

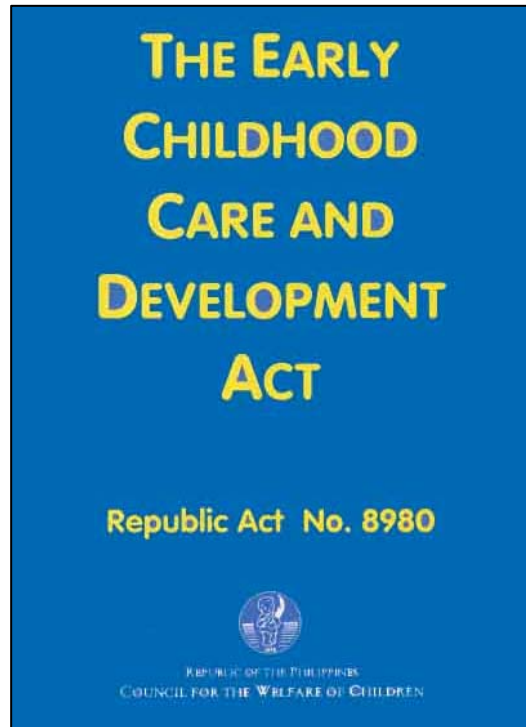
# Key Policy Issues in ECCD (Philippines)

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



# *Policy Profile*

## **RA 8980: ECCD Law**

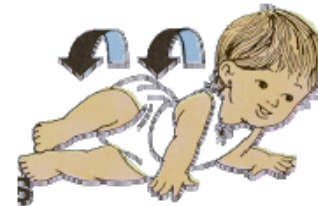


**“An act promulgating a comprehensive policy and a national system for early childhood care and development (ECCD), providing funds therefore”**

# 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**



# ***Policy Profile***

## **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***

## *Policy Profile*

# **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

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

# 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 causes? Availability? Accessibility? Affordability? Inclusivity? Impact of “chronic” disasters? Or data underestimation?
- 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 . . .

