December 2005.]