

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

FIFTEENTH CONGRESS
Second Regular Session

COMMITTEE REPORT NO. 1405

Submitted by the Committee on Basic Education on

08 SEP 2011

RE : HOUSE BILL NO. 5246

Recommending its approval in substitution of House Bill No. 3507.

SPONSORS : Representatives Escudero, Angara and Almario

Mr. Speaker:

The Committee on Basic Education and Culture, to which was referred House Bill No. 3507, introduced by Reps. Salvador H. Escudero III, Juan Edgardo M. Angara and Thelma Z. Almario, entitled:

"AN ACT

RECOGNIZING THE EARLY YEARS FROM 0 TO 6 YEARS AS THE FIRST CYCLE OF EDUCATIONAL DEVELOPMENT AND FOR THIS PURPOSE AMENDING REPUBLIC ACT NO. 8980, STRENGTHENING THE EARLY CHILDHOOD CARE AND DEVELOPMENT COUNCIL, AND FOR OTHER PURPOSES"

has considered the same and recommends that the attached House Bill No. 5246 entitled:

"AN ACT

RECOGNIZING THE EARLY YEARS FROM ZERO (0) TO SIX (6) AS THE FIRST CRUCIAL STAGE OF DEVELOPMENT AND FOR THIS PURPOSE STRENGTHENING THE EARLY CHILDHOOD CARE AND DEVELOPMENT COUNCIL, RENAMING THE DAY CARE CENTER AS CHILD DEVELOPMENT CENTER, AND FOR OTHER PURPOSES"

be approved in substitution of House Bill No. 3507 with Reps. Salvador H. Escudero III, Juan Edgardo M. Angara, Thelma Z. Almario, Mariano U. Piamonte, Jr., Joseph Victor G. Ejercito, Sharon S. Garin, Eduardo R. Gullas, Philip A. Pichay, Anthony Rolando T. Golez, Jr., Jerry P. Treñas, George P. Arnaiz, Mark A. Villar, Deogracias B. Ramos, Jr., Paolo Everardo S. Javier, Linabelle Ruth R. Villarica, Rosenda Ann Ocampo, Jane T. Castro, Antonio L. Tinio, Roger G. Mercado, Manuel S. Agyao, Maximo B. Dalog, Edwin L. Olivarez, Rogelio J. Espina, Florencio T. Flores, Jr., Pryde Henry A. Teves, Raymond V. Palatino, Mel Senen S. Sarmiento, Monique Yazmin Q. Lagdameo, Erico B. Aumentado and Lani Mercado-Revilla as authors thereof.

Respectfully submitted,


SALVADOR H. ESCUDERO III
Chairperson

Committee on Basic Education and Culture

**THE HONORABLE SPEAKER
HOUSE OF REPRESENTATIVES
QUEZON CITY**

1 This System shall promote the inclusion of children with special needs and advocate
2 respect for cultural and linguistic diversity. It shall be anchored on complementary strategies
3 for ECCD that include service delivery for children from zero (0) to age six (6), educating
4 parents and caregivers, encouraging the active involvement of parents and communities in
5 ECCD programs, raising awareness about the important efforts that improve the quality of
6 life for young children and families.

7
8 It shall also be the policy of the State to recognize the early years from zero (0) to age
9 six (6) as the first crucial stage of educational development.

10
11 SEC. 3. Objectives. – The objectives of the National ECCD System are:

- 12
13 a) To achieve improved infant and child survival rates by ensuring that adequate
14 health and nutrition programs are accessible to young children and their
15 parents from the prenatal period throughout the early childhood years;
- 16
17 b) To enhance the physical-motor, socio-emotional, cognitive, language,
18 psychological and spiritual development of young children;
- 19
20 c) To facilitate a smooth transition from care and education provided at home to
21 community or school- based setting and to kindergarten and primary school;
- 22
23 d) To ensure that young children are adequately prepared for the formal learning
24 system and that both public and private schools are responsive to the
25 development needs of these children;
- 26
27 e) To establish an efficient system for early identification, prevention, referral
28 and intervention for the wide range of children with special needs from zero
29 (0) to six (6) years;
- 30
31 f) To upgrade and update the capabilities of service providers and their
32 supervisors to comply with quality standards for various ECCD programs;
- 33
34 g) To reinforce the role of parents and other caregivers as the primary caregivers
35 and educators of their children especially from zero (0) to six (6) years;
- 36
37 h) To enhance and sustain the efforts of communities to promote ECCD
38 programs and ensure that special support is provided for poor, disadvantaged
39 and linguistic minority communities; and
- 40
41 i) To improve the quality standards of public and private ECCD programs
42 through, but not limited to, a registration and credential system for ECCD
43 service providers.

1 SEC. 4. Definitions. – For purposes of this Act:
2

- 3 a) “Early Childhood Care and Development (ECCD) System shall refer to the
4 full range of health, nutrition, early education and social development
5 programs that provide for the basic holistic needs of young children from zero
6 (0) to age six (6), and to promote their optimum growth and development.

7 These programs include:
8

- 9 1) Center-based programs, such as the day care service established under
10 Republic Act No. 6972, hereinafter referred to as the child
11 development service, public and private pre-schools, kindergarten or
12 school-based programs, community or church-based early childhood
13 education programs initiated by non-government organizations or
14 people’s organizations, workplace-related child care and education
15 programs, child-minding centers, health centers and stations; and
16
17 2) Home-based programs, such as the neighborhood-based play groups,
18 family child care programs, parent education and home visiting
19 programs.
20
21 b) ECCD Service Providers shall include the various professionals,
22 paraprofessionals, and volunteer caregivers who are directly responsible for
23 the care and education of young children from zero (0) to six (6) years
24 through the various center and home-based programs. They include, but are
25 not limited to, day care workers hereinafter referred to as child development
26 workers, child development teachers, teacher-aides, rural health midwives,
27 social workers, community health workers, barangay nutrition scholars, parent
28 effectiveness service volunteers, and family day care providers.
29
30 c) ECCD Curriculum shall refer to the developmentally appropriate educational
31 objectives and practices, programs of activities, organized learning
32 experiences, recommended learning materials and appropriate assessment for
33 children that are implemented by service providers through center and home-
34 based programs. It shall consist of national program goals and guidelines,
35 instructional objectives, and content outlines that are age-appropriate,
36 individually appropriate and culturally-relevant.
37
38 d) Parent Education shall refer to the various formal and alternative means of
39 providing parents with information, skills, and support systems to assist them
40 in their roles as their children’s primary caregivers and educators. These
41 include public and private parent education programs linked to center, home
42 and media-based child care and education programs.
43

1 SEC. 5. System Framework and Components. - The ECCD System shall include the
2 following components:

- 3
- 4 a) ECCD Curriculum - which focuses on children's total development and takes
5 into account age, individual and socio-cultural appropriateness. It shall
6 promote the delivery of complementary and integrative services for health
7 care, nutrition, early childhood education, sanitation, and cultural activities. It
8 shall use the child's first language as the medium of instruction.
- 9
- 10 b) Parent Education and Involvement, Advocacy, and Mobilization of
11 Communities - which harness and develop parents' strengths as providers of
12 ECCD programs at home, as active partners of other stakeholders, as
13 advocates for community concerns that affect children, and as pillars of
14 support for local and national ECCD programs through community
15 organization efforts.
- 16
- 17 c) Human Resource Development Program - which establishes mechanisms for
18 the systematic professionalization of ECCD service providers, through
19 enrollment in educational programs in site-based or distance education modes,
20 through pre-service or in-service training including continuing education
21 programs, whereby a registration and credential system shall be developed in
22 the ECCD System.
- 23
- 24 d) ECCD Management - which focuses on a continuing process of planning,
25 implementation, supervision, financial management, monitoring, evaluation
26 and reporting to persons concerned. It shall encourage the active involvement
27 and build the capabilities of service providers, parents and local government
28 officials to sustain the program, and it shall be guided by the principles of
29 decentralization as stipulated in the Local Government Code of 1991 and the
30 principles of shared governance in the Governance of Basic Education Act of
31 2001.
- 32
- 33 e) Quality Standards and Accreditation - which ensures that each component in
34 the ECCD System complies with national quality standards to be established
35 by the ECCD Council linked to an accreditation process.
- 36

37 SEC. 6. Expanding the ECCD System. - The National ECCD System shall be
38 expanded to all provinces, cities/municipalities and barangays as may be determined by the
39 ECCD Council to achieve universal ECCD coverage for all children from zero (0) to six (6)
40 years.

