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LABOR MARKET INTELLIGENCE REPORT



Understanding
**Philippine Child
Development Workers'**
Labor Market and Education



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I. Background

The Second Congressional Commission on Education (EDCOM II) has requested TESDA's assistance in developing a National Certification (NC) program or Training Regulations for Child Development Workers (CDWs). One of the EDCOM II priority areas is the production of "high quality child development workers and teachers".

TESDA's initial response to this request is that it will assess whether the training program for CDWs will "fall within TESDA's mandate" and that it will work closely with the Commission and the Early Childhood Care & Development (ECCD) Council to move this initiative forward.

Furthermore, there is a special provision in the TESDA's General Appropriations Act for FY 2024 which indicates that the TR on ECCD be developed in coordination with the ECCD Council, in order to address the requirements of existing and incoming CDWs.

II. Objectives

The consultation intends to determine the necessary training-related support and programs for the sector. Specifically, it intends to:

- Determine the challenges and opportunities in early childhood education;
- Present and validate the skills map of the workers in early childhood education; and
- Determine the skills requirements for the development of training programs for child development workers.

III. Attendees

The following organization/agencies attended the consultation meeting on April 24, 2024:

- The Technical Education and Skills Development Authority (TESDA)
 - Planning Office (PO)
 - Qualifications and Standards Office (QSO)

- Early Childhood Care & Development Council
- DILG
- DSWD
- University of the Philippines - Diliman
- UNICEF
- EDCOM II
- Knowledge Channel Foundation
- City Government of Valenzuela
- City Government of Muntinlupa
- Federation of Day Care Workers

IV. Highlights of the Results

4.1. Labor Market Information on Child Care

A. Relevant laws and policies

1. Republic Act No. 10410 or the Early Years Act of 2013

- a) The Early Years Act states the Philippines' declaration of policy on the promotion of children's rights to "survival, development and special protection" that considers the "full recognition of the nature childhood and the need to provide developmentally appropriate experiences to address their needs" including the "support to parents in their roles as primary caregivers and as their children's first teachers."
- b) The act also includes the recognition that "the age from zero (0) to eight (8) is the first crucial stage of educational development, and that "the age from 0 to four (4) shall be the responsibility of the Early Childhood Care and Development (ECCD) Council.
- c) The law also stipulates the "institutionalization of a National System for ECCD that is comprehensive, integrative and sustainable" that involves multi-stakeholder collaboration "at the national and local levels among government; among service providers, families and communities; and among the public and private sectors, non government organizations, professional associations and academic institutions".

2. Philippine Development Plan (PDP) 2023-2028
 - a) The PDP 2023-2028 includes a strategy for enhancing education and lifelong learning. The relevant indicator for ECCD is the increase in the participation rate of children 0-4.11 years old in early learning programs.
 - b) To achieve this, the comprehensive implementation of ECCD services, including the capacity building of teachers in the pre-kindergarten programs, should be efficient and effective.

B. The National ECCD System/Program

1. This program targets to improve infant and child survival rates, and enhance the holistic development of young children to ease the transition from being cared for at home to community or school based setting, including their preparation for the formal learning system. The system also includes the early identification, prevention, referral and intervention for children with special needs from age 0 to 4 years.
2. In the National ECCD System/Program, the other objectives that are relevant to improving the standards of ECCD programs are:
 - a) Upgrading and updating of the capabilities of service providers and their supervisors to comply with quality standards for various ECCD programs;
 - b) Improving the quality standards of public and private ECCD programs through, but not limited to, a registration and credential system for ECCD service providers and facilities;
 - c) Ensuring that the education of children with disabilities are conducted in the most appropriate languages, modes and means of communication, and in environments which maximize academic and social development; and
 - d) Employing qualified teachers, and training professionals and staff who work at all levels of education.

3. Early Childhood Education in the Philippines

a) Philippine Population (as of 2020 CPH): 109, 035, 343

b) Population of 0-4 years old

Age	Total
Under 1	2,136,032
1	2,199,834
2	2,218,716
Total	6,554,582
3	2,236,525
4	2,278,372
Total	4,514,897

c) Child Development Centers/Facilities

Active CDC	65,424
Barangay Base	299
Parents to Other Parents	20
Active Child Minding Centers	9
Active Day Care Mothers	11
Active Neighborhood Based Play Group	15
Accredited Child Development Centers	9,842
Expired Accreditation or No Accreditation	61,755

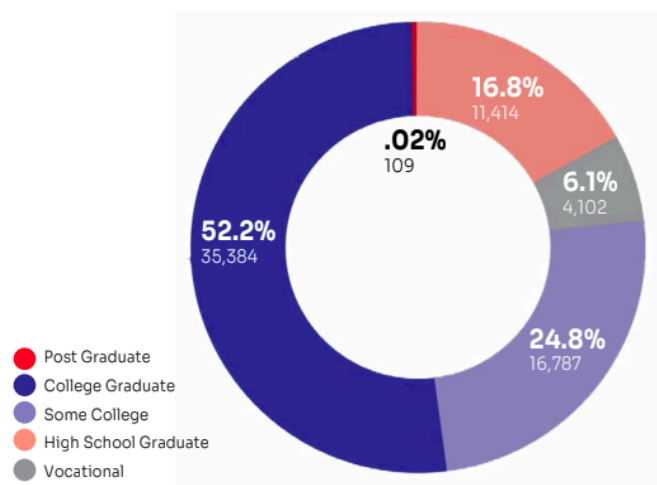
d) Enrollees from the Early Childhood Care and Development Information System (ECCD-IS). According to the ECCD Council Secretariat, this data only tracks enrollment in existing NCDCs and LGU partners, but does not capture the enrollment in private centers.

