Education remains an essential key to solving many economic and social problems of the country in the long term. While it is the role of the government to provide access to educational services, it lacks much-needed resources to offer these services to all of the populace. For this reason, many private establishments have stepped in to offer education to selected sectors of the population, at the same time taking advantage of the viable business opportunity it presents.

Likewise, technical education has been an option for many Filipinos, especially for those who cannot afford to take up 4 or 5-year courses. While it has been made available for many years now, it has recently been “popularized” because of the need for caregiver or ICT courses. The Technical Education and Skills Development Authority (TESDA) is the government agency tasked to manage and supervise technical education and skills development in the Philippines. One of the directions set by the Authority is the registration of Technical and Vocational Education and Training (TVET) programs to ensure that they meet certain standards before these programs are offered to the public.

STANDARDS FOR THE ORGANIZATION AND OPERATION OF PRE-SCHOOLS

Staff Requirements

The following staff requirements are intended for owners/operators, administrators, directors, principals, head teachers or school heads, as well as classroom teachers and para-professionals who are involved in Preschool or Early Childhood Education (ECE) of children 5 to 6 years of age.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Owner / Operator / Proprietor</td>
<td>College degree in a discipline allied to education with at least 18 units of preschool education course</td>
</tr>
<tr>
<td>2. Administrator / Director / Principal / Head Teacher / School Head</td>
<td>College degree in a discipline allied to education with at least 18 units of preschool education course</td>
</tr>
<tr>
<td></td>
<td>Preferably with a masters degree in education</td>
</tr>
<tr>
<td></td>
<td>At least two (2) years of very satisfactory work experience in a school set-up</td>
</tr>
<tr>
<td>3. Teacher</td>
<td>Bachelor of Science degree with specialization in Family Life and Child Development or Early Childhood Education or Kindergarten; or</td>
</tr>
</tbody>
</table>
Physical Environment

The standards for physical environment refer to the minimum requirement for the school site, the physical facilities and the learning equipment for a preschool.

Structure of the Environment

School site in this standard refers to school site for kindergarten only and does not include grade school.

1. School site must have a minimum lot area of 500 square meters. The area may be divided into a minimum of 140 square meters for the classroom and 360 square meters for the playground. This area is only good for not more than 4 classes.

2. Space for playground must be provided, otherwise, easy and safe access to the nearest part or open space not more than 200 meters walking distance from the school site may be presented as an alternative. This arrangement must be approved in writing by the authorized representative of the park or open space.

3. The school site must be used for educational purposes only. It must not serve as the residence of the owner. It should not also be a “convertible school,” that is during the day it is used as a school and after class hours converted into a residence or used for commercial purposes.

4. Provision for office, teacher’s room, music and library rooms combining any two of these must be considered.

Class Size

Ideal class size is 25-30 children per teacher. Class size may be increased to 30-40 pupils per teacher if there is a teacher aide.

Classroom Size

Classroom size should be 1 ½ square meters per child.

Equipment

1. Playground and garden – Playground apparatus must be installed in the school ground such as jungle gym, sandbox, slide, balance beams and simple obstacles.

2. Classroom equipment and fixtures – Furniture such as tables, chairs, shelves, lockers and cabinets should be proportionate to children’s sizes.
3. Health facilities and provision for safety – Health facilities such as toilet, safe drinking and washing facilities must be adequate and suitable to children’s height, size and other special needs. First aid kits must be available. A rest area may be provided for the children. The area should be free from hazards and proper and adequate lighting and ventilation should be provided.

4. Activity centers – The classroom should have activity areas for the following:

- Personal care and grooming
- House and garden care
- Communication skills
- Sensory-perceptual and numeracy skills corner
- Motor and creative development corner

**PROVISION OF DAY CARE SERVICE**

Day care centers are widely operated not only by the local government units but by the non-government organizations, the private sector, national government agencies, people’s organizations and other social welfare development institutions.

There are several laws and policies that mandate the setting-up of day care service. Republic Act No. 6972 provides for the establishment of day care centers in every barangays. Executive Order No. 441 directed all government agencies and government-owned corporations to provide day care services to children of their employees below five years of age. Since the passage of the Local Government Code, the operation of day care centers has been devolved to LGUs.

**Nature and Objectives of Day Care Service**

Day care service is the provision of supplementary parental care to 0-5 years old children whose parents have difficulty in fully taking care of their children because of work or other legitimate reasons.

The provision of the day care service may vary in form and settings as follows, depending on the needs of a specific community:

1. Day care centers – community or workplace-based facilities for children 3-5 years old
2. Center-based infant care or child minding centers – are for children ages 0-3 years old with provision for the conduct of stimulating activities and feeding
3. Supervised neighborhood plays – are for children 2-5 years old that facilitates the conduct of play activities
4. Family day care centers – provide 0-5 years old children with temporary care in the home of an accredited family child care worker

**Procedures in the Accreditation of Day Care Centers and Day Care Workers**

The Department of Social Welfare and Development, consistent with the mandate of Republic Act No. 6972 prescribes the minimum criteria for accreditation and licensing of day care centers (DCC) and day care workers (DCW).
1. All requests for DCC/DCW accreditation assessment shall be forwarded to the DSWD field offices.