41

42 SEC. 7. Implementing Arrangements and Operational Structures. - The
43 implementation of the National ECCD System shall be the responsibility of the ECCD
44 Council.

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

15th CONGRESS
Second Regular Session

HOUSE BILL NO. 5246
(In substitution of House Bill No. 3507)

Introduced by Reps. SALVADOR H. ESCUDERO III, JUAN EDGARDO M. ANGARA, THELMA Z. ALMARIO, MARIANO U. PIAMONTE, JR., JOSEPH VICTOR G. EJERCITO, SHARON S. GARIN, EDUARDO R. GULLAS, PHILIP A. PICHAY, ANTHONY ROLANDO T. GOLEZ, JR., JERRY P. TREÑAS, GEORGE P. ARNAIZ, MARK A. VILLAR, DEOGRACIAS B. RAMOS, JR., PAOLO EVERARDO S. JAVIER, LINABELLE RUTH R. VILLARICA, ROSENDA ANN OCAMPO, JANE T. CASTRO, ANTONIO L. TINIO, ROGER G. MERCADO, MANUEL S. AGYAO, MAXIMO B. DALOG, EDWIN L. OLIVAREZ, ROGELIO J. ESPINA, FLORENCIO T. FLORES, JR., PRYDE HENRY A. TEVES, RAYMOND V. PALATINO, MEL SENEN S. SARMIENTO, MONIQUE YAZMIN Q. LAGDAMEO, ERICO B. AUMENTADO AND LANI MERCADO-REVILLA

AN ACT
RECOGNIZING THE EARLY YEARS FROM ZERO (0) TO SIX (6) AS THE FIRST CRUCIAL STAGE OF DEVELOPMENT AND FOR THIS PURPOSE STRENGTHENING THE EARLY CHILDHOOD CARE AND DEVELOPMENT COUNCIL, RENAMING THE DAY CARE CENTER AS CHILD DEVELOPMENT CENTER, AND FOR OTHER PURPOSES

Be it enacted by Senate and House of Representatives of the Philippines in Congress assembled:

- 1 SECTION 1. Short Title – This Act shall be known as the “Early Years Act (EYA) of
2 2011”.
- 3
- 4 SEC. 2. Declaration of Policy – It is hereby declared the policy of the State to
5 promote the rights of children to survival, development and special protection with full
6 recognition of the nature of childhood and as well as the need to provide developmentally
7 appropriate experiences to address their needs; and to support parents in their roles as primary
8 caregivers and as their children’s first teachers.
- 9
- 10 The State shall institutionalize a National System for Early Childhood Care and
11 Development (ECCD) that is comprehensive, integrative and sustainable, that involves multi-
12 sectoral and inter-agency collaboration at the national and local levels, among government,
13 service providers, families and communities, public and private sectors, nongovernment
14 organizations; professional associations, and academic institutions.

- 1 a) Responsibilities of the ECCD Council. - The ECCD Council shall be responsible
2 for developing policies and programs, providing technical assistance and support
3 to the ECDD service providers and monitoring of ECCD service benefits and
4 outcomes.

5
6 The Department of Education (DepED), the Department of Social Welfare and
7 Development (DSWD), the Department of Health (DOH), the National Nutrition
8 Council (NNC) and the Union of Local Authorities of the Philippines (ULAP) shall
9 jointly prepare annual ECCD work plans that will coordinate their respective
10 technical assistance and support for the National ECCD Program. They shall
11 consolidate the following existing program implementing guidelines that ensure
12 consistency in integrated service delivery within the National ECCD System.

- 13
14 1) The DepED shall promote the National ECCD Program in schools. ECCD
15 programs in public schools shall be the joint responsibility of their
16 respective school principal/school-head and parent-teachers associations
17 (PTAs) within the standards set forth in the National ECCD System and
18 under the guidance of the city/municipal ECCD Coordinating Committees
19 for the effective and equitable delivery of ECCD services. It shall also
20 make available existing facilities of public elementary schools for ECCD
21 classes.
22
23 2) Private pre-schools shall be registered by the Council upon the
24 recommendation of the city/municipal ECCD Coordinating Committees.
25 NGO-initiated community, church, home, and workplace-based service
26 providers shall be registered by the Council upon the recommendation of
27 the city/municipal ECCD Coordinating Committees. These public and
28 private ECCD service providers shall operate within the standards set forth
29 in the National ECCD System.
30
31 b) Responsibilities of Local Government Units. - Local government units (LGUs)
32 shall be primarily responsible for:
33
34 1. Implementing the National ECCD System by providing basic public ECCD
35 programs;
36
37 2. Supporting the organization of parent cooperatives to initiate the
38 establishment of ECCD programs;
39
40 3. Ensuring that service providers of public ECCD programs under their
41 supervision shall be justly compensated, that adequate funds are available,
42 and their working conditions are conducive to fulfill national quality
43 standards; and
44

1 4. Providing funds for the training and continuing education of ECCD public
2 service providers.

3
4 c) Responsibilities of Families and Communities. – Families and communities shall
5 support the local ECCD programs by participating in various projects for the
6 overall development of their children from zero (0) to six (6) years.

7
8 SEC. 8. Strengthening the ECCD Council. – The ECCD Council shall be
9 strengthened to ensure the State's focus on building a strong foundation for the development
10 and learning of children during the early years from zero (0) to six (6) years, to support the
11 full range of health, nutrition, early education and social development programs for the
12 child's holistic development and ensure sustained inter-agency and multi-sectoral
13 collaboration.

14 SEC. 9. Organization of the ECCD Council. - The ECCD Council shall be composed
15 of:

16
17 a) ECCD Governing Board. - The ECCD Governing Board shall be headed by a
18 Chairperson with the salary grade and emoluments of a cabinet secretary to be
19 appointed by the President, and shall have as members the heads of the :

- 20
21 1. Department of Education (DepED);
22 2. Department of Social Welfare and Development (DSWD);
23 3. Department of Health (DOH);
24 4. National Nutrition Council (NNC); and
25 5. Union of Local Authorities of the Philippines (ULAP)

26
27 In addition, one (1) private individual who is an ECCD practitioner and expert
28 shall be appointed by the President upon recommendation of the Board.

29
30 The heads of the concerned departments, agencies and institutions shall as
31 much as possible attend the meetings of the Board. In their absence they must
32 designate a permanent representative with a rank not lower than an Undersecretary or
33 its equivalent who may attend and participate at meetings of the Board.

34
35 The Board shall meet once a month or as often as necessary.

36
37 b) Council Secretariat. – There shall be established an ECCD Secretariat headed by an
38 Executive Director to be appointed by the President upon recommendation of the
39 Board. The Executive Director shall have the rank, privileges, and emoluments of a
40 Career Executive Service Officer 1.

41
42 There shall be created two (2) permanent positions of Deputy Executive
43 Directors to be appointed by the Board, one of whom shall be concerned with ECCD

1 programs and activities and the other with general administrative services of the
2 ECCD Council.

3
4 The Executive Director and the Deputy Executive Directors shall be assisted
5 by a designated ECCD Focal Person from the DepED, DSWD, DOH, NNC and
6 ULAP and by technical staff as may be necessary to achieve the goals and objectives
7 of the National ECCD System.