Age	Population	Enrollees	%
0-2	6,554,582	1,318	0.015%
3-4	4,514,897	1,552,610	34.39%
0-4	11,069,479	1,564,896	14.14%

In the study of the Philippine Institute for Development Studies, one of the factors for the low participation of children in ECCD programs is the inequitable distribution of day care centers in the country. "There are only 1-2 CDCs for every 10,000 children aged 3-4 years in 6th class municipalities, while 1st class municipalities have as many as 6 CDCs for the same number of children." Of the current 42,027 barangays in the country, only 15,207 barangays have at least 1 CDC, comprising only 36% of the total barangays. There are 26,820 barangays that do not have a CDC.

The UNICEF report recommends further expansion of ECE services, especially for rural and low-socio-economic status children, as well as the strengthening of pre-service training of ECE teachers.

- e) Child development workers/teachers (CDW/Ts)
This is the data on the distribution of CDW/Ts by highest educational attainment:



Source: DSWD Magna Carta for CDWs Briefer (2023) as cited by EDCOM II

- (1) Citing a study by the UNICEF,
 - (a) In terms of tenure, not all CDW/Ts positions are plantilla positions. Only almost 22% of the CDW/Ts that were sampled have plantilla, and are mostly from highly urbanized areas. In terms of salary, the average monthly salary that CDW/Ts receive for three years prior to the survey is below 10,000. CDW/Ts who do not hold permanent positions receive an average salary of about 5,000. CDW/Ts in the highly urbanized areas receive bigger monthly salaries than their counterparts in the lower-income class municipalities.
 - (b) As to training, a little over 50% of CDW/Ts received only 1 training for the three years prior to the survey, and about 54% of them have not been accredited.

- (2) The current education and training programs to develop CDW/Ts is not sufficient to address the requirements.
 - (a) According to the Commission on Higher Education (CHED), the schools/colleges/universities offering the BECEd is only 224, and the total number of graduates of this program since 2005 is only at 3,993. The program is producing only 80 graduates annually. The current supply of graduates is so few to address the demand for early childhood educators.
 - (b) There is also a disparity in the distribution of CDW/Ts across the country.

- (3) The current Bachelor of Early Childhood Education (BECEd), which comprises competencies that will allow its graduates to teach up to primary school levels (Grades 1-3) and is sufficient to comply with the competency

standards set by the ECCD. However, the ECCD competencies “are centered on teaching children aged 0 to 4 years”.

- (4) The current CDW/T positions in the local government and communities are not secure and have no clear career pathways, these positions are not attractive to graduates of bachelor’s degree courses. Thus, the EDCOM II report highlights “the need for a more nuanced curriculum alignment to bridge gaps in both educational content and career prospects”.

4. Employment and Skills Requirements
 a) Jobs and career path in child care

Philippines (PSA)	EU (ESCO)	United States (US BLS)	Australia/New Zealand (ANZCO)	Tasks
Child care service managers	Child care services managers	Education and Childcare Administrators, Preschool and Daycare	Child Care Centre Managers	Planning, directing, coordinating and evaluating the provision of care for children in before school and after school centers and services
Primary school teachers Early childhood educators	Primary school teachers Early childhood educators	<i>Preschool Teachers, Except Special Education</i> <i>Kindergarten Teachers, Except Special Education</i> <i>Special Education Teachers, Preschool</i> <i>Special Education Teachers, Kindergarten and Elementary School</i>	Early Childhood (Pre-primary School) Teachers Primary School Teachers	Primary school and early childhood teachers teach a range of subjects at the primary level of education and organize educational activities for children below primary school age. Tasks performed usually include: preparing programme of learning and giving instruction in a range of subjects at the primary education level, planning and organizing activities designed to facilitate children's development of language, physical and social skills; preparing reports. Supervision of other workers may be included.

<p>Child care workers Teachers' aides</p>	<p>Child care workers Teachers' aides</p>	<p>Child care workers</p>	<p>Child carers</p>	<p>Child care workers and teachers' aides provide care and supervision for children in schools, residential homes and child care facilities.</p> <p>Tasks performed usually include: assisting children individually to learn social skills; demonstrating, supervising and participating in activities that enhance the physical, social, emotional and intellectual development of children in schools and pre-schools; assisting in preparation of materials and equipment for children's education and recreational activities before-school, after-school, during vacation and in day care centers.</p>
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b) Employment situation

Job/Occupation	United States	Australia
Child care service managers	<p>As of May 2023,</p> <ul style="list-style-type: none"> • The employment estimate for Education and Childcare Administrators is at 64,090 with a mean annual wage of USD 61,320. • The industries with the highest level of employment of Education and Childcare Administrators are Child Care Services, Elementary and Secondary Schools, Individual and Family Services, Religious Organizations, and Civic and Social Organizations. 	<p>As of February 2023, the employment estimate for Child care centre managers is 24,500.</p> <ul style="list-style-type: none"> • In 2021, Jobs and Skills Australia projected that the employment growth for this role will be at 21.8%. • The median full-time earnings for this role is at AUD1,494 per week. • The industries that employ workers for this role are Health care and social assistance, Education and training, Public administration and safety, and Other Services.
Primary school teachers Early childhood educators	<p>As of May 2023,</p> <ul style="list-style-type: none"> • The employment estimate for Preschool Teachers, Except Special Education is at 430,240 with a mean annual wage of USD 41,410. • The industries with the highest level of employment of Preschool Teachers, Except Special Education are Child Care Services, Elementary and Secondary Schools, Individual and Family Services, Religious Organizations, and Local Government, excluding Schools and Hospitals. 	<p>Early Childhood (Pre-primary School) Teachers</p> <ul style="list-style-type: none"> • As of February 2023, the employment estimate for Early Childhood (Pre-primary School) Teachers is at 71,600. • In 2021, Jobs and Skills Australia projected that the employment growth for this role will be at 21.6%. • The median full-time earnings for this role is at AUD1,666 per week. • The industries that employ workers for this role are Education and training, Health care and social assistance, Arts and recreation services, and Manufacturing.