2. Accreditation assessment includes interviews with the day care worker, interviews with members of the parents committee, record review (technical, administrative and program), observation of session, assessment of DCC facilities and program materials.

3. Upon favorable assessment by the authorized accreditors of DCCs and DCWs with supporting documents, certificates and identification cards shall be issued by the DSWD field directors in accordance with the standard rating scheme.

**Accreditation Rating System**

<table>
<thead>
<tr>
<th>Areas of Assessment</th>
<th>Expected Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Stability of support</td>
<td>20 points</td>
</tr>
<tr>
<td>II. Physical facilities</td>
<td>20 points</td>
</tr>
<tr>
<td>III. Qualities of day care worker</td>
<td>35 points</td>
</tr>
<tr>
<td>IV. Program service contents/ quality of delivery &amp; presentation</td>
<td>55 points</td>
</tr>
<tr>
<td>V. Availability of program materials/ visual Aids</td>
<td>35 points</td>
</tr>
<tr>
<td>VI. Availability and utilization of records</td>
<td>35 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200 points</td>
</tr>
</tbody>
</table>

**Star Rating Equivalent**

<table>
<thead>
<tr>
<th>Star Rating</th>
<th>Scores</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 stars</td>
<td>200</td>
<td>5 years</td>
</tr>
<tr>
<td>4 stars</td>
<td>199-167</td>
<td>4 years</td>
</tr>
<tr>
<td>3 stars</td>
<td>166-134</td>
<td>3 years</td>
</tr>
<tr>
<td>2 stars</td>
<td>133-101</td>
<td>-</td>
</tr>
<tr>
<td>1 star</td>
<td>100-01</td>
<td>-</td>
</tr>
</tbody>
</table>

4. For those with five (5) star rating, the accreditation is valid for five (5) years; four (4) years for four (4) stars; three (3) years for three (3) stars. Day care centers with 1 and 2 star rating shall not be issued accreditation certificates but instead shall be continuously provided technical assistance until they are able to meet the set standards.

**Day Care Workers Qualification**

The following are the required qualifications of a person who shall provide substitute parental care to children aged 5 years and below left under the custody of day care centers:

1. Male or Female, between 18-45 years old
2. Must have at least 2nd year college education
3. Has relevant experiences and interest in working with children
4. Has good moral character with certification issued by the Barangay Captain
5. Must be physically, emotionally and mentally fit based on the following:
   a. Physical examination by a licensed physician
b. Radiological examination
c. Dental evaluation
d. Psychological assessment

6. Has undergone training on Day Care Service or Early Childhood and Development

7. Willing to undergo annual medical examination

8. Willing to handle two shifting a day at 3 hours per session

**Minimum Standards for Day Care Center and Day Care Worker**

1. Structural design

   The center must be in a separate single storey structure or in the ground floor, if occupying 2 or more story building and must conform to safety building standards with updated fire and safety certificate. It must have accessibility features for physically disabled or special children as provided for in B.P. No. 344 or the Accessibility Law. Adequate lighting and ventilation, separate indoor toilets, washing facilities and safe drinking water should be provided.

2. Location

   The site must be far (at least 200 meters) from high risk areas such as rivers, dump sites or main thoroughfares. It must also be located away from gambling dens and other ill-repute establishments. A space for playground, communication and community welfare facilities must also be provided.

3. Space

   The site must provide enough indoor and outdoor space for every child to move freely for their social, cultural, recreational and physical activities.

4. Furnishings

   Indoor furnishings must be safe and proportionate to children’s sizes to allow for comfort and relaxation. Avoid toys that are made of non-toxic materials and have removable parts or sharp edges that may harm the children. The site should always be clean and safe for floor activities.

   The center should provide for an updated first-aid medicines and supplies stored beyond the reach of the children. Functional and safety equipment such as fire extinguishers should be provided.

5. Services

   The center must provide for activities geared towards the holistic development of the child, such as free and structured indoor and outdoor play; news sharing and story telling that promotes good values and character; and arts, crafts, games, etc. that promote physical, mental and creative development.

   Annual health services for the child such as physical and laboratory examination, oral and dental examination and immunization should be provided. The provision of first-aid management to the child is also expected.
The conduct of regular counseling of parents and caregivers on child development, responsible parenting, and health education is likewise encouraged. Sustained participation of parents in the management of the center is preferred.

6. Program Materials

Day care workers shall make use of program materials that will enhance the physical, social and cognitive development of the child particularly those that are intended for spiritual development, family life orientation, music, arts and crafts appreciation.

For more information on the setting-up of day care centers, please contact:

**Standards Regulation Unit**  
Department of Social Welfare and Development  
389 San Rafael cor. Legarda Sts.  
Sampaloc, Manila  
Tel. No. (632) 734-8640

ESTABLISHMENT OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) PROGRAMS (e.g. caregiver schools / ICT schools)

The Technical Education and Skills Development Authority (TESDA) is the government agency tasked to manage and supervise technical education and skills development in the Philippines. In the performance of these functions, it shall provide direction, policies, programs and standards towards quality technical education and skills development. One of the directions set by the Authority is the registration of TVET programs to ensure that they meet certain standards before these programs are offered to the public.