8
9 SEC. 10. Functions of the ECCD Council. - The ECCD Council shall implement the
10 National Early Childhood Care and Development System and perform the following
11 functions:

- 12
13 1. Promulgate policies and implementing guidelines for ECCD programs in
14 consultation with stakeholders, including the regional level when appropriate,
15 consistent with the national policy and program frameworks as defined in this
16 Act;
- 17
18 2. Establish ECCD program standards that reflect developmentally appropriate
19 practices for ECCD programs, which shall interface with the kindergarten and
20 primary school curriculum of the DepED;
- 21
22 3. Develop a national system for the recruitment, registration, continuing
23 education and equivalency, and credential system of ECCD service providers,
24 supervisors and administrators to improve and professionalize the ECCD
25 sector and upgrade quality standards of public and private ECCD programs;
- 26
27 4. Develop a national system of awards and recognition to deserving ECCD
28 program implementers and service providers;
- 29
30 5. Promote, encourage and coordinate the various ECCD programs of the
31 DepED, DSWD, DOH AND NNC and monitor the delivery of services to the
32 ECCD program beneficiaries nationwide;
- 33
34 6. Evaluate and assess the impact and outcome of various ECCD programs
35 nationwide through an effective information system;
- 36
37 7. Develop and establish a national system for early identification, screening, and
38 surveillance of young children;
- 39
40 8. Develop and implement various support mechanisms that maximize the public
41 and private resources for implementing ECCD programs, giving priority to the
42 needy and high risk children from poor communities;
- 43

1 9. Provide funds to poor and disadvantaged communities for the establishment
2 and expansion of public ECCD programs, improvement of physical facilities
3 and for hiring of ECCD service providers;

4
5 10. Promote and encourage private sector initiatives for the establishment of
6 ECCD programs;

7
8 11. Provide guidelines for the conduct of solicitations and requests for assistance
9 from local and international civic organizations, private philanthropic
10 foundations to supplement available resources; and

11
12 12. Perform such other functions as the ECCD Council may deem necessary.
13

14 SEC. 11. Annual Report. – The ECCD Council shall, at the close of each calendar
15 year, submit an annual report to Congress, giving a detailed account of its proceedings and
16 accomplishments during the year and making recommendations for the adoption of measures
17 that will improve the National ECCD System and ensure achievement of universal coverage
18 of ECCD benefits to all children from zero (0) to six (6) years.
19

20 SEC. 12. Separability Clause. – If any provision of this Act is declared
21 unconstitutional the same shall not affect the validity and effectivity of the other provisions
22 thereof.
23

24 SEC. 13. Repealing Clause. -- Republic Act No. 8980, otherwise known as the
25 “Early Childhood Care and Development (ECCD) Act” is hereby repealed. Pertinent
26 provisions of all laws, decrees, executive orders, presidential proclamations, rules and
27 regulations or parts thereof contrary to or inconsistent with the provisions of this Act are
28 hereby repealed or modified accordingly.
29

30 SEC. 14. Implementing Rules and Regulations. - The Council in consultation with
31 appropriate government agencies and nongovernment organizations shall formulate and issue
32 the necessary rules and regulations for the implementation of this Act within ninety (90) days
33 after the effectivity of this Act.
34

35 SEC. 15. Effectivity Clause. – This Act shall take effect fifteen (15) days after its
36 publication in the Official Gazette or in at least two (2) newspapers of general circulation.
37

38 Approved,

FACT SHEET

House Bill No. **5246**
Substitute Bill of House Bill No. 3507
(As Approved by the Committee)

EARLY YEARS ACT

Introduced by: REPS. SALVADOR H. ESCUDERO III, JUAN EDGARDO M. ANGARA, THELMA Z. ALMARIO, MARIANO U. PIAMONTE, JR., JOSEPH VICTOR G. EJERCITO, SHARON S. GARIN, EDUARDO R. GULLAS, PHILIP A. PICHAY, ANTHONY ROLANDO T. GOLEZ, JR., JERRY P. TREÑAS, GEORGE P. ARNAIZ, MARK A. VILLAR, DEOGRACIAS B. RAMOS, JR., PAOLO EVERARDO S. JAVIER, LINABELLE RUTH R. VILLARICA, ROSENDA ANN M. OCAMPO, JANE T. CASTRO, ANTONIO L. TINIO, ROGER G. MERCADO, MANUEL S. AGYAO, MAXIMO B. DALOG, EDWIN L. OLIVAREZ, ROGELIO J. ESPINA, FLORENCIO T. FLORES, JR., PRYDE HENRY A. TEVES, RAYMOND V. PALATINO, MEL SENEN S. SARMIENTO, MONIQUE YASMIN Q. LAGDAMEO, ERICO B. AUMENTADO AND LANI MERCADO-REVILLA

Committee Referral: Committee on Basic Education and Culture (Primary)
Committee Chairperson: REP. SALVADOR H. ESCUDERO III

OBJECTIVES:

- To expand and improve the comprehensive early childhood care and education program especially for the most vulnerable and disadvantaged children.
- To promote the rights of children to survival, development and special protection as well as support parents in their roles as primary caregivers and as their children's first teachers.

KEY PROVISIONS:

- Recognizes the early years from zero (0) to age six (6) as the first crucial stage of educational development and promote the rights.
- Promotes the inclusion of children with special needs and advocates respect for cultural and linguistic diversity.
- Institutionalizes the *National Early Childhood Care and Development (ECCD) System* that is comprehensive, integrative and sustainable.
- Mandates the *ECCD Council* to provide the full range of health, nutrition, early education and social services programs for the child's holistic development.

RELATED LAWS:

- Republic Act 8980, Early Childhood Care and Development Act
- Republic Act 9155, Governance of Basic Education Act of 2001
- Executive Order 685 (Issued on January 10, 2008), Expanding the Preschool Coverage to Include Children Enrolled in Day Care Centers

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

15th CONGRESS
First Regular Session

HOUSE BILL NO. 3507

**Introduced by Reps. SALVADOR H. ESCUDERO III, JUAN EDGARDO M. ANGARA
and THELMA Z. ALMARIO**

EXPLANATORY NOTE

It is a commitment of the Government of the Philippines to achieve the universal aspirations of all 192 United Nations member states for Education for All (EFA) and the Millenium Development Goals by Year 2015. The six (6) internationally agreed EFA goals aimed at meeting the learning needs of all children, youth and adults include the following: (1) *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children* and (2) *ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those who belong to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.*

The Department of Education (DepEd) National EFA Committee identified the following as one of six most critical tasks that will yield the desired educational outcomes by Year 2015: *To make expansion of Early Child Care and Development (ECCD) coverage yield more EFA benefits.*

In 2004, the UNESCO National Commission of the Philippines Education Committee suggested a model learning system consisting of the following five (5) cycles of educational development:

- No. 1 – Ages 0 to 6 : Foundation cycle
- No. 2 – Ages 6 to 12 : Elementary education cycle
- No. 3 – Ages 12 to 18 : Secondary education cycle
- No. 4 – Ages 18 to 24 : Higher education cycle
- No. 5 – Ages 24 and above : Continuing education cycle

The Early Childhood Care and Development Council has been implementing a National System for Early Childhood Care and Development that consists of a “full range of health, nutrition, early education and social services programs that provide for the basic holistic needs of young children from conception (0) to age six (6), and to promote their optimum growth and development”. The “Early Childhood Care and Development Act of 2000” or R.A. 8980 must be revisited and certain provisions amended for the purpose of strengthening the strategic role of the ECCD Council in fostering a comprehensive, integrative and sustainable multi-sectoral and inter-agency collaboration for early childhood care and development of the 0 to 6 years old among national government agencies, local government units, non-governmental organizations, families and communities; and among the private sectors, professional associations and academic institutions.

The National Statistical Coordination Board projected a population of about 13 M for the 0 to 6 years old age group --- approximately 14% of the total country’s population of 95 M. But

in 2009, only 1 of every 4 or approximately 3,234,399 of this age group were provided early childhood care and development in the country's day care centers and in DepEd pre-schools.

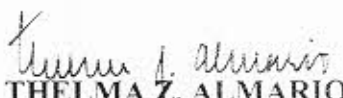
It is during the early years from 0 to 6 when the learning pathways to the brain (which is the core on which all future learning is based) are formed. Yet nearly every country in the world spends well under 10 percent of its education budget on the years when 50 percent of educational development takes place.