		<p>Primary School Teachers</p> <ul style="list-style-type: none"> ● As of February 2023, the employment estimate for Primary School Teachers is at 155,600. ● In 2021, Jobs and Skills Australia projected that the employment growth for this role will be at 5.1%. ● The median full-time earnings for this role is at AUD1,984 per week. ● The industries that employ workers for this role are Education and training, Public administration and safety, Health care and social assistance, and Administrative and support services.
<p>Child care workers Teachers' aides</p>	<p>As of May 2023,</p> <ul style="list-style-type: none"> ● The employment estimate for Preschool Teachers, Except Special Education is at 430,240 with a mean annual wage of USD 41,410. ● The industries with the highest level of employment of Preschool Teachers, Except Special Education are Child Care Services, Elementary and Secondary Schools, Individual and Family Services, Religious Organizations, and Local Government, excluding Schools and Hospitals. 	<p>As of February 2023, the employment estimate for Child carers is at 165,000.</p> <ul style="list-style-type: none"> ● In 2021, Jobs and Skills Australia projected that the employment growth for this role will be at 5.9%. ● The median full-time earnings for this role is at AUD1,059 per week. ● The industries that employ workers for this role are Health care and social assistance, Education and training, Other services, and Arts and recreation services.

c) Qualifications

Citing the EDCOM II report on Early Childhood Care, this table presents the education and training requirements of staff in center-based programs, home-based programs and the Supervised Neighborhood Play.

	Center-Based Programs			Home Based Programs		SNP Program	
	Child Development Teacher	Child Development Worker	Teacher Aide	Agency ECCD Service Provider	Other ECCD Service Provider	SNP Worker	Parent Volunteer
<i>Education</i>	Bachelor's degree in ECE or Elementary Education, preferably with specialization in ECE or any degree related to education	Bachelor's degree in any field	Secondary education certificate	Bachelor's degree in any field	Must have basic literacy and completed training requirements	Must have at least completed secondary education	Must have basic literacy and completed basic training requirements
<i>Training</i>	Must have attended basic training sessions or seminars related to ECCD or ECE					Must have completed at least 2 hours of training in required ECCD topics and 2 weeks OJT	

Source: EDCOM II Report

- d) Proposed Progressive Professional Development and Compensation of CDW/Ts
 This proposal intends to enhance the competencies of CDWs and also to get recognition of their competencies to obtain a National Certificate (NC) through TESDA. When a CDW obtains an NC, he/she can be considered for a plantilla position in the LGU called Child Development Worker with a Salary Grade 4. The NC received can be credited as units to obtain a higher level of qualification. Those who have received a higher level training but not

yet a college graduate can be considered for a plantilla position in the LGU called Child Development Teacher 1 with a Salary Grade 6. Then those who will obtain baccalaureate degrees can be considered for a plantilla position in the LGU called Child Development Teacher 2 with at least a Salary Grade 11.

