

Why is there a need for Center-based Program implemented in Alternative Venue (CBPAV)?



Laws in the Philippines



- **R.A. 10410 or the Early Years Act of 2013**

- ◆ Promotes the **rights of children to survival, development and special protection**, as well as the need to provide **developmentally appropriate experiences** to address their needs.
- ◆ Supports **parents** in their roles as **primary caregivers** of their own children through involvement as direct implementers of learning activities at home, with provided **assistance and support from ECCD service providers**.

- **RA 10821 or the Children's Emergency Relief and Protection Act**

- ◆ Creation of the **Comprehensive Emergency Program for Children (CEPC)** that serves as the basis for handling disasters and emergency situations to protect children, pregnant women, and lactating mothers, and to provide support for their immediate recovery.
- ◆ CEPC Component # 6 is the **plan of action for prompt resumption of educational services for children after disasters and emergencies** including early learning programs and services for children 0-4 years old

Toxic Stress

Toxic stress response occurs when a child experiences **prolonged exposure to difficult situations** (e.g., illness, abuse, neglect) brought by disasters and emergency situations without adequate adult support. This will then have a **damaging effect on children's learning, behavior, and health** even up to adulthood.



Lack of opportunities for early stimulation and learning experiences

During the pandemic, children are cooped up inside the home and have **limited opportunities** to receive **early stimulation and learning experiences** through play, socialization, and exploration. On the other hand, children displaced from homes brought by natural and human-induced disasters make them experience more difficult situations (e.g., staying in evacuation centers, temporary shelters). These restrictions may result in **negative effects** on their **physical, cognitive, and social-emotional development**.



Early Learning Divide

Early learning experiences and **opportunities should be equitable to all children.** But during emergencies, **vulnerable children become more disadvantaged** because of the sudden restrictions in their opportunity to learn (e.g., suspension of face-to-face classes; nonconsideration of the needs of vulnerable children including those with disabilities).