This bill is introduced for the State to adopt a policy recognizing the early years from conception (0) to age six (6) as the First Cycle of Educational Development and amend certain provisions of R.A. 8980 on the basis of the experiences of its implementation since Year 2000.

In view of the foregoing, passage of this bill is earnestly sought.


SALVADOR H. ESCUDERO III
Representative
1st District, Sorsogon


JUAN EDGARDO M. ANGARA
Representative
Lone District, Aurora


THELMA Z. ALMARIO
Representative
2nd District, Davao Oriental

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

15th CONGRESS
First Regular Session

HOUSE BILL NO. 3507

**Introduced by Reps. SALVADOR H. ESCUDERO III, JUAN EDGARDO M. ANGARA
and THELMA Z. ALMARIO**

AN ACT
RECOGNIZING THE EARLY YEARS FROM 0 TO 6 YEARS OLD AS THE FIRST
CYCLE OF EDUCATIONAL DEVELOPMENT AND FOR THIS PURPOSE
AMENDING REPUBLIC ACT NO. 8980, STRENGTHENING THE EARLY
CHILDHOOD CARE AND DEVELOPMENT COUNCIL, AND FOR OTHER
PURPOSES

Be it enacted by Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. Short Title – This Act shall be known as the “Early Years Act of 2010.”

SEC. 2. Declaration of Policy – It is hereby declared a policy of the State to promote the rights of children to survival, development and special protection with full recognition of the nature of childhood and its special needs; and to support parents in their roles as primary caregivers and as their children’s first teachers. The State shall institutionalize a National System for Early Childhood Care and Development (ECCD) that is comprehensive, integrative and sustainable, that involves multi-sectoral and inter-agency collaboration at the national and local levels among government, service providers, families and communities; and among the public and private sectors, non-government organizations; professional associations, and academic institutions. This System shall promote the inclusion of children with special needs and advocate respect for cultural diversity. It shall be anchored on complementary strategies for ECCD that include service delivery for children from conception to age six (6), educating parents and caregivers, encouraging the active involvement of parents and communities in ECCD programs, raising awareness about the important efforts that improve the quality of life for young children and families. It is also the policy of the State to recognize the early years from conception (0) to age six (6) as the first cycle of educational development during which fifty percent (50%) of the child’s ability to learn is developed from which shall be formed the main learning pathways in the brain that shall be the basis for future learning.

SEC. 3. Objectives. – The objectives of the National ECCD System are:

- a) To achieve improved infant and child survival rates by ensuring that adequate health and nutrition programs are accessible to young children and their parents from the prenatal period throughout the early childhood years;
- b) To enhance the physical, social, emotional, cognitive, psychological, spiritual and language development of young children;

- c) To enhance the role of parents as the primary caregivers and educators of their children especially from conception (0) to six (6) years;
- d) To facilitate a smooth transition from care and education provided at home to community or school-based setting and to primary school;
- e) To enhance the capabilities of service providers and their supervisors to comply with quality standards for various ECCD programs;
- f) To enhance and sustain the efforts of communities to promote ECCD programs and ensure that special support is provided for poor and disadvantaged communities;
- g) To ensure that young children are adequately prepared for the formal learning system and that both public and private schools are responsive to the development needs of these children;
- h) To establish an efficient system for early identification, prevention, referral and intervention for giftedness and development disorders and disabilities in children from conception (0) to six (6) years; and
- i) To improve the quality standards of public and private ECCD programs through, but not limited to, a registration and credential system for ECCD service providers.

SEC. 4. Definitions. – For purposes of this Act:

- a) “Early Childhood Care and Development (ECCD) System” refers to the full range of health, nutrition, early education and social services programs that provide for the basic holistic needs of young children from conception (0) to age six (6), and to promote their optimum growth and development. These include:
 - 1) Center-based programs, such as the day care service established under R.A. 6972, public and private pre-schools, kindergartens or school-based programs, community or church-based early childhood education programs initiated by non-government organizations or people’s organizations or people’s organizations, workplace-related child care and education programs, child-minding centers, health centers and stations; and
 - 2) Home-based programs, such as the neighborhood-based play groups, family day care programs, parent education and home visiting programs.
- b) “ECCD Service Providers” include the various professionals, paraprofessionals, and volunteer caregivers who are directly responsible for the care and education of children from conception (0) to six (6) years through the various center and home-based programs. They include but are not limited to, day care workers, teachers, teacher-aiders, rural health midwives, social workers, community health workers, barangay nutrition scholars, parent effectiveness service-volunteers, child development workers, and family day care providers.
- c) “ECCD Curriculum” refers to the age-appropriate and developmentally appropriate educational objectives, programs of activities, organized learning experiences and recommended learning materials for children that are

implemented by service providers through center and home-based programs. It shall consist of national program goals and guidelines, instructional objectives, and content outlines integrating local learning experiences and indigenous learning materials.

- d) "Parent Education" refers to the various formal and alternative means of providing parents with information, skills, and support systems to assist them in their roles as their children's primary caregivers and educators. These include public and private parent education programs linked to center, home and media-based child care and education programs.

SEC. 5. System Framework and Components. – The ECCD System shall include the following components:

- a) ECCD Curriculum --- which focuses on children's total development according to their individual needs and socio-cultural background. It shall promote the delivery of complementary and integrative services for health care, nutrition, early childhood education, sanitation, and cultural activities. It shall use the child's first language as the medium of instruction.
- b) Parent Education and Involvement, Advocacy and Mobilization of Communities --- which harness and develop parents' strengths as providers of ECCD programs at home, active partners of other stakeholders, advocates for community concerns that affect children, and pillars of support for local and national ECCD programs through community organization efforts.
- c) Human Resource Development Program --- which established mechanisms for the systematic professionalization of ECCD service providers, through enrollment in educational programs in site-based or distance education modes, through pre-service or in-services training including continuing education program, whereby a registration and credential system shall be developed in the ECCD System.
- d) ECCD Management --- which focuses on a continuing process of planning, implementation, supervision, financial management, monitoring, evaluation and reporting. It shall encourage the active involvement and build the capabilities of service providers, parents and local government officials to sustain the program, and it shall be guided by the principles of devolution as stipulated in the Local Government Code of 1991 and the principle of shared governance in the Governance of Basic Education Act (R.A. 9155) of 2001.
- e) Quality Standards and Accreditation --- which ensures that each component in the ECCD System complies with national quality standards established by the ECCD Council linked to an accreditation process.

SEC. 6. Expanding the ECCD System. --- The National ECCD System shall be expanded to all provinces, cities/municipalities and barangays as may be determined by the ECCD Council in order to achieve universal coverage of all children from conception (0) to six (6) years over a five-year period.

SEC. 7. Implementing Arrangements and Operational Structures. --- The implementation of the National ECCD System shall be the joint responsibility of the ECCD Council and the local government units, non-government organizations, and private organizations that are accredited to deliver the services or to provide training and technical assistance.

- a) Responsibilities of the ECCD Council – The ECCD Council shall be responsible for developing policies and programs, providing technical

assistance and support to the ECDD service providers in consultation with coordinating committees at the provincial, city/municipal and barangay levels and monitoring of ECCD service benefits and outcomes. The Department of Education (DepEd), the Department of Social Welfare and Development (DSWD), the Department of Health (DOH), the National Nutrition Council (NNC) and the Union of Local Authorities of the Philippines (ULAP) shall jointly prepare annual ECCD work plans that will coordinate their respective technical assistance and support for the National ECCD Program. They shall consolidate existing program implementing guidelines that ensure consistency in integrated service delivery within the National ECCD System.