Proposed Progressive Professional Development and Compensation of CDWs/CDTs

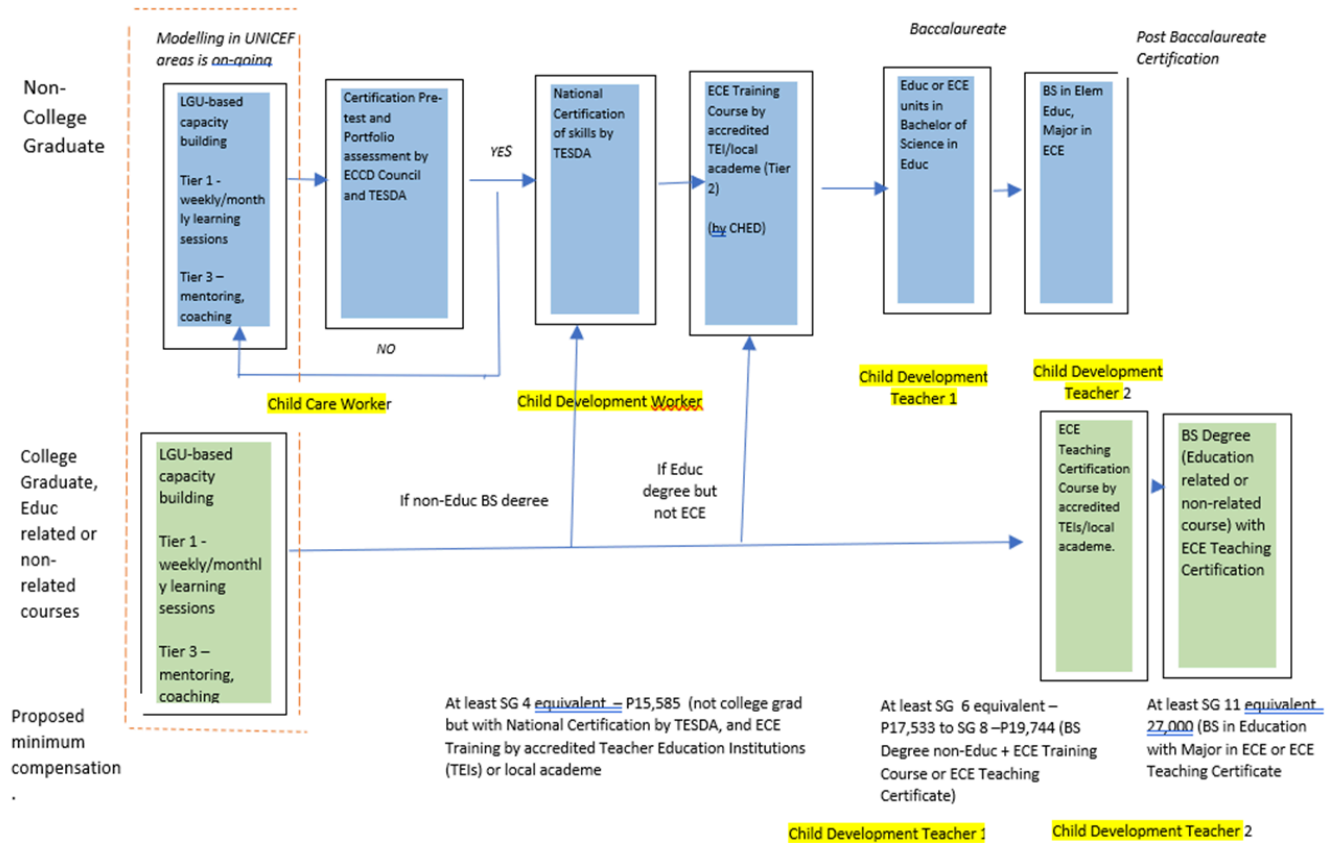


Figure 1. Proposed Progressive Professional Development and Compensation of CDW/Ts

Source: UNICEF

e) Organization Structure of Early Childhood Education of Muntinlupa

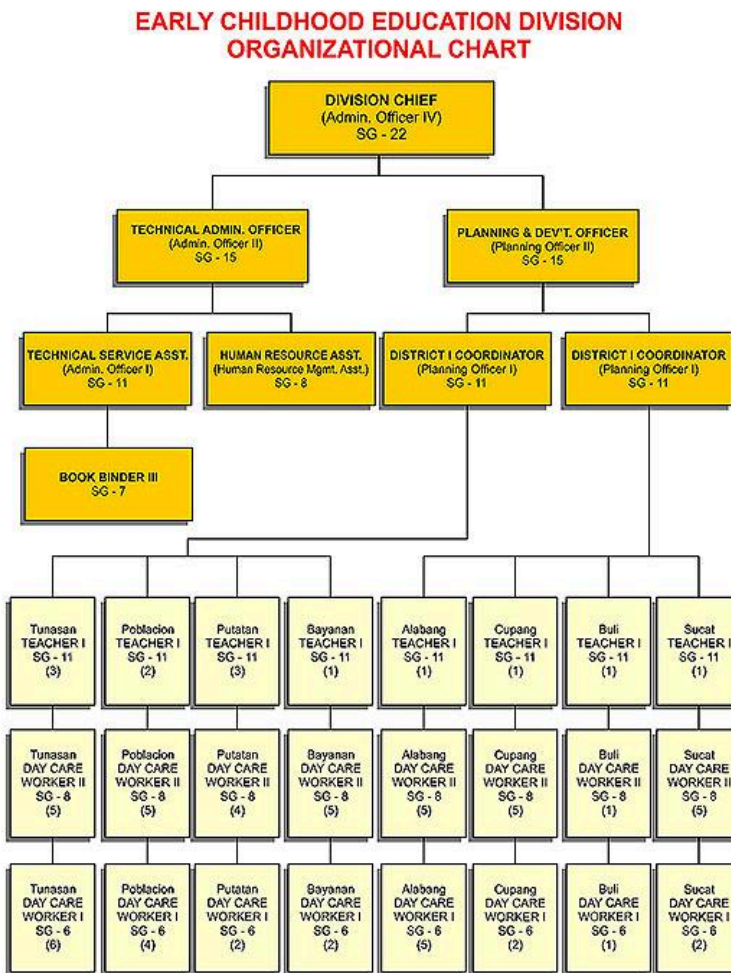


Figure 2. Early Childhood Education Division (ECED) Organization Chart

Source: muntinlupa.gov.ph

According to the representatives of the ECED of Muntinlupa City, they have been able to create Teacher I plantilla positions in their department based on the credentials of the CDW/T in line with the qualification standards set by the Civil Service Commission for the position.

However, in the case of Valenzuela City, the representatives said that they are limited to the creation of plantilla items based on what is allowable to local government units (LGUs). According to them, they were not allowed to create Teacher I items as these items

are only applicable to the teacher items in the Department of Education.

The experiences of Muntinlupa City and Valenzuela City provides examples on the differences in the implementation of ECCD services in the LGUs.

5. Tasks of CDW/Ts

The ECCD Council developed competency standards for CDW/Ts covering seven (7) domains, with each domain having corresponding teaching tasks:

a) Domain A. Child Growth, Development, and learning. The CDW/Ts have a strong knowledge foundation on Child Growth, Development and Learning. They know that every aspect of growth and development is interrelated and interdependent; it also follows a sequential pattern and that it happens within a continuum, i.e., some children may develop differently at their own pace, some may experience delays, or have special needs. They understand the impact of culture and the expectations of families. This enables the CDT and CDW to create environments that are healthy, respectful, supportive, and challenging.

