

Professional Development Program for Daycare Workers of Taguig City, Philippines



The Philippines

- 80 million Filipinos, roughly 35% of whom are children (aged 0-18)
- Poverty still prevalent: over 60% of families estimated to be living on an income below \$1/day
- Many good national laws/policies supportive of children's development, but these are often left unfunded/underfunded and unimplemented

Background

- In 2006, Save the Children and the City of Taguig have begun a process for developing a professional development framework for daycare workers
 - includes certification of their competencies in the areas of personal qualification, knowledge, attitude and practice and community service.

National Opportunities for Action Republic Act 8980: ECCD Act

An Act Promulgating a Comprehensive Policy and a National System for Early Childhood Care and Development, Providing Funds Therefore and for Other Purposes”

- Comprehensive & integrative: covers concerns on age-appropriate curriculum, parental involvement and education, professionalization of ECCD workers and management, quality standards and accreditation
- Involves multi-sectoral and inter-agency collaboration (health, social welfare, education, local governance, etc.) at all levels

**Council for the Welfare of Children
/National ECCD Coordinating Council**
(Co-Chairs: Secretaries of DepEd, DILG, DOH, DSWD)



Regional Sub-Committee for the Welfare of Children
(Chair: DSWD Regional Director)
Note: P/CSWDO is a member



**Provincial Council for the Protection of Children/
ECCD Coordinating Committee**
(Chair: Provincial Governor)



**City/Municipal Council for the Protection of
Children/ECCD Coor. Committee**
(Chair: Mayor)



**Barangay Council for the Protection of Children/ECCD
Coordinating Committee**
(Chair: Barangay Chairman)

**ECCD
Coordinating
Mechanism**



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Human Resource Development Program – a component of the ECCD Act

- Goal of professionalizing the ECCD volunteers, service providers, supervisors and program managers from the public and private sector, upgrading their competencies and developing their career path

National Opportunities for action

- National government has developed a manual for accreditation of center-based Early Childhood Care and Development programs (DSWD, 2006)
 - Includes standards related to human resource development
 - Competencies and continuing education of ECD service provider
 - Recruitment and hiring
 - Training and development
 - Conditions of employment