- 1) The DepEd shall promote the National ECCD Program in schools. ECCD programs in public schools shall be under the joint responsibility of their respective school principal/school-head and parent-teachers associations (PTAs) within the standards set forth in the National ECCD System and under the guidance of the city/municipal ECCD Coordinating Committees for the effective and equitable delivery of ECCD services. It shall also make available existing facilities of public elementary schools for ECCD classes.
 - 2) Private pre-schools shall be registered by the Council upon the recommendation of the city/municipal ECCD Coordinating Committees. NGO-initiated community, church, home, and workplace-based service providers shall be registered by the Council upon the recommendation of the city/municipal ECCD Coordinating Committees. These public and private ECCD service providers shall operate within the standards set forth in the National ECCD System and under the guidance of the city/municipal Coordinating Communities for the effective delivery of ECCD services.
- b) Responsibilities of Local Government Units – Local government units (LGUs) shall be primarily responsible for:
- 1) Implementing the National ECCD Program by providing basic public ECCD services;
 - 2) Supporting the organization of parent cooperatives to initiate the establishment of ECCD programs;
 - 3) Ensuring that service providers of public ECCD programs under their supervision shall be justly compensated, that adequate funds are available, and their working conditions are conducive to fulfill national quality standards; and,
 - 4) Providing counterpart funds for the training and continuing education of ECCD public service providers, and supporting the operations of provincial, city/municipal and barangay ECCD Coordinating Committees.
- c) Responsibilities of Families and Communities – The families and communities shall support the local ECCD programs by participating in various projects for the overall development of their children from conception (0) to six (6) years.

SEC. 8. Strengthening the Early Childhood Care and Development Council. – To ensure the State's focus on building a strong foundation for the learning and development of children during the early years from conception (0) to six (6) years; support the full range of health,

nutrition, early education and social services programs for the child's holistic development; and ensure sustained inter-agency and multi-sectoral collaboration among the provincial, city/municipal and barangay ECCD Coordinating Committees, the Early Childhood Care and Development Council is hereby strengthened.

- a) Organization --- The Early Childhood Care and Development Council shall be composed of a Governing Board and a Secretariat. The ECCD Governing Board shall be headed by a Chairman with the salary grade and emoluments of a cabinet secretary to be appointed by the President.
- b) Composition of the Governing Board --- The following shall be members of the ECCD Governing Board:
 - 1) Department of Education (DepEd)
 - 2) Department of Social Welfare and Development (DSWD)
 - 3) Department of Health (DOH)
 - 4) National Nutrition Council (NNC)
 - 5) Union of Local Authorities of the Philippines (ULAP)

In addition, one (1) private individual who is an ECCD practitioner and expert shall be appointed by the President upon recommendation of the Board who shall serve for a term of two (2) years subject to one (1) reappointment.

The heads of the concerned departments, agencies and institutions shall as much as possible attend the meetings of the Board. In their absence they must designate a permanent representative with a rank not lower than an undersecretary or its equivalent who may attend and participate at meetings of the Board. The Board shall meet once a month or as often as necessary.

- c) ECCD Secretariat – There shall be established an ECCD Secretariat headed by an Executive Director who shall be appointed by the President upon recommendation of the Board. He/she shall have the rank, privileges, and emoluments of a Career Executive Service Officer I. There shall be created two (2) permanent positions of Deputy Executive Director to be appointed by the Board, one of whom shall be concerned with ECCD programs and activities and the other with general administrative services of the ECCD Council. The Executive Director and the Deputy Executive Directors shall be assisted by senior technical staff to be seconded from the DepEd, DSWD, DOH, NNC and ULAP who shall serve for a period of at least two (2) years, subject to renewal and shall be entitled to whatever additional remuneration the law allows for such secondment.
- d) Functions --- The ECCD Council shall implement the National Early Childhood Care and Development System and perform the following functions:
 - 1) Promulgate policies and implementing guidelines for ECCD programs in consultation with stakeholders at various levels, including the regional level when appropriate, consistent with the national policy and program frameworks;
 - 2) Establish ECCD program standards that reflect developmentally appropriate and culturally relevant practices for ECCD programs, which shall interface with the primary school curriculum of the DepEd;

- 3) Develop a national system for the recruitment, registration, continuing education and equivalency, and credential system of ECCD service providers, supervisors and administrators to improve and professionalize the ECCD sector and upgrade quality standards of public and private ECCD programs;
- 4) Develop and implement a system of awards and recognition to deserving ECCD program implementers and service providers;
- 5) Promote, encourage and coordinate the conduct of ECCD programs in national government agencies and monitor the delivery of services to the ECCD program beneficiaries;
- 6) Evaluate and assess the impact and outcome of various ECCD programs nationwide through an effective information system;
- 7) Develop and establish a national system for early identification, screening, surveillance of early childhood disabilities, developmental problems, and giftedness;
- 8) Develop and implement various support mechanisms that maximize the public and private resources for implementing ECCD programs, giving priority to the needy and high-risk children from poor communities;
- 9) Provide counterpart funds to poor and disadvantaged communities for the establishment and expansion of public ECCD programs, improvement of physical facilities and for hiring of ECCD providers;
- 10) Promote and encourage private sector initiatives for the establishment of ECCD programs;
- 11) Provide guidelines for ECCD Coordinating Committees at the provincial, city/municipal and barangay levels for the conduct of solicitations and requests for assistance from local and international civic organizations, private philanthropic foundations to supplement available resources.

SEC. 9. Reconstituting the ECCD Coordinating Committees. – The ECCD coordinating committees established at the provincial, city/municipal and barangay levels shall be reconstituted and perform the following functions:

- a) The Provincial ECCD Coordinating Committee shall be composed of the provincial governor as chairperson and members representing the DepEd, DSWD, DOH, NNC and ULAP. The Provincial ECCD Coordinating Committee shall be under the Provincial Development Council and shall perform functions similar to the ECCD Council as appropriate including other functions that may be provided in the Implementing Rules and Regulations of this Act. There shall be organized a secretariat to coordinate and monitor the effective implementation of ECCD programs in the province. It shall be headed by a provincial ECCD Officer, who shall be appointed by the Governor, upon the recommendation of the Provincial ECCD Coordinating Committee. He/she shall have a rank, privilege and emolument of a Department Head. Such sums as may be necessary for the salaries, allowances and other benefits of the Provincial ECCD Officer shall be provided by the province.

- b) The City/Municipal ECCD Coordinating Committees shall be composed of the city/municipal mayor as chairperson and members representing the DepEd, DSWD, DOH, NNC and ULAP. The city/municipal ECCD Coordinating Committee shall be under the city/municipal development council and shall perform functions similar to the ECCD Council as appropriate including other functions that may be provided in the Implementing Rules and Regulations of this Act. There shall be organized a secretariat to coordinate and monitor the effective implementation of ECCD programs in the city/municipality. It shall be headed by the city/municipal ECCD officer, who shall be appointed by the city/municipal mayor, upon recommendation of the City/Municipal ECCD Coordinating Committee.
- c) The Barangay ECCD Coordinating Committees shall be composed of the Barangay Captain as chairperson and members representing the DepEd, DSWD, DOH, NNC and ULAP. The barangay ECCD Coordinating Committee shall be under the barangay development council and shall be responsible for the proper and effective implementation of public ECCD programs and maintenance of database system at the barangay level. There shall be organized a secretariat to coordinate and monitor the effective implementation of ECCD programs in the barangay. It shall be headed by a Barangay Councilor, who shall be appointed by the Barangay Captain, upon recommendation of the Barangay ECCD Coordinating Committee.

SEC. 10. Financing ECCD Programs. – ECCD programs shall be financed through a combination of public and private funds. All public ECCD providers shall prioritize children from conception (0) to six (6) years from families who are in greatest need and who can least afford private sector ECCD programs.

- a) Public support for ECCD programs. – The government shall support public ECCD programs through cost-sharing arrangements that shall involve the LGUs, and counterpart funds from the national government agencies for technical assistance and support. Additional funds may be generated from intergovernmental donors and financial institutions by the appropriate government agencies through the NEDA to support the public programs in all municipalities including the urban poor. Funds shall be accessible to qualified LGUs through the Municipal Development Fund or other financing mechanisms as prescribed by the Department of Budget and Management (DBM). The ECCD Council may establish a trust fund to assist LGUs in the expansion and upgrading of ECCD programs.