- (1) Explains the different developmental domains
- (2) Describes the different developmental characteristics of a child
- (3) Recognizes that a child develops along a continuum that is unique to each individual
- (4) Articulates that development is continuous and generally sequential
- (5) Applies knowledge of child development and learning in determining children at-risk for delays
- (6) Employs principles of child growth and development
- (7) Uses play as a vehicle for learning the physical, cognitive, language, socio-emotional, and creative and aesthetic domains
- (8) Responds to the needs of a child based on his/her developmental characteristics

- (9) Recognizes that learning advances when a child is challenged to achieve at a level just beyond his/her current mastery and also when he/she has many opportunities to practice newly acquired skills
 - (10) Demonstrates understanding of child's background
 - (11) Accepts each child as a unique individual, including his/her diverse linguistic, cultural and social backgrounds
- b) Domain B. Health, Nutrition, Safety and Well-Being. The CDW/T possess knowledge on how sound health and proper nutrition contribute to quality learning and have skills on how to implement safety practices to keep children from hazards and possible cause of danger, and regularly maintain the physical environment and all materials and equipment accessible to children. This includes emergency preparedness and an orientation on detecting neglect and abuse among children for appropriate response/referral.
- (1) Organizes an up to date health record and history of each child
 - (2) Uses nutritional status, log of injuries/illness and medication (if ever) as intervention/s
 - (3) Practices a daily health check
 - (4) Keeps a pleasant, clean and safe environment
 - (5) Shows alertness to refer infants and toddlers for other health and nutrition services such as vaccine, oral health care and micronutrient Supplementation
 - (6) Demonstrates the know-how of basic and first aid as well as preparedness in case of disaster/any emergency
 - (7) Uses a first aid kit and contacts appropriate person in case of emergency
 - (8) Shows interest and safety of 0 to 4-year old children in engaging them to various indoor/outdoor activities

- (9) Implements policies and regulations regarding health and safety
 - (10) Demonstrates healthy and proper eating habits
 - (11) Demonstrates calmness in any circumstances so as not to cause panic and insecurity among 0 to 4-year old children
- c) Domain C. Curriculum. Curriculum for early years is based on knowledge, experiences, child rearing, play and exploration aligned to the principles of child development. Inclusion of knowledge of developmentally-appropriate curriculum and integration of various domains is encouraged through holistic approach that promotes comprehensive developmental and learning outcomes for zero (0) to four (4) years old children. Part of curriculum planning and implementation is reflection, observation and assessment to address the needs of young infants (0 to 9 months), mobile infants (8 to 18 months), toddlers (16 to 36 months) and pre-kinder schoolers (37 to 48 months).
- (1) Explains essential concepts, content areas or domains in early childhood curriculum
 - (2) Shows readiness in implementing the intended curriculum which is age-appropriate, informal, and play-based.
 - (3) Sets goals and outcomes for individual children including children with special needs using their developmental level
 - (4) Defines objectives and developmentally appropriate strategies for individual children including children with special needs using their developmental level
 - (5) Plans and implements an integrated curriculum that focuses on children's development and interests, using their language, home experiences and cultural values
 - (6) Implements the intended curriculum or infants, toddlers and pre-K learners in one's

locality/community localization/
contextualization

- (7) Adapts/modifies the calendar of activities to meet the needs of each child
- (8) Utilizes biased-free (gender, culture, religion, etc.) materials, stories, and experiences in all domains/content
- (9) Applies holistic mode of interactive and hands-on/play-based activities with support from parents and community
- (10) Provides ample time for manipulation and exploration of materials
- (11) Shows consistently positive attitudes and models behavior expected of children rather than just telling or touching his/her hands, clapping, performing the actions, etc.
- (12) Designs activities which show interconnectedness by giving opportunities for the children to create, discover and act out with self-confidence

d) Domain D. Learning Environment and Experiences. The Learning Environment and Experiences as a domain of expected competency of CDW/Ts relates to the knowledge, skills and their dispositions to create a stimulating and safe physical, temporal, and affective environment supportive of children's holistic development based on the curriculum. This can be done through reflective planning and implementation based on individual child's needs and capacity to ensure learning opportunities among very young learners.

- (1) Provides space for physical movements, like walking, tiptoeing, jumping and dancing and other play-based activities and -areas of interests
- (2) Designs a responsive, inclusive, and gender-fair environment and makes use of community and indigenous resources where infants /toddlers / pre-K learners initiate and extend learning through play

- (3) Creates a learning environment for children that is clean, safe and comfortable, and conducive to developmental activities (e.g. activity/ interest areas)
 - (4) Provides ample time for manipulation/hands-on and exploration of materials with support from parents (as needed)
 - (5) Carries out activities which will provide opportunities for children to practice self-help skills (e.g. washing hands, toileting, eating, putting on socks, etc.)
 - (6) Utilizes learning centers/interest areas to encourage learning, development of values (e.g. self-worth, self-confidence, independence, good manners and right conduct) and communication (either orally or through gestures)
 - (7) Implements activities efficiently and with flexibility according to needs...
 - (a) indoor/outdoor activities
 - (b) quieting time/rest/sleep
 - (c) mealtime/breast/milk feeding
 - (d) story telling time, etc.
- e) Domain E. Assessment and Reporting. Assessment and Reporting domain is related to the critical role on how to assess the individual child's capacity, the process of how each child is learning and the determination of the progress of performance and development of every learner. This includes identification of special needs and referral to proper authority or professionals. Observation is an implicit skill required and reporting is inherently essential to inform curriculum implementation. This competency is deemed as a basic requirement for quality ECE program and is a fundamental domain that has to be developed among the CDTs and CDWs to be competent.
- (1) Shows mastery in conducting the Early Childhood Care and Development (ECCD) Checklist and other assessment tools in determining the child's