**Unified TVET Program Accreditation System (UTPRAS)**

UTPRAS is a two-stage process of quality assurance, which involves the following:

1. **Program Registration** – TESDA prescribes the mandatory registration of programs and courses to ensure that they comply with the minimum requirements prescribed in its Training Regulation. Registration, however, is compulsory, with or without training regulations. An integral part of program registration is the monitoring of registered program for continuous compliance to standards.

2. **Program Accreditation** – A voluntary process of institutional quality assurance whereby an institution installs quality management system in its operation and shall be assessed by qualified assessors to determine levels of recognition under the Philippine TVET Quality Awards.

**Programs which need to be registered**

1. All TVET programs offered by public and private institutions, including programs offered by enterprise-based training centers, provided that programs offered are fee-charging and open to the public.
2. All TVET programs in industrial trades and crafts, agriculture, fishery, services and home industries.

3. TVET programs with permit and recognition certificates granted by the Secretary of Education;

4. Apprenticeship programs undertaken by private enterprises shall be authorized on the basis of existing apprenticeship guidelines. Compliance with apprenticeship guidelines is considered as having the effect of UTPRAS registration.

5. TVET institutions with registered TVET programs which they desire to provide under the dual system shall be accredited as dual training system institutions under the guidelines implementing Republic Act No. 7686 in order that incentives provided for in the law may be availed of by concerned TVET institutions.

6. Community-based livelihood-oriented training programs undertaken by local government units and non-government organizations shall not be subject to registration unless prescribed by the TESDA Board;

7. A module of employable competency or a set of modules may be registered as a TVET program.

**Basis for Program Registration**

1. Training Regulations prescribed minimum program standards;
2. Training regulations developed by experts and practitioners from public/private sector (Experts Panel);
3. Training Regulations promulgated by the TESDA Board after national validation;
4. Training Regulations prescribed occupational skills standards and training standards;
5. Training Regulations included duties and tasks attached to a job title and expressed as competencies; and
6. Training Regulations served as basis for designing job-oriented curricula with specific competency objectives.

**The Accreditation System**

TESDA shall create and provide the environment for quality and excellence in TVET.

Accreditation of a program shall be subject to reevaluation at the instance of the institution. An institution shall work its way up from the Bronze Award for Commitment, Silver Award for Mastery, Gold Award for Proficiency and Platinum Award for Excellence. As such, accreditation shall not be perpetual, but shall involve continuing assessment, with the provision of assistance and incentives as a possible consequence at every stage.

The rules and procedures of the Philippine TVET Quality Awards are consistent with those of the Philippine Quality Awards promulgated by the Productivity Development Council.

**Note:** What To Do If A School Will Offer A New TVET Program

Register the program with TESDA prior to acceptance of enrollees. Registration is compulsory with or without Training Regulations.
Registration Procedures

1. The concerned institution shall file a Letter of Application with the TESDA Provincial Office in whose area of jurisdiction the institution operates, at least six (6) months before the institution will offer the program, or within two (2) years from the date of promulgation of appropriate training regulations, in case of programs under permit and recognition;

2. A checklist based on appropriate requirements for registration shall be accomplished by the Provincial Office upon receipt of the application. Only applications with complete supporting documents and the non-refundable application fee shall be officially received for evaluation. Incomplete applications shall be promptly returned to the applicant institution;

3. The Letter of Application shall be supported by the applicable requirements enumerated above, together with the payment of non-refundable application fee per course or program which shall be duly receipted;

4. The TESDA Provincial Office, with the assistance of competent persons shall undertake curriculum evaluation, together with the inspection and verification of faculty qualifications, training supplies and materials, tools, machines and equipment and site and facilities within three (3) months from receipt of application. In carrying out these tasks, the TESDA Provincial Office may employ the services of the regional or national TEP in the inspection, verification and assessment of applications for TVET program registration;

5. The results of inspection, verification and assessment, together with the corresponding recommendations of the TESDA Provincial Office shall be forwarded to the TESDA Regional Office for consideration;

6. The TESDA Regional Office shall issue a Certificate of TVET Program Registration to the concerned institution upon the recommendation of the TESDA Provincial Office that it has complied with registration requirements and upon payment of the applicable registration fee per program. Registration certificates issued for programs covered by existing training regulations shall be identified as Registration Certificate (WTR) with training regulations and those not covered shall be labeled as Registration Certificate (NTR) no training regulations;

For schools offering a TVET Program, visit the nearest TESDA Office or the TESDA website at www.tesda.gov.ph for online registration, or please contact:

**TVET Systems Development Office**
Technical Education and Skills Development Authority
5/F, TESDA Admin. Building
TESDA Complex, Taguig, Metro Manila
Tel. Nos. (632) 818-7729
Fax No. (632) 817-4427
Email: imee.taganas@tesda.gov.ph
Website: www.tesda.gov.ph