There shall be established a fund for an ECCD Program Contracting Scheme with accredited private providers at the community levels.

Primary health care programs, pre-natal and post-natal care, growth monitoring and promotion, and supplementary nutrition programs shall continue to be funded through the LGUs with technical support and additional resources from the DOH.

The DSWD shall provide technical assistance for the Day Care Program, Parent Effectiveness Service, Child-Minding Centers, Family Day Care and Parent-Child Development Programs that shall continue to be supported by the LGUs in the form of construction of basic infrastructure, provision of facilities, materials and equipment, compensation for service providers.

The kindergarten program in public and private schools and in day care centers shall continue to be supported by the DepEd in cooperation with the PTAs, where applicable, by providing teacher training, supplementary

learning materials and reference materials including for the early education component of the ECCD programs.

The DepEd, DSWD, DOH, NNC and ULAP shall support the implementation of the National ECCD Program and shall include in their respective annual general appropriations beginning the fiscal year following the approval of this Act, the necessary funding to achieve the goal of universal coverage for all children from conception (0) to six (6) years within a five-year period and sustain the Program from thereon. The work and financial plans of the DepEd, DSWD, DOH, NNC and ULAP shall be coordinated with the ECCD Council.

- b) Support for ECCD Programs. – Support for ECCD programs can be solicited from local and international civic organizations, and private philanthropic foundations to supplement available resources.

Workplace-based or related ECCD programs shall be supported by corporations and employees in the form of physical facilities and recurrent operating costs. The operating costs incurred for employer or corporate-sponsored ECCD programs can be deducted from taxable income and/or avail of the tax benefits under the “Adopt-A-School” Law; provided that the employer or corporation will not charge user fees.

- c) Costs to be shouldered by Families. – The Council shall monitor user fees and contributions allowed for both public and private programs to ensure that these are affordable and within reasonable limits.

User fees for public programs should be limited to monthly contributions intended to subsidize recurrent costs. Parents are encouraged to contribute their time and services especially in cases where they are unable to afford the regular contributions.

SEC. 11. Appropriations. -- For the implementation of this Act the amount of Five Hundred Million Pesos (Php500,000,000.00) per year for five (5) years is hereby appropriated for the National ECCD Program of the ECCD Council effective upon approval of this Act that shall be utilized to support the goal of achieving universal ECCD coverage for all children from conception (0) to six (6) years. Said amount shall be funded from the gross income of the Philippine Amusement and Gaming Corporation and shall be directly remitted in four (4) quarterly installments to a special account of the ECCD Council. Thereafter, such sums as may be necessary for the operations of the Council shall be included in the General Appropriations Act.

An initial annual appropriation in the amount of One Hundred Million Pesos (Php100,000,000.00) shall be provided to support the operations of the ECCD Council upon approval of this Act.

Expenses for ECCD programs and technical support packages provided by the DepEd, DSWD, DOH and NNC shall be specified as separate line items in their respective annual budgets in the General Appropriations Act. Their annual ECCD workplans shall be the basis for these budgets and shall be released directly to their regional or provincial offices whenever applicable.

SEC. 12. Annual Report. – The Council shall, at the close of each calendar year, submit an annual report to Congress, giving a detailed account of its proceedings and accomplishments during the year and making recommendations for the adoption of measures that will improve the National ECCD System and ensure achievements of universal ECCD coverage for all children from conception (0) to six (6) years within a five-year period.

SEC. 13. Separability Clause. – If any provision of this Act is declared unconstitutional the same shall not affect the validity and effectivity of other provisions thereof.

SEC. 14. Repealing Clause. – Pertinent provisions of all laws, decrees, executive orders, presidential proclamations, rules and regulations or parts thereof contrary or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SEC. 15. Implementing Rules and Regulations. - The Council in consultation with appropriate government agencies and nongovernment organizations shall formulate and issue the necessary rules and regulations for the implementation of this Act within ninety (90) days after the effectivity of this Act.

SEC. 16. Effectivity Clause. – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in at least two (2) newspapers of general circulation.

Approved,

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila
Fifteenth Congress
1st Regular Session

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MINUTES OF THE MEETING OF THE COMMITTEE ON BASIC EDUCATION AND CULTURE
HELD ON 07 JUNE 2011, 9:30 A.M. CONFERENCE ROOM NOS. 14 & 15, RAMON V.
MITRA, JR. BLDG., HOUSE OF REPRESENTATIVES, QUEZON CITY

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I. CALL TO ORDER

The Presiding Officer, Rep. Mariano U. Piamonte, Jr., called the meeting to order at 9:47 a.m.

II. ROLL CALL

On motion, duly seconded, the Presiding Officer dispensed with the calling of the roll.

III. APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING

On motion, duly seconded, the Presiding Officer declared as approved the minutes of the meeting held on 31 May 2011, as presented.

IV. INITIAL CONSIDERATION ON THE FOLLOWING MEASURES:

- A. HOUSE BILL NO. 4358 – AN ACT PROMOTING RURAL FARM SCHOOL AS AN ALTERNATIVE DELIVERY MODE OF SECONDARY EDUCATION by Rep. Sharon S. Garin

Sponsorship Speech of the Author

Rep. Garin explained that a rural farm school or family farm school provides four year high school in a nipa hut or building where the children get their homework and then bring it home, like kumon style of learning. They learn the basics in Science, English and Mathematics from tutors from the church or the community. Another type is where they study in school for three days and work at home for two days, with visits from their tutors to check on their homework and their work in the farm.

The Family Farm Schools address the multi-pronged problems of lack of money and time and the need to help their parents in the farm. Currently, there are 13 or 14 farm schools in the country. These are sustained by volunteers with contributions from the Church and community. Most have 40 students per class and have been in existence for four years.

Rep. Garin emphasized that the essence of HB 4358 is to institutionalize the Family Farm Schools.

Most of the Family Farm Schools, she added, are not accredited by the Department of Education (DepEd). She proposed that the graduates of these schools be allowed to take qualifying examinations for tertiary education.

Rep. Garin cited that the Family Farm School in Aurora, by Senator Edgardo J. Angara and Representative Juan Edgardo M. Angara, is the most successful, having buildings and a vehicle and already basically supported by DepEd.

The other Family Farm Schools is in Dagatan, Lipa City with 20 graduates, 15 of whom proceeded to tertiary education. The rest of the students, due to financial problems, did not continue their education.

Some of these schools started in 2002, some in 2007, and eventually closed. The one in Jala-Jala, Rizal closed in 2002. Existing Family Farm Schools are in Lipa City; Balete, Batangas; Iloilo, Bais City; Roxas, Oriental Mindoro; Cabaatagan, Lanao del Norte (by the Dimaporo Family); Capoocan, Leyte; Pinamungahan, Cebu and Calabanga, Camarines Sur.

Issues / Arguments / Positions Presented

- DepEd Undersecretary for Programs and Projects, Dr. Quijano, admitted not having visited any farm school but saw the need for DepEd to discuss with representatives of the Department of Agriculture (DA), the Department of Agrarian Reform (DAR), with Mr. Gayo, the President of the Philippine Federation of Family Farm Schools (PFFFS) and with the author. She suggested looking into several criteria like site, skills of the tutors, types of resources and kinds of produce of the farm school. DepEd, she informed, is presently considering as a model the dynamic learning system of the Bernidos (low cost and effective basic education under conditions of great scarcity and daunting poverty).
- The President of PFFFS, Mr. Jose Rene C. Gayo, related some historical notes. Family farm schools started in France in 1936. Now, there are more than 2,500 of this school worldwide. The first in Asia was established in 1988 in Barrio Dagatan, Lipa City.

He also informed that DepEd does not have any agricultural schools per se because, with the split up of the three bodies—Technical Education and Skills Development Authority (TESDA), DepEd and the Commission on Higher Education (CHED), DepEd imposed one comprehensive high school curriculum. The agriculture course became one of the subjects under the Health Education and Livelihood Education (HELE) program. Pres. Gayo suggested also to include in the TWG TESDA which has 27 agricultural and fisheries school which could be reoriented towards family farm schools.