- development
- (2) Observes the children daily in a variety of situations using different techniques (i.e. child health records, running/physical motor records, samples of child's work, etc.)
 - (3) Evaluates a child's progress or lack thereof using the assessment results
 - (4) Interprets and uses all data of assessment results maximally for decision-making and providing appropriate intervention
 - (5) Identifies if a child is developing adequately
 - (6) Describes if a child is at-risk for developmental delay
 - (7) Distinguishes if a child is gifted (gifted if the mental age is above the chronological age or has advanced developmental milestones)
 - (8) Implements appropriate intervention to enhance growth and development and helps address developmental delays
 - (9) Seeks expert's advice about other kinds of tests/referrals as needed
 - (10) Demonstrates sensitivity and objectivity as possible in giving the true picture of the growth and development of the whole child i.e. responsible assessment without discrimination and judgment
 - (11) Produces portfolio of every child that contains relevant assessment data
 - (12) Recognizes and makes referrals for suspected developmental delays
 - (13) Reports the information about the child's progress and developmental milestones to families and service providers
- f) Domain F. Family Involvement and Community Linkages. Communicating and partnering with families and community as a domain of competency of the CDW/Ts emphasizes the role of building relationships with families, communities, and/or organizations to uphold

the conviction that “It takes a village to educate a child”. This process of collaboration and coordination support both parents and teachers in developing the child holistically.

- (1) Recognizes and respects each child’s family as first teacher
- (2) Exhibits positive relationship with families and maintains open communication
- (3) Involves families and communities in various activities
- (4) Partners with parents in monitoring the developmental milestones of the child and implementing interventions
- (5) Demonstrates awareness of the community resources and its services to be accessed
- (6) Makes use of the community facilities especially the parks, playground, nutrition/health and nutrition centers as laboratory for development and care
- (7) Recognizes and appreciates the support of the community resources be it human or material
- (8) Involves community in sharing accountability for the children’s development, progress and welfare
- (9) Advocates in the involvement of parents/families and community in protecting children from abuse and other man-made hazards

6. Domain G. Personal and Professional Development. The personal development component is the willingness of the CDTs and CDWs to be engaged in a continuing learning, or the disposition to demonstrate and practice professional and ethical requirements. This domain includes the educational preparation and training and the physical and mental fitness of the CDW/Ts to practice the profession. As they mature in teaching, they take pride and uphold the dignity of being CDW/Ts.

- (1) being sensitive to the needs, interests and holistic development of children
- (2) being creative, innovative, and resourceful

- (3) being patient, flexible and adaptable to change
- (4) love and care for infants and toddlers ability to sing, dance, move and tell stories with emotions to promote communication, social, and aesthetic skills
- (5) Communicates well in both oral and written using English and Filipino as well as Mother Tongue in the community center he/she serves
- (6) Knows by heart and abides by the professional and ethical standards related to early childhood practices
- (7) Shows willingness to continue learning and upgrade profession in order to better fulfill one's mission as CDW/T
- (8) Takes pride in being a Child Development Teacher / Worker

7. Recommendation

- a) On the qualification or training program for the CDW/Ts
 - (1) It is recommended that the actual job titles or occupations be specified for the positions in the proposed progressive professional development and compensation of CDW/Ts. The said job titles or occupations should each have a description of the tasks that will be done. Once the job titles and tasks are defined, this will help in determining the levels of the competencies that will be addressed by TVET and by higher education. A functional analysis for the sector can be conducted to provide clarity on the qualifications and their levels.
 - (2) The job titles where the required qualifications are addressable through TVET can be considered in the development of corresponding training programs.
 - (3) Potential entrants in this field should be made aware of the career pathways and professional

development opportunities that they can follow by taking this program.

- (4) The program to be developed should be recognized by the higher education through the implementation of the Philippine Credit Transfer System.
 - (5) Through the adopt-adapt system, TESDA can make use of existing standards and training programs for CDW/Ts in developing the TVET competency standards/training regulations.
- b) On the expansion of training programs
- (1) Given the need to expand the ECCD services in the country, and that current education programs are not able to supply the required number of workers, there is a need to increase the supply of trained workers in this field.
 - (2) Many of the current workers in this field also need training. Training on the required competencies is necessary to be accredited as a worker in this field.

4.2. Challenges and Opportunities

During the industry consultation, the stakeholders described the below-listed challenges and opportunities they currently face. These were divided into several Aspects: Economic, Employment, and Education.

Table 1. Challenges and Opportunities

Areas	Challenges	Opportunities
ECONOMIC	<ul style="list-style-type: none"> ● Financial capacity of LGU ● Provision of special education fund 	<ul style="list-style-type: none"> ● In the draft bill for early childhood care, there will be more funding for lower class municipalities.

EMPLOYMENT	<ul style="list-style-type: none"> ● No clear reference for the position ● Salary and basic benefits ● Security of tenure ● Existing policies on personnel cap ● retention affected by change in administration/ political/ appointing officer (i.e., as stipulated in EYA 2013) 	<ul style="list-style-type: none"> ● Career progression ● Ratio on the number of teachers and students to rationalize hiring ● big demand for ECCD teachers
EDUCATION	<ul style="list-style-type: none"> ● The entry requirement as college graduate ● "any college graduate" ● The need for appropriate background, i.e., knowledge, attitude, skills ● Low interest in the ECE course ● Weak focus on primary education 	<ul style="list-style-type: none"> ● EDCOM II's priority
OTHERS	<ul style="list-style-type: none"> ● Social, behavioral change 	<ul style="list-style-type: none"> ● Growing concern for the early years not only in the region (i.e., SE Asia) but worldwide as well (e.g., UNSDG)

4.3. Technical Skills Requirements

The participants in the consultation meeting mentioned that there are two (2) job titles, in accordance with the proposed "Act Strengthening the Early Childhood Care and Development System, and Appropriating Funds Therefor". The table below includes the qualifications for the roles according to the proposed bill, The tasks and degree of responsibility for each role is in accordance to the competency standards for Child Development Workers and Teachers.