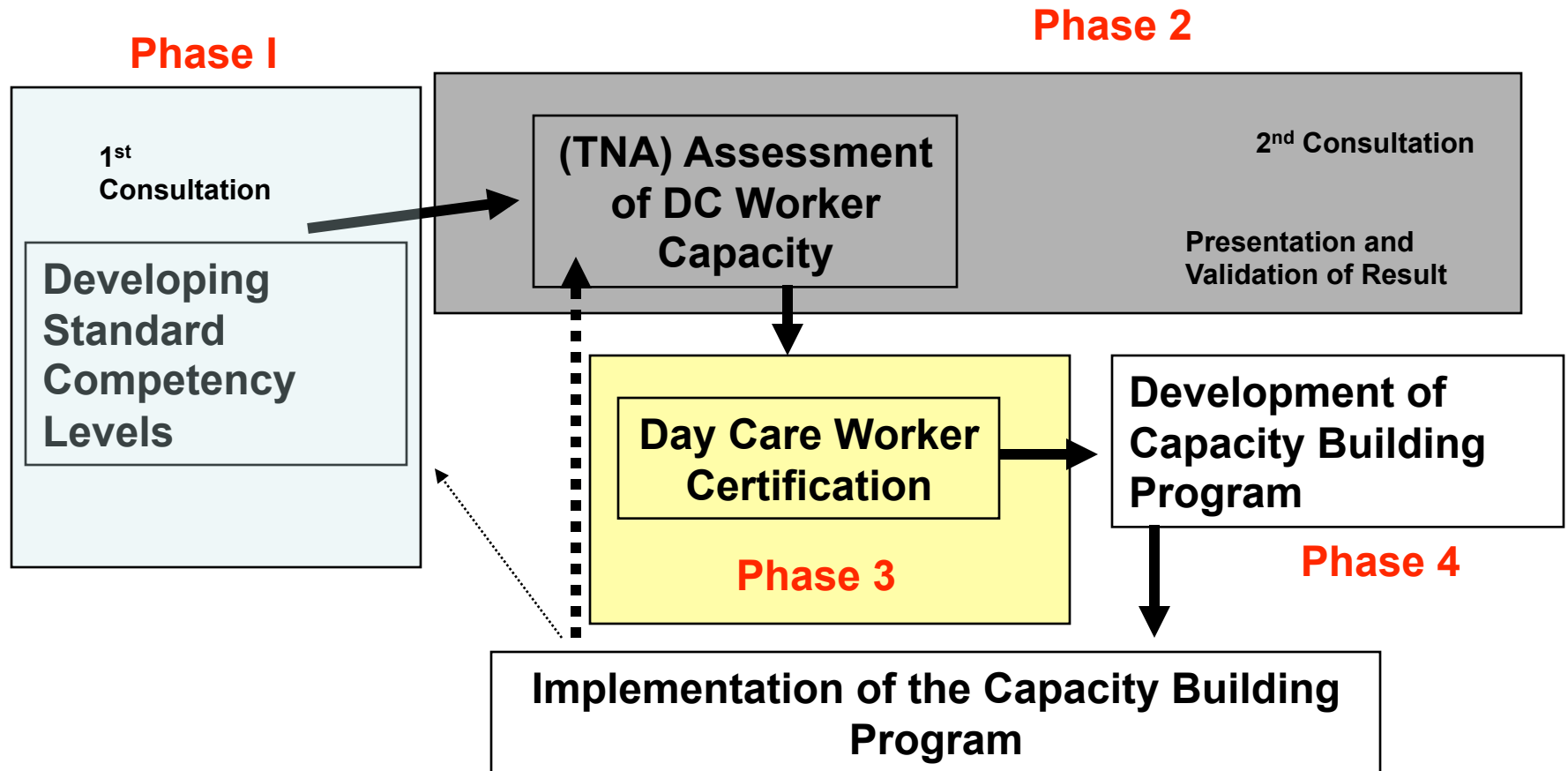
Global Leader Advocacy Project's Goal

- To advocate with and assist the City Government of Taguig in developing a system of continuing education for existing daycare workers leading to acquisition and improvement of knowledge and competencies expected of an ECD professional.

Steps undertaken (September '07 – Sept '08)

- Continuous coordination with the Taguig City Council for the Protection of Children
- Mobilization of the ECCD Task Force of Taguig City
 - Presentation of results on DCW levels of competency to ECCD Task Force;
 - Presentation of Framework on professional development
 - Design of capability building plan for daycare workers

Framework: The Professional Development Program for Day Care Service Providers



Phase 5



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General Profile of Day Care Workers in Taguig

- Total Number of DCCs: 118
- Total Number of DCWs: 114
- Total Number of DC Children: 8,273
- Total Number of DCW completed the assessment: 108