The challenge is for the government to support these family farm schools from basic to college level to enhance the country's

competitiveness in the agriculture sector. The existing farm school with a college level program is the one sponsored by the Meralco Foundation, Inc. (MFI). The farm school system also attempts to open the minds of the youth about the management and entrepreneurial side of agriculture. He relates of the experience of Thais and Taiwanese who made a business out of agriculture after their studies in Philippine farm schools.

- DA, through Undersecretary Segfredo R. Serrano, supported HB 4358 which will revitalize the 'geriatric peasantry' while preparing the younger generation of farmers. He cited DA's 4-H Clubs and the Future Farmers of the Philippines and Future Agricultural Homemakers of the Philippines programs in agricultural schools for which support has already declined. These have suffered from the massive conversion into Science high schools.
- For DAR, Undersecretary Genrundio C. Madueño expressed full support with reasons similar to those of DA. The sons and daughters of the farmers have to be encouraged to stay and manage their farms as a business. One of the good examples of a farm school is in Bombon, Camarines Norte where they offer out-of-school youths and indigenous people (IP) scholarships to Hawaii. The second one is the farm school by MFI presented previously by Mr. Gayo. DAR also has about 2,000 agrarian reform communities (ARC), composed of a minimum of 300 hectares and with cooperatives, which can be very good possible farm-school sites. Usec. Madueño had suggested to Sec. Luistro in their previous meeting for farming to be introduced in K Plus 12. DAR also suggested to TESDA to offer a farming curriculum.
- Rep. Almarino related that in Mati, Davao del Sur nobody responded to 15 scholarship trainings to Don Bosco which she personally sponsored. In a survey she conducted, parents don't want to spend so much for their children's education if they just have to go back to the farm. She inquired how these farm schools differ from existing agricultural vocational schools and how the youth will be interested in these schools, instead of going into Information Technology (IT). She also informed Usec. Quijano that the actual interest of teachers and principals in registering to become agricultural schools is the P1,200.00 subsidy as against P 611.00 per student, plus P500,000.00 per year.

The Chair suggested closing these agricultural schools and instead giving the money to the alternative farm schools.

- Rep. Ortega inquired if the existing rural high schools are duplicating the purpose of the family farm schools.
- Rep. Sarmiento suggested the inclusion of Commission on Information and Communication Technology (CICT) in line with long distance learning using wi-fi technology. Another important point, he suggested for the TWG to discuss, is the reality that the older farmers are not as open-minded to technology as the retired ones.

- Usec. Quijano clarified that under DepEd's 280 Technical-Vocational Schools, the four specializations are agriculture, trade, industrial arts and computer education. There is also a task force on technical-vocational education which gets experts from TESDA. For the last 24 years, this task force formulated implementation policies, developed curriculum, located existing secondary high schools. Formerly technical-vocational schools were revived and called Special Technical-Vocational Schools. Presently there are 282 of these, allocated greater Maintenance and Other Operating Expenses (MOOE) for the purchase of equipment and materials and for training of teachers.
- Rep. Padilla inquired about the status of Casibu National Agricultural School in Nueva Vizcaya. He was sure it is under DepEd and an agricultural school.
- Rep. Pichay relates having 2 agricultural high schools and 1 college in the university in the heart of Surigao del Sur with only one graduate in 2010 inspite of the availability of a dormitory and his offer of 100% scholarship. He was surprised with the quantity of students in the family farm schools. He hoped the TWG could find ways for the 600 hectares in his district which is waiting to be developed.

Agreements Reached

A technical working group will be convened to be composed of Rep. Sharon S. Garin, representatives from DepED, DA, DAR, CICT, TESDA and PFFFS.

DepEd will look into the similarity and difference of rural, agricultural and farm schools and the system of establishment, affiliation and recognition of farm schools as an alternative delivery of secondary education.

- B. HOUSE BILL NO. 4288 – AN ACT CREATING IN THE DEPARTMENT OF EDUCATION THE PLANTILLA POSITION OF GUIDANCE COUNSELOR IN EVERY PUBLIC ELEMENTARY SCHOOL DIVISION AND APPROPRIATING FUNDS THEREFOR by Rep. Victor F. Ortega

Sponsorship Speech of the Author

The author presented that HB 4288 simply calls for the creation in the Department of Education the plantilla position of a guidance counselor in every public elementary school division. Presently, the teacher-in-charge acts as guidance counselor although she has no background for it. This bill which provides about 200 plantilla positions for qualified guidance counselors will be a big step to help the problem children and decrease the quantity of dropouts.

Issues / Arguments / Positions Presented

- Rep. Piamonte was very supportive of HB 4288 and even suggested expanding the coverage to the secondary level.

- Rep Ortega clarified to Rep. Castro that the guidance counselor would be required to have a degree in Psychology because it will be a plantilla position.
- Rep. Espina registered his full support for the bill. He related that in Biliran, because of the lack of guidance counselors, they instead established youth centers inside the schools.
- According to Usec. Quijano, at the division level, DepEd has no item for a guidance counselor thus this bill is a good move. If DepEd would have an item in the district or municipality, the salary should be as a Principal because that guidance counselor should take care of both elementary and secondary schools within the district. Presently, the problem is the lack of Psychology graduates. The guidance coordinators in DepEd are not licensed. But, when this bill is passed, the teachers could take masteral courses and take the exam.
- Rep. Teodoro sought clarification if the creation of the plantilla position will be done on a per district or on a per town basis. In his city, there are two existing school districts.
- Usec. Quijano explained that in big towns there are 2 districts because usually a district will be composed of more than 30 schools.
- Rep. Piamonte proposed the amendment to create a plantilla position for both the division level and the district level. He also moved that all Members present be included as co-authors of House Bill 4288.

Agreements Reached

The bill will be modified to provide for a guidance counselor in every division level and district level.

House Bill No. 4288 was approved and will include all the Members present as co-authors of the bill, namely: Representatives M. Piamonte, J. Ejercito, S. Garin, E. Gullas, P. Pichay, A. Golez, J. Treñas, G. Arnaiz, M. Villar, T. Almario, D. Ramos, P. Javier, L. Villarica, R. Ocampo, J. Castro, A. Tinio, R. Mercado, M. Agyao, M. Dalog, E. Olivarez, R. Espina, F. Flores Jr., P. Teves, R. Palatino, M. Sarmiento, M. Lagdameo, E. Aumentado, and L. Revilla.

The number of school districts and school divisions will be equated to the number of guidance counselor plantilla items.

A salary grade equivalent to a Principal item will be given to the guidance counselor items.

- C. HOUSE BILL NO. 3507 - AN ACT RECOGNIZING THE EARLY YEARS FROM 0-6 YEARS OLD AS THE FIRST CYCLE OF EDUCATIONAL DEVELOPMENT AND FOR THIS PURPOSE AMENDING REPUBLIC ACT NO. 8990, STRENGTHENING THE EARLY CHILDHOOD CARE AND DEVELOPMENT

COUNCIL, AND FOR OTHER PURPOSES by. Rep. Escudero, Angara and Almario

Sponsorship Speech of the Author

The Chairperson presented that Senate asked the House to adopt their version of this Bill. The House will insist on Sections 7 and 9 which disappeared in their version.

The House version carries the provisions on numbers 1 and 2, sub-provision of Section 7, which pertain to the DepEd responsibilities on the implementation arrangements and operational structure; and on Section 9, on reconstituting the ECCD coordinating committees.

The House will adopt the Appropriations portion of the Senate in the Bicameral Meeting.