Table 2a. Skills priorities

JOB TITLES	QUALIFICATIONS		Tasks
<i>Child Development Teacher</i>	College Graduate on Early Childhood or Family Life and Child Development	LET Passer	The CDT is the one who has the main responsibility for the Class. She is the one who leads, handles, addresses all the seven (7) areas/domains of the competency standards.
	College Graduate in any Course/Program	LET Passer & with CDW National Certificate	
<i>Child Development Worker/Child Care Worker</i>	College Graduate	With CDW National Certificate	The CDW differs in the role of CDT in terms of degree of involvement in the 7 areas/domains of the competency standards. The CDW assists, monitors and supports the CDT in all 7 areas/domains.
	or High School Graduate	With CDW National Certificate II	

Based on the 2 job titles identified earlier, the participants accomplished the rest of Question 2 of the skills mapping questionnaire.

Table 2b. Skills priorities' urgency, shortage, reasons/constraints, and recommended action

JOBS/SKILLS/ QUALIFICATIONS (TECHNICAL SKILLS)	JOBS/SKILLS IMMEDIATELY NEEDED (% Share)		ASSESS THE SHORTAGE OF WORKERS IN FILLING-UP THE SKILLS REQUIREMENTS (% Share)			REASONS/CONSTRAINTS IN FILLING-UP THE SKILLS REQUIREMENTS (e.g. no qualified applicants, prefer to work abroad, seek higher pay, work schedule)	RECOMMENDED ACTION (e.g. need for the conduct of training, standardization, certification)
	In the next 1-3 years	In the next 3-5 years	Low (below 100)	Medium (100-500)	High (above 500)		
<i>Child Development Teacher</i>	↓				↓	•	•

JOBS/SKILLS/ QUALIFICATIONS (TECHNICAL SKILLS)	JOBS/SKILLS IMMEDIATELY NEEDED (% Share)		ASSESS THE SHORTAGE OF WORKERS IN FILLING-UP THE SKILLS REQUIREMENTS (% Share)			REASONS/CONSTRAINTS IN FILLING-UP THE SKILLS REQUIREMENTS	RECOMMENDED ACTION (e.g. need for the conduct of training, standardization, certification)
	In the next 1-3 years	In the next 3-5 years	Low (below 100)	Medium (100-500)	High (above 500)	(e.g. no qualified applicants, prefer to work abroad, seek higher pay, work schedule)	
<i>Child Development Worker/Child Care Worker</i>	↓				↓ (the initial is 33,000)	<ul style="list-style-type: none"> • LGU capacity to provide salary 	<ul style="list-style-type: none"> • Need to standardize training and certification

4.4 Soft Skills and Emerging Skills

Apart from the technical skills, the stakeholders identified the following soft/essential skills and emerging skills:

4.4.1. Soft Skills

The soft skills listed here are from Domain G. Personal Growth and Professional Development:

- Manifests personal qualities such as:
 - being sensitive to the needs, interests and holistic development of children
 - being creative, innovative, and resourceful
 - being patient, flexible and adaptable to change
 - love and care for the 0-4 young learners
 - ability to sing, dance, move and tell stories with emotions to promote communication, social, and aesthetic skills
- Communicates well in both oral and written using English and Filipino as well as Mother Tongue in the community center where he/she serves
- Knows by heart and abides by the professional and ethical standards related to early childhood practices
- Shows willingness to continue learning and upgrade profession in order to better fulfill one's mission as Child Development Teacher (CDT) or Child Development Worker(CDW)
- Takes pride in being a Child Development Teacher / Worker

Additional soft skills were provided by the participants during the consultation. These are:

- Ethical responsibilities towards children, families, colleagues
- How to manage disclosure of abuse
- Inclusion, diversity and values of democracy
- Ongoing professional and personal development

4.4.2. Emerging Skills

The following emerging skills were provided by the participants during the consultation meeting:

- Basic ICT
 - use of Canva or basic graphic design to create online/offline publication materials and classroom decorations
 - Computer programs: Microsoft Word, Excel, Powerpoint or Google Suite equivalent, Google Forms, Basic video editing
- Gamification
- Brain development / Neurodevelopment
- Networking using social media platform
- Disaster Risk Management
- Awareness of environmental issues and sustainable development

4.6 Possible Training Providers

These are the possible training providers identified by the stakeholders during the consultation meeting:

- Department of Family Life and Child Development - UP College of Home Economics
- Miriam College
- PNU
- Universities/Colleges
- Knowledge Channel Foundation

4.7 Other Sectors/Sub Industries where graduates can be employed

The stakeholders also identified possible sectors/industries which can possibly employ graduates of the identified training programs. These are:

- Creative: Children's Event organizers; Storybook writing; conceptualizing worthwhile programs for young children's holistic learning using a variety of mass media
- Education: private and public institutions; before- and after-school programs, educational and otherwise; various therapy centers for young children
- Human Health / Health Care: Residential Health Care facilities, Therapy centers dealing with institutions
- Manufacturing: design of toys, educational materials, classroom furniture for young children, esp. accommodative furniture for children with special needs; sales representatives for toys
- Social, Community Development and Other Services: community programs that have a bearing on ECCD and families; creating safe play spaces for children & families in the community for overall well-being
- Others: consultant for children's programs; NGOs that have ECCD and the family as an agenda

V. Mapping of Skills Requirements vis-à-vis Existing TR

The Caregiving (Newborn to Pre-Schooler) NC II includes competencies to recognize growth and development of newborn, toddler and pre-schooler, which are related to the Domain A. Child Growth, Development, and learning of the competency standards for CDW/Ts. The Community Nutrition Services NC II includes competencies on assessing the nutritional status of children under five years old and the promoting the adoption of positive nutrition behaviors, which are some of the competencies indicated under DOMAIN B: Health, Safety, Nutrition and Well-being.