Summary: Day Care Worker Profile

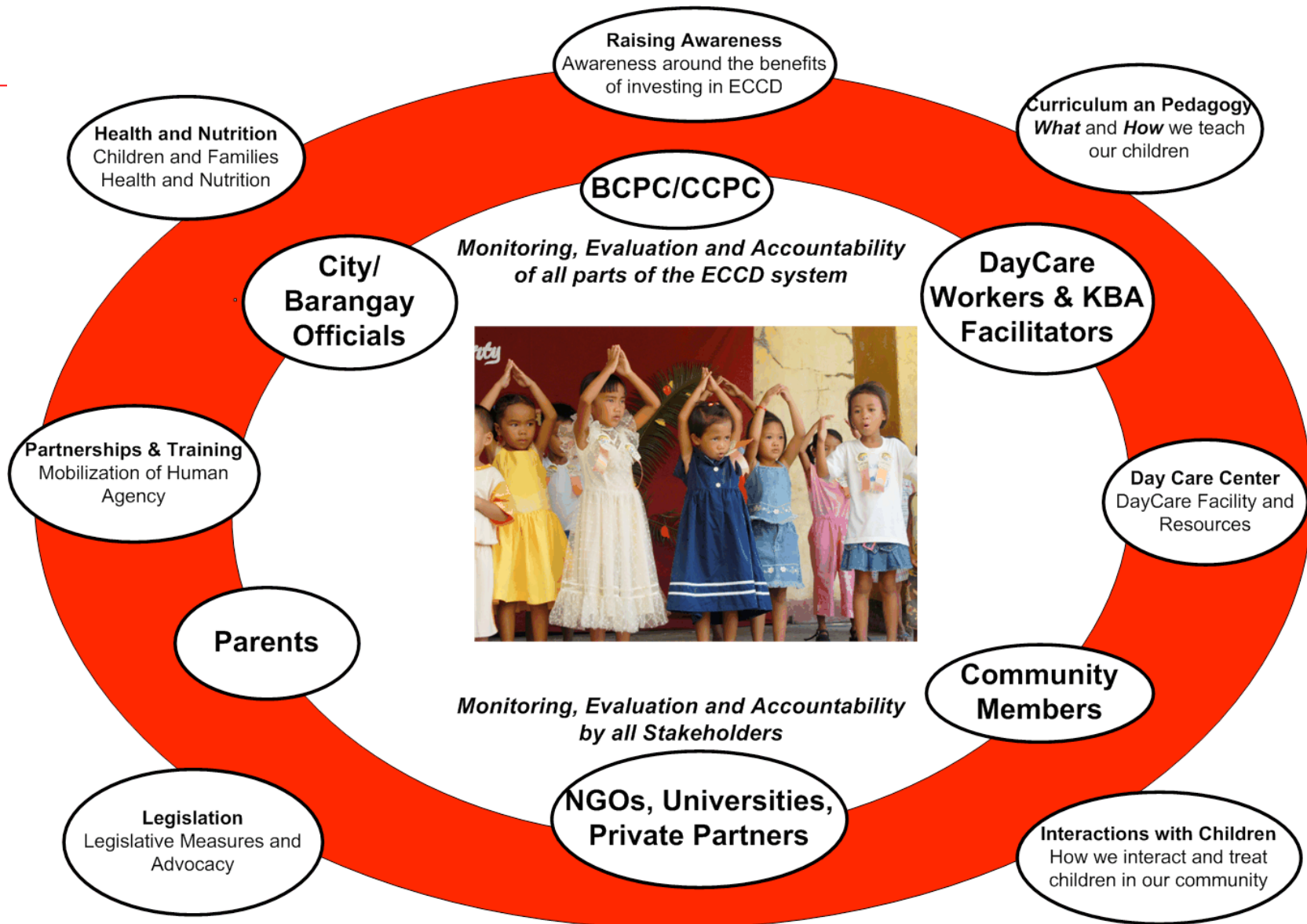
Age		Educational Attainment		Years of Service		Gender
Below 25	3	College	50	1-5	47	Male - 1
26-35	20	Under graduate	56	6-9	18	Female - 107
36-45	47	High school	1	10 and above	43	
46-55	26	No data	1			
56-66	12					



While the advocacy project is in progress, the following activities were being done by SC and/or Taguig City Local Government Unit

- SUPER Quality ECD research
 - Multi-stakeholder vision of quality ECCD
 - Assessment of selected Daycare Centers through Quality ECD Tool
- Local Ordinance passed by Taguig City
 - prescribing accreditation standards for day care centers, ECCD centers and other service providers in the entire city of Taguig; includes:
 - professional development of ECCD service providers
 - funding for the implementation of the ordinance

Quality ECCD components



Results

- ECCD Task Force has
 - identified and scheduled specific capability building areas for daycare workers;
 - Identified sources of funding for training
 - On-going review of professional development pathways (e.g., ECD Training Center in Taguig; linkaging with local colleges)

What worked?

- Involvement of key stakeholders/
ECCD Task Force
- National laws and local ordinance as
important tools for advocacy
- Evidence-based advocacy (e.g.,
competency levels of DCWs through
the use of monitoring tools)

Lessons Learned

- Advocacy does not end with having a national ECCD policy – should ensure local government units implement the law
- Tapping or revitalizing existing structures
- Experience-based and evidence-based advocacy
- Developing local ECCD champions
- Research-based advocacy (e.g., school readiness study)



What were the challenges?

- How to tap available funds for daycare service and professional development
- Involvement of academic institutions

Next steps

- Presentation of Taguig Professional Development model to the national Human Resource Development committee
- Review of local human resource system – recruitment, registration, and credential system for ECCD service providers
- Raising more local ECCD champions or advocates