Issues / Arguments / Positions Presented

- DepEd, through Usec. Quijano, endorsed HB 3507 because it identified the clear delineation of who should take charge of children from 0-4 years old and that the 5 years old will be by DepEd. This is the first bill that considers the local government units, the real implementing agency for day care centers.
- Mr. Norberto Patalinhug expressed DSWD's support. They recommended the following: that Early Childhood Care and Development (ECCD) Council be made an attached agency of DSWD with the Secretary as the Chairperson in line with the Department's mandate to develop programs and services for the 0-6 year old children; that day care services, which accounts for 30% of 3-4 year old, and the family development sessions be made as home-based interventions; that day care centers be used to accommodate kindergarten, without displacing the day care centers; that DILG be included as member of the ECCD governing board; and that the position of Deputy Executive Director be created to handle both the ECCD programs and activities as well as general administrative services of the ECCD Council.
- With Executive Director Teresita G. Inciong, the ECCD Council expressed strong support for HB 3507 because the 0-6 years old is now considered as the foundation cycle as espoused by the United Nations Educational, Scientific and Cultural Organization (UNESCO) National Commission of the Philippines. Thus the child is not considered a welfare issue but a learning person. In putting the 0-6 years old in an agency separate from DSWD, the child becomes a focus instead of subsumed in a very large group. 0-6 years old is also the time for brain development, to be well prepared for kindergarten. This decreases drop-out rate and ensures physical, emotional and social preparedness. In the bill, the Council is composed of DepEd, DSWD, National Nutrition Council (NNC) and the Union of Local Authority of the Philippines (ULAP). She explained the inclusion of ULAP because day care centers are under the local government. The Mayors' or

Barangay Chairs' focus on the children might finally address the missing gap in the preparation of the child.

- Mr. Jaime Tristan O. Flores, Jr. stated the opposition of the Council for the Welfare of Children (CWC) to the bill. Separating the agencies from the original National ECCD Coordinating Council (NECCDCC), for CWC, will not give much attention to the children. This bill will also contradict the United Nations Committee on the Rights of the Child's concluding observation that the authority of CWC as the government main coordinating body for children should be strengthened.
- Rep. Piamonte motioned that all Members present be included as co-authors of HB 3507.

Agreements Reached

The Committee approved House Bill 3507 and will submit to the version that was approved by the counterpart Committee in the Senate on Early Years Act including their Appropriations provision with the condition that Sections 7 and 9 of the House versions are retained. These will be discussed in the Bicameral Conference when convened.

All Members present will be included as co-authors of the bill namely: Representatives M. Piamonte, J. Ejercito, S. Garin, E. Gullas, P. Pichay, A. Golez, J. Treñas, G. Arnaiz, M. Villar, T. Almario, D. Ramos, P. Javier, L. Villarica, R. Ocampo, J. Castro, A. Tinio, R. Mercado, M. Agyao, M. Dalog, E. Olivarez, R. Espina, F. Flores Jr., P. Teves, R. Palatino, M. Sarmiento, M. Lagdameo, E. Aumentado, and L. Revilla.

V. DELIBERATION OF LOCAL BILLS

Before the approval of the local bills, the Presiding Officer requested for the comments of DepEd.

Undersecretary for Programs and Projects Yolanda S. Quijano expressed DepEd's support for the local bills, if they have met the DepEd's requirements. Regarding the conversion of Siquijor Provincial National Science High School, Usec. Quijano clarified that regional science high schools are under DepEd and science high schools are under the Department of Science and Technology (DOST). In the list for approval, she noted, Pasong Tamo National High School and San Juan Science High School are under DepEd's jurisdiction. The author, Rep. Fua, thus proposed to delete the word 'Science' if DepEd would accept Siquijor Provincial National High School as a national high school. Usec. Quijano had no objections to this.

A. ON ESTABLISHMENT

1. HB No. 541 - SOUTH POBLACION NATIONAL HIGH SCHOOL, by Rep. Gullas
2. HB No. 1364 - DEPOSE NATIONAL HIGH SCHOOL, by Rep. Cerilles
3. HB No. 2065 - CAMANSI NATIONAL HIGH SCHOOL, by Rep. Ungab
4. HB No. 2351 - LLAMERA NATIONAL HIGH SCHOOL, by Rep. Ecleo
5. HB No. 2486 - PANDANON NATIONAL HIGH SCHOOL, by Rep. Aumentado
6. HB No. 2493 - PANLAITAN NATIONAL HIGH SCHOOL, by Rep. Alvarez
7. HB No. 2746 - DOÑA NATIVIDAD L. MACIAS MEMORIAL NATIONAL HIGH SCHOOL, by Rep. Labadlabad

8. HB No. 2954 - INDUSTRIAL VALLEY COMPLEX NATIONAL HIGHSCHOOL, by Rep. Teodoro
9. HB No. 3132 - CREATING A NATIONAL HIGH SCHOOL IN BARANGAY HINAPU, MAASIN CITY, SOUTHERN LEYTE, by Rep. Mercado
10. HB No. 3137 - PASONG TAMO NATIONAL SCIENCE HIGH SCHOOL, by Rep. Castelo
11. HB No. 4351 - ILIHAN NATIONAL HIGH SCHOOL, by Rep. Salimbangon
12. HB No. 4601 - SAN JUAN SCIENCE HIGH SCHOOL, by Rep. Ejercito

B. ON CONVERSION/SEPARATION

1. HB No. 2638 - SUM-AG NATIONAL HIGH SCHOOL FOR SCIENCE AND MATHEMATICS, by Rep. Golez A.
2. HB No. 3316 - EXPANSION OF THE LAPASAN NATIONAL HIGH SCHOOL IN CAGAYAN DE ORO CITY, by Rep. Rodriguez
3. HB No. 3385 - SIQUIJOR PROVINCIAL NATIONAL SCIENCE HIGH SCHOOL, by Rep. Fua
4. HB No. 3481 - RAJA MUDA NATIONAL HIGH SCHOOL, by Rep. Sacdalan
5. HB No. 3565 - STA. ELENA NATIONAL HIGH SCHOOL, by Rep. Belmonte V.
6. HB No. 3575 - POBLACION ELEMENTARY SCHOOL, by Rep. Biazon
7. HB No. 3612 - SAPANG BATO NATIONAL TECHNICAL VOCATIONAL AND SKILLS TRAINING HIGH SCHOOL, by Rep. Lazatin
8. HB No. 3684 - BAUNGON NATIONAL HIGH SCHOOL - DANATAG ANNEX, by Rep. Paras
9. HB No. 3735 - LA HUERTA NATIONAL HIGH SCHOOL, by Rep. Olivarez
10. HB No. 3792 - TIONG HEN SO MEMORIAL NATIONAL HIGH SCHOOL, by Rep. Ramos
11. HB No. 3870 - VICTOR BERNAL NATIONAL HIGH SCHOOL, by Rep. Fortuno
12. HB No. 3941 - GABI NATIONAL HIGH SCHOOL, by Rep. Tupaz
13. HB No. 4009 - CATUMBALON NATIONAL HIGH SCHOOL, by Rep. Flores
14. HB No. 4018 - PANTUYAN NATIONAL HIGH SCHOOL, by Rep. Dayanghirang
15. HB No. 4227 - NEW SIBONGA HIGH SCHOOL, by Rep. Amatong
16. HB No. 4228 - LAAK NATIONAL HIGH SCHOOL, by Rep. Amatong
17. HB No. 4229 - TAMBONGON NATIONAL HIGH SCHOOL, by Rep. Amatong
18. HB No. 4392 - CABASALAN VOCATIONAL TECHNICAL SCHOOL, by Rep. R. Jalosjos
19. HB No. 4664 - STA. MONICA NATIONAL HIGH SCHOOL, by Rep. Socrates
20. HB No. 3788 - PASIL NATIONAL HIGH SCHOOL, by Rep. Agyao

On omnibus motion, duly seconded, the Committee approved the following local bills subject to the standard format adopted by the Committee for uniformity of style and content.

VI. ADJOURNMENT

On motion, duly seconded, the Chair adjourned the meeting at 11:21 a.m.

I hereby certify to the correctness of the foregoing minutes.


 NORA EMILIA R. BAKUNAWA
 Supervising Legislative Staff Officer II

Noted by:


 MA. JOSEFINA R. ROQUE - RICAFORT
 Legislative Committee Secretary

Approved by:

ORIGINAL SIGNED

HON. SALVADOR H. ESCUDERO III
 Committee Chairperson