Table 3. Corresponding TR

Domain	Corresponding TVET programs
Domain A. Child Growth, Development, and learning	Caregiving (Newborn to Pre-Schooler) NC II includes competencies to recognize growth and development of newborn, toddler and preschooler.
DOMAIN B: Health, Safety, Nutrition and Well-being	Community Nutrition Services NC II includes competencies on assessing the nutritional status of children under five years old and promoting the adoption of positive nutrition behaviors.

VI. TVET Capacity

Table 4. Number of Enrolled (E), Graduates (G), Assessed (A) and Certified (C) in selected Caregiving Qualifications, 2021-2023

Qualification	2021				2022				2023			
	E	G	A	C	E	G	A	C	E	G	A	C
Caregiving NC II	14,014	7,380	19,905	18,724	22,287	19,936	37,510	35,649	23,453	15,337	29,586	27,467
Caregiving (Newborn to Pre-Schooler) II	-	-	17	11	-	-	36	33	10	82	103	101
Community Nutrition Services NC II											44	44
Total:	14,014	7,380	19,922	18,735	22,287	19,936	37,546	35,682	23,556	15,419	29,733	27,612

Source: TVET Statistics - Certification Office

Table 5. Number of AC, CA, Registered Programs and NTTC holders as of December 2023

Qualification	AC	CA	Registered Programs	NTTC Holders
Caregiving NC II	104	240	26	1070
Caregiving (Newborn to Pre-Schooler) II	12	16	0	33
Community Nutrition Services NC II	0	3		
Total:	116	259	26	1,103

Source: TVET Statistics - Certification Office

VII. Ways Forward

Based on the results of the literature review and results of the skills mapping consultation, the following actions are hereby recommended:

1. TESDA shall facilitate the following activities to ensure the development and delivery of the corresponding programs:
 - **Prioritization of Training Regulation for Child Care Worker.** The qualification *Child Development Worker* is recommended to be developed as a Training Regulation (TR). However, based on the conducted skills mapping activity, it is recommended to align the terminology to **Child Care Worker** based on the tasks and requirements of the specified job. Moreover, it is important to consider the

entire value chain of this industry as reference to future development of other programs either as competency standards or training regulations.

- The **Planning Office (PO)** shall assist the sector champion in preparing the presentation for the prioritization of qualification to the TESDA Board. Also, PO will continue to monitor the labor market to ensure the relevance of the programs being implemented. In addition, future policies that involve and affect the sector shall be evaluated to ensure that the programs are still aligned to the guidelines and stipulations provided in the policies.
- Once the TESDA Board prioritizes the qualification for TR development, the **Qualifications and Standards Office** shall facilitate the necessary activities for the development of the TR, such as the functional analysis, competency standards (CS) development, curriculum development and development of competency assessment tools (CATS).
 - The existing competency standards for CDW/Ts shall be used as one of the main references for the development of the TR. Related competencies in existing TRs for Caregiving (Newborn to Pre-Schooler) II and Community Nutrition Services NC II, as applicable, can also be included in this TR.
 - The following identified emerging skills can also be considered for inclusion in the TR:
 - Basic ICT
 - use of Canva or basic graphic design to create online/offline publication materials and classroom decorations
 - Computer programs: Microsoft Word, Excel, Powerpoint or Google Suite equivalent, Google Forms, Basic video editing
 - Gamification
 - Brain development / Neurodevelopment
 - Networking using social media platform
 - Disaster Risk Management
 - Awareness of environmental issues and sustainable development
- To ensure the utilization of the TR, the following TVET infrastructure should be in place:
 - the **Certification Office (CO)** shall facilitate the development of Regional Lead Assessors (RLAs). It shall also monitor the program registration under the Unified TVET Program Registration and Accreditation System (**UTPRAS**).
 - the **National Institute for Technical Education and Skills Development (NITESD)** shall capacitate individuals and other industry experts to be Regional Lead Trainers (RLT) for this Program.

- The **Partnerships and Linkages Office (PLO)** shall forge partnerships with government agencies and foundations for the implementation of the training program on a national level and shall ensure continuous collaborations with them. Further, they shall coordinate with other organizations, especially those who have expressed interest in providing the training for child care workers such as Miriam College, Philippine Normal University, and the Department of Family Life and Child Development - UP College of Home Economics.
 - The **ROPOs** shall be responsible for the facilitation of the registration of the promulgated TR in their respective operating units while the **Training Providers** will register and implement the training program for child development workers.
2. The **Early Childhood Care and Development Council (ECCDC)** are recommended to undertake the following:
 - Work with TESDA on the development of TR and curriculum for child care worker. They are to serve as experts in the development of standards, curriculum and assessment tools.
 - Promote the TR to potential training providers and trainees to ensure the TR's utilization.
 - Ensure that existing CDWs undergo and complete the program.
 3. The **Day Care Associations** shall promote the program through the following initiatives:
 - Recognize the the promulgated TRs by utilizing and integrating them into their operations to ensure compliance with industry standards and best practices. This would ensure the enhancement of quality care provided to children.
 - Commit the Association workers to undergo training and certification to be accredited trainers as child development workers.
 4. **The Second Congressional Commission on Education (EDCOM II)**
 - Present the prioritization of child care workers together with the ECCD Council.
 - Advocate the professionalization of CDWs through legislation. There are pending bills in congress and Senate on the strengthening of ECCD in the Philippines. Among the reforms being advocated are the provision of facilities and resources for the effective implementation of the ECCD system, including the establishment of CDCs in every city or municipality, creation of plantilla positions for CDTs and

CDWs, and supporting their professional development, and effective supervision and monitoring of ECCD programs and services